



2019 TRAINING WORKSHOP NO.2

# EFAL



GRADES 8-9



education

Department:  
Education

PROVINCE OF KWAZULU-NATAL

**Grades 8 & 9**  
**Just-in-Time Training Workshop**  
**2019: No. 2**

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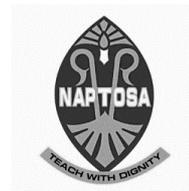
**Facilitator's Guide**

**EFAL**



**Jika iMfundo**  
what I do matters

Endorsed by:



## Workshop Programme

No.	Session focus	Time min
<b>1.</b>	<b>Introduction to the workshop</b> <ul style="list-style-type: none"> <li>• Welcome</li> <li>• Introductions</li> <li>• Register</li> <li>• Ground rules</li> <li>• Workshop objectives</li> </ul>	<b>20</b>
<b>2</b>	Pre-workshop activity	<b>10</b>
<b>3</b>	Discussing and answering questions on summaries	<b>30</b>
<b>4</b>	How to teach - reading and discussing facilitators suggestions and adding your own	<b>60</b>
<b>5</b>	Practice-Doing summaries	<b>60</b>
<b>6</b>	Designing a classroom poster on summaries	<b>60</b>
<b>7</b>	Post-workshop activity and reflection on workshop	<b>30</b>

## What You Will Need for the Workshop

- Facilitator's guide
- Participants' handouts
- Resources handouts
- Flipchart paper, prestik and suitable pens
- Relevant CAPS documents

## **Session 1 : Introductory session: 20 min**

### **Introductions (5 min)**

Participants introduce themselves and sign the registers.

### **Setting Ground rules (10 min)**

The facilitator can begin by explaining that in order for the workshop to be productive it is necessary to set a few ground rules. The facilitator can use the rules below and reach agreement with participants about their use. Facilitator should also encourage participants to suggest some of their own ground rules.

#### **Suggestions for Ground Rules**

- Punctuality
- Phones
- Respecting the speaker
- Participating fully

### **Reading workshop objectives (5 min)**

The facilitator reads out the following objectives to the participants.

By the end of the workshop participants will:

- Have a deeper understanding about the function of paraphrasing and summarising.
- Be aware of the approaches to or methods for teaching summarising.
- Be able to design activities for teaching summarising.
- Create a poster for your classroom about the essential features of the skill of summarising.

## **Session 2: Pre-workshop activity : 10 min**

Participants complete the pre-workshop activity.

### Session 3: Discussing and Answering Questions on Summaries: 30 mins

In groups the participants should answer the questions a-e and then share their answers. The purpose of answering these questions is to help the teachers explore the basic concepts involved in summarising and to arrive at clear definitions of the key concepts.

#### **Note for facilitator**

When participants are ready to share their answer to questions a-e, the facilitator should ask groups to share their ideas in turn. The facilitator should make notes on flip chart paper as the groups feedback. The facilitator should encourage discussion about these answers. In addition the participants should be encouraged to make their own notes. To clarify and consolidate information, the facilitator can also make use of the suggested answers below. These answers are also provided in the Resources handout. The facilitator should only refer to them once the groups have given their own ideas.

- a) Use examples 1-3 to practise paraphrasing and example 4 to practise summarising. Then answer the question -What is the difference between paraphrasing and summarising?
- b) What is the difference between skimming and scanning?
- c) What is the difference between identifying the main points and the supporting points?
- d) Why are these skills important?
- e) Think of occasions in our daily lives when people might use these skills.
- f) What skills do learners acquire when doing summaries?

#### **Below are suggested answers for a – f**

- a) **Use examples 1-3 to practise paraphrasing and example 4 to practise summarising. Then answer the question -What is the difference between paraphrasing and summarising?**

#### **Examples of texts to practise paraphrasing:**

*Allow participants to make their suggestions before you refer them to the suggested answers in the Resource Handout.*

1 *The following sentences are main ideas taken from texts.*

- ✓ *Every year thousands of tourists and visitors go to Cape Town.*
- ✓ *Flu symptoms include nasal congestion and fever.*

Suggested answer for paraphrase

- ✓ Cape Town is visited by many people every year
- ✓ A high temperature and a stuffy feeling are signs of flu.

2 Its is very useful for learners to practise paraphrasing topic sentences as these sentences usually capture the main ideas of a text. Here are some examples using topic sentences.

Topic sentence from a passage on financing education in South Africa.

