

Manual for Teaching English Across the Curriculum: Book 2



Every teacher is a language teacher



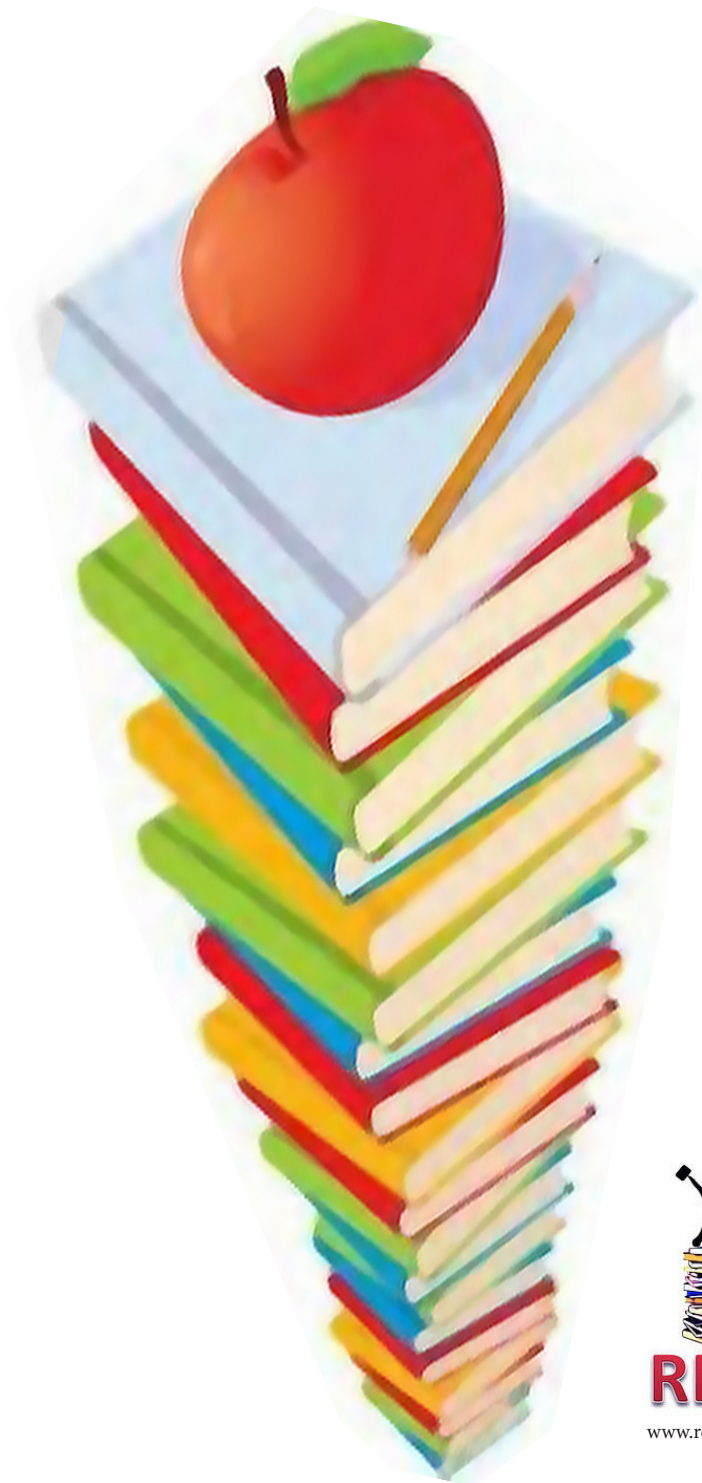
basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Children cannot excel at Mathematics and Science if they cannot READ.

- Athol Williams



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FOREWORD

In the year 2000 the then Department of Education, through the National Centre for Curriculum and Research and Development (NCCRD), conducted research to inform interventions in language-related issues.

The aims of the research project were as follows:

- to ascertain the views of experts and stakeholders across the system about language and education in relation to the needs of learners and educators and the Language in Education Policy (LiEP);
- to establish what language-related expertise and developmental models exist in South Africa that can be harnessed for the implementation of the LiEP; and
- to observe a number of learning sites in order to gain a first-hand impression of the role languages play in education in the South African context, and of general strengths and weaknesses in the education system.

One of the findings of the study was that the language proficiency of both learners and educators was inadequate. Teaching methods for fostering the academic growth of learners were also found to be lacking in a large number of contexts.

Furthermore, the performance of South African learners who participated in recent years in a number of national, regional and international assessments, including the Progress in International Reading Literacy Study 2011 (PIRLS) and the Trends in International Mathematics and Science Study 2011 (TIMSS) have revealed that many learners in South Africa are still unable to perform at the required level in languages and mathematics. Many of the recommendations in these research reports either implicitly or explicitly speak to the need to strengthen language teaching in order to improve learning outcomes.

In response to the language challenges mentioned above, the Department of Basic Education (DBE) in 2013 developed a framework for strengthening the teaching and learning of languages as subjects and as languages of learning and teaching (LoLT) to strengthen the implementation of the LiEP, the teaching and learning of languages, the teaching of languages as subjects and as LoLT, and to address barriers to learning through developing the following strategies and policies:

- (i) *English Across the Curriculum Strategy (EAC) Grades R-12;*
- (ii) *Incremental introduction of African languages (IIAL);*
- (iii) *English First Additional Language (EFAL);*
- (iv) *Introduction of South African Sign Language; and*
- (v) *Literacy and Numeracy (LitNum) Strategy.*

In addition, the National Senior Certificate and the Annual National Assessments conducted by the DBE have also indicated the challenges language pose to the performance of learners.

The DBE has therefore embarked on the teaching of English across the curriculum (EAC) in the framework, in order to assist learners who face barriers to learning when they learn content subjects through the medium of a language that is not their own.

The teaching of EAC is based on the premise that every teacher is a language teacher and that the basic language skills such as listening and speaking, reading and viewing, and writing and presenting that are taught in language classrooms should also be taught in content subjects.

This strategy is also aimed at improving the teaching of English as a subject, as well as English as the LoLT. Improved LoLT will enable learners to fully participate in society and the economy through equitable and meaningful access to education, as well as to support their general conceptual growth. Furthermore, improved LoLT will counter disadvantages resulting from different kinds of mismatches between home languages and the LoLT.

The strategy is herewith demonstrated through the *Manual for Teaching English Across the Curriculum: Book 2*. The manual is a compilation of subject-specific activities and lesson preparation demonstrations developed by provincial and district officials and lead teachers representing all phases at an EAC orientation session hosted by the DBE on 26 to 29 May 2014. The activities and lesson preparation demonstrations may be readily utilised, if deemed appropriate, or adapted to suit the context of the classroom.

The booklet is packaged according to phases. The Foundation Phase, in which the LoLT is the home language, refers to activities in Language Across The Curriculum, while the rest of the phases refer to English Across the Curriculum as the LoLT. Preceding most Further Education and Training (FET) subject activities is a suggested list of language aspects used mainly in the subject. You are not confined to the language aspects listed. If the need arises, add your own language aspects. Feel free to cross-reference across phases, or draw activities from any of the phases if appropriate for the context of your school or classroom.

This booklet merely scratches the surface of what can be done to strengthen teaching and learning. It is a catalyst, meant to spur you into innovative use of language to enhance teaching and learning. Have fun as you expand your teaching and learning horizons.



Mrs Angie Motshekga, MP
Minister of Basic Education

CONTENTS

FOREWORD.....	4
1. INTRODUCTION.....	8
1.1 English across the curriculum: conception.....	8
1.2 Why the EAC?.....	8
1.3 The respective roles of learners, content-subject teachers and English teachers in the EAC strategy.....	8
1.4 Skills taught in the language classroom.....	9
1.5 Examples of the language demands of and support for content subjects.....	10
1.5.1 Language demands of and support for Arts subjects.....	10
1.5.2 Language demands of and support for BCM subjects.....	12
1.5.3 Language demands of and support for Computer Applications Technology (CAT) and Information Technology (IT).....	13
1.5.4 Language demands of and support for Geography (GET and FET).....	15
1.5.5 Language demands of and support for History (GET: Senior Phase and FET).....	16
1.5.6 Language demands of and support for Life Orientation.....	18
1.5.7 Language demands of and support for Life Sciences and Physical Science.....	20
1.5.8 Language demands of and support for Mathematics/Mathematical Literacy.....	22
1.5.9 Language demands of and support for Services subjects.....	23
1.5.10 Language demands of and support for Technology and Technical subjects	23
2. HOW TO TEACH LANGUAGE SKILLS ACROSS THE CURRICULUM.....	25
2.1 Listening and speaking across the curriculum?.....	25
2.1.1 Teaching listening and speaking in content areas.....	25
2.1.2 The features of academic conversation/group discussion.....	26
2.2 Reading and viewing across the curriculum.....	27
2.2.1 Teaching reading strategies across the curriculum.....	27
2.2.2 Teaching vocabulary in content subjects.....	31
2.3 Writing across the curriculum.....	37
2.3.1 What is writing across the curriculum?.....	37
2.3.2 Why write across the curriculum?.....	37
2.3.3 Different kinds of writing.....	37
2.3.4. Implementing the writing process when writing essays in content subjects.....	40
2.3.5 Using graphic organisers for writing to learn and writing to demonstrate knowledge.....	41
2.3.6 Ideas to support struggling writers.....	41
3. ASSESSMENT.....	42

4.	EXAMPLER ACTIVITIES FOR INTEGRATING LANGUAGE AND CONTENT SUBJECTS.....	43
4.1	Foundation phase (Grades R to 3).....	43
4.2	Intermediate Phase (Grades 4 to 6).....	50
4.3	Senior Phase Grades (7 to 9).....	57
4.4	Further Education and Training (Grades 10 to 12).....	68
	ANNEXURE A: EXAMPLES OF GRAPHIC ORGANISERS.....	95
A.1	Main idea and details graphic organiser.....	95
A.2	Compare and contrast graphic organiser.....	96
A.3	Concept definition map.....	97
A.4	Cause and effect graphic organiser.....	98
	ANNEXURE B: READING A TEXT.....	99
	ANNEXURE C: GENERAL LANGUAGE EXPRESSIONS USED IN THE CLASSROOM	
	(LANGUAGES AND NON-LANGUAGES).....	100
C.1	Teachers' list of language expressions.....	100
C.2	Learners' list of language expressions.....	103
	ANNEXURE D: PARTS OF WORDS (PREFIXES, ROOTS AND SUFFIXES).....	105
	ANNEXURE E: LANGUAGE STRUCTURES AND CONVENTIONS.....	111
	REFERENCES.....	114

1. INTRODUCTION

1.1 ENGLISH ACROSS THE CURRICULUM: CONCEPTION

Language is a tool for conceptualising content and knowledge, and expressing oneself accordingly in a rational, “academic” style, based on subject-specific conventions and registers. In every institution of learning, the language of learning and teaching (LoLT) should be developed, not only by the English teacher, but by all teachers, while disseminating knowledge.

The concept of language across the curriculum (LAC), which is old as education is, was researched and introduced as a means of bridging the barriers between content knowledge and language. It is also referred to as content-based instruction and content and language integrated in Europe and Latin America. In applying LAC, one learns about a subject using the language learners are trying to learn as a tool for developing knowledge, and so they develop their linguistic ability in the target language. The approach here is that one needs to understand the language before one can decode the science in the knowledge presented.

The Department of Basic Education (DBE) has adopted the concept of LAC, as language is identified as a barrier to teaching and learning. However, the concept has been adapted and renamed as English across the curriculum (EAC), since English is the language of learning and teaching (LoLT) in the majority of schools in South Africa. The strategy seeks to strengthen the use of English as a subject (for the English teacher) and English as the LoLT (for all teachers). Except for the specific focus on English, the EAC retains the concept and character of LAC.

1.2 WHY THE EAC?

Whether learners are learning Geography or Science, they need language as a resource to help them cope with the demands of the curriculum. Listening and speaking, reading and viewing, and writing and presenting are indispensable tools of the learning process as the learners move across the curriculum.

A list of the language demands for each subject is provided in this booklet before the activities to demonstrate the relationship between language and content. The list is not exhaustive, but merely aims to guide you into how central language use and language skills are in learning and teaching.

Some of the language items have been extracted from the Curriculum and Assessment Policy Statements (CAPS), while others have been drawn from literature on the teaching of LAC.

1.3 THE RESPECTIVE ROLES OF LEARNERS, CONTENT-SUBJECT TEACHERS AND ENGLISH TEACHERS IN THE EAC STRATEGY

Learners (in all subject areas):

- use listening, speaking, reading and writing skills to order and classify thoughts and information; and
- learn the language appropriate to the subject.

Teachers (in all subject areas):

- address applicable language aspects in order to enhance learning;
- model the language of their subject; and

- lift up language skills or introduce related skills/concepts in their lesson, and integrating language and content.

English teachers introduce and teach the skills, reinforcing them from time to time in English lessons. Furthermore, through drawing texts from content subjects, they enhance acquisition of subject content as learners would have been introduced to the text before they deal with the content in the text.

Example

The aspect prefixes has been introduced in the English lesson. The Geography and Life Sciences teacher may want to refer to hydro- (water), bio- (life), etc., in continuation of the English lesson. Furthermore, the sciences teachers may draw on common aspects applicable to the field, as well as applicable prefixes.

1.4 SKILLS TAUGHT IN THE LANGUAGE CLASSROOM

The language skills and strategies below could be transferred to content subjects, depending on the language demands and the support required in different content subjects.

