



2016 TERM 2 TRAINING WORKSHOP
EFAL



GRADE 5-7



education

Department:
Education

PROVINCE OF KWAZULU-NATAL

Just-in-Time Training Workshop Term 2

2016

PARTICIPANTS' WORKBOOK

Grades 5, 6 and 7
English First Additional Language

TEACHING WRITING



Jika iMfundo
what I do matters

Endorsed by:



Programme

Page	Activity	Time Guide	Real time guide
	Registration	30 min	08:30
2	Activity 1: Reflections on the Term 1 Tracker	30 min	09:00
3	Activity 2: Introduction to the Term 2 Tracker	15 min	09:30
4	Activity 3: How writing is taught	30 min	09:45
5	Activity 4: CAPS requirements for writing	15 min	10:15
	BREAK		10:30
6	Activity 5: Teaching writing through making writing support tasks	50 min	10:50
19	Activity 6: Preparation and presentation of writing support tasks	45 min	11:40
20	Activity 7: Preparing learners for writing using the theme cycle	40min	12:25
21	Activity 8: Preparing and presenting thematic writing support for weeks 1 and 2	55 min	13:20
	Closure: Evaluation, Questions and concerns	10 min	13:30
30	Appendix		

Checklist of items required for this Workshop

Handouts	Number	Check
Copies of Planning and Tracking document for grade 5/6/7	1 per participant	
Copies of the Participants' Workbook	1 per participant	
Other items		
For each participant, the most commonly used EFAL learning resources. These will include Learner's Books and Teacher's Guides, and possibly Readers and DBE Workbooks	1 set per participant; participants should bring their own	
Pens and paper for planning lessons	As required	
Flipchart or board	As required	

ACTIVITY 1	REFLECTION on the Term 1 TRACKER	(30 min)
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Opening and welcome 5 minutes

Reflection on the use of Trackers as facilitating tools 25 minutes

In the last workshop the Tracker and more especially the section on reflection and its importance to this intervention was stressed. The point was also made regarding the need for teachers to make weekly entries in the Reflections section of the weekly teaching plan.

HOD's Checklist

Tick in the right-hand column if done

<p>1.</p> <p>As an HOD I have checked to see that all teachers that I supervise have a copy of the appropriate Tracker. If Trackers were missing I took the following steps to correct the situation:</p> <p>.....</p> <p>.....</p> <p>.....</p>	
<p>2.</p> <p>As an HOD I have checked to see that each teacher that I supervise is using the appropriate Tracker as required and is filling in the details on a regular basis.</p>	
<p>3.</p> <p>As an HOD I have read the weekly Reflections entries of each teacher and where necessary I have discussed any issues raised in these reflections and have noted positive reflections on successful teaching.</p>	
<p>4.</p> <p>As an HOD I have held weekly meetings with teachers that I supervise with the express intention of finding positive practicable solutions to any problems raised in the reflections.</p>	

Teacher's checklist

<p>1.</p> <p>As a teacher I have made sure that I have collected a copy of the appropriate curriculum Tracker and I have read this.</p>	
<p>2.</p> <p>As a teacher I have filled in the appropriate details in the Tracker on a daily basis and have noted any variation to the implementation of this teaching plan.</p>	

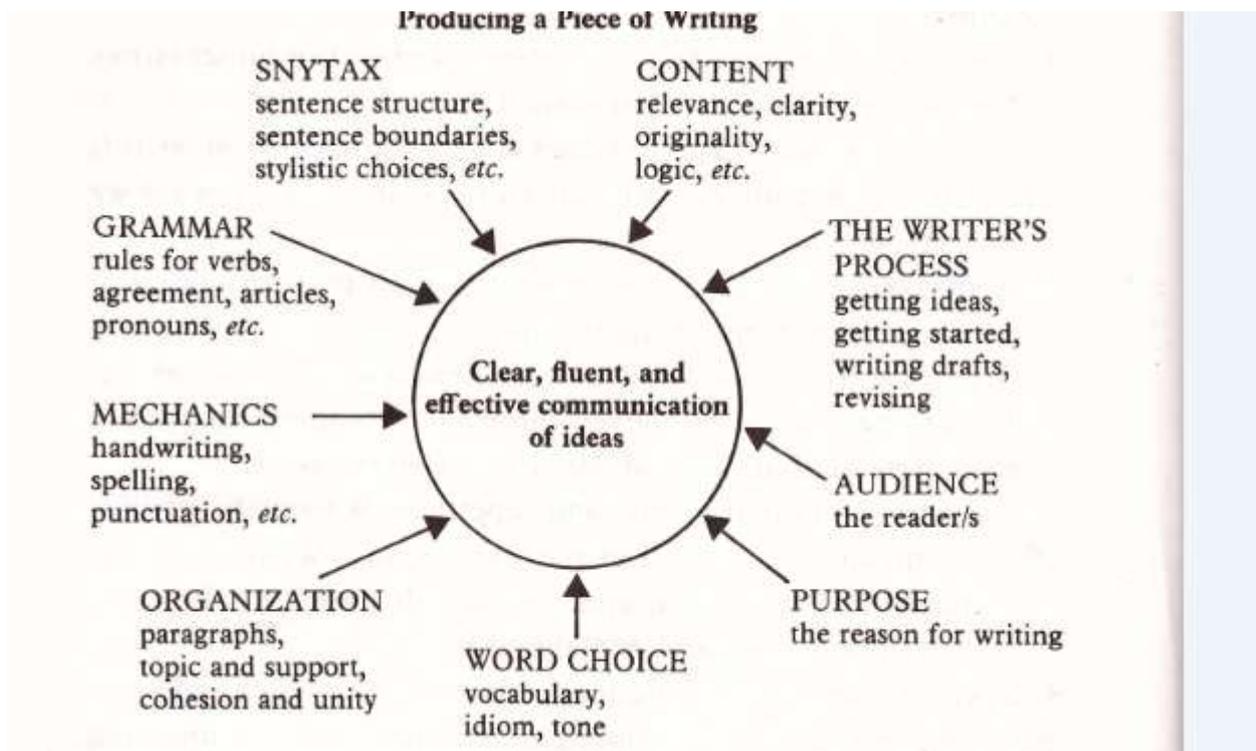
THE TEACHING OF WRITING

ACTIVITY 3 With a partner, discuss the following bullet points

(30 min)

- What do you enjoy about the teaching of writing?
- When do your learners enjoy writing?
- How do you know when your learners enjoy the writing lesson?
- What can you as a teacher do to make writing more enjoyable to learners?
- How do you prepare learners for the writing activity?
- What are the main challenges that your learners have regarding writing? Think of word choice, sentence construction, paragraphing, genres (types), etc.