*Education in South Africa is financed by taxing everyone, even those people without children or those whose children attend private schools.*

Suggested answer for paraphrase

*Even childless people or those with children in private schools contribute to education in South Africa through taxes.*

3 Topic sentence from a passage on financing roads in South Africa.

*Transport planners in South Africa have for a long time now been insisting that those who use roads must pay for them directly.*

Suggested answer for paraphrase:

*For many years transport planners in South Africa have been demanding that motorists pay directly for their use of roads*

**4 Example of texts to practise summarising**

Participants must summarise the following passage in the following ways: a prose/paragraph summary and a point form summary

Many educators and psychologists believe that television violence has had a considerable effect on the development of the child. As a result there is often a call from these experts to find ways to reduce the impact of violence on TV. One recommendation is that the number of hours per week of viewing violent programs should be limited during children's viewing times. In spite of this there are still complaints that there is still much violence in programs when children watch, namely during the afternoons and early evenings.

### **Suggested answers for summary:**

#### Example of paragraph version of summary for passage 4

*Many experts believe that TV violence affects children negatively. They want to find ways to limit the effect of violent programs. They recommend fewer violent programs during children's viewing times. Nevertheless, they are still not satisfied.*

#### Example of point form version of summary for passage 4

- *Many experts believe that TV violence affects children negatively.*
- *They want to find ways to limit the effect of violent programs.*
- *They recommend fewer violent programs during children's viewing times.*
- *Nevertheless, they are still not satisfied.*

#### Note to facilitator.

Once all these paraphrasing and summarising examples are completed, the participants should now be able to distinguish between the two. Therefore they should now be ready to answer the question: What is the difference between paraphrasing and summarising?

#### Suggested answer to questions

##### **a) What is the difference between paraphrasing and summarising?**

- ✓ **Summarising**, is putting down the main ideas of someone else's work in your own words. A summary is always shorter than the original since the idea is to include only the main points of the original work and to leave out what is irrelevant. A summary is usually about one-third the size of the original. Summarise only when you want to give an overview of the original. When you want to simplify and condense you summarise.
- ✓ **Paraphrasing** is re-writing another writer's words or ideas in your own words without altering the meaning. . Note that paraphrasing is the process of providing one's own version of something read. It need not refer to a whole passage. It often involves parts of a text e.g. the topic sentence. *The paraphrase is about the same length as the original or it could be longer than the original since the purpose is to rephrase without leaving out anything, and not to shorten. You use a paraphrase for the following reasons:*
  - *when you want to use another writer's words without plagiarizing*
  - *when you want to use another writer's words without the use of quotes.*
  - *the ideas of the other writer are more important than his/her style.*
  - *you think that the words of the other writer are too difficult for your readers.*

**b) What is the difference between skimming and scanning?**

Suggested answer;

- ✓ **Skimming** is a process of working through a text quickly to get an overview of what the text is about. It is common in reading newspapers, messages and e-mails.
- ✓ **Scanning** is a process of working through a text to find specific information e.g. figures or names.

**c) What is the difference between identifying the main points and the supporting points?**

Suggested answer:

- ✓ **Main points** are the most important concerns or issues in a text.
- ✓ **Supporting points** are those which elaborate on the main points or provide more information about the main points or explain the main points in some way.

**d) Why are these skills important?**

Suggested answer:

- ✓ **Summarising** is a useful skill outside the classroom and we make summaries every day. Our society likes people to 'get to the point'.
- ✓ **Paraphrasing** is useful for learners to put main ideas or topic sentences into their own words. When learners read from text books or non-fiction texts it is necessary to understand the writer's main ideas. One way for the reader/learner to do this is to put the main ideas into their own words. The teacher must point out that the writer's main ideas are captured in the topic sentences of each paragraph.

**e) Think of occasions in our daily lives when people might use these skills.**

Some suggestions:

- ✓ Socially we summarise events e.g. plans for Christmas or what the family did on the weekend or what the movie we watched was about etc. Socially we are often asked to say what other people have said. This is when we paraphrase.
- ✓ Newscasters summarise news, doctors summarise diagnoses for patients, business people summarise strategies to use or interventions to make, politicians summarise what they will do for the people etc.
- ✓ Learners often have to explain what writers mean. In these cases they can paraphrase.

**f) What skills do learners acquire when doing summaries?**

Suggested answers:

- ✓ Learners need to paraphrase and summarise other people's ideas and information from textbooks in order to have good study skills.

**CAPS** says the following p. 29

Learners when doing summaries learn important reading skills e.g.

