



2015 TERM 3 TRAINING WORKSHOP  
**EFAL**



**GRADES 8-9**



education

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Department:

Education

**PROVINCE OF KWAZULU-NATAL**

## **Just-in-Time Training Workshop Term 3**

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# **Facilitator's Guide**

## **Grades 8 & 9 English First Additional Language**



**Jika iMfundo**  
what I do matters



Endorsed by:



## Programme

Page	Activity	Time Guide	Real time guide
	Registration and welcome		08:00 – 08:30
2	Activity 1: Reflections on the Term 2 Tracker	30 minutes	08:30 – 09:00
2	Activity 2: Introduction to the Term 3 Tracker	15 minutes	09:00 – 09:15
3	Activity 3: Third term genres	15 minutes	09:15 – 09:30
3	Activity 4: Simple, Compound and Complex Sentences	40 minutes	09:30 - 10:10
	Tea Break	20 minutes	10:10 – 10:30
4	Activity 5: Understanding paragraph construction	50 minutes	10:30 – 11:20
5	Activity 6: The process approach to writing.	50 minutes	11:20 – 12:10
8	Activity 7: Writing a descriptive paragraph	20 minutes	12:10 – 12:30
10	Activity 8: Preparing learners for writing	15 minutes	12:30 – 12:45
11	Activity 9: Preparing support materials	30 minutes	12:45 - 13:15
	Announcements and closure	15 minutes	13:15 -13:30

## Checklist of items required for this Workshop

Handouts	Number	Check
Copies of Planning and Tracking document for grades 8 & 9	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.	1 set per participant; participants should bring their own	
A Dictionary		
Pens and paper for planning lessons A quantity of popcorn that can be distributed in small quantities to each participant.	As required	
Flipchart or board	As required	

## Registration and welcome

### ACTIVITY 1: REFLECTION ON THE TERM 2 TRACKER

(30 MINUTES)

In the last workshop the central role of the HODs in the implementation of this intervention was stressed and it was acknowledged that without their essential input the effectiveness of the use of the Trackers would be compromised.

A second important point was made regarding the need for teachers to make weekly entries in the Reflections section of the weekly teaching plan.

#### HOD's Checklist

Ask the HoDs to respond to this section. Teachers should respond to the Teacher's Checklist. Give participants about 15 minutes to do this activity silently.

Tell participants that they should respond honestly. This section is for their self-evaluation and will indicate gaps in practice for them to examine on their own.

#### Teacher's Checklist

The same instructions apply to the teachers as well.

**Spend 10 -15 minutes discussing the main points you wish to make. Do not wait for all the participants to complete answering all the questions. Keep to the timeframe.**

### ACTIVITY 2: INTRODUCTION TO THE TERM 3 TRACKER

(15 MINUTES)

- Ask participants to turn to page 1 of the tracker and to find the LTSM they are using and add a bookmark to it. Allow teachers to peruse their LTSM list.
- When planning the lessons for each day, they must refer to the suggestions given in the *Teacher's Guide* for their *Learner Book*. There are also references to the Readers.
- Cross-check with personal commitments and the School's year plan to see what lessons might be missed and report this to the HOD so that a plan can be devised, at your next weekly meeting, to make up for missed lessons. Note here any potential disruptions to the teaching:

Date: .....

Lesson:.....

content:.....

Reasons for the  
disruption.....  
.....

Resolution.....  
.....

- The tracker makes provision for 10 weeks. The term consists of 11 weeks. Please can you plan activities for week 11 of term 3? You may want to focus on areas that you realise that your learners need more support in.

<b>ACTIVITY 3: CAPS WRITING REQUIREMENTS FOR TERM 3:</b>	<b>15 min</b>
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Point out that you have tabulated the genre from which the writing tasks are set for the term. Which genres will they select and ask them to fill in the features of the genre as well as the number of words that is required.

Do not spend too much time on this. The information is available in CAPS (pp. 35-48 and 86-87). Also refer to p 7, Term 3 tracker. (Keep to track of time.)