Below is a diagram developed by Anne Raimes which indicates how good writing takes place:



Activity 4: Study the table and indicate if there are any aspects that you need to clarify. Which ones appear problematic to teach?

According to CAPS these are some of the aspects of writing that have to be taught in the 2nd term.

Term 2 Writing tasks (10 min)

Types of writing texts: Refer to CAPS: SENIOR PHASE: Pages 40 to 47)

	GENRE/TYPES: GRADE 7	FEATURES/CHARACTERISTICS
1	Paragraph Writing	<ul style="list-style-type: none"> • CAPS – PAGE 39
2	Narrative Essay	<ul style="list-style-type: none"> • CAPS – PAGE 40
3	Book/ Drama Review	<ul style="list-style-type: none"> • CAPS – PAGE 47
4	Giving instructions	<ul style="list-style-type: none"> • CAPS – PAGE 45
5	Advertisements/Posters	<ul style="list-style-type: none"> • CAPS - PAGE 45
	TEXT TYPES: INTERMEDIATE PHASE GRADES 5 AND 6	FEATURES/ CHARACTERISTICS
1	Paragraph Writing	<ul style="list-style-type: none"> • Main/topic sentences; supporting sentences
2	Personal Letter	<ul style="list-style-type: none"> • CAPS - PAGE 19
3	Procedures/instructions/directions	<ul style="list-style-type: none"> • CAPS – PAGE 18
4	Definitions/descriptions	<ul style="list-style-type: none"> • CAPS – PAGE19
5	Stories/folklore	<ul style="list-style-type: none"> • CAPS – PAGE 18
6	Short information text	<ul style="list-style-type: none"> • CAPS - PAGE 18

INTRODUCTION

Writing, like reading, is a **complex activity**. It is a skill and like any skill, the more you practice it, the easier it becomes. Writing should be seen as a **process**. Before learners are asked to write, they should have some knowledge of the subject and they should be equipped with **core vocabulary**. This is especially so for FAL learners who need extended discussion on the topic as well.

The approach followed by CAPS implies that the lessons in the cycle or theme lead to the writing activity and that the teacher follows the **process approach**. The EFAL learners in the Intermediate Phase need much support, especially those who are still struggling in doing their writing activities. Teachers should in their preparation provide support ranging from **controlled to guided** depending on the level of their learners. In a class, there may be learners of varying writing ability.

In this section, we discuss how to make both controlled and guided writing support tasks. The methods used are found in all the teacher guides; what we do in this workbook is to bring these methods together. As learners become more confident with writing, the support should become more guided and less controlled.

Reasons for use of guided writing exercises

- Learners' ideas have little value if they do not have enough **mastery over the language** to be able to express their ideas.
- Learners either **make many mistakes**, or they deliberately avoid trying to say certain things because they know they will make a mistake.
- Those who developed the idea of **guided writing exercises** believe that instead of this, learners should be helped to **develop their knowledge of grammar and vocabulary**, and their skill in constructing sentences and combining these in paragraphs.
- Instead of avoiding areas of difficulty, or continue to make the same mistakes, learners should be guided through the process of writing until they **master the various sentence structure**

Writing support tasks

	TYPES
1	SENTENCE STARTERS
2	GAP-FILLING EXERCISES
3	MULTIPLE –CHOICE EXERCISES
4	VOCABULARY
5	SENTENCE RECONSTRUCTION
6	SUBSTITUTION TABLE

7	HEADS AND TAILS
8	WRITING FRAME
9	VISUAL SUPPORT
10	PARAGRAPHS

The order is arbitrary. You can change it to suit your learners' needs.

1 SENTENCE STARTER

A number of words at the beginning of a sentence which helps the learner start and complete the sentence.

Example

My friend, *(name)* _____

1. My friend, _____, is _____.
2. _____ is in the same _____.
3. We sit _____
4. We play _____.
5. We go _____.
6. I like _____

Example for teachers to use to create their own writing support: Wild Animals

I love wild animals. My favourite wild animal is a cheetah. Cheetahs are very big cats and are dangerous. They run fast. They are the fastest animal on earth. Because they are fast they are very good hunters. They also move very quietly. While lions and leopards usually do their hunting at night, cheetahs hunt for food during the day. They have very good eyesight and can spot prey from 4 km away. I wish to see a real cheetah one day.

How to make it

Write out the sentence in full; or say it to yourself in your head.

Decide where to make the end of the sentence starter: it will depend on:

- how much help the learner needs
- how complex the sentence is
- which part of the sentence you want to help the learner with, e.g. you might want to focus on 'because' clause.

Write the first few words of the sentence and leave the rest as a dotted line.

How to make it easier or more difficult

- You can make it easier by reducing the number of words which the learner has to produce
- You can indicate the right number of words like this
- You can give some words to help the learner (say 2 or 3 in a space requiring 5 or 6, etc.)

An example from Top Class grade 5 LB, page 43 . Book Review

Write what the story is about (45 to 50 words). Start like this.