OVERVIEW OF LANGUAGE SKILLS, CONTENT AND STRATEGIES	
LISTENING AND SPEAKING The listening process: <ul style="list-style-type: none"> ❖ Pre-listening: strategies to prepare learners for listening, e.g. activating background knowledge, predicting, getting physically prepared ❖ During listening: <ul style="list-style-type: none"> • Listening for specific information and comprehension • Listening for critical analysis and evaluation • Listening for interaction • Listening for appreciation ❖ Post-listening: answering questions, reviewing notes, using information (e.g. to label a diagram), summarising, drawing inferences and conclusions, evaluating, responding critically The speaking process: <ul style="list-style-type: none"> • Planning, researching and organising ideas and information • Practising and presenting: showing awareness of audience, purpose and context; using appropriate and accurate language structures and conventions; clear delivery using appropriate verbal and non-verbal techniques Oral communication texts produced in language classrooms: <ul style="list-style-type: none"> ❖ Informal speaking and group work: 	READING AND VIEWING Reading process: <ul style="list-style-type: none"> • Pre-reading: strategies to prepare learners for reading, e.g. activating background knowledge, predicting, skimming, scanning • Reading: close reading of text supported by teacher's questions; development of strategies, e.g. inference; focus on word choice, use of language, imagery, etc. • Post-reading: interpreting the text as a whole using strategies such as synthesising, summarising, comparing and contrasting, inference, evaluating, drawing conclusions, expressing opinions WRITING AND PRESENTING Process writing strategies: <ul style="list-style-type: none"> • Planning/pre-writing: analysing the structure and language features of the text type • Drafting, revising, proof-reading, editing, presenting Written text produced in language classrooms <ul style="list-style-type: none"> • Cognitive academic: information reports, procedures, explanations, persuasion/ argumentative, reflective discussion/ discursive, reviews • Creative: narrative, descriptive • Personal/interpersonal: diaries/journals, personal letters, personal recounts, invitations, obituaries

discussions, conversations, dialogue, group work, unprepared reading aloud ❖ Formal speaking: prepared speech, unprepared speech, reading aloud, interviews, panel discussions, debates ❖ Speaking for specific purposes: giving directions and instructions, introducing a speaker, offering a vote of thanks	• Business: business letters, pamphlets, brochures, CVs, form-filling, agendas, minutes, flyers, advertisements
LANGUAGE STRUCTURES AND CONVENTIONS Vocabulary development and language use synonyms, antonyms, paroxysm, polysemy's, homonyms, homophones, one word for a phrase, figures of speech, borrowed, inherited, new words (neologisms), and etymology (origin of words), parts of words: prefixes, roots, and suffixes Sentence /grammatical structures and conventions Parts of speech: nouns, demonstratives, pronouns, adjectives, adverbs, verbs, modals, passive Punctuation: hyphen, colon, semi-colon, apostrophe, quotation marks, parentheses, ellipses spelling patterns, spelling rules and conventions, abbreviations, acronyms Critical Language Awareness emotive and manipulative language, bias, prejudice, and stereotyping, assumptions and their impact, implied meaning and inference, denotation and connotation, purpose of including or excluding information, writer/producer's point of view	

1.5 EXAMPLES OF THE LANGUAGE DEMANDS OF AND SUPPORT FOR CONTENT SUBJECT

This section provides examples of the language demands and support for learners in various content subjects. The following tables provide examples of the language demands of different content subjects in terms of the basic language skills mentioned in 1.4 namely: Listening and Speaking, Reading and Viewing, Writing and Presenting and the language structures and conventions. The language structures and conventions include vocabulary, sentence/ grammatical structure, punctuation that must be used when learners communicate and learn through the basic language skills. Some of the items under each language skill have been compiled from the CAPS documents, while others come from literature on the teaching of language across the curriculum. These lists are not exhaustive. They merely give examples of the linguistic demands and support required by learners in different content subjects. These lists will also guide the language teachers as to the more prominent language structures and the types of text produced in various content subjects so that they can intentionally teach them in their language classrooms.

1.5.1 Language demands of and support for Arts subjects

Listening and speaking	Reading and viewing	Writing and presenting
<ul style="list-style-type: none"> • Listen to teacher presentation • Talk in groups and predict • Listen to teacher give instructions, e.g. setting out foundations for building • Report observations • Compare observations with predictions • Draw conclusions 	<ul style="list-style-type: none"> • Films • Videos, mind maps • Cartoons • Comic strips • Artefacts • Photographs • Murals • Diagrams • Maps • DVDs • Displays • Case studies 	<ul style="list-style-type: none"> • Writing for learning (casual/informal): <ul style="list-style-type: none"> ○ journal writing ○ logs ○ lists ○ notes from lessons ○ notes from small group discussions ○ brainstorming ○ responses to oral or written questions ○ developing questions ○ using graphic/visual organisers: mapping,

<ul style="list-style-type: none"> • Summarise • Compare and contrast equipment and tools • Miming • Puppet show • Simulations • Story telling • Presentation • Exhibition • Display • Scenario • Role-play • Listening to a performance • Debates • Interviews • Discussions • Hearings • Tribunals • Mock trials • Case studies • Interpretation • Lectures • Story-telling • Dramatisation • Demonstration • Cassette/DVD/CD 		<ul style="list-style-type: none"> webbing, flowcharts ○ Rapid/quick writing ○ exit slips • Writing to demonstrate subject-specific knowledge: <ul style="list-style-type: none"> ○ definitions ○ characteristics ○ compare and contrast phenomena ○ model making ○ posters ○ collage ○ journal writing ○ field trip notes ○ essays ○ poetry ○ interpretation ○ play scripts ○ magazine ○ newspaper articles ○ advertisements ○ brochures and pamphlets ○ letters ○ tests/exams ○ research ○ worksheets ○ questionnaires ○ rubrics
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Language structures and conventions: used in all language skills and content learning

Vocabulary development

Prefixes, roots and suffixes, e.g. Mono-, Poly-, -phone, Omni-

Monochromatic Colours, Polychromatic colours

Phone = sound

Chordophone - African string instruments like the lyre and kora

Idiophones - one-tone musical instruments (self-sounders) that combine in one element the properties of vibrator and resonator:

Vibraphone: vibra comes from vibrato =vibration

Aerophone - a genre of wind instruments in African music (e.g. Dinaka and Tshikona single note flutes); wind-sounders (e.g. flutelike, lip-blown, reed-blown)

docu-drama-a dramatic representation of a real-life situation or topic

documentary- report based upon an actual event or an investigation into real situations; usually done in film or on television

Examples of some pertinent grammatical STRUCTURES

Adjectives: loud, soft, silent, vociferous, thunderous, blaring, quiet, noisy, deafening, faint, muffled, mute, speechless, whispered, hushed,

Adverbs: well, beautifully, quietly, noisily, nicely, naturally, neatly

Conjunctions and Transitional words

- Ordering ideas: *firstly, secondly, finally, etc.*
- Addition: *moreover, furthermore, in addition, etc.*
- Similarity: *similarly, likewise, in the same way, etc.*
- Contrast: *however, nevertheless, although, though, on the other hand, etc.*
- Cause/effect: *because, therefore, as a result, consequently, etc.*
- Conditions: *if, provided that, unless, etc.*
- sequence in time: *next, soon, after, then, later, suddenly, afterwards, etc.*

1.5.2 Language demands of and support for BCM subjects

Listening and Speaking	Reading and viewing	Writing
<ul style="list-style-type: none"> • Listen to teacher Presentation • Listen to teacher explaining the content and sharing information. • Talk in groups and predicting • Listen to teacher give instructions • report observations • Compare observations with predictions • Draw conclusions • Summarise • Discussions • Debating business issues • Reporting back by groups • Asking questions • Conducting interviews • Interpreting financial indicators • Interpreting financial statements • Analysing financial records and case studies. • Interpreting graphs 	<p>Textbooks, newspaper articles internet, magazines, study guides, summary notes, audio visual texts, Contracts, acts, case study, Cartoons, graphics, texts and visual aids</p> <ul style="list-style-type: none"> • Reading and viewing Financial statements, Transactions • reading advertisements (financial indicators) • Reading instructions and case studies. • Interpreting graphs, and visual displays 	<p>Writing to learn (casual/informal)</p> <ul style="list-style-type: none"> • journal writing • logs • lists • notes from lesson • notes from small group discussion • brainstorming • responses to oral or written questions • developing questions • using graphic /visual organises: mapping, webbing, Flowcharts • free writing /quick writing • exit slips • preparing financial statements • recording transactions <p>Writing to demonstrate knowledge</p> <p>Definitions, Characteristics, comparisons of e.g. different forms of ownership business plans, action plans, memos</p>

Examples of Language structures and conventions (to be used when listening, speaking, reading and writing)

Vocabulary development

Prefixes: homo- , endo-, exo-, hyper-, micro-, macro-,infra-

Suffixes: -ism = capitalism, consumerism, imperialism

Subject Specific Vocabulary:

Wants and need, leakages, injections, subsidies, recession, depression, recovery, prosperity, liberalisation, equity, liabilities, current, gross, net, assets, inventory

Examples of grammatical structures:

Use of modals: may, can, will: Governments can implement restrictive measures to reserve the domestic markets for local producers

Transition Words and Conjunction: however

1.5.3 Language demands of and support for Computer Applications Technology (CAT) AND Information Technology (IT)

Listening and Speaking	Reading and Viewing	Writing and Presentation
<ul style="list-style-type: none"> • Ask questions • Discuss social implications • Participate in constructive and focused debates, e.g. the responsible use of ICTs • Listen to a podcast/podcasts • Listen to teacher presentation • Listen to teacher instructions • Interview people • Critique peer work 	<ul style="list-style-type: none"> • Find and collect information and data from various sources • Engage with information from a number of sources (printed, internet, people, etc.) • Evaluate information from different sources • Sift information • Determine relevance of information • Extract appropriate information/core meaning from sources • Look for trends and patterns • Evaluate websites • Study a case study • Study a computer advert • Interpret graphs • Analyse data • Watch a video clip 	<ul style="list-style-type: none"> • Reformulate a problem/task into a complete statement • Formulate questions • Make notes • Summarise information • Rework and/or combine information • Organise information into logical groupings and flow • Present information in logical grouping and flow supported by appropriate texts and graphics to enhance understanding • Write a report to communicate findings that include: <ul style="list-style-type: none"> ✓ Introduction/problem statement ✓ Discussion ✓ Conclusion/finding • Present/communicate information in a readable, structured and understandable fashion • Integrate text and graphics to form meaningful message • Create/develop a questionnaire • Create and use a blog to communicate • Create and use e-mail to communicate
<p>Language structures and conventions (to be used when listening, speaking, reading and writing)</p> <p>Vocabulary Development:</p> <p>Prefixes: anti-virus, pre-condition, sub-directory, multi-purpose, e-communication, non-portable,</p> <p>Suffixes: -<i>ing</i>: Phis<i>ing</i>, Pharm<i>ing</i>, Spoof<i>ing</i></p> <p>Roots Compress, e.g. de<i>compress</i> Custom, e.g. <i>customise</i></p> <p>Antonyms Zip – Unzip Input – Output Upload – Download</p>		

Synonyms

Compress – zip

Weblog – blog

Virtual – unreal

Etymology/origin of words:

phishing, zombie, bots, spyware, firewall, podcast, wiki, hotspot, google, netiquette

Figurative language

Eye catching website

Irony

Online privacy

Paperless office

Regular backup before your laptop is stolen

Explanation of concepts:

Ergonomics, ubiquity, landscape, portrait, descending, ascending, green computing, social engineering, bias, convergence, system software, problem-solving, troubleshooting, drivers, digital divide

Parts of speech**Adjectives:**

I bought a **high-quality** printer

I created a **professional** document

Adverbs:

The computer is **incredibly** slow

My internet is **extremely** fast

Quantifiers

Least common, **most** popular website, One can never have **enough** storage space, **multiple** pages, he spend **all of** his time on Facebook

Present tense

RAM holds data and instructions during processing/execution

Passive voice

Data and instructions are stored in RAM during processing

Conjunctions and transition words:

He did not backup his data; **consequently** he lost all his data when the hard disk crashed.

As a result of no anti-virus software, his computer was infected with a virus.