<b>ACTIVITY 4</b>	<b>SIMPLE, COMPOUND AND COMPLEX SENTENCES</b>	<b>40 MINS</b>
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Discuss simple, compound and complex sentences. Refer to PW to the series of simple sentences (p7) that they are going to work with. Good writing requires that learners master different sentence types, especially complex sentences. Briefly discuss conjunctions, connectors and linking words. (This was included in Term 2 Participants' Workbook) After doing the first example and perhaps another one, ask the participants to do the activity. 5 -10 min

Now organise the teachers in groups of threes.

Ask each teachers to identify themselves as Teacher A / B /C.

Ask **Teacher A** to work on the first three sets of sentences, **Teacher B** the next and **Teacher C** the remainder. 10 min

Once this is done, ask the group to construct a paragraph using their complex sentences. 10 min

Invite a few participants to read aloud their paragraphs. Find out what changes they made when putting the sentences together to form a paragraph. 10 min

<b>ACTIVITY 5</b>	<b>UNDERSTANDING PARAGRAPH CONSTRUCTION (1)</b>	<b>30 MINS</b>
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(In plenary) ask the participants to discuss their definition of a paragraph. Then discuss paragraphing in terms of its structural elements. Then ask them to do the activity that follows. Cover the following points in your discussion:

A paragraph is a basic unit of organization in writing in which a group of related sentences develops a main idea. The number of sentences in a paragraph is unimportant; however, the paragraph should be long enough to develop the main idea clearly and short enough to avoid repetition and redundant comment.

A paragraph may stand by itself. A paragraph may also be one part of a longer piece of writing such as in a chapter of a book or an essay. You will first learn to write good paragraphs, and then will learn how to combine and expand paragraphs to build essays.

Proceed to discuss paragraph structure

The following model contains all the elements of a good paragraph. Read it carefully two or three times, and try to analyse its structure.

Before reading, do some vocabulary work to ensure that they are able to follow you better. It may be an opportune time to remind participants that learners add five or more words per day to their dictionaries to improve vocabulary:

Ask the participants to identify the three parts of the paragraph

- a topic sentence
- supporting sentence(s)
- a 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.

What is the topic sentence in the above paragraph entitled *GOLD*?

**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 the elements of unity and coherence.*

Unity means that you discuss only one main idea in a paragraph.

Coherence means that your paragraph is easy to read and to understand because (1) your supporting sentences are in some kind of logical order and (2) your ideas are connected by the use of appropriate links such as : '...another reason...', '...on the other hand...', 'In conclusion...' etc.).

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

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

<b>ACTIVITY 5 (cont.)</b>	<b>UNDERSTANDING PARAGRAPH CONSTRUCTION (2)</b>	<b>20 min</b>
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If you get a sense that the participants have understood the concepts that you have been working through, then you can skim over the first part of this section. However, ensure that unity of thought, topical cohesion and coherence are part of the discourse.

<b>ACTIVITY 6</b>	<b>THE PROCESS APPROACH TO WRITING</b>	<b>(50 Min)</b>
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(If you can, view the following URL on the writing process:  
<https://www.youtube.com/watch?v=71Y2ulyJM4g>)

Ask the teachers to read the story silently or you can read it aloud. Then ask them to do the task that follows.

### Story writing: The One-paragraph Story

*A young Xhosa man named Thabo met a beautiful young Zulu woman named Thembi. They met in a cafe in Durban during the afternoon. As soon as Thabo saw Thembi, he fell hopelessly in love because she was so beautiful and sophisticated. He wanted to meet her, so he introduced himself and asked her if he could speak to her. Soon, they were talking about their two provinces and having a wonderful time. They decided to continue their discussion that evening so they made a date to have dinner in a wonderful restaurant. They continued to see each other every day because they had such a wonderful time together.*

**Task: Write two concluding sentences to this paragraph**

Select a few examples of concluding sentences by participants and ask them to read out aloud to the class. Invite comment- are these sentences appropriate? Why?

(Be mindful of time.)