'The Elephant Child' tells a _____ of how they _____ got its trunk. One day a very _____ . She asked the other _____ . These animals _____ and chased _____ . She finally _____ . And they _____ did something to her _____ .

Question: For which learners will you create activities like this?

2 GAP-FILLING EXERCISES

A sentence or text with words or phrases missed out. The learner fills the gap(s). Before doing the exercise as a pre-writing exercise go over important vocabulary words.

Example

WINTER HOLIDAYS IN SOUTH AFRICA

About 8 million people visit South Africa every year. Some come to see our exciting wild animals- lions, elephants, giraffes, cheetahs, bucks and rhinos. Visitors also love South Africa's beautiful scenery, with its high mountains, clean rivers, wild coasts and rich green forests. South Africa has warm, sunny weather most of the year round. The weather is cooler inland but cities on the coast (like Durban) are pleasant even in winter.

How to make it

- a) Write out the sentence or the text in full.
- b) Then take certain words out. Decide how many words to take out; it will depend on:
 - How much you can expect of the learner
 - How long you want the exercise to take
 - How long the text is (one gap in a single sentence is normally enough)

c) Decide which words to take out; it will depend on:

- How much you can expect of the learner
- Whether you want to focus on particular kinds of words, e.g. verbs, prepositions etc.
- Whether you want to focus on particular concepts which are important in the lesson

d) Leave a space or a dotted line in the gap

e) Check the draft exercise once you have made it: is it too easy or too difficult?

Example: (Use a text from a learner book and create a writing activity.)

About 8 million _____ visit South Africa every _____.

Some come to see our exciting _____ - lions, elephants, giraffes, cheetahs,
bucks and rhinos

How to make it easier or more difficult

- You can leave as many dashes (_ _ _) as there are letters in the word.
- You can give the first letter (b _ _ _), and/ or the last letter (_ _ _ s)
- You can give all the words in a box
- You can put more words in the box than are needed in the gaps; then the learners have to choose

Teachers often use gap-filling as a summary exercise at the end of the lesson: two sentences with gaps for key concepts can summarise what has been taught

3 MULTIPLE-CHOICE EXERCISES

A sentence with a choice of 2, 3 or 4 words at a specific point; or a text followed by questions with a choice of 2, 3 or 4 words at a specific point. The learner chooses which item fits best.

Do you think we should we discuss the reason/s for the choice of answer? (Give reasons)

Example

The children walked faster and (**fast/faster/fastest**). They (**was/were/had been**) running now. The funny sound came (**close/closer/closest**) still. (**Then/When /While**) Mariam looked behind her, she saw a dilapidated Volkswagen Beetle (**speeding/turning/rounding**) the corner.

Spot On: Grade7: Page 71

How to make it

- a) Write out a sentence in full.
- b) Then take a word/phrase out. Decide which, according to the criteria above (2).
- c) Choose 2, 3 or 4 items for the learner to choose between; include the correct answer.

How to make it easier or more difficult

- You can make some choices impossible because they don't fit grammatically into the sentence.
- Or you can make some choices impossible because they don't fit conceptually into the sentence.

4 THEME BASED VOCABULARY SUPPORT (Note grade targets – 3000 – 3500 words) (Page 27 CAPS: refer to the table)

A group of words which will help the learner write a sentence or a text

Example

Write about the **Weather**. These words will help you:

Some words that you can use in your writing

Hot / cold / storm / clouds / cloudy / calm / mist / misty / fair / mild / freeze / freezing / cold / overcast / drizzle / rain / lightning / drought / stormy / sandstorm / fog / cool

How to make it

- a) Write out the sentence/text in full; or say it to yourself in your head.
- b) Choose some words which the learner will need and provide them, e.g. in a box.
- c) Decide how many words to provide according to:

- How much you expect of the learner
- How long the text is; 1 or 2 words are enough for one sentence.

- d) Choose your words according to:

- How much you can expect of the learner
- Whether you want to focus on particular kinds of words, e.g. verbs, prepositions, connectors, etc.
- Whether you want to focus on particular concepts which are important in the lesson
- Whether you want to focus on words which the learner will find difficult
- To make it more **difficult** you can give fewer words or leave out some of the difficult words

Choose a few common themes and develop vocabulary for them:

E.g.: Food Games Hobbies Soccer (or any sport)
 My school Friends Clothes Transport

e.g.

<u>TRANSPORT</u>			
<i>Bus</i>	<i>taxi</i>	<i>bicycle</i>	<i>automobile</i>
<i>Train</i>	<i>porter</i>	<i>baggage</i>	<i>departure</i>
<i>Ticket</i>	<i>yacht</i>	<i>port</i>	<i>airport</i>
<i>Docks</i>	<i>ferry</i>	<i>barrier</i>	<i>reservation</i>
<i>Captain</i>	<i>hostess</i>	<i>passport</i>	<i>restaurant</i>

Something to think about

- What strategies are you using to ensure that your learners are aware of the CAPS vocabulary expectations/ targets?
- Which do you think will work better for your learners:
 - Setting targets for the term?
 - Setting targets for the month?
 - Setting targets for the week?

5 SENTENCE RECONSTRUCTION

A group of words which form a sentence but which are in the wrong order

Example: Cleaning /yard/ hard/ the /work /after /storm /was /the

- **After the storm cleaning the yard was hard.**
- **Cleaning the yard after the storm was hard work.**

How to make it

- a) Write out the sentence in full or say it to yourself in your head.
- b) Mix up the words so that they appear in the wrong order.
- c) Cut out the words in a sentence and put them in an envelope.

How to make it easier or more difficult

- The longer the sentence, the more difficult it is. You may like to avoid very long sentences

6 SUBSTITUTION TABLE

A sentence with choices at various points in it; it is set out in table form. Sometimes there are several sentences. The learner writes out the sentence(s). Some tables allow the learner to make many sentences. Some table allow the learner to make only the sentences which are right in terms of the subject.