1.5.4 Language demands of and support for Geography (GET and FET)

GET Geography learners		
Listening and speaking	Reading and viewing	Writing and presenting
<ul style="list-style-type: none"> • Ask questions and identify issues • Discuss and listen with interest • Discuss and debate issues • Speak in a clear and informed way • Interview people and apply social skills • Listen to teacher presentation • Participate in group and class discussions • Engage in issues relating to the planet, its people and resources with knowledge and sensitivity • Analyse, process and present information 	<ul style="list-style-type: none"> • Use and draw maps • Identify and extract information from texts, atlases and other sources including visual sources such as photographs • Work with data and statistics in the form of graphs, table and diagrams • Cross-reference information using different sources • Collect and refer to information (including newspapers, books, and where possible, websites) • Read and use sources in order to assimilate information • Consider, synthesise and organise information • Recognise bias and different points of view 	<ul style="list-style-type: none"> • Devise and frame questions • Write in a structured and coherent way • Draw maps, sketches, simple illustrations, graphs and flow charts • Provide reasoned explanations • Process, interpret and evaluate data • Use information to describe, explain and answer questions about people, places and the relationship between the two • Consider, synthesise and organise information • Suggest solutions to problems • When writing longer texts, implement the stages of the writing process (see the steps of the writing process in paragraph 2.3.4)
FET Geography learners		
Listening and speaking	Reading and viewing	Writing and presenting
<ul style="list-style-type: none"> • Listen to teacher presentation • Talk in groups and predict • Listen to teacher give instructions • Report observations • Compare observations with predictions • Draw conclusions • Summarise • Participate in constructive and focused debate through the careful evaluation of historical evidence 	<ul style="list-style-type: none"> • Read instructions, e.g. how to draw a cross-section • Read procedures, e.g. procedures to define a catchment area using a GIS • Processing, interpreting and evaluating data • Identifying questions and issues • Collecting and structuring information • Deciding on a viewpoint • Interpret sources 	<ul style="list-style-type: none"> • Writing for learning: <ul style="list-style-type: none"> ○ summaries ○ journal writing ○ logs ○ lists ○ notes from lessons ○ notes from small group discussions ○ brainstorming ○ responses to oral or written questions ○ developing questions ○ mapping, webbing ○ free writing/quick writing ○ exit slips • Writing to demonstrate subject-specific knowledge: <ul style="list-style-type: none"> ○ Collecting and structuring information
LANGUAGE STRUCTURES AND CONVENTIONS: USED IN ALL LANGUAGE SKILLS AND CONTENT LEARNING (GET AND FET)		
Examples of vocabulary development items Prefixes : anti-e.g. anticyclone, geo, mid, micro, Ana in anabatic wind, kata found in katabatic wind The English prefix, <i>Ana-</i> , is derived from an ancient-Greek preposition, which means, essentially, <i>up from</i> (the source), with alternate senses of <i>generation</i> and <i>increase</i> . kata is derived from		

Greek preposition which means *down from* (the source),
 Roots: e.g. lateral
 Terminology: front, horizontal, vertical

Examples of pertinent grammatical structures

Verbs: decay, dominate

Nouns: impact

Adjectives: linear, round shaped; hot, cold, freezing, icy, frigid, sweltering, wintry, frosty, lunar, northern, oceanic, polar, equatorial, South African, rapids.

Adverbs of time, place, manner, frequency, degree, e.g. extremely cold /hot

1.5.5 Language demands and support for History (GET: Senior Phase and FET)

History learners (GET: Senior Phase)		
Listening and speaking	Reading and viewing	Writing and presenting
<ul style="list-style-type: none"> Listen to teacher presentation Listen to teacher giving instructions Interviews (oral history project) Presentation Explain why events in the past are often interpreted differently Debate what happened in the past on the basis of the available evidence Report observations Draw conclusions Summarise Listen to speeches Listen to documentaries Group discussions 	<p>Text/genres: reading strategies</p> <ul style="list-style-type: none"> Find a variety of information about the past and bring the information together, for example from text, visual material (including pictures, cartoons, television and movies), songs, poems and interviews with people, using more than one kind of written information (books, magazines, newspapers, websites) Select relevant information, e.g. being able to decide what is important information to use (this might be choosing information for a particular history topic) See something that happened in the past from more than one point of view, for example contrasting what information would be like if it was seen or used from another point of view; being able to compare two or more different points of view about the same person or event 	<p>Writing to learn</p> <ul style="list-style-type: none"> Summaries Paragraphs and essays Lists Notes from lessons Notes from small group discussions Brainstorming Responses to oral or written questions Developing key questions Using graphic organisers: mapping, webbing free writing/quick writing <p>Writing to demonstrate subject-specific knowledge</p> <ul style="list-style-type: none"> Making or completing a table, designing a diagram or chart, or preparing a speech When writing longer texts, implement the stages of the writing process (see the steps of the writing process in paragraph 2.3.4)

Language demands and support for History (FET)		
Listening and speaking	Reading and viewing	Writing and presenting
<ul style="list-style-type: none"> • Listen to teacher presentation • Talk in groups and predict • Listen to teacher give instructions • Report observations • Compare observations with predictions • Draw conclusions • Summarise • Listen to speeches • Participate in constructive and focused debate through the careful evaluation of historical evidence • Listen to documentaries 	<ul style="list-style-type: none"> • Collect information from different kinds of sources in order to provide a more complete picture • Recognise that the kind of information collected from the various sources provides different perspectives on an event, e.g. manuscripts, handwritten diaries, letters and notebooks, printed text (books, newspapers and websites), video or film, photographs, drawings, paintings or cartoons, and oral sources (interviews, stories and songs) • Extract and interpret information from a number of sources • Select relevant information for the topic being investigated or from the question being answered • Making sense of information within its context • Evaluate the usefulness of sources, including reliability, stereotyping and subjectivity <p>Identifying a stereotype</p> <ul style="list-style-type: none"> • Identifying subjectivity • Recognise that there is often more than one perspective of a historical event • Explain why there are different interpretations of historical events and peoples' actions • Analyse and weigh up the conclusions reached, or opinions about, events or people in the past (interpretations may be those made by different historians, textbook writers, journalists, actors or producers, for example, about the same things) 	<ul style="list-style-type: none"> • Writing for learning: <ul style="list-style-type: none"> ○ summaries ○ journal writing ○ logs ○ lists ○ notes from lessons ○ notes from small group discussions ○ brainstorming ○ responses to oral or written questions ○ developing questions ○ mapping, webbing ○ free writing/quick writing ○ exit slips • Writing to demonstrate subject-specific knowledge

Language structures and conventions (to be used when listening, speaking, reading and writing)

Examples of vocabulary development items

Prefixes: bi-, post-, anti- in words such as anti-apartheid, post apartheid:

Roots: lateral e.g. bilateral talks

Suffixes: e.g. -ism as in nationalism, imperialism

Concepts: e.g. democracy, coup d'état= French ku de-ta-seizure of power, coup, overthrow, takeover, ousting, deposition, regime change

Examples of grammatical structures

Conjunctions and Transitional words

- Uses logical connectors to link sentences in a paragraph:
- Ordering ideas: *firstly, secondly, finally, etc.*
- Addition: *moreover, furthermore, in addition, etc.*
- Similarity: *similarly, likewise, in the same way, etc.*
- Contrast: *however, nevertheless, although, though, on the other hand, etc.*
- Cause/effect: *because, therefore, as a result, consequently, etc.*
- Conditions: *if, provided that, unless, etc.*
- Sequence in time: *next, soon, after, then, later, suddenly, afterwards, etc.*

Critical Language Awareness

Emotive and manipulative language, bias, prejudice, and stereotyping, assumptions purpose of including or excluding information, writer/producer's point of view

1.5.6 Language demands of and support for Life Orientation

Listening and speaking	Reading and viewing	Writing and presenting
<ul style="list-style-type: none"> listen to teacher presentation talk in groups and predict listen for specific instructions, e.g. in physical education listen for critical analysis and evaluation report observations orally compare observations with predictions draw conclusions summarise describe concepts group discussions, for example, discuss factors that influence effective communication (e.g. expressing views and feelings appropriately) 	<ul style="list-style-type: none"> read the market for trends regarding jobs and identify resources on different religions and beliefs read texts on power relations read policies and acts read case studies read and interpret adverts (e.g. read and analyse job adverts) know how to complete an application form know how to match a job to skills, values and interests interpret non-verbal texts (e.g. symbols) <p>Examples of reading strategies</p> <ul style="list-style-type: none"> skimming and scanning texts selecting important concepts and content vocabulary development 	<p>writing to learn (casual/ informal)</p> <ul style="list-style-type: none"> summaries journal writing (e.g. "I have enjoyed logs") lists notes from lessons notes from small group discussions brainstorming responses to oral or written questions developing questions mapping, webbing free writing/quick writing exit slips <p>Writing to demonstrate knowledge (formal/ subject-specific)</p> <ul style="list-style-type: none"> define what a cv is explain the importance of a cv identify the advantages of having a cv ready at all times describe the format, content

<p>Formal speaking</p> <ul style="list-style-type: none"> managing meetings interview skills debates informal speaking and group work: discussion, conversation, dialogue, group work, unprepared reading aloud formal speaking and presenting: prepared speech, unprepared speech, reading aloud and interview argument and viewpoint: panel discussion and debate speaking for specific purposes/contexts: giving instructions 		<p>and length of a cv</p> <ul style="list-style-type: none"> identify mistakes to avoid when compiling a CV compile your own cv preparation of interview questions writing essays research
<p>LANGUAGE STRUCTURES AND CONVENTIONS (to be used when listening, speaking, reading and writing)</p> <p>VOCABULARY DEVELOPMENT:</p> <p>Prefixes: homo-, geno-, xeno-, de-</p> <p>Roots: e.g. phobia via Latin from Greek, from phobos = fear- phobia a persistent, irrational fear of a specific object, activity, or situation that leads to a compelling desire to avoid it</p> <p>Subject specific terminology: e.g. challenges, commitment, opportunity, campaign, compensation, nepotism, fraud, violence, volunteer, entrepreneur, corruption, revenue persevere, stress, conform, norm, fatal, ambition, patriarchal, puberty, teenagers, relationships, changes, positive, gender roles, physical changes, hormones, testosterone, oestrogen, menstruation, womb, sperm, pregnant, mood swings, testicles, independent, peers</p> <p>Grammatical structures:</p> <p>Modals: e.g. can, would</p> <p>Verbs: e.g. Intervene</p> <p>Critical Language Awareness</p> <p>Language and power, emotive and manipulative language, bias, prejudice, and stereotyping, assumptions and their impact, implied meaning and inference, denotation and connotation, purpose of including or excluding information, writer/producer's point of view</p>		

1.5.7 Language demands of and support for Life Sciences and Physical Sciences

Life Sciences		
Listening and speaking	Reading and viewing	Writing and presenting
<ul style="list-style-type: none"> • Listen to teacher presentation • Talk in groups and predict • Listen to teacher give instructions • Report observations orally • Compare observations with predictions • Draw conclusions • Summarise • Describe concepts, processes, phenomena, mechanisms, principles, theories, laws and models in life • Describe knowledge of natural sciences • Learners make sentences, organise or reorganise knowledge • Apply knowledge in new contexts • Use knowledge in a new way • Group discussions 	<ul style="list-style-type: none"> • Access information: <ul style="list-style-type: none"> ○ select key ideas ○ recall information ○ recognise patterns and trends ○ analyse information/ data ○ critically evaluate scientific information ○ recognise relationships between existing knowledge and new ideas ○ identify assumptions and categorise information • Viewing and interpreting pictures and diagrams/ graphs • Reading laboratory procedures • Text types: <ul style="list-style-type: none"> ○ case studies ○ articles ○ summaries ○ paragraphs in textbooks 	<ul style="list-style-type: none"> • Writing for learning (informal/ casual): <ul style="list-style-type: none"> ○ summaries ○ journal writing, e.g. "I have enjoyed learning about ..." ○ logs ○ lists ○ notes from lessons ○ notes from small group discussions ○ brainstorming ○ responses to oral or written questions ○ developing questions ○ mapping, webbing ○ free writing/quick writing ○ exit slips • Writing to demonstrate subject-specific knowledge: <ul style="list-style-type: none"> ○ flow diagrams ○ paragraph writing ○ lab reports ○ describe concepts, processes, phenomena, mechanisms, principles, theories, laws and models in life sciences ○ organise or reorganise knowledge ○ build a conceptual framework ○ write summaries ○ develop flow charts and mind maps ○ compare and contrast ○ research report (for enrichment) ○ write a hypothesis
Physical Sciences		
Listening and speaking	Reading and viewing	Writing and presenting
<ul style="list-style-type: none"> • Listen to teacher presentation • Talk in groups and predict • Listen to teacher give instructions • Report observations orally • Compare observations with predictions 	<ul style="list-style-type: none"> • Access information: <ul style="list-style-type: none"> ○ select key ideas ○ recall information ○ recognise patterns and trends ○ analyse information/ data ○ critically evaluate scientific information ○ recognise relationships between 	<ul style="list-style-type: none"> • Writing for learning (informal/ casual): <ul style="list-style-type: none"> ○ summaries ○ journal writing, e.g. "I have enjoyed learning about ..." ○ logs ○ lists ○ notes from lessons ○ notes from small group discussions ○ brainstorming

<ul style="list-style-type: none"> • Draw conclusions • Summarise • Describe concepts, processes, phenomena, mechanisms, principles, theories, laws and models in life • Describe knowledge of natural sciences • Make sentences (organise or reorganise knowledge) • Apply knowledge in new contexts • Use knowledge in a new way • Group discussions 	<ul style="list-style-type: none"> existing knowledge and new ideas <ul style="list-style-type: none"> ○ identify assumptions and categorise information • View and interpret pictures and diagrams/ graphs • Read laboratory procedures • Text types: <ul style="list-style-type: none"> ○ case studies ○ articles ○ summaries ○ paragraphs in textbooks 	<ul style="list-style-type: none"> ○ responses to oral or written questions ○ developing questions ○ mapping, webbing ○ free writing/quick writing ○ exit slips • Writing to demonstrate subject-specific knowledge: <ul style="list-style-type: none"> ○ flow diagrams ○ paragraph writing ○ lab reports ○ describe concepts, processes, phenomena, mechanisms, principles, theories, laws and models in life sciences ○ organise or reorganise knowledge ○ build a conceptual framework ○ write summaries ○ develop flow charts and mind maps ○ compare and contrast ○ research report (for enrichment) ○ write a hypothesis
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Language structures and conventions (to be used when listening, speaking, reading and writing)

Examples of vocabulary development

Prefixes: bi-, di-, mono-, tri-, poly-, meta-, pro-, Ana-, telo- homo-, hetero-, hypo-, hyper-, soma- = e.g. polyploidy

Roots: genesis

Suffixes: phase

Example of explaining the etymology/origin of words: ovipary = animals that lay eggs (ova) - ovi comes from the Latin word egg

Example of additional subject specific terminology: primary, secondary, tertiary

Examples of grammatical structures

Passive voice: e.g. Scientist have found that some genes might never get translated (made into proteins)

Past simple for reporting

Pronouns: which, that, who

Present simple for generalising e.g. The ability to reproduce is one of the seven characteristics of living organisms

Prepositions: The meaning conveyed by some prepositions in science: e.g. An animal in hibernation lives on stored body fat: The preposition on connotes reliance and dependency rather than the usual sense of above

Modals: can, may, e.g. Aspirins can cause stomach ulcers.