- ✓ skim and scan
- ✓ Separate main ideas from supporting ideas
- ✓ Paraphrase main ideas
- ✓ Sequence sentences and use conjunctions and logical connectives and to link them together in a text

In addition to what CAPS says we can note other benefits. See below

- ✓ Summarising improves reading skills as students pick out the main ideas of a reading
- ✓ Helps with vocabulary as when learners paraphrase a reading, they change the vocabulary and grammar as they do so.
- ✓ Critical thinking skills are improved as learners decide on the main ideas of the reading to include in the summary.
- ✓ Paraphrasing helps readers monitor their comprehension. It encourages readers to make connections with prior knowledge. It helps readers remember what they have read.
- ✓ Learners understand organization of texts by summarising
- ✓ Writing and editing skills are improved as learners draft and edit the summary.
- ✓ Cooperative learning as learners **work** with peers throughout the writing and revision process.

**Session 4: How to teach summarising and paraphrasing -****Reading Facilitators Suggestions and Adding Your Own:****60 mins****4.1 Preliminary activities which come before main lessons on summarising****General reading skills**

These are NOT activities which come before each and every summary lesson. What is listed below refers to reading skills which probably have been explored during some of the general reading lessons. Explain to participants that before the teachers give specific, explicit lessons on summarising they have probably set the stage by having focused on some of the following skills as short exercises during general reading lessons.

- Skimming and scanning
- How to read a textbook- e.g. reading all the headings and sub-headings before the main content to get an overview of a chapter.
- Identifying main ideas
- Identifying supporting ideas
- Practise paraphrasing sentences to emphasise use of 'own words'.

**Paraphrasing**

Before specific and explicit lessons on summarising the teacher should have given some lessons on paraphrasing as this involves working with parts of a text.

The teacher can use any of the texts from the reading or comprehension texts from the text books. The teacher can also use other texts such as newspaper or magazine articles or extracts from the Core Readers to practise paraphrasing.

**4.2 Main lessons on summarising****Lesson 1- Verbal Summaries**

The teacher could begin the lesson by explaining to learners that summaries can be oral or written. Introduce summarising to learners by pointing out that they verbally summarise every day. Model a verbal summary by summarising something you watched on television or a conversation that you had with a friend or another teacher. Point out that summaries do not include opinions.

Have learners practise verbalising summaries of familiar or interesting topics, such as "What I did last weekend" or "What do we do during a typical school day" before summarising written texts.

### **Lesson 2-written summaries –preparation guided by the teacher**

Explain to participants that in order to illustrate a written summary lesson on a specific passage, you the facilitator are going to role-play a teacher and they the participants are going to pretend to be learners.

#### **Suggested lesson steps**

The teacher should introduce a written summary by working with the learners. The teacher could model the procedure set out below. The facilitator must now use "Home Support during the Exams" from *English Today Grade 7 Learner's Book*. See Resources handout **Passage 1** and take the participants through the following steps to illustrate how to proceed with a summary lesson.

- ✓ The teacher should divide the class into groups. It is very important to introduce summary lesson via group work. EFAL learners often do not have the vocabulary to do a summary on their own. Working in a group involves discussion which can help with the vocabulary issue.
- ✓ **Read** a short passage aloud to the class. Facilitator should use the extract entitled "Home Support during the Exams" from *English Today Grade 7 Learner's Book*. See Resources handout Passage 1.
- ✓ The teacher /facilitator must model important 'Pre-Reading Strategies' such as reading the headings first and asking the learners to skim through individually and to ask teachers to explain the meaning of any words they do not know.
- ✓ As participants/learners **listen** to the teacher reading the text from start to finish, they must **highlight key words and phrases** i.e. they must annotate the text. This is a very important 'While Reading' skill as the reader is actively engaging with the reading text. The teacher models how to underline what is important and cross out what is not necessary.
- ✓ The teacher explains how at this stage the learners would **share** their ideas about the important points with members of their group. This is a very important part of the process.

- ✓ The teacher suggests that learners **make a table of two columns**. The main ideas go into the left column and the supporting ideas go into the right column. The group must decide i.e. members must reach consensus as to which are the main ideas for the left hand column and which are the accompanying ideas for the right hand column. The teacher/facilitator takes this information from the learners and writes an example of this 'main and supporting ideas' table on the board or flipchart.
- ✓ The teacher can tell learners they must now identify a specific number of the main points. Give them a number e.g. five main points. This will depend on the content of the passage. It is not always necessary to demand a specific number of points every time learners do a summary.
- ✓ The teacher must emphasise the importance of choosing an appropriate **format** for the summary because a summary is restatement or redesign i.e. you reformat the information so that it looks different to the original. Therefore, the learners must discuss in their groups and then decide on the format of the summary e.g. point form, table, mind map etc. The teacher should have examples of these types to show learners. The format is often dictated by the genre or original text format e.g. headings and sub headings and points would be appropriate when summarising information from a text book. A table could be useful for reading fiction as one column could be for plot, another for setting and another for characters etc.
- ✓ Continuing with "Home Support during the Exams" from *English Today Grade 7 Learner's Book*. See Resources handout Passage 1, the teacher and learners together decide on the order or **sequence** of the main ideas. The order is not necessarily the same as the original because the main ideas are often drawn from different sections of the text and distinct from one another.
- ✓ The teacher should model how details are omitted. In other words the information set out in the right hand column would probably be omitted because this information concerns supporting ideas. Show how examples and illustrations are omitted.
- ✓ If the teacher wants a paragraph summary then he /she must **write** a model on the board with the help of the learners so they can see how to use transition and connective vocabulary.