Example: *Make true sentences with the words in the table*

<i>If I work hard at school</i>	<i>then</i>	<i>I will be punished.</i>
<i>If I walk in the rain</i>		<i>I will pass</i>
<i>If I do not do my homework</i>		<i>I may catch a cold</i>
<i>My friend did not come to school</i>	<i>because</i>	<i>there was a taxi strike.</i>
<i>My teacher was angry</i>		<i>he was sick</i>
<i>My father was late</i>		<i>no one did their homework</i>

How to make it

- a) write out the sentence in full
- b) decide where you want to offer choices
- c) build in between 2 and 4, 5, 6 choices
- d) draw boxes around the choices so that the whole appears like a table

Activity: Find a short text from a learner book. Divide each sentence into subject, verb and predicate. Arrange the subject in the first column and the verb in the second and the remainder of the sentence in the third. Now mix the order in each column and ask learners to match the subject, verb and predicate.

7 HEADS AND TAILS

Two columns of sentence parts: the first column contains the beginnings of each sentence; the second column contains the endings. The learners have to match the beginnings with the endings by using numbers (if the items are all numbered) or by drawing arrows. The sentences may or may not form a text. If they do, ask the learners to write out the whole text correctly when they have done the exercise.

Example

Join the heads and tails to make sentences

How to make a Solar Cooker

<i>Find a large square box</i>	<i>from the inside lid.</i>
<i>Paint the inside of the box</i>	<i>and place it inside the box</i>
<i>Cut out a flap</i>	<i>to the inside of the lid</i>
<i>Stick aluminium foil.</i>	<i>with a lid</i>
<i>Shred newspaper.</i>	<i>black.</i>

How to make it

- Write out all the required sentences
- Split them in the middle
- Arrange the beginning on the right hand side in the right order, and the endings on the left hand side in the wrong order. It is sometimes best to ensure that there is only one possible ending for each beginning
- Choose how many sentences according to how much you expect of the learner

An example

<i>When it rains</i>	<i>if often freezes</i>
<i>In sunny weather</i>	<i>people use an umbrella</i>
<i>During sunny showers</i>	<i>it's best to stay inside</i>
<i>On dull days</i>	<i>a picnic is most enjoyable</i>
<i>During European winters</i>	<i>water drips from the icicles</i>
<i>When it thaws</i>	<i>we sometimes see a rainbow</i>

8 WRITING FRAME

A set of questions or sentence starters which shows the learner the outline of the text he/she needs to write. The learner writes logically ordered sentences/paragraphs by answering these questions.

Example

Complete this writing frame. My life story

When were you born? I was born

Where were you born? _____ is where I _____

Which school did you go to? _____ When I was ____ old I went to _____.

How many brothers and sisters do you have? I have _____ and _____ and _____

What is your favourite food? My favourite _____

What is your favourite sport? _____ is my favourite _____

9. Visual support

All the learner books have lovely illustrations accompanying the lessons.

A visual such as a picture or picture sequence, a diagram, a chart, table etc., can be used by the learner to write.

Example

(Diagram of stages in plant growth)

- A First a seed is in the soil. _____
- B. Then the seed _____
- C. Then _____
- D _____
- E The new plant makes seeds and _____.
- F There are new seeds in the soil.

How to make it

Choose a visual e.g. picture, diagram etc. Get the learner to write a sentence describing the visual. (If necessary provide vocabulary support for each picture.)

10: Understanding paragraph construction

What is a paragraph?

Analysis of a good Paragraph

The following model contains elements of a good paragraph: A topic sentence, supporting sentences and a concluding sentence. Read it carefully two or three times, and try to analyse its structure. (Before reading the paragraph find out the meaning of the following words).

Precious: _____ Lustrous: _____
Resistant: _____ Corrosion: _____
Untarnished: _____ Minted: _____
Utility: _____

Gold

(Sentences in this paragraph are numbered for ease of reference)

1) Gold, a precious metal, is prized for two important characteristics. **2)** First of all, gold has a lustrous beauty that is resistant to corrosion. **3)** Therefore, it is suitable for jewellery, coins, and ornamental purposes. **4)** Gold never needs to be polished and will remain beautiful forever. **5)** For example, a Macedonian coin remains as untarnished today as the day it was minted twenty-three centuries ago. **6)** Another important characteristic of gold is its usefulness to industry and science. **7)** For many years, it has been used in hundreds of industrial applications. **8)** The most recent use of gold is in astronauts' suits. **9)** Astronauts wear gold-plated heat shields for protection outside spaceships. **10)** In conclusion, gold is treasured not only for its beauty but also for its utility

The three parts of a paragraph

- Which is the topic sentence: _____
- Which are the supporting sentence(s)? _____
- Which is the concluding sentence? _____

The topic sentence states the main idea of the paragraph. It not only names the topic of the paragraph, but it also limits the topic to one or two areas that can be discussed completely in the space of a single paragraph. The specific area is called the controlling idea. Notice how the topic sentences of the model states both the topic and the controlling idea:

Supporting sentences develop the topic sentence and clarify it by giving reasons, examples, facts, statistics, and quotations. Some of the supporting sentences that explain the topic sentence about gold are:

- *First of all, gold has a lustrous beauty that is resistant to corrosion.*
- *For example, a Macedonian coin remains as untarnished today as the day it was minted twenty-three centuries ago.*
- *Another important characteristic of gold is its usefulness to industry and science.*
- *The most recent use of gold is in astronauts' suits.*

The concluding sentence signals the end of the paragraph and leaves the reader with important points to remember:

*In addition to the three structural parts of a paragraph, a good paragraph also has **unity and coherence**.*

Unity means that you discuss only one main idea in a paragraph. The main idea is stated in the topic sentence, and then each and every supporting sentence develops that idea. If, for example, you announce in the topic sentence that you are going to discuss two important characteristics of gold, discuss only those. Do not discuss any other ideas, such as the price of gold or gold mining.