Conjunctions and Transitional words:

- Ordering ideas: firstly, secondly, finally, etc.
- Addition: moreover, furthermore, in addition, etc.
- Similarity: similarly, likewise, in the same way, etc.
- Contrast: however, nevertheless, although, though, on the other hand, etc.
- Cause/effect: because, therefore, as a result, consequently, thus etc.
- Conditions: if, provided that, unless, etc.
- Sequence in time: next, soon, after, then, later, suddenly, afterwards, etc.

1.5.8 Language demands of and support for Mathematics/Mathematical Literacy

Listening and speaking	Reading and viewing	Writing and presenting
<ul style="list-style-type: none"> • Listen to teacher presentation • Talk in groups and predict • Listen to teacher give instructions • Report observations • Compare observations with predictions • Draw conclusions • Summarise 	<p>Texts: reading advertisements (financial/maths) and instructions</p>	<ul style="list-style-type: none"> • Writing for learning: <ul style="list-style-type: none"> ○ summaries ○ journal writing ○ logs ○ lists ○ notes from lessons ○ notes from small group discussions ○ brainstorming ○ responses to oral or written questions ○ developing questions ○ mapping, webbing, flowcharts ○ free writing/quick writing – ○ exit slips • Writing to demonstrate knowledge: <ul style="list-style-type: none"> ○ respond to instructions

LANGUAGE STRUCTURES AND CONVENTIONS: used in all language skills and content learning

Examples of Vocabulary development items

Prefixes: e.g. anti-, tri-, para-

Suffixes: able- (payable)

Examples of subject specific terminology: concavity, inflection, coordinates, equation, perpendicular, chord, perimeter, area, volume, mass, interest, premiums, budget, probability

Origin of words: a.m. (*ante meridiem*) Latin for 'before noon' and used to show times between 12 O'clock midnight and 12 O'clock noon.

Examples of grammatical structures

Conjunctions and Transitional words:

- Ordering ideas: firstly, secondly, finally, etc.
- Addition: moreover, furthermore, in addition, etc.
- Similarity: similarly, likewise, in the same way, etc.
- Contrast: however, nevertheless, although, though, on the other hand, etc.
- Cause/effect: because, therefore, as a result, consequently, thus etc.
- Conditions: if, provided that, unless, etc.
- Sequence in time: next, soon, after, then, later, suddenly, afterwards, etc.

1.5.9 Language demands of and support for Services subjects

Listening and speaking	Reading and viewing	Writing and presenting
Understanding instructions, e.g. recipes, debate and group discussions	Reading strategies (Tourism): <ul style="list-style-type: none"> • texts: advertisement for a job vacancy • article: subject-related in a newspaper or magazine • brochure: various destinations • case studies: wildlife conservation • flyer: bus transport route • label: medication directions • pamphlet: for a train tour • quotation: for a tour • theory: textbook reading 	<ul style="list-style-type: none"> • Writing for learning: <ul style="list-style-type: none"> ○ journal writing ○ logs ○ lists ○ notes from lessons ○ notes from small group discussions ○ brainstorming ○ responses to oral or written questions ○ developing questions ○ mapping, webbing, flowcharts and study maps ○ free writing/quick writing ○ exit slips • Writing to demonstrate knowledge: <ul style="list-style-type: none"> ○ Writing instructions
LANGUAGE STRUCTURES AND CONVENTIONS used in all language skills and content learning Examples of Vocabulary development items Prefixes: infra- inter- Suffixes: -ism = consumerism Subject specific vocabulary : occurrences, relatively, currency, rate, global, local, domestic, international, marketing, sustainable, responsible, pollution, heritage, industry, impact, infrastructure, shares, bloc, incentive, products, adventure, site, feedback, ethical, code of conduct, icons, attractions, exchange, fluctuate, notes, landmarks, profile, sector, Examples of grammatical structures: can, may, could		

1.5.10 Language demands of and support for Technology and Technical Subjects

Listening and speaking	Reading and viewing	Writing and presenting
<ul style="list-style-type: none"> • Listen to teacher presentation • Talk in groups and predict • Listen to teacher give instructions, e.g. setting out foundations for building • Report observations • Compare observations with predictions • Draw conclusions • Summarise • Compare and contrast equipment and tools 	<ul style="list-style-type: none"> • Read instructions, procedures warnings, safety measures, etc. • Read regulations • Read about the purpose of foundations • Read a plan • Follow a complex multistep procedure precisely when carrying out experiments, taking measurements, or performing technical tasks • Analyse the specific results based on explanations in the text 	<ul style="list-style-type: none"> • Writing for learning: <ul style="list-style-type: none"> ○ journal writing ○ logs ○ lists ○ notes from lessons ○ notes from small group discussions ○ brainstorming ○ responses to oral or written questions ○ developing questions ○ using graphic/visual organisers: mapping, webbing, flowcharts ○ free writing/quick writing ○ exit slips • Writing to demonstrate knowledge:

		<ul style="list-style-type: none"> ○ definitions ○ characteristics ○ compare and contrast phenomena
LANGUAGE STRUCTURES AND CONVENTIONS: used in all language skills and content learning		
Examples of Vocabulary development items Prefixes: bi-, di-, mono-, tri-, poly-, meta-, pro-, ana-, telo-, homo-, hetero-, hypo-, hyper-, soma- e.g. polyploidy, dicotyledon Suffixes: -ism: magnetism, electromagnetism		
Grammatical structures Verbs: tabulate, build, describe, deduce, draw, construct design Conjunctions and Transitional words: <ul style="list-style-type: none"> ○ Ordering ideas: firstly, secondly, finally, etc. ○ Addition: moreover, furthermore, in addition, etc. ○ Similarity: similarly, likewise, in the same way, etc. ○ Contrast: however, nevertheless, although, though, on the other hand, etc. ○ Cause/effect: because, therefore, as a result, consequently, thus, etc. ○ Conditions: if, provided that, unless, etc. ○ Sequence in time: next, soon, after, then, later, suddenly, afterwards, etc. 		

2. HOW TO TEACH LANGUAGE SKILLS ACROSS THE CURRICULUM

The section deals with how to teach the language skills listed in paragraphs 1.4 and 1.5. Although these skills are discussed individually, they should be integrated when the need arises.

2.1 LISTENING AND SPEAKING ACROSS THE CURRICULUM

- Through effective listening and speaking processes and strategies, learners
 - collect and synthesise information,
 - construct knowledge,
 - solve problems, and
 - Express ideas and opinions.
- Critical listening skills enable learners to recognise values and attitudes embedded in texts and to challenge biased and manipulative language.
- All these oral communication skills are conveyed through the appropriate use of language structures.

2.1.1 Teaching listening and speaking in content areas

- Scaffold learners' speaking by asking questions appropriate to their level of English proficiency, giving them sentence starters, prompting responses and asking them to say the word/phrase again in different situations.
- Elicit more language. In order to learn academic language, learners need to practice content language all the time. Ask them to retell in a group what they read and learned. Ask learners to provide more elaborate responses and add more details by saying "Tell me all you can about ...", "Tell me more about ..." etc.
- Scaffold their speaking by asking leading questions. Instead of simple "yes" or "no" questions, ask questions that are interactive and meaningful. For example, "What do you think? What should we change?"
- In cooperative groups, let them prepare questions, conduct interviews and report back.
- Give learners the script of an activity and ask them to take turns giving directions to the other members of their cooperative group.
- Use group problem-based and project-based learning strategies (using English for brainstorming, discussing and presenting). Model solving the problem, then let the groups do it. Let the group work on a project giving appropriate assignments to learners.
- Model correct usage of the language. Instead of frequently correcting pronunciation or grammar, reaffirm the student's idea and then restate using correct grammar and in context.

2.1.2 The features of academic conversation/group discussion

In language as well as in content subjects, learners should be taught how to engage in everyday conversation as well as academic conversation. In academic conversation, learners should be taught the following skills:

- to come up with a topic/to initiate conversation;
- to elaborate and clarify;
- to support their own ideas;
- to build on or challenge others' ideas;
- to apply ideas to life; and
- to paraphrase/summarise.

Application of the features of academic conversation during group discussions

Features of conversation	Prompts for using the features	Prompts for responding
Come up with a topic/initiate conversation	Why do you think the author wrote this? What are some themes that emerged in?	I think the author wrote to teach us about ... One theme might be ...
Elaborating and clarifying	Can you elaborate? What do you mean by ...? Can you tell me more about? What makes you think that?	I think it means that ... In other words ...
Support ideas with examples	Can you give an example? Can you show me where it says that? Can you be more specific? Are there any cases of that?	For example ... In the text it said that ... One case showed that ...
Building on or challenging another's ideas	What do you think? Can you add to this idea? What might be other points of view?	I would add that ... Then again, I think ... I want to expand on your point about ...
Apply/connect	So how can we apply this idea to our lives? What can we learn from this character/ part? If you were?	In my life ... I think it can teach us ... If I were ... I would have ...
Paraphrase and summarise	What have we discussed so far? How should we summarise what we talked about?	We can say that ... The main theme/point of the text seem to be ...

2.2 READING AND VIEWING ACROSS THE CURRICULUM

2.2.1 Teaching reading strategies across the curriculum

In content subjects as well as in language classrooms, learners should be taught the following reading strategies that will enable them to understand what they are learning. These strategies are always intertwined with the different stages of the reading process listed in paragraph 1.4:

- skimming and scanning;
- activating prior knowledge;
- predicting;
- visualising;
- questioning;
- drawing inferences;
- finding important/main ideas;
- summarising;
- synthesising;
- monitoring comprehension (meta-cognition);
- evaluating;
- using contextual clues; and
- Using visual graphics and graphic organisers.

What is skimming?

- Skimming is a reading technique used to quickly gather information. Before you decide on which article you will read first in the newspaper, you quickly **run through** the text, picking up ideas that draw your attention. Run your eyes over the text, noting important information. Use skimming to quickly get up to speed on a current business situation. You do not read the text word for word; instead you are skimming the text.
- It is used to quickly **identify the main ideas of a text** (the gist of the text). It is not essential to understand every word when you are skimming.
- Skimming is three to four times faster than regular reading, and is mainly used when there is a lot of material to sift through in a short amount of time.

What is scanning?

Scanning is a reading technique used **to find specific information** quickly. In scanning you have a question in your mind and you read a passage only to find the answer, ignoring unrelated information.

Examples of scanning

- *A Google search list on the Internet.*
- *A bus/airplane schedule.*
- *A conference guide/TV guide.*
- *Using the table of contents to find the chapter number for a topic.*
- *The index at the back of the text to find and list all pages that deal with a certain topic.*

Activating prior knowledge

- The teacher should establish the purpose of reading (i.e. “Today we are going to read to find out what the examples of freedom/liberty there are in our country”).
- Before reading a selection aloud or before learners read a text, try taking seven to ten minutes to build word and background knowledge. This will increase all learners’ comprehension of the text.
- Learners should know at least something about the topic before reading. Some topics may be unfamiliar to learners if they have never encountered it before.
- Create interest in the subject by using pictures, real objects, maps or personal experiences.
- Give learners a reason for reading. Before asking learners to read the text, make them aware of what they should look for. If the goal is for them to identify cause and effect, point out several examples of this beforehand. If they are supposed to scan the text and find information filling out the graphic organiser, teach them how to scan. If learners do not have clarity on what they are supposed to do, they will end up translating the text word by word and they will be able to read only one paragraph instead of scanning ten paragraphs for important information.
- Use graphic organisers to provide a visual for the kind of abstract thinking that learners are doing when they organise text to understand it.
- Using graphic organisers is a way to separate large amounts of content information into manageable pieces of essential information.

Predicting

Predicting is a reading strategy that is done before and during reading. It refers to the use of text cues to guess what will happen next. The reader then confirms or rejects their prediction as they read. Learners use information from graphics, texts and experiences to anticipate what will be read or viewed.

Example questions/statements to elicit predicting

Before reading

- *What do you think will happen next?*
- *What words/images do you expect to see or hear next in this text?*
- *What might happen next? Why do you think that? What helped you make that prediction?*

During reading

- *Were your predictions accurate?*
- *How did you confirm your prediction?*

Making inferences

- Learners take what they know using clues from the text and think ahead to make judgements.
- They discern a theme.
- They speculate about what is to come.

Making connections (building bridges to meaning)

- Learners connect what they know with what they are reading.
- Readers’ prior knowledge significantly influences comprehension.
- They make connections with something in their own lives (text to self).
- They make connections with another text (text to text).
- They make connections with something occurring in the world (text to world).

Example questions/statements

- *What do I know about this topic?*
- *Did I connect new and old ideas?*
- *The story reminds me of a holiday in ...*
- *The character has the same problem that I read/saw/heard in another text.*
- *I saw a programme on television that presented things described in this text*

Visualising/forming mental pictures

- Visualising brings a text to life, engages the imagination and uses of all the senses.
- Learners create a mental image from the text that is read/viewed.