- ✓ Model how to substitute a word for a phrase e.g. oaks, pines and willows can be referred to simply as 'trees'.
- ✓ When the summary is completed, model how to **edit**. Learners must check to see if they have a topic sentence if the summary is a prose paragraph. Learners can refer to their table to see that they have included all the main ideas and omitted all the supporting ideas and illustrations.

### **Lesson 3 - Written summaries- learners work either in pairs or groups or individually**

- Once the learners have been through this modelling process with the teacher they are ready to do a summary on their own.
- It is often helpful to give learners a specific number of words to use in the summary. For example, summarise Passage 1 using about 30 words and summarise using 15 words. As further practise do these last exercises together with the facilitator.
- Participants should add other ideas about teaching summarising skills to the list of lesson steps in Lesson 2 above.

<b>Session 5: Practice - Doing summaries</b>	<b>60 min</b>
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The purpose of this session is to give the participants an opportunity to practise the summary lessons steps that were used in the previous session.

- Participants will be called on to read Passages 2-6 aloud to the whole group. See Resources handout.
- As you listen to the readings participants must annotate the text (highlight key points etc) .
- Then the participants must divide into groups 1-5 and each group will design a summary on their given passage (see below). They should use the steps that were used in the previous session.
- Each group must provide a table (2 columns showing the main and supporting ideas), and then a finished summary.
- When each group has finished the members of the group must select someone to present their table and summary to the whole group of participants.
- Once all groups have presented the participants should list the steps of the main writing a summary lesson, and discuss the value of the steps. They should say whether they would make adjustments and why.

**Group 1 - Passage 2** English Today EFAL Grade 7 Learner's Book p.231 *How to be happy*

**Group 2 - Passage 3** Clever English EFAL Grade 7 Learner's Book p.97 *The favourite drink of the world*

**Group 3-Passage 4** Top Class EFAL Grade 7 Teacher's Book pp.143-144  
*The Life of Rosa Parks*

**Group 4-Passage 5** Via Afrika EFAL Grade 7 Learner's Book p.193  
*Email etiquette: a poem*

**Group 5-Passage 6** Platinum EFAL Grade 7 Learner's Book pp.249-250  
*Selfish students are the best*

**Passage 7** Business Times January 20 2019

Use this text for working on it together with the participants, or all groups to do the following exercises on the passage. Then all groups present their answers.

- Paraphrase the underlined sentences
- Summarise the whole passage

## Session 6: Designing a Classroom Poster

60 min

Ask participants to regroup so that they are now working with different people. Ask each group to design a classroom poster noting the main points about summaries.

Note the purpose of the poster is to inform learners about the function of summaries and how to do them. The idea is that for summary lessons, the learners can use the poster to refresh their memories as to how to do a summary. The poster therefore should focus on **what** a summary is, and **why** it is useful, and **how** to do a summary.

**Note for facilitators-** this session is an exercise in summary as the participants have to summarise the main points of today's workshop.

**Suggested answer for how to do a summary.** The posters should list the following steps.

- *Read*
- *Listen if teacher is reading to you*
- *Highlight key vocabulary etc*
- *Pick out main ideas and supporting ideas ( make a table)*
- *Share main ideas if working in a group*
- *Decide on format*
- *Decide on sequence of main ideas*

- *Edit*

## **Session 7: Post-workshop Activity and Reflection on Summary Workshop**

**25 min**

Facilitator asks the participants to do the following:

- Pack up all your papers.
- Review and mark the pre-workshop activity.
- Say the following:
  - ✓ Spend a few minutes thinking about the work you have done today.
  - ✓ Think about what misconceptions your results in the pre-workshop activity show.
  - ✓ Think about whether the workshop helped to correct them.
  - ✓ Think about something that you learned today that was new and useful for you.
  - ✓ Share your thoughts with the group
- Ask participants to suggestions for topics for future workshops.
- Make suggestions about which sessions of this workshop facilitators could focus on and why, if they had less time available to them. Facilitators must consider the key aspects of the topic and which are vital.