Coherence means that your paragraph is easy to read and understand because (1) your supporting sentences are in some kind of logical order and (2) your ideas are connected by the use of appropriate **transition signals** (e.g. first of all, another reason, in conclusion)

In summary, a well-written paragraph contains five elements:

- a topic sentence;
- supporting sentences;
- a concluding sentence;
- unity of ideas; and
- coherence.

Activity: Read the following paragraph and do the tasks that follow:

Air Pollution

Air pollution, a hazard in many cities, occurs every time something burns. Petrol burned in cars accounts for half the pollution in the air. Oil burned to heat factories and homes is another major pollution source. Burning garbage in incinerators and city dumps is a third source of filthy air. The industrial world could not live without fire, yet its pollution effects, continually endanger lives.

1 Which is the main/key idea (topic sentence) in the above paragraph? _____

2 How is sentence three linked to sentence two? _____

3. Which is the concluding sentence in the above paragraph? _____

3 A. The following sentences form part of a paragraph but are not in the correct sequence. Identify the topic sentence and write **TS** next to it. Then decide on the order of the supporting sentences and number them **S1, S2, and S3**.

- It enables customers to do several banking transactions twenty-four hours a day.
- In addition, a customer can transfer funds between accounts or get a cash advance on a credit card.

- An automated teller machine (ATM) is a convenient miniature bank. For example a customer can use an ATM to deposit and withdraw a limited amount of money.

3 B. **Re-write the sentences in the correct order to form a coherent paragraph.**

3 C Read through the paragraph you have written in the correct sequence and list all the transitional words.

1. _____ 2. _____ 3. _____

References:

- (i) ELET Books;
- (ii) John Clegg's Workshop 2003
- (iii) Prescribed LTSM

Additional information about sentence construction

Note: Basic knowledge about sentences

For the learner who cannot write: You need to identify the exact problem that the learner has and try to respond to it if you can. If the learner has problems with writing a sentence, revise subject and verb and predicate. For this you could go back to basics or use mother tongue as a resource.

Every sentence has a subject and a verb.

Subject and verb: Consider a 2 word sentence 'Thabo works'.

works *on its own* is not a sentence because we do not learn who or what works; there is a verb, but no subject.

Thabo is not a sentence. (There is no verb.)

Thabo works is a sentence. (This is because there is a subject (Thabo) and a verb (works).)

Thabo, the manager of the store is not a sentence; there is no verb. We do not learn how Thabo the manager of the store go together.

Here are some sentences:

Subject	Verb	
Thabo	is	the manager of the store.
Thabo	works	for the manager of the store.
Thabo	is talking	to the manager of the store
The mountains of Nepal	are	the highest in the world
The house on the hill	is	very old.

Word order

If a sentence tells us something (a statement), the verb goes after the subject. If a sentence asks us something (a question), one word of the verb goes before the subject.

STATEMENT	Thabo	is riding a bicycle.
QUESTION	Is	Thabo riding a bicycle?

Exercise The Sentence

Look at the words below. Are they sentences or not? Answer **Correct or Incorrect**. Give a reason for your answer

Example: She learner.

Answer: False. There is no verb.

Add a verb to make the sentence correct: She is a learner

She was a learner...

		CORRECT/INCORRECT	RE-WRITE WHERE APPLICABLE
1	Thabo a manager		
2	Thabo is a manager.		
3	Works six days a week		
4	He works six days a week.		
5	Are you a learner?		
6	I a learner		
7	I work		
8	He very happy about it		

Change the order of the words or groups of words to make a correct sentence.

Example: am very happy I (I am very happy)

1 is terrible the weather today

Answer: _____

2 stronger and stronger getting the wind is

3 all ferryboats been cancelled have

Answer: _____ \

4 feeling the passengers were very sick

Answer: _____

5 on that boat travelling was I

Answer: _____

6 not enjoy myself I did

Answer: _____

7 had I been feeling well not

Answer: _____

8 after the journey much worse felt I

Answer: _____

9 by bad weather never travel boat in

Answer: _____

Activity: 6 : Preparation and presentation of writing support tasks 45 min

Work in groups of threes or fours and choose at least 4 of the above support tasks to prepare for your learners. You need to consider the needs of your learners and the kind of support that they would need in their writing.

Once you have decided on the activities that you are going to develop, find suitable texts from the learner books you are using. Using the texts, base your writing activities. The purpose of this activity is to provide support to your learners in their writing. Some of your learners might need

more support than others. You will have to decide on how easy or difficult you make the writing support tasks. The learners should be stretched so that you accelerate their writing development.

The facilitator will ask you to present some of the materials you have developed to the group.

ACTIVITY: 7 : PREPARING YOUR LEARNERS FOR WRITING 40 MIN

(Using the theme cycle to support writing)

1. Know the topic or writing task that you want your learners to work on in this cycle.
2. Prepare your learners for this writing activity.
3. Explore how you are going to do this in each lesson as you lead into the writing lesson.
4. You can use the following as a guideline in your preparation for writing

	ASPECTS	HOW TO IMPROVE WRITING	SOURCE
1	VOCABULARY	<ul style="list-style-type: none"> • Build learners' vocabulary in each lesson leading to the writing activity. • Set target of at least 3-5 new words a day and ensure that some of these are related to the topic or writing activity. (Learners have enormous capacity to learn vocabulary if properly taught) • Revise new words on a daily basis. • Introduce learners to crossword puzzles and games like scrabble 	<ul style="list-style-type: none"> • Listening and speaking lessons • Reading text/s
2	IDEAS AND THOUGHTS	<ul style="list-style-type: none"> • Record interesting ideas on the board. • Get learners used to recording these key ideas in their jotters. • You should list at least one new idea a day 	<ul style="list-style-type: none"> • Listening and speaking; reading • Brainstorming
3	LANGUAGE STRUCTURE	<ul style="list-style-type: none"> • Get learners to focus on the structures you are currently teaching and give them practice using these structures. 	<ul style="list-style-type: none"> • Language aspects and concepts currently being taught. E.g. - synonyms
4	GENRE	<ul style="list-style-type: none"> • Familiarize learners with the special features of the genre that they will be writing. • This can be done during the build up to the lesson. (Reading texts in the LTSM are often from this genre). 	<ul style="list-style-type: none"> • E.g. Dialogue format
5	ACTIVITIES	<ul style="list-style-type: none"> • Give learners practice in thinking about the writing task by asking relevant and stimulating questions • Encourage them to talk about their ideas and thoughts through the programmed activities. 	<ul style="list-style-type: none"> • Get learners to experience the activity and to talk about the topic.