Example questions/statements

- *Picture in your mind the images the author creates with his/her words.*
- *Pay close attention to sensory details. For example, if you were there, what would you see, hear, smell, taste, touch, feel?*

Monitoring comprehension

Learners stop to think about their reading and know what to do when they do not understand.

Example questions/statements

- *Is this making sense?*
- *What have I learned?*
- *Do I need to re-read/review?*
- *How do I say this word?*
- *What does this mean?*

Asking questions before, during and after reading

- Learners pose and answer questions that clarify meaning and promote deeper understanding of the text.
- Questions can be generated by the learner, a peer or a teacher.

Example questions/statements

- *What is the author saying?*
- *Why is this happening?*
- *Why did this character ...?*
- *Is this important?*
- *This makes me wonder ...*
- *How does this information connect with what I have read?*

Summarising

Learners should be taught how to identify the most important ideas and restate them in their own words.

Example questions/statements

- *The story/content is mainly about ...*
- *What are the main ideas and significant details from the reading/viewing?*
- *What are the key words?*
- *Learners can use text lists and graphic organisers such as mind maps when they summarise (see the graphic organisers in Annexure A).*

Synthesising takes the process of summarising one step further. It involves combining ideas, bringing everything together and allowing an evolving understanding of texts.

Example questions/statements

- *What's the big idea?*
- *Are there questions still left unanswered?*
- *What are the lessons I should learn?*
- *What do I think about this text/book/topic?*

Critical language awareness

Critical language awareness is taught in Social Sciences such as History. The following questions could be used to draw learners' attention to facts and opinions, biases and stereotypes.

- What is the writer's/speaker's purpose?
- How might the text influence the reader's/listener's ideas?
- What opinions does the writer/speaker express?
- What is the writer's/speaker's point of view?
- What biases does the writer/speaker have?
- What are the dominant readings in the text?
- What gaps or silences are there in the text?
- What assumptions about readers are reflected in the text? What beliefs, assumptions and expectations (ideological baggage) do readers have to entertain?

Using contextual clues

Contextual clues are the parts of text that surround a word or a phrase you do not know and which can shed some light on its meaning. Contextual clues can be provided by using synonyms, antonyms or providing details and rewording.

Synonym contextual clues are words around a difficult word that mean the same or nearly the same as the word.

Examples

After seeing a picture of starving children, we felt compassion or pity for their suffering.

In this sentence, the word "pity" tell us that compassion means to have understanding for.

Mary admonished her students and they knew they were in hot water for their actions.

In this sentence the words "in hot water" tell us that admonished means cautioned or scolded.

Antonym contextual clues are words around a difficult word that mean the opposite or nearly the opposite than the word.

Example

Joe was reluctant to take the job of captain of the team. He was afraid that the time it would take would hurt his grades. On the other hand, Billy was eager for the chance to be the team captain.

In this sentence the words “on the other hand” and “eager” tell us that Billy feels the opposite of Joe; therefore, reluctant means uncertain or cautious.

Rewording as a contextual clue

Rewording is when the speaker uses a word that is typically easier to understand in the place of the one initially used.

Example

The Zondo family moved from their dilapidated house, that was old and run down, into a brand new home.

What does the word dilapidated mean? = old and run down.

Details as contextual clues

Details can come in the form of the following:

- definition;
- description;
- illustration;
- clarification;
- parenthetical notes;
- comparison;
- elaboration;
- typography (e.g. font type/size, formatting, layout); and
- design.

2.2.2 Teaching vocabulary in content subjects

Vocabulary instruction is essential for effective instruction in content subjects. Not only does it include teaching subject-specific terms, but also understanding the difference between the content-subject definition of words and other day-to-day definitions of words.

Teaching general learning and assessment terms

- Explain specific terms of your classroom’s interaction to English language learners. Make sure they know instructional words used every day, such as “follow directions”, “describe”, “start at the top of the page”, “read to the bottom of page 4”, “highlight the verbs only”, “use the steps in your guide”, etc.
- Teachers may expect learners to understand terms like “caption”, “excerpt”, “index”, “passage”, “glossary”, “preface”, “quotation”, “section”, “selection”, etc., but these terms are unknown to many English language learners. Before working with the text, learners need to be taught these terms explicitly in order to participate in classroom learning activities.
- Explicitly teach and model all learning strategies in your classroom. What do we mean when we say “analyse”? How do we do that? What is the language needed to participate in this learning activity? Model the strategy; walk learners

through the process. Once learners start developing proficiency in those behaviours they can concentrate more on the content academic language.

- Review the main concepts from the text you want to teach. Decide how you might best make these concepts relevant and accessible to all learners. This might be by way of
 - a film on a related topic;
 - a discussion;
 - experiment or field trip;
 - “show and tell”;
 - reading assignment for learners; or
 - text read by the teacher.

Teaching subject-specific vocabulary

- Identify key phrases or new vocabulary to pre-teach.
- Provide visual cues, graphic representations, role play, gestures and pictures. Offer learners the chance to work with objects and images in order to master vocabulary. If there aren't enough items for each student, use manipulatives on the overhead or posted throughout the classroom, and demonstrate the vocabulary in front of the learners. For example, Hillary created a “Math Word Wall” that has three parts: key vocabulary, “in your own words” definitions, and a variety of ways to portray a function.
- Make quick drawings on the board.
- Relate material to learners' lives, whenever possible.
- Build text-specific knowledge by providing learners with information from the text beforehand, particularly if the text is conceptually difficult or has an abundance of important information. For example, if there are six main topics on the animal kingdom, highlight/discuss them beforehand.
- **Explain** difficult concepts and label them with key words.
- **Repeat** the word several times in different sentences. For example, “This is the Statue of Liberty. *Liberty* means freedom. The people of France gave us the Statue of *Liberty* ...Ask learners to give you **examples** of how the word can be used.
- Use **hands-on activities** and demonstrations to teach academic vocabulary. For example, if the learners are learning about a cell, the teacher could introduce academic vocabulary while creating a model. Learners could work in groups to make their own cell, use the academic vocabulary while doing the activity, and present it afterwards to the teacher or class, or write a report.
- **Post new vocabulary on a word.** Create a word wall on one of the walls. Learners can write unfamiliar words and terms on a flashcard and paste them on the word wall. Words can be reviewed daily. Swap out old words as necessary.
- **Show related forms**, e.g. triangle and triangular, or govern and government.
- **Show related concepts**, e.g. law and order, bread and butter.
- **Teach parts of words through deconstruction.** The basic parts of a word are prefixes, suffixes, and roots (stems). Roots, also sometimes called stems, are the basic unit of meaning of a word onto which affixes, or prefixes and suffixes, attach/fasten. Affixes serve to alter and enhance the meaning of a root. A **prefix** is “attached /fastened” before a root, a **suffix** is “fastened/attached at the foot or end of a root, and an **affix** is “fastened” to a root. For instance the word “President.” consists of three parts: the prefix “pre-” (before) + the root “sid” (sit) + the suffix “-ent” (that/who which does something). These three parts (morphemes) then give the word “President” its shape. By looking at the etymology or word origin of parts / morphemes, we discover that the word “President” indicates “who sits before.” That is, a President sits before us all,

presiding as the head of the government. Note that the suffix here also determines the part of speech of the word, making the word “President” a noun.

Now let us look at how we can deconstruct some content subject words in the following two examples:

Example 1: The word “**dibromomethane**” can be deconstructed as follows:

- *di* = two
- *bromo* = bromine (a chemical element)
- *methane* = molecule to which the atoms are attached (example of naming organic molecules):
- *meth* = one carbon atom

Example 2: “Biodegradable”

This is a complex word that can be broken down into simpler words as follows:

Bio-degrade-able

Concept	Part of the word	Meaning
bio-	prefix	life
-degrade-	root word	break down; dissolve
-able	suffix	ability to do something

Therefore, **biodegradable** means capable of being decomposed chemically or biologically by bacteria or other living organisms without destroying nature.

- Demonstrate that vocabulary can have multiple meanings, e.g. the word equal has multiple meanings
- Use a multi-representational chart to develop vocabulary. Learners should write the word/term, write the definition/explanation, use the word in a sentence and draw/paste a picture or symbol of the word. Below are two examples of a multi-representational chart to assist with vocabulary development.

Example 1

<p>Write the word <i>Rand</i></p> <p>Write the definition <i>It is the local currency of South Africa</i></p>	<p>Draw/paste a picture or symbol for the word</p> 
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Example 2

Write the word <i>Street vendor</i>	Draw/paste a picture or symbol for the word 
Write the definition <i>A person who sells something in the street, either from a stall or van or with their goods lay out on the sidewalk without a permanent built-up structure.</i>	
Use in a sentence <i>We bought pancakes from the street vendor at the craft market for lunch.</i>	

- Learners should write down unfamiliar words and their meaning to develop their own subject terminology section/book. This could be a separate book or the back of their exercise books.
- Grouping the words in themes will help learners remember them more quickly. A spider map at the beginning or end of each topic is ideal.
- The use of a dictionary will explain the word and also give it context. Learners should practise by using the word in a sentence.
- Understanding the action words (verbs) used in assessments will help learners know what is expected from them. (see Section 3: Assessment)

Reading with comprehension: case studies/newspaper articles

Below are some tips to help learners master the art of reading with comprehension:

- Teach skimming and scanning techniques to learners in class, e.g. read the heading of the passage/extract or article. Do you know any of the words used in the heading? What do you know about the topic? Predict what the article is about. To which content does it relate?
- Read the first sentence of every paragraph. Explain in your own words what the article is about. Were your first predictions correct?
- Read the article in full and answer as many of the following questions mentally or in writing (who, what, where, why, when, and how).
- Underline every unfamiliar word. Try to predict its meaning by reading it in the context of the sentence or dividing it up into prefix, root word and/or suffix. Use word attack skills. If you are still unsure, consult a dictionary.
- Summarise the main ideas of the article in your own words. Tell a classmate what the article is about.
- Read the article once again, as well as the questions, before attempting to answer the questions. Ensure you read the text/passage more than twice before attempting the questions.
- Comprehension means “**understanding**”. Therefore, a comprehension task **tests your understanding of a particular text** (passage, extract or article). When answering the questions, you have to show that you understand the message highlighted in the text. You must be able to answer the questions based on the given text/passage. Your answers must show your understanding of the text/passage.
- Understanding of **difficult words**: It is impossible for you to understand the meanings of all the words used in a comprehension passage. It helps to try and figure out the meaning of a word by looking at the context in which it is used. Try to understand what it could mean as used in a specific sentence. Ensure you attempt all questions, even the difficult ones. Also ensure you read the fine print

at the end of the passage/text, as very often the examiner may provide definitions of words that appear to be difficult in the passage/text.

- Never leave questions unanswered. Always try! You might just write down something that is correct and get a mark.
- Look at the heading/title of the passage – it always provides some insight into the passage and it is a good indication of what you can expect from reading the entire text.
- Always make sure that you know what **the source of the text is** (from which magazine or paper the text was taken). It helps to decide whether the tone is formal (newspaper) or a bit more informal or even humorous (some magazines or “lifestyle” sections of newspapers).

Typical questions that may be asked in relation to a text

- *Why?* – explain or give reasons.
- *What?* – identify or explain something; say what it is.
- *How?* – describe something with regard to the manner or way it happened.
- *When?* – provide an answer with regard to time.
- *Where?* – provide an answer with regard to place.
- *To what extent?* – state how much something applies or not.
- *Quote* – write directly from the source and put in inverted commas (“ ”).
- *Answer in your own words* – do not quote. Explain what you understand in your own words.
- *Give a synonym* – give a word meaning the same. (If they ask “from the passage”, then the word must be taken from the passage. If not, you may give your own word.)
- *Give an antonym* – give a word meaning the opposite.

- Never start an answer with “because” or “coz”. Write in full sentences where applicable or just one word or phrase, depending on the requirements of the question.

Reading homework for learners

Assign meaningful reading homework to learners. Develop guided reading questions for learners to complete as homework, for example:

- Write a series of easy questions, which can be answered by reading the section. The aim is to build good reading habits and reading confidence.
- Each question should be answered in a sentence, and all the answers should be in the text.
- The questions should be in the order that the information is presented in the text. This way, the learner will compile a basic study guide with important content for use later.
- Higher-order questions about the text can be discussed during the teaching of the content.

Sample introductory science reading using reading strategies

Let us assume a Science teacher discovers that several learners in her heterogeneously grouped class are having difficulty reading the passages about atoms in their Science textbook. What reading strategies might she employ to aid these learners?

Before reading

- Explain the “atomic theory” as a theory on which scientific principles are based.
- Explain that atoms are the smallest building blocks that can never be broken down into anything smaller.
- Explain that different atoms produce different substances.

- Provide background information about atoms, explaining that atoms make up every known object.
- Explain that while scientists have never seen an atom, they have collected sufficient information to create a model of an atom.
- Establish a purpose for reading by stating that learners will see labelled diagrams of atoms to help them learn about the parts and characteristics of an atom.

During reading

- Ask learners to read in small groups, pairs or individually for several minutes, and then pause and ask them to pair and take turns explaining what they have learned thus far about atoms and charges.
- Using individual two-column learning logs, pause at intervals during reading and ask learners to phrase a question about the passage just read, then pair, exchange logs and allow the partner to write a question in the second column.