### What makes for successful writing?

Learners who make a personal connection with their writing are more likely to set challenging writing goals, plan a course of action for achieving them, exert required effort, persevere in the face of difficulties and believe that they will be successful.

Ask teachers to look at the list of writing skills below, and on a scale of 1 –least important to 5- most important, rate them and thereafter discuss with their partners their ratings.

1.	Writing a rough draft	
2,	Ordering ideas logically	
3.	Selecting relevant ideas	
4,	Proofreading	
5.	Spelling correctly	
6.	Being clear	
7.	Keeping the audience in mind	

The process approach helps learners to be more strategic in planning, drafting and revising. The teacher must in turn create a supportive environment in which processes such as constructive feedback, 'scaffolded' support and confidence building are valued.

Tell the teachers that you want them to think about how they can improve word choice and expression as well as the need for topical unity and coherence in their writing. You are now going to take them through the Process Approach. Tell them the topic is: *How to impress a teacher in their writing*.

(Refer to the diagram on *The Writing Process- PW p 13*)

### **The first step is planning**

The planning step activates the schema or background knowledge of the learner. The learner explores his /her ideas about the topic. One method of doing this is clustering, in which a graphic organizer is used. Think of as many ideas as you can about the topic and write them in the circles below:

### **The second step is drafting.**

Drafting is the process of writing down ideas, organizing them into a sequence, and providing the reader with a frame for understanding these ideas. Note that spelling and punctuation is not of central importance in these early stages. Elbow in *Writing Without Teachers* (1973: 1-7) points out that *“the habit of premature editing not only makes writing hard, it also makes writing dead”* . Follow this advice: *Make it messy to make it clear*.

Now use your prewriting notes to determine the following:

- 1, Which ideas will you use?
2. In what sequence will you arrange them?
3. -Any information that is not relevant to the purpose of writing about the topic should be removed.

Ask participants to write their draft paragraph.

### **The third step is Revising**

1. Are there any ideas you can add to improve your paragraph?
2. Are there any ideas you now want to change or remove?
3. Will changing the sequence and organization of your sentences improve coherence in your paragraph? Discuss with your peer and consider his/her advice
4. How can the expression be enriched /improved?

At this stage don't be overly concerned with grammar, spelling and syntax issues. These issues will be dealt with in the last stage (editing /proofreading).

Get the teachers to rewrite their paragraph.

### **The Fourth step is Editing**

Inform the participants that the next step, Editing, is perhaps the most neglected aspect of writing. Editing begins with proofreading.

#### **Editing Checklist**

		YES	NO
1	My ideas are arranged logically		
2	I have checked words for correct spelling		
3	I have capital letters and punctuation in the correct places		
4	I have considered instances where I can make a better word choice		
5	I have got a classmate to proofread my work		

### **The final stage is presenting your work to others**

Publishing involves sharing your work with an appropriate audience. This may take several forms: Handing it in to your teacher to assess, reading out loud to your class or even putting it on display in the classroom. Another channel is to use social media and to publish your work on WhatsApp for example.

Please follow this with a some questions. E.g. What do you think will prevent your learners from approaching writing like this?

#### **ACTIVITY 7: Writing from experience - the descriptive paragraph**

**20 min**

#### **Descriptive paragraph**

A descriptive paragraph is a paragraph which expresses or describes a place, thing, or person in such vivid detail that the readers can easily picture or visualize what is being written about, or they can feel that they are involved in the experience. Whilst you can write from imagination as you visualize the situation, it certainly helps to write convincingly if the reader senses that the writer is speaking from direct or related experience.

**Topic: Popcorn**

Prepare or buy enough popcorn to distribute five pieces of popcorn to each learner in the class. Focus their attention on the five senses: sight, sound, smell, taste and touch.

Now try to remember how the preparation of Microwave/stove top popcorn appealed to your five senses either when you prepared popcorn yourself or when you were present when popcorn was being prepared.

**Introduction**

Try to remember the experience of preparing Microwave popcorn.