6	THE WRITING TASK/S	<ul style="list-style-type: none"> • Ensure that the learners understand the task. • You may have to prepare support in the form of controlled or guided writing according to your learners' needs. • Reinforce sentence structure, especially the writing of simple sentences for learners who have difficulty in writing. 	
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Activity 8 : PREPARING YOUR LEARNERS FOR WRITING (2) 45 min

Resource needed: Hand-out of template on (page35)

Learner book and Teacher guide

You may work in pairs or groups to do this activity. Your partners should be teachers who are using the same learner book. Refer to the template presented in activity 7. Choose a writing activity that you will be teaching in this term. Now look at the writing topic and all the lessons leading up to this lesson. Start gathering information on each of these aspects in the template. The vocabulary you record should be relevant for the writing task. Work on the other aspects of the template as well, spending not more than 5 minutes per section.

Your facilitator will ask for a few volunteers to present the writing support that has been developed.

Preparing Learners for Writing using the Theme Cycle

GRADE: 5

1. TOP CLASS ENGLISH (LB and TG) (LTSM)

2. CAPS DOCUMENT

3. Teacher Toolkit: Planner and Tracker

Term 2 Week 1 Day 4

Theme: South African Tales LB: Pages 38 to 45 TG: Pages 44 to 51

Topics: 1. Writing your own folktale (Pages38-41}

2. Writing a book review (Pages 42-44)

1. Vocabulary Support

1.1 Writing a folktale

1.1.1 Make reference to the following texts to offer learners vocabulary support:

- Listening comprehension text in TG: Page 44: This is a folktale entitled “The tug of war- a Zulu tale.”

Some examples of target words from the story:

- Strong/stronger/strongest
- Serious/more serious/most serious
- Tug/tugging/tugged
- Lazy/lazier laziest
- Begin began begun
- Trick/ trickier/trickiest/tricking/tricked
- Bite/bit tail/tale

- Reading Comprehension text in LB: Pages 40 – 41: This is a folktale entitled “The ungrateful puff adder.”

Some examples of target words from the folktale:

- Coming past pass/passing/past
- Fire/flames burn/burning/ burned/burnt
- Safe/safer/safest
- Complain/complaining/ complained/complaint/complainant
- Confuse/confusing/confused/confusion
- Grateful/ungrateful gratitude/ingratitude

2.1 Ideas and thoughts

2.1 From L.C text:

- This story takes place (*setting*) near a lake with a hill opposite it.

Learners must choose a place where their folktale will be set.

- The characters (animals) are the elephant, the hare and the hippo.

Learners must list the *characters* that they are going to use in their story.

- This story is about the hare (troublemaker) who tricks the elephant into believing that he (the hare) is stronger. This is the *plot*.

Learners must decide on what there is going to be about. They could re-tell the same story but with a different ending.

- The story ends with a generalisation which makes it a folktale.

The learners must be shown how to end their story in an imaginative and generalised way.

2.2 From Reading and Comprehension text (LB: pp. 40-41)

- The story is set in a forest.

- The characters in the story are the puff adder, the farmer, the cow, the horse and the jackal.
- The story is about the puff adder trying to trick the farmer.
 - Puff adder was in the forest which was on fire and he needed to be saved from being burnt.
 - The farmer felt sorry for him and put him into the wet sack as the puff adder had promised not to bite him.
 - Jackal confused puff adder and tricked him into going back into the sack.

Writing a book review

- Choose your favourite story and answer the following questions which then forms the basis for the review.
- Use the frame on page 43 of LB to write your review.
- **Alternatively answer the following questions**
 - A. What is the title of the story?
 - B. Who is the main character?
 - C. Who are the other characters?
 - D. Where did the story take place?
 - E. What is the main idea in the story?
 - F. What did you think of the story?

3. Language structure and conventions

- Dictionary work LP Page 44.
- Write your own sentences using the nouns listed.(LB: page 44)
- Adjectives: Change the adjectives into comparative and superlative forms. (LB: Page 45)
- Connecting words: LB: Page 45

4. Genre

4.1 Folktales

- A story originating in popular culture, typically passed on by word of mouth.
- Story passed orally from generation to generation.
- Contains a moral or lesson that comes at the end of the story.
- More frequently told than read.
- Takes on the characteristics of the time or place in which they are told.
- Speak to universal and timeline themes.
- Explains the origin of something. (Not factual; myths)
- Are often about the common person.
- May contain supernatural elements.

5. Activities

Give learners practice in thinking about the writing tasks by focussing on the lessons preceding writing:

- Re-visit existing vocabulary.
- Setting, characters, plot, theme and ending.
- Language structures and conventions.
- Noting down ideas and thoughts to be used in the folktale and book review.
- Using the frame on page 44 (LB) to write the folktale.

6. The writing Tasks

6.1 LB: Page 43

6.2 LB: Page 45

Preparing Learners for Writing using the Theme Cycle

GRADE: 6

1. Interactive English (EFAL) (LTSM)
2. Caps Document
3. Teacher Toolkit: Planner and Tracker (Term Two)

Term 2 Weeks 1 and 2 Day 4

Theme: The Universe: Telling Tales LB: Pages 71 - 82 TG:

Topic: Write a fantasy story about the moon, sun, stars, planets or space.