After reading

- Have learners work in groups to identify parts of the atom on a diagram, identifying the charges for each as well.
- Reread, confirm predictions, summarise, synthesise, reflect, question.
- Another activity is the KWL chart. Before reading, learners complete the first column of the chart ("What I know about atoms"), and the second column ("What I want to learn about atoms"). After reading, the third column ("What I learned about atoms") would be completed.
- With this introductory activity, the content focus was atoms, but learners have been engaged in a purpose for reading.

What I know about atoms	What I want to learn about atoms	What I have learned about atoms

2.3 WRITING ACROSS THE CURRICULUM

2.3.1 What is writing across the curriculum?

Writing across the curriculum (WAC) is an approach that attempts to weave writing assignments throughout all content areas. Whether you are an English teacher, other content-area specialist or in a self-contained full curriculum spectrum classroom, you undoubtedly already implement WAC to some degree. The question is, should you be more intentional about it?

2.3.2 Why write across the curriculum?

Learning to write, and write well, is a crucial life skill. Not only does it help one succeed in school, it is vital to success in the “real” world too. Writing has become essential in today’s wired world. We communicate through the written word on a daily basis via email and text.

Learners learn best by writing

Studies have shown that writing helps boost learners’ achievement across the board because it actively engages learners. It requires them to take in information, organise their thoughts, sort through all of the information they have received and then process it.

- **Writing aids retention.** It helps learners remember and understand material much more than passive forms of learning like reading and listening.
- **Writing increases the depth of knowledge on a subject** and helps learners master any specialised vocabulary or terminology related to the topic.
- **Writing develops critical thinking skills.** When learners have to research something, organise their thoughts and then write about it in a clear, concise way, they are flexing their mind.
- **Writing promotes independent thinking.** In order to write, you have to have a point of view.
- **Writing is a great way to engage *all* of your learners.** You will not just hear from the learners who are always throwing their hands up.
- **Writing helps teachers monitor learners’ progress** and gauge their strengths and weaknesses. **Writing lets you know where your learners are at** more than any test.
- **Writing helps you see gaps in instruction** so you can adjust your teaching to ensure that all of the learners get what you are talking about!
- **Writing saves you time!** Writing can be a very efficient way to cover multiple standards at once because it is such a complex, multifaceted task. In Science, for example, you can get a glimpse of learners’ hypothetical and procedural thinking by analysing a written lab report.

2.3.3 Different kinds of writing

There are two types of writing used across the curriculum, namely **writing to learn** and **writing to demonstrate knowledge**.

2.3.3.1 Writing to learn

This writing uses impromptu, short or informal writing tasks, designed by the teacher, which are included throughout the lesson to help learners think through key concepts and ideas. Examples include journals, learning logs and entrance/exit slips.

- Writing to learn fosters critical thinking and learning.
- The main goal of writing to learn is to use writing as a tool for thinking and learning.

- It does not have to be graded (marked) and does not have to result in a finished product.
- It can be used as a stepping stone to more formal writing.
- It gives learners a chance to interact with content materials in order to gain understanding.

Here are some awesome ways to bring the writing to learn strategies into your classroom, no matter what subject you are teaching

- Summarising
- Journal writing
- Learning Logs
- Think pair share
- Quick write/rapid writing
- Self-assessment
- Lists
- Writing notes from lesson and from small group discussions
- Brainstorming
- Responding to oral or written questions
- Developing questions
- Using graphic organisers such as mapping, webbing, etc.
- Free writing/quick writing – writing as soon as possible without stopping (the focus is on

Journal writing

Journal writing is a great way to create confident writers. A journal is an informal place for learners to summarise their thoughts and think about class content, no matter what the subject. You can give learners writing prompts or just let them write freely.

An example of a journal entry

I learned today that when I travel, an import permit is required for plants and plant materials being carried over borders.

The learning log

The learning log serves many of the functions of a notebook. During most class sessions, learners write for about five minutes, often summarising the class lecture material, noting the key points of a lab session or raising unanswered questions from a preceding class. Sometimes, learners write for just one or two minutes at the beginning and end of a class session. At the beginning, they might summarise the key points from the preceding class (so that the teacher does not have to remind them about the previous day's class). At the end of class, learners might write briefly about questions such as:

- What idea that we talked about today most interested you and why?
- What was the clearest point we made today? What was the foggiest point?
- What do you still not understand about the concept we've been discussing?
- If you had to restate the concept in your own terms, how would you do that?
- How does today's discussion build on yesterday's?

Think-pair-share

After a presentation, teachers can invite learners to record their thoughts; then pair them up with other learners and have them discuss the topic. Finally, open the discussion up to the whole class. You will find that by organising and writing their thoughts before the discussion, learners will have much more insightful things to add to the conversation!

Quick-writes/ Rapid writing

Quick writes is writing rapidly on suggested topics or those of your own choosing. Quick-writes are a great way to get learners to practise writing and critical thinking skills. They are designed to focus the student's thinking.

Purpose of Quick writes /rapid writing

- ✓ Helps learners to start writing and ultimately to produce more writing.
- ✓ Encourages fluency in generating ideas for writing on any topic, in any subject area.
- ✓ Helps learners begin organising ideas. It allows them to record what they know about the topic, subject or activity, without worrying about repetition, spelling, grammar, or any other errors.

Advantages of Quick writes /rapid writing

Learners will

- ✓ rapidly generate fresh ideas about topics in any subject area,
- ✓ write down ideas without self-editing,
- ✓ generate raw material for more polished work,
- ✓ complete writing activities on time, overcome writer's block, and improve test-taking skills,
- ✓ be able to apply this strategy when writing tests or examinations, by "scribbling down" information they are afraid of forgetting just before they begin responding to questions.

Tips for learners to master rapid writing

- Set a timer for 10 minutes and give learners writing prompt. You can show them an historical picture, read a quote from your favourite scientist or ask them to write about how they would use a math theory in real life. Anything that gets them thinking ... and writing.
- Have learners select the day's topic. Use timed writing for parts of a task, e.g. as many words as possible in three minutes, then as many more as possible in the next three minutes, etc.
- Learners must write as fast as they can.
- No corrections or erasing allowed.
- Learners must write until their teacher says "stop" – they should not stop before the teacher says so!
- Learners must not lift their pens/pencils from the paper.
- If learners get stuck, they can jumpstart their brain by writing the topic title and extending it to a sentence.

Memory Challenge

Put the learners into pairs or small groups. Give them a time limit (e.g. 2 minutes) and ask them to write down as many words, phrases and/or expressions as they can from the last lesson. This activity will develop their writing and memory skills.

Self-assessment

Throughout the year, invite learners to write about how they think they are doing in class. Ask them what the most difficult part of the class has been or what they have loved learning. Not only will they practise writing, you will get valuable insight into how learners are learning and what you can do to help them even more!

Note-taking

There is not a lot of writing development in scribbling notes as a teacher is talking, but you can use note-taking to flex your learners' writing skills if you tweak things a bit. You can break the lesson down into five to ten-minute chunks and invite learners to summarise what you spoke about at the end of each block. They will get to flex both their writing and retention skills and you will get a break to catch your breath!

- Teach learners to identify key ideas by writing notes in the margins, using sticky notes and rewriting important concepts in a notebook.
- Prepare three to five questions for each reading assignment and have the learners write answers before coming to class.
- Teach learners to ask basic questions about the reading material. Use who, what, when, where, why and how (five wives and one husband).

2.3.3.2 Writing to demonstrate subject-specific knowledge

This kind of writing lets you know how well your learners understand the information conveyed by the topic taught, be it factual or skills based.

Writing in subjects is premised on the idea that learners become better readers, thinkers and learners in a content subject by working with the forms and conventions specific to it. A Biology teacher might ask learners to write lab reports, for example, while a Visual Arts teacher might assign artists' statements or gallery reviews. Journalistic articles, business plans, memos, oral histories, essays, letters, research papers, creative writing, are additional examples of genres common to particular fields.

Writing is another way for learners to demonstrate and extend their understanding of a text and its contents.

- Use modelled writing, guided writing, shared writing and partner work before assigning independent writing.
- Show a sample of what is expected.
- Relieve learners of the "blank page" syndrome – model the task to be done, support, and give learners ideas and examples. Provide structure for their writing piece: sentence starters, fill-in-the-blank exercises, sentence strips, etc.
- Give cooperative learning teams questions to answer together.
- Ask teams to compose questions about the content and use those questions on the test.
- Give learners a graphic organiser to complete. Graphic organisers can become prewriting activities that help learners organise information and their thoughts before they write (see the graphic organiser in Annexure A). This will also demonstrate that they understood the concepts and content, even if they only use a symbol or write one or two words for each category.
- Ask learners to practise writing short, simple summaries of what they read.
- Do not mark learners' work down for grammar and spelling mistakes. Concentrate on the content.

2.3.4. Implementing the writing process when writing essays in content subjects

The following three steps of the writing process can be used when learners are required to produce a paragraph or an essay.

(a) Pre-writing/planning

- Analyse the structure, language features and register of the text type that has been selected.
- Decide on its purpose, audience and context.
- Brainstorm ideas for the topic, using for example mind maps, lists or flowcharts.
- Discuss the criteria that will be used to evaluate the piece of writing.

(b) Drafting

- Write the first rough draft: purpose, audience, and topic and text type.
- Choose appropriate words, e.g. evocative words.
- Organise ideas in logical sequence (text to make **sense**).
- Establish an individual voice and style.
- Read the draft critically and get feedback from the teacher and classmates.

(c) Revising, editing, proofreading and presenting

- Evaluate your own and others' writing for improvements.
- Refine the word choice, sentence and paragraph structure.
- Work on the sequencing and linking of paragraphs.
- Eliminate ambiguity, verbosity and offensive language.
- Use grammar, spelling and punctuation correctly.
- Prepare a final draft, including layout.
- Present the text.

2.3.5 Using graphic organisers for writing to learn and writing to demonstrate knowledge

Graphic organisers are tools that can be used to visualise and organise information. Because graphic organisers are often used as prompts for learners to fill in the blanks, they provide many benefits to learners who use them, such as

- helping learners structure a writing project,
- encouraging learners to make decisions,
- making it easy for learners to classify ideas and communicate,
- allowing learners to examine relationships,
- guiding learners in demonstrating their thinking process,
- helping learners increase reading comprehension,
- making it easy to brainstorm,
- encouraging learners to organise essential concepts and ideas, and
- making it clear how to break apart a story into the main elements (introduction, rising action, climax, etc.).

In addition to helping learners organise their thinking and writing process, graphic organisers can act as **instructional tools**. Teachers can use graphic organisers to illustrate a student's knowledge about a topic or section of text showing areas for improvement. (See examples of graphic organisers in ANNEXURE A)

Graphic organisers are used across the curriculum. Teachers use them to teach, among others, the following:

- cause and effect;
- note-taking;
- comparing and contrasting concepts;
- organising problems and solutions;
- relating information to main themes and ideas;
- organisational skills;
- vocabulary knowledge; and
- sequencing.

2.3.6 Ideas to support struggling writers

- Regular, meaningful opportunities to practise writing in subject-specific contexts.
- Teachers should model the writing process and demonstrate its usefulness.
- Allow learners opportunities to talk about their writing.
- Establish prior knowledge about language, the subject content and the world.

- Explain different writing forms and their characteristics.
- Offer expanded sight vocabularies for subject-specific writing.
- Explain the strategies to become independent writers in any context.
- Promote consistency (all subjects should use the same format for reports, CVs, business letters, etc.).

3. ASSESSMENT

Teach learners the following assessment terms:

Term	Explanation
<i>Account for</i>	Explain why
<i>Comment on</i>	Give an opinion based on the facts in order to explain
<i>Compare</i>	Point out both the similarities <u>and</u> differences
<i>Complete</i>	Fill in the missing words or spaces
<i>Contrast</i>	Point out the differences
<i>Describe</i>	Say what happens
<i>Discuss</i>	Give the facts and evaluate or comment on them
<i>Distinguish</i>	Write down the differences between ...
<i>Evaluate</i>	Assess the information in order to reach a conclusion
<i>Explain</i>	Give the reason for the meaning of ...
<i>Give an account of ...</i>	Tell the story of ...
<i>Give the context of ...</i>	Say who is speaking to whom, when, where, why and what the results are
<i>Identify</i>	You must pick out, find or select the answer
<i>Illustrate</i>	Give examples by referring to actions or words
<i>List</i>	Do not use full sentences; just write down the words, names, etc.
<i>Mention</i>	Write down
<i>Motivate</i>	Give reasons for
<i>Name</i>	Give the names of ...
<i>Quote</i>	Write down words from the text in inverted commas
<i>Relate</i>	Tell the story of what happens
<i>Summarise</i>	Give only the main points
<i>State</i>	Write a brief, specific answer that is to the point
<i>Substantiate</i>	You must prove or verify you answers with sufficient information and valid support (here you need to use the information given in the question)
<i>Suggest</i>	You are required to propose or offer ideas
<i>Tabulate</i>	Make a table or list
<i>Which</i>	A type of comparison question (you are required to choose between two options)
<i>Why</i>	This is another way of asking you to explain an event or evidence presented

4. EXAMPLER ACTIVITIES FOR INTEGRATING LANGUAGE AND CONTENT SUBJECTS

The following examples will assist teachers on how to adapt or infuse language skills in lessons that are found in the content subject textbooks