There were many things we could smell, see, hear, taste, and touch. It is challenging to find suitable words to describe the experiences of the senses and your learners will need to be guided in this exercise.

Think of two words that describe what you saw when the popcorn was popping. (e.g.: jumping, bouncing)

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Find a word that describes the smell of popcorn. (e.g. appetizing, inviting)

---

Find a word that describes the sound of the popcorn when it starts to pop. (e.g. Exploding, sizzling)

---

Taste and touch were the other senses that the popcorn affected.

Find two words that describe the taste of popcorn. (e.g. Creamy, chewy)

---

Finally, find a word that describes what popcorn feels like to the touch. (e.g. hot, soft)

---

In summary, there are lots of ways to describe microwaved popcorn using our five senses.

Now write your own descriptive paragraph on *The preparation of popcorn*

.....

**Descriptive Paragraph:                      Peer Evaluation**

Writer: \_\_\_\_\_ Date: \_\_\_\_\_ Evaluator: \_\_\_\_\_

Does the paragraph give at least one example of a descriptive word used for:

Sight: \_\_\_\_\_

Smell: \_\_\_\_\_

Sound: \_\_\_\_\_

Taste: \_\_\_\_\_

Touch: \_\_\_\_\_

Did the writer add at least two closing sentences? Circle all misspelled words. Underline any incomplete sentences and/or sentences that don't make sense.

I liked this paragraph because -----

This paragraph can be improved by -----

**Activity: 8 PREPARING YOUR LEARNERS FOR WRITING**

**15Min**

Tell the participants that they are going to look at a method of integrating the lessons in the theme cycle to help their learners in preparing for their writing piece. That is

**Using the theme cycle to support writing**

We are going to use a template to give support to learners.

As writing is a complex activity and is preceded by listening, speaking and reading, teachers should maximise the support provided through these lessons. Teachers should know before commencing the theme cycle what the writing task is going to be and to prepare their learners systematically for it. The template is one way to show how integration of the various skills could lead to the writing activity. Go through the template with the teachers and thereafter refer to the appendix (Participant's workbook pp.) to see how it can be used 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 activity.
3. Explore how you are going to do this in each lesson as you prepare each lesson.
4. Focus on the following:

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

**Activity: 9 PREPARING YOUR LEARNERS FOR WRITING 30 min**

Ask the participants to choose a writing task from the LTSM that they are using at their school. Using the template, ask the participants to prepare the writing support they will give their learners. This can be either pair or group work activity. Ask a few groups to give report back.

## APPENDIX

### A note on poetry

Learners have gained the impression that a poem involves exclusively rhymed verses. Some of the greatest poetry in the English language is unrhymed. However, poetry is not prose because it uses rhythm and metre together with the sound value of words to create evocative verbal music. That is why it is important to pronounce the words correctly because mispronunciation in poetry is the equivalent of singing a false note.

WRITING LONGER SENTENCES TG.p.149. LB p. 208

Longer sentences usually involve the use of appropriate linking phrases or conjunctions in order to create compound and complex sentences. Learners should read through their Covering letters created in the previous exercise to see where they could possibly have used longer complex or compound sentences through the varied wording and use of:

If, but, and, although, until, unless, so, because, alternatively, subsequently, whilst, previously, in addition, however, consequently, moreover.

## APPENDIX

### Using Mind Mapping to teach Writing

A mind map or spider diagram is a way of organizing your thoughts around a central idea using key words – each of which will trigger specific memories and encourage new thoughts and ideas. Each word is a potential trigger to unlock new ideas, facts and information.

#### Resources for more mind mapping information:

Buzan, Tony. 2005. *The Ultimate Book of Mind Maps*. London: Thorsons.

<http://library.leeds.ac.uk/skills-writing> (a resource that includes writing, critical thinking and plagiarism tutorials).

#### Additional resources on writing

<http://library.leeds.ac.uk/tutorials/activities/writing/getting-thoughts-together/>

<http://library.leeds.ac.uk/tutorials/activities/writing/drafting/>

<https://owl.english.purdue.edu/>