Imagine..... whatever you like.

1. Vocabulary Support

1.1 From Listening text entitled "The Milky Way" TG: Page

- strong – willed/strong minded/weak willed/weak minded
- glow/glowing/glowed/glorious
- sparks/sparking/sparked/sparkling
- tale/tales tail/tailing/tailed
- universe/sky/space/atmosphere

1.2 From Reading Comprehension texts. LB: Pages 76-77

- rule/ruling/ruled/ruler
- shiver/shivering/shivered/shivers(noun)
- interest/interesting/interested
- close/closer/closest

- fearless/fearful
- reward/rewarding/rewarded

2. Ideas and thoughts

- The universe is made up of space with millions of galaxies and stars. The sun, moon and earth belong to the universe
- A galaxy consists of dust, gas and millions of stars held together by gravity.
- The sun and the eight planets and the moons are called the Solar System. They are found on the edge of the Milky Way.
- Folklore has it that a long time ago, animals ruled the earth, with the elephant as king.
- The elephant sent messengers to the sun to ask it to remain in one place.
- Eventually the hawk brought back a ball of fire.
- That is how fire came to earth.

3. Language Structure and Conventions

- Adjectives: LB: Page 78
- Working with words and sentences LB: Page 80

4. Genre: Folklore

- A story originating in popular culture typically passed on by word of mouth.
- Story passed orally from generation to generation.
- Contains a moral or lesson that comes at the end of the story.
- More frequently told than read.
- Takes on the characteristics of the time or place in which they are told.
- Speak to universal and timeline themes.
- Explains the origin of something.
- Are often about the common person.
- May contain supernatural elements

5. Activities

- Independent Reading and the pair work activity that follows: LB: Page 79
- Re-read the comprehension text on page 76 in the LB and answer the questions set on it.
- Provide learners with a writing frame.

Fantasy

I have always----- of talking to a heavenly ----- .One day I decided to contact the ----- which is part of the ----- Way. I sent on----- to the ----- from my cell phone.

The next ----- I received a ----- . I felt ----- the moon. I was asked to make any ----- I wanted. My----- was to be given a----- as a ----- present. To my ----- my wish

came true and I was----- like the hawk in the story entitled: "How fire came to earth." On my----- a brand new
-----brand new ----- was delivered to my house. Once again I was over the ----- . My fantasy----- true and became a reality.

6. Writing Task

Learner's Book – Page81

LTSM: Spot On

Grade 7

Term 2 Weeks 1and 2

Theme: Tell me a story **LB:** Pages 61 to 72

Topic: Write a narrative essay

1. Vocabulary Support

1.1 The impact of the use of emotive words as evident in the extract from Nelson Mandela's Autobiography *Long Walk to Freedom*. LB: pages 66-67.

- The most **ancient** of chiefs instead of **the oldest** of chiefs
- Were often **punctuated** by great wheezing instead of **interrupted by.....**
- **Impish** for **fighters**
- But grizzled as Chief Joy seemed instead of **wrinkled**
- **Moved** by the **broad sweep** of African history instead of **affected** by **wide coverage**.

1.2 Some **examples of other words that evoke/arouse strong emotions: LB: page 64:**

- Soundless *for* quiet
- Sorrowful *for* sad
- Wander *for* walk
- Gleefully *for* happily

Compare the two sentences below:

1. The sad girl walked into the quiet night.
2. The sorrowful girl walked into the soundless night

Which one is more effective? Why?

2. Ideas and Thoughts

2.1 Use the reading comprehension text on page 66 in the LB as model to cull ideas especially iron of character description (see unit 5 : How a narrator creates character :LB: Page 68)

The narrator creates a vivid image of Chief Joyi		
He uses adjectives and imagery to describe what he looks like.	He describes his actions.	He reports what Chief Joyi says.
Example:	Example:	Example:
Ancient	Chief Joyi flings his spear.	Chief Joyi tells stories about all African heroes.

2.2 Planning a narrative essay

My story is about-----	The purpose of my story is -----
The narrator is -----	The target audience is -----
The character/s character/s in my story is/are	The setting of my story is -----
The mood I want my story to create is -----	The conflict/problem/tension in my story is ----- ---
In the first paragraph I want to -----	In the middle paragraphs I want to ---
In the last paragraph I want to -----	The title of my story is -----

2.3 Other approaches to generate ideas:

- Using a time line
 - Date ,day, time and place of birth
 - Early childhood(0-5 years)
 - Pre-school history
 - First day at Primary School
 - Teachers from grade 1 to grade grade to grade 7
 - Description of teacher/s you really liked/disliked
 - Conflicts/problems/tensions
 - Learners in your grade 7 class
 - Looking ahead to high school

3. Language structure and conventions

- Emotive language: LB: Page 64
- Giving synonyms for emotive words: LB: Page 64
- Past tense: LB: Unit 3: Page 65

4 .Genre

4.1 Narrative Essay

Narrative writing is the presentation of a series of events in some meaningful order. Write a story/past event/fiction

- Use a story line that is convincing
- Usually use the past tense
- Use a captivating introductory paragraph
- Reflect a point to be made
- Use unusually interesting ending
- Ensure sustained interest with style, rhetorical device and action
- Highlight sensory details
- Use descriptive elements

6. Activities

All the activities in LB from unit one to unit seven (Pages 62 to 72.)