4.1 FOUNDATION PHASE (GRADES R TO 3)

Subject: Mathematics

Topic/content: Number operations

Focus: Problem solving/word sums/addition

Language skills/content	Example of activities	Resources	Inclusivity
Listening and speaking	<p>Learners</p> <ul style="list-style-type: none"> Listen to a relevant story, e.g. <i>The three little pigs</i>. <p>Teacher</p> <ul style="list-style-type: none"> Ask questions to determine learners' prior knowledge. Ask questions to introduce key words relevant to the word problem (altogether, total, each, add, more, etc.). 	Storybook/big book	Use pictures, puppets, toys of relevant animals Large pictures
Reading and viewing	<p>Teacher</p> <ul style="list-style-type: none"> Discuss picture/poster of three pigs with learners. Match pictures with flashcards, e.g. number symbols and number names. Introduce word problem orally. Use sentence strips or write on the chalk board. Read the word problem with learners in Grades 1 to 3. E.g. "There were three pigs. How many ears do they have altogether?" Draw a wavy line under key words, e.g. <u>three</u>, <u>ears</u>, <u>altogether</u>. <p>Learners</p> <ul style="list-style-type: none"> Read problem in pairs or groups. Identify key words. 	Poster Flash cards Pictures Crayons/pencils Chalk board	
Writing and presenting	<p>Teacher</p> <ul style="list-style-type: none"> Use concrete objects to represent the word problem (Grades R to 3). Write a number sentence while discussing it with learners; and learners copy it into their books (Grades 1 to 3). <p>Learners</p> <ul style="list-style-type: none"> Draw pictures to illustrate the problem (Grades R to 3). 	Concrete objects Workbooks/DBE books Crayons/pencils Worksheet	

Subject: Mathematics
Topics/content: Patterns
Focus: Functions

Language skills/ content	Example of activities	Resources	Inclusivity
Listening and speaking	Learners <ul style="list-style-type: none"> Listen to a sequence of sound patterns and copy (clap hands, click fingers, etc.). Play rhythm games (clapping and songs). Listen to instruction and respond correctly, e.g. the cha-cha-cha (2 slow steps and 3 fast steps). 	Teacher Learners Musical instruments	Use big pictures Use big cut-out cardboard shapes, etc. Use pattern blocks to complete
Reading and viewing	Teacher <ul style="list-style-type: none"> Ask guiding questions about the patterns, e.g. "What is repeated? How is it repeated? What is the shape? Is it the same size?" Learners <ul style="list-style-type: none"> Use concrete objects in class (children, chairs, tables, shapes, etc.) to copy and extend patterns. Match words to patterns, e.g. circle/square or red/ blue. Identify patterns in class (floor tiles, clothes and material, brickwork, etc.). Identify and discuss patterns in pictures, e.g. animals. 	Learners Any concrete objects, e.g. shapes Bead patterns (pictures) Flash cards with names of shapes, colours or sizes	
Writing and presenting	Learners <ul style="list-style-type: none"> Create own patterns with objects, e.g. shapes, leaves, etc. Complete pattern worksheet. Draw/paint/cut and paste own pattern and describe pattern to class/group/peers using the correct mathematical language. 	Concrete objects Paint, brushes, crayons	

Subject: Mathematics

Topics/content: Space and shape: position, orientation and views

Focus: Position and direction

Language skills/content	Example of activities	Resources	Inclusivity
Listening and speaking	<ul style="list-style-type: none">Teacher and learners sing a song, e.g. <i>Arms to the right/Hockey Pokey</i> Learners <ul style="list-style-type: none">Listen and follow instructions given by teacher, e.g. "Move 2 steps to the right, stand behind your chair," etc.Play games, e.g. Hot and cold. (Hide an object in class. Learners look for the object. Teacher guides them in correct direction by using the words "hot" or "cold".)	Learners CD player/CDs Objects to hide	A visually impaired learner can be paired with a buddy Direction cards made from sandpaper or any coarse material can be made for visually impaired learners
Reading and viewing	Learners <ul style="list-style-type: none">Look and respond to direction charts (arrow or stick figure cards).Treasure hunt map: learners search and find hidden objects in the classroom or around the school.Use pictures in the map to follow directions.Read simple instructions on the map.	Direction cards Treasure map with pictures and instructions	
Writing and presenting	Learners <ul style="list-style-type: none">Write instructions on how to get from the classroom to the library in the school.Use a map of the class. Read and follow instructions, e.g. indicate the shortest route from your table to the teacher's table.Complete a maze (Grades R and 1).Sequence: directions from classroom to principal's office (Grades 2 and 3)	Map of the classroom Worksheet Sentence strips to sequence	

Subject: Mathematics

Topic/content: Measurement

Focus: Time, passing of time

Language skills/ content	Example of activities	Resources	Inclusivity
Listening and speaking	Learners <ul style="list-style-type: none">• Sing a song, e.g. <i>Hickory Dickory Dock</i> (time) or <i>Days of the week</i> (days) Teacher <ul style="list-style-type: none">• Arrange an interview with an elderly person of community telling learners about telling time in the past, e.g. using the sun or a sundial.• Discuss a timeline with learners using pictures.• Use a calendar to develop vocabulary, e.g. yesterday, today, and tomorrow.	Member of community Calendar Pictures	Kinaesthetic: Give learners numbers 1 to 12. While singing the song, the learner (mouse) must put the correct number on the clock. Other learners will clap the time, or click with their tongues the correct time indicated on clock. Use Braille DBE book to complete activity on calendar.
Reading and viewing	Learners <ul style="list-style-type: none">• Sequence pictures of daily routine (look for details).• Sequence pictures and match sentences.• Read and interpret the timetable of their favourite TV programmes.• Answer questions related to the time table (e.g. "When does the programme start? How long does the programme last?")• Use a paper plate to make your own clock and do relevant activities on the passing of time.	Pictures TV timetable/ schedule Material for making a clock	
Writing and presenting	Learners <ul style="list-style-type: none">• Use a calendar to calculate and describe length of time in day, weeks or months.• Make a list of the days of the week/months of the year.• Make a list of activities you do on a given day or week.• Complete weather calendar for a month and summarise the information in a table/graph.	Calendar for one month Workbook Pen Crayons	

Subject: Mathematics

Topic/content/focus: Data collecting, organising, representing

LANGUAGE SKILLS : Listening and speaking, Reading and viewing, Writing and presenting

Language skills/ content	Example of activities	Resources	Inclusivity
Listening and speaking	Teacher <ul style="list-style-type: none">Organise a show-and-tell activity. Learners can bring one fruit/toy/button to school. Learners <ul style="list-style-type: none">Describe the object, e.g. what kind of fruit/which colour/which shape?Sort the objects according to one attribute, e.g. colour, size, shape.Give reasons for how the collection was sorted.Answer questions about the collection.Describe the collection using correct mathematical language.	Items brought from home	Learners that are visually impaired can touch and smell the fruit to describe it. Use Braille DBE books to complete the activity.
Reading and viewing	Learners <ul style="list-style-type: none">Use concrete objects to complete a pictograph about their collections.Interpret information on the pictograph.Answer questions about data in the pictograph.	Items brought from home A1 chart (graph)	
Writing and presenting	Learners <ul style="list-style-type: none">Summarise information using the following: tally, table, bar graph.Answer written questions on information.	Worksheet Pen/pencil/crayon DBE workbooks	

Subject: Life Skills (Grade R)

Topic/content: Wild animals

Focus: Types of wild animals

Language skills: Listening and speaking, Reading and viewing, Writing and presenting

Language skills/ content	Example of activities	Resources	Inclusivity
Listening and speaking	Teacher <ul style="list-style-type: none">Show a video about wild animals to discuss with learners.Use pictures/posters or read/tell a story to learners about wild animals. Learners <ul style="list-style-type: none">Listen to sound clips of different wild animal sounds and identify the sounds, or make the sounds and predict what animals are going to be discussed.	CD player CD with sounds Video/DVD player Picture/poster Storybook	Use Braille to make flash cards of relevant words. Use Braille DBE workbook to complete worksheets.
Reading and viewing	Teacher <ul style="list-style-type: none">Use toys/pictures (wild animals) to identify types.Add labels to animals and read the words. Learners <ul style="list-style-type: none">Identify beginning sounds of the word, e.g. "lion".Match words to pictures/toys.Build puzzles or complete pictures.Act out the story used during listening and speaking using masks or puppets.	Toys Picture cards Labels/flash cards Puzzles Masks/puppets	
Writing and presenting	Learners <ul style="list-style-type: none">Draw/paint a picture of a wild animal.Write/copy a caption for a picture.Connect the dots.	Crayons Paint Paint brushes A3 paper	

Subject: Mathematics Grade 3

Topic: Problem-solving (word sums)

Language skills: Listening and speaking, Reading and viewing, Writing and presenting

Language skills/content	Example of activities	Resources	Inclusivity
Listening and speaking	<p>Teacher</p> <ul style="list-style-type: none"> Observe and identify learners who are struggling. Guide learners from which number to start counting and where to stop. Ask questions: $20+10=?$; $30+10=?$; $60+10=?$. <p>Learners</p> <ul style="list-style-type: none"> Warm-up activity: counting forwards and backwards in multiples of ten from 0 to 200. Mental maths: listen and answer questions. Addition by ten to any multiple of 10. 	<p>Number chart Abacus Slate, white board, papers, pencils, counters, concrete objects</p>	<p>Support and provide individual assistance where needed by increasing the weight/response time.</p> <p>Listening can be improved by placing a hand on the learner's shoulder.</p> <p>Learners who experience barriers can use counters, concrete objects and can be given extra time.</p>
Reading and viewing	<p>Teacher</p> <ul style="list-style-type: none"> Model reading the text on Mr Khumalo's garden. Ask learners to underline new words, e.g. "rows", "plant", "altogether", etc. Explain the new words stated above. <p>Learners</p> <ul style="list-style-type: none"> Concept development: read the text on Mr Khumalo's garden and underline the key words. 	<p>Text on Mr. Khumalo's garden</p> <p><i>Mr Khumalo's garden</i></p> <p><i>Mr Khumalo plants 20 rows of orange trees. There are 10 trees in a row. How many trees are there altogether?</i></p>	<p>For learners who experience difficulties with left to right eye movement, allow them to use a ruler or finger.</p>
Writing and presenting	<p>Teacher</p> <ul style="list-style-type: none"> Ask learners to complete a worksheet on the sentences given on Mr Khumalo's text Model step-by-step using different methods on how to solve the text. <ul style="list-style-type: none"> Method 1: representation; Method 2: repeated addition; and Method 3: multiplication <p>Learners</p> <ul style="list-style-type: none"> Method 1: Learners draws 20 trees in 10 rows. 	<p>Worksheet no 1 Counters</p> <p><i>Worksheet no. 1</i></p> <ol style="list-style-type: none"> <i>Mr Khumalo plants _____ rows of orange trees.</i> <i>There are _____ trees in a row.</i> <i>Write 10 in words.</i> <i>Write the number name for 20.</i> <i>How many trees are there altogether?</i> 	<p>The learner must be seated properly, feet flat on the ground, chair and knees at 90%, shoulders and upper back in the correct position, hands in correct position. Place paper and pencil at the child's midline.</p>

	<ul style="list-style-type: none"> Method 2: 20+20+20+20+20+20+20 +20+20+20=? Method 3: 20×10=?. 		
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4.2 INTERMEDIATE PHASE (GRADES 4 TO 6)

LEARNING ACTIVITY: SOCIAL SCIENCES (HISTORY), GRADE 5

Topic: Hunter-gatherers and herders in Southern Africa: **Period:** 16th century (draw or show learners a timeline)

RESOURCES: Text book, pictures to activate prior knowledge (Source A), Forms 1 to 3 for information gap activity (Source B), pictures for writing (Source C)	
LANGUAGE SKILLS <ul style="list-style-type: none"> Listening and speaking Reading and viewing Writing and presenting Vocabulary: Hunter-gatherer, herder, lifestyle, tools, semi-nomadic, carosses, dwellings, loin cloths, bow and arrow 	
INCLUSIVITY <ul style="list-style-type: none"> Enlarge font for Forms 1 and 2 for visually-impaired learners Buddy system 	
TEACHING ACTIVITIES Introduction – activate prior knowledge Show pictures (Source A) and ask questions to activate prior knowledge	LEARNER ACTIVITIES <ul style="list-style-type: none"> Learners answer questions Learners discuss responses to questions
Activity 1: Listen with purpose <ul style="list-style-type: none"> Learners are given a T-table of notes comparing hunter-gatherers and herders Some learners are given Form 1 and others are given Form 2 Form 1 and Form 2 are opposite text structures with missing information 	<ul style="list-style-type: none"> Learners take notes on the T-table as they listen to the teacher reading from Form 3 about hunter-gatherers and herders Listening and note-taking using a T-table
Activity 2: Information gap Teacher guides and supports learners with the activity	<ul style="list-style-type: none"> Listening, speaking, reading and note-taking (fill in missing information): learners find a partner with an opposite T-table (1 or 2) They ask each other questions to fill in the missing information
Activity 3: Writing Learners are guided in the process writing stages	<ul style="list-style-type: none"> Learners view a collage of pictures and write a paragraph on the lifestyle of the Khoi-San during the 16th century The process writing stages are followed (planning, drafting, editing and revising)

Remember the following before you start writing your paragraph

A paragraph is a series of sentences that relate to the same subject. A paragraph contains only one main topic or theme. All the sentences in the paragraph should be grouped together in such a way that they develop the main theme.

Qualities of a good paragraph

A good paragraph should possess

- **Unity:** A good paragraph is a short essay in itself, to which a suitable title can always be given.
- **Order:** In a good paragraph, the thoughts are always arranged in a clear and logical order.
- **Variety:** Lastly, a good paragraph contains both short and long sentences.

Remember the following process writing stages before you start writing your paragraph:

1. Plan what you intend to write about (brainstorming; mind-mapping, etc.).
2. Arrange ideas logically and write them into the first draft.
3. Read what you have written. Make changes.
4. Edit and proofread your work.
5. Write your work out neatly.

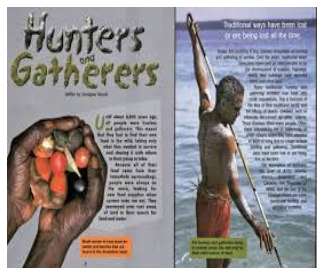
CHECKLIST

- ✓ I do have a title.
- ✓ I did arrange my ideas/thoughts in a logical order.
- ✓ I do have long and short sentences.

Follow the mind map below to help you plan your paragraph.



SOURCE A: Pictures to activate prior knowledge



Sources:

<http://pfctyranny.com/tag/hunter/gatherers>;

www.dwaf.gov.za;

www.ukapologetics.net;

<http://www4.waspress.co.uk/journalsbeforefarming>

SOURCE B

Form 1: Hunter-gatherers and herders

Aspects for comparison	San (gatherers)	Khoi (herders)
Origin	The early inhabitants of Southern Africa were the San and the Khoi. Their animated paintings can be found on rocks and cave walls as far afield as Namaqualand, the Drakensberg and Southern Cape.	
Language	The many clicking sounds used in their speech have influenced the language of some of the African-speaking nations.	
Food	They were hunter-gatherers, living largely off (1)_____, honey and the (2)_____ and fruits of plants. The women gathered (3)_____ melons such as (4)_____ – a source of food and water, roots and (5)_____ berries. To provide (6)_____ in dry areas and for times of drought, the San stored water in (7)_____ shells, which they (8)_____ deep below the sandy desert surface.	Originally both semi-nomadic, the Khoi kept (9)_____ of sheep and (10)_____ of oxen. Some planted (11)_____ and established semi-permanent settlements.
Lifestyle	They lived in total harmony with nature, posing no threat to wildlife and vegetation by over-hunting or gathering.	They developed the craft of pottery making.
Social structure	They moved in (12)_____, each with its clearly defined territory. The semi-nomadic existence of the San was (and is) governed by the seasons and the movement of game.	The clan system of the Khoi was somewhat more regulated than that of the San. Each group had a (13)_____. The chief or the headman made decisions as to when or where to move.
Hunting	The Bushmen, known for their stamina, sometimes had to pursue their prey for a great distance before the animal finally dropped, ready for a kill. They were superb (14)_____ and sometimes followed a herd for many days before getting close enough to use a bow and arrow. After such a kill, the whole group joined in the feast, singing and dancing in a trance-like ritual around the fire.	
Clothes and possessions	Skin carosses, (15)_____ and aprons were the San's only adornments. Their semi-nomadic life made it impossible to possess anything that was not easy to carry.	
Shelters/homes	Their shelters were built of sticks and formed roughly a circle, 150mm high. Some covered the sticks with mats woven from reeds.	Their dwellings were beehive-shaped huts made with pliable sticks. Long mats, the strips sewn together by the women, covered the frame, leaving an opening at either end. Doors made of a narrower mat to roll up or down were hung over these openings. The huts could be dismantled quickly and transported on the back of oxen as they moved

		on. These mat-covered huts can still be seen in Namaqualand.
Tools / weapons	The men hunted with wooden bows and arrows and used clubs and spears when necessary. The arrowheads were tipped with poison made from insect grubs. It acted slowly on the victim's nervous system.	

Form 2: Hunter-gatherers and herders

Aspects for comparison	San (gatherers)	Khoi (herders)
Origin	The early inhabitants of Southern Africa were the San and the Khoi. Their animated paintings can be found on rocks and cave walls as far afield as Namaqualand, the Drakensberg and Southern Cape.	
Language	The many clicking sounds used in their speech have influenced the language of some of the African-speaking nations.	
Food	They were (1)_____, living largely off game, (2)_____ and the roots and fruits of plants. The (3)_____ gathered wild (4)_____ such as tsamma – a source of food and (5)_____, roots and edible (6)_____. To provide liquid in dry areas and for times of (7)_____, the San stored water in ostrich shells, which they buried deep below the sandy (8)_____ surface.	Originally both semi-nomadic, the Khoi kept flocks of (9)_____ and herds of (10)_____. Some planted crops and established semi-permanent (11)_____.
Lifestyle	They lived in total harmony with nature, posing no threat to wildlife and vegetation by over-hunting or gathering.	They developed the craft of pottery making.
Social structure	They moved in small clans, each with its clearly defined territory. The semi-nomadic existence of the San was (and is) governed by the seasons and the movement of game.	The clan system of the Khoi was somewhat more regulated than that of the San. Each group had a chief. The chief or the headman made decisions as to when or where to move.
Hunting	The Bushmen, known for their stamina, sometimes had to pursue their prey for a great distance before the animal finally dropped, ready for a kill. They were superb trackers and sometimes followed a herd for many days before getting close enough to use a bow and arrow. After such a kill, the whole group joined in the feast, singing and dancing in a trance-like ritual around the fire.	
Clothes and possessions	Skin carosses, loin cloths and aprons were the San's only adornments. Their semi-nomadic life made it impossible to possess anything that was not easy to carry.	

Shelters/homes	<p>Their shelters were built of (12)_____ and form roughly a circle, 150mm high. Some covered the sticks with mats woven from (13)_____.</p>	<p>Their dwellings were (14)_____ -shaped huts made with pliable sticks. Long mats, the strips sewn together by the women, covered the frame, leaving an opening at either end. Doors made of a narrower mat to roll up or down were hung over these openings. The huts could be dismantled quickly and transported on the back of oxen as they moved on. These mat-covered huts can still be seen in (15)_____.</p>
Tools / weapons	<p>The men hunted with wooden bows and arrows and used clubs and spears when necessary. The arrowheads were tipped with poison made from insect grubs. It acted slowly on the victim's nervous system.</p>	

Form 3 (master copy): Hunter-gatherers and herders

Aspects for comparison	San (gatherers)	Khoi (herders)
Origin	The early inhabitants of Southern Africa were the San and the Khoi. Their animated paintings can be found on rocks and cave walls as far afield as Namaqualand, the Drakensberg and Southern Cape.	
Language	The many clicking sounds used in their speech have influenced the language of some of the African-speaking nations.	
Food	They were hunter-gatherers, living largely off game, honey and the roots and fruits of plants. The women gathered wild melons such as tsamma – a source of food and water, roots and edible berries. To provide liquid in dry areas and for times of drought, the San stored water in ostrich shells, which they buried deep below the sandy desert surface.	Originally both semi-nomadic, the Khoi kept flocks of sheep and herds of oxen. Some planted crops and established semi-permanent settlements.
Lifestyle	They lived in total harmony with nature, posing no threat to wildlife and vegetation by over-hunting or gathering.	They developed the craft of pottery making.
Social structure	They moved in small clans, each with its clearly defined territory. The semi-nomadic existence of the San was (and	The clan system of the Khoi was somewhat more regulated than that of the San. Each group had a chief. The chief or the headman made decisions as to when or where to

	is) governed by the seasons and the movement of game.	move.
Hunting	The Bushmen, known for their stamina, sometimes had to pursue their prey for a great distance before the animal finally dropped, ready for a kill. They were superb trackers and sometimes followed a herd for many days before getting close enough to use a bow and arrow. After such a kill, the whole group joined in the feast, singing and dancing in a trance-like ritual around the fire.	
Clothes and possessions	Skin carosses, loin cloths and aprons were the San's only adornments. Their semi-nomadic life made it impossible to possess anything that was not easy to carry.	
Shelters/homes	Their shelters were built of sticks and formed roughly a circle, 150mm high. Some covered the sticks with mats woven from reeds.	Their dwellings were beehive-shaped huts made with pliable sticks. Long mats, the strips sewn together by the women, covered the frame, leaving an opening at either end. Doors made of a narrower mat to roll up or down were hung over these openings. The huts could be dismantled quickly and transported on the back of oxen as they moved on. These mat-covered huts can still be seen in Namaqualand.
Tools / weapons	The men hunted with wooden bows and arrows and used clubs and spears when necessary. The arrowheads were tipped with poison made from insect grubs. It acted slowly on the victim's nervous system.	

(Source: Adapted from homosapienssaveyouearth.blogspot.com.)

SOURCE C: Khoi-San life

Write **ONE paragraph** on what you have seen and heard about the Khoi-San life.



Sources:

<http://www4.waspress.co.uk./journalsbeforefarming>

www.business2community.com

<http://en.wikipedia.org/wiki/>

4.3 SENIOR PHASE (GRADES 7-TO 9)

LEARNING ACTIVITY: SOCIAL SCIENCES (GEOGRAPHY), GRADE 7

RESOURCES: Atlases, pictures/photographs (Source A), newspaper articles (Source D), textbooks

TOPIC: Floods

LANGUAGE SKILLS

Reading and viewing, writing and presenting

Vocabulary development: The teacher guides learners into grasping the appropriate vocabulary (floods, environmental factors, settlements, displacements, infrastructure, tsunamis, risks, impact)

Sentence structures/grammatical and conventions: tense/verbs, nouns (rapids, torrents)

INCLUSIVITY

- Large font will be used for learners who are partially sighted
- Pictures will be explained for blind learners
- Text will also be in Braille for blind learners

ACTIVITIES

- Introduce the topic through a newspaper clip (e.g. recent floods in Gauteng, see A: photograph).
- Show pictures and ask questions to activate learners 'prior knowledge.
- Learners make predictions based on the picture.
- Learners are led to link previous knowledge (previous heavy rains experienced; year, season, month, etc.) with the current

A: Photograph



- Learners fill in what they know and what they would like to know to activate background knowledge using the K-W-L chart.

K-W-L chart		
Topic: _____		
What I know	What I want to know	What I learnt

- Identify and explain new and difficult words
- Teacher read articles and learners view pictures about flood events in recent times
- Learners view texts, books, and newspaper articles based on floods: see texts below

Torrential rains wreak havoc in Gauteng

Heavy rainfall in Gauteng overnight has flooded roads and caused some rivers to overflow, emergency services and metro police said on Thursday. In Johannesburg parts of Soweto, Lenasia, Roodepoort and Florida were affected. Metro police advised motorists to avoid the N1 highway. In Pretoria the city centre, parts of Hammanskraal, the R101 and some informal settlements were at risk of being flooded.

Heavy rains had caused flooding in the South of Lenasia. Shacks were flooded in Protea South and Klipspruit, Soweto. About seven houses were flooded in Mtipa Road. The disaster management team activated a joint operations centre in Roodepoort, where several municipal entities would work together. This team included Joburg Water, the roads agency, metro police, emergency management, social development, housing and urban development.

(Source: <http://www.mg.co.za/article/2014/03/07/>)]

- Learners take notes using the cause and effect graphic organiser

SOURCE C: Graphic organiser

CAUSES
of
FLOODS

EFFECT

EFFECT

EFFECT

- Learners write an article on the effects of floods using their notes for support – including injury and loss of life, disease, displacement of people, soil erosion, and damage to fields, buildings and infrastructure, using their notes

(Source: <http://www.sapeople.com/2014/03/07/>.)

LESSON ACTIVITY: LIFE ORIENTATION

Topic: Development of the self in society

Sub-topic: Puberty and gender constructs

Language skills: Reading

- *Puberty is the time when teenagers begin changing from children into adults.*
- *Your body changes to prepare you for having children.*
- *Girls' bodies can start changing as early as eight years old, or as late as fourteen.*
- *In boys, the changes can begin between the ages of ten and fifteen years old.*
- *During puberty you might experience changes in your emotions and in your relationships with your family and friends.*

ACTIVITY 1: Pre-reading: Dictionary skills

- Ask the learners to use their dictionaries to find the meanings of the words below.
- Learners could also be encouraged to use these words in sentences.

**Puberty; teenagers; relationships; changes; positive;
gender roles; physical changes; hormones; testosterones;
oestrogen; menstruation; womb; sperm; pregnant;
mood swings; testicles; independent; peers**

ACTIVITY 2: Thinking: Think about changes during puberty

- What is meant by the term "social roles"?
- Why do teenagers' muscles sometimes ache?
- Which hormone affects boys the most during puberty?
- What is a larynx and how does it change during puberty?
- Explain why girls menstruate.
- Work with a partner to copy and complete this table. Fill in details to explain the effects of puberty on boys and girls.

	Girls	Boys	Both girls and boys
Physical changes			
Emotional changes			

Reading and viewing: Case Study

Read the story below and answer the following questions

- What two signs of puberty does Shaun display in the story?
- How does Alicia try to develop a friendship with Shaun?
- **Explain** Shaun's reaction to Alicia's advice?
- **Problem-solving and communication:** How can Shaun and Alicia solve the conflict that arose by the end of the story?
- In a group, create a **short play** in which either Shaun or Alicia has a discussion with their parents about not being allowed to go to an evening choir practice. Perform the play for your classmates.
- **Critically evaluate** whether there were gender inequalities in the role-plays. (Did "parents" have different concerns regarding Shaun than they had about Alicia going out to evening choir practice?)

Shaun and Alicia

Shaun and Alicia are in Grade 7 at the same school. They walk to school together with a group of other learners from their community. Shaun notices that Alicia has painted a pop group's name on her school bag. He decides to talk to her about it. They find out that they both like to sing. Alicia invites Shaun to