- Discussing the role of the narrator.
- Emotive language
- Past Tense
- A story about one's own life.
- How a narrator creates characters.
- Listening to a story: the hidden elements
- Writing and telling: A narrative essay

6. The writing task: LB: Page71: Activity 7.1

Appendix: TEACHING WRITING IN THE EFAL CLASSROOM

- *Provide frameworks for different genres of writing*
- *Focus on language elements: Expressions, phrases, transitions and grammatical structures*
- *Recognize second-language proficiency factors*

MODELLED WRITING

- *A type of "thinking aloud" about writing with learners*
- *Demonstrates that writing is for communication across time and space*

- *Models both process and content using a problem solving approach*
- *Can be used to teach a particular element of language*

SHARED WRITING

- *Learners contribute ideas as teacher scribes.*
- *Used to gather and pool information about a topic*
- *Demonstrates how to find and select information and organize it around a structure*

GUIDED WRITING

- *An interim step between teacher directed and independent writing*
- *Teacher provides prompts or clues for learners as a framework for ideas and organization*
- *Promotes critical thinking about the topic*

INDEPENDENT WRITING

- *Learners utilize the ideas and framework from shared writing to produce a draft*
- *Learners refer to charts, exemplars and other reference material to revise and edit their composition for publication*

WRITING FRAMEWORKS

- *Writing frameworks provide structure for guided writing activities.*
- *Frameworks shape & limit the linguistic demands of specific writing tasks.*
- *Frameworks support teachers in analysing language and structure of varieties of text and literary genre.*

TYPES OF WRITING FRAMEWORKS

- *Narrative*
- *Recounts*
- *Procedures*
- *Reports*
- *Explanations*
- *Exposition*

NARRATIVES

- *Orientation: Uses past tense & descriptive language to create images*
- *Complication: Contains linking words to do with time*
- *Resolution: Uses variations in sentence length to provide change of mood and pace.*

COMPONENTS OF A NARRATIVE

- *Title*
- *Orientation / Introduction*
- *Initiating Event*
- *Complication*
- *Resolution*

- *Moral and concluding statement*

RECOUNTS

- *Setting: Tells When? Who? Where? Why?*
- *Series of events: Written in action verbs in past tense with paragraphs in time order sequence*
- *Conclusion: Describes result & mood and/or summarizes*

PROCEDURES

- *Goal/Aim: Describes what is to be done*
- *Requirements: Explains what is needed to complete the task*
- *Steps: First to last telling what is to be done and how*
- *Evaluation/Testing: Was the goal achieved?*

REPORTS

- *Classification: Generalized participants describing the class of things using timeless present tense*
- *Description: What attributes does it have? What it looks like; where it lives; what it does--using linking verbs and action verbs*
- *Summarizing comments: Tell the dynamics of the object of the report--How is it useful? Why is it important?*

EXPLANATIONS

- *Definition of phenomenon: States what the thing or process is*
- *Sequenced Explanation: Timeless present tense*
- *Components/Parts: Descriptive language about the phenomenon*
- *Operations/Applications: Action verbs describing cause & effect*
- *Interesting comments or special features, & evaluation: May include passive voice*

HANDOUT

	ASPECTS	HOW TO IMPROVE WRITING	SOURCE
1	VOCABULARY		

2	IDEAS AND THOUGHTS		
3	LANGUAGE STRUCTURE		
4	GENRE		
5	ACTIVITIES		
6	THE WRITING TASK/S		

Appendix

Examples of guided writing exercises with different amounts of control

- a. In this exercise, the writing is completely controlled. Learners' can make their own stories, but they are limited by the choices given. The basic sentence structures, the vocabulary and the logical sequence of the passage is given. This exercise is suitable for the early stages of teaching narrative compositions.

A Visit to Town						
Yesterday Last Saturday On Monday Last week	I went	to town into Durban to the shops	with	my mother my sister Jane my father	.	We went
by bus on foot in my uncle's car	.	we had to buy	groceries school clothes clothes for our new baby	,	so we went to	Spar Checkers a clothes shop a supermarket
.	it was a	big small busy	shop	and there were many few	people shopping there things to buy	.
A	fat nice friendly	man lady	helped us	to choose things to find the things we wanted	.	we bought
eggs shoes nappies	,	vests rice a jersey	,	booties a shirt soap	, and	many other things lots of vegetables a warm hat
After all that By that time	we were	hungry thirsty	,	so	my mother my sister	bought us some

Then					Jane my father	
bread milk apples coke	.	When we had eaten After that Then	we looked at	the fashions radios stoves	in a shop window.	.
At 4o'clock In the evening When my uncle came	we went home	.	I had a	lovely exciting happy	day in town.	

- b. In the next exercise there is a slightly less control. The learners are restricted with regard to the topic and they are given the basic sentence patterns and the logical sequence of the passage. They must, however, supply some of the ideas and vocabulary themselves, and they must be sure to use the correct tense of the verbs. This exercise is suitable for slightly later in the teaching of narrative compositions.

A visit to my grandmother on the farm

Last _____, _____ and I went to stay with my

grandmother on the farm near _____ . We

_____, and it took us _____ to get there.

Grandmother was _____ to see us.

On the farm _____ animals. There are

_____. I like to _____ the cows. I also

_____. Grandmother

also _____ crops _____. she cooked us

_____ which was made from the

mealie she _____.

We _____ for five days. We _____ on the farm.

We _____ when we _____.

- 2 In this exercise there is still some control, but the learners have to give their own ideas and construct sentences to express these. The questions limit what they should say, and guide them as to the logical sequence of the passage. The exercise is suitable for a later stage in the teaching of narrative composition, where learners are beginning to master the skills for sentence and paragraph construction.

The Picnic

Answer the following questions , and then use your answers to write a description of a picnic you went on:

- Where did you go on the picnic?
- Who went on the picnic?
- How did you get there?
- Before you went on the picnic, you had to pack some food.
Who prepared the food?
- What food did you take?
- What did you do when you got to the place?
- What did you do after that?
- When did you leave to go home?
- How did you feel?
- Did you enjoy the picnic?

These three exercises show how the teacher can move the learners from very controlled writing towards free writing, gradually, as they master the skills of composition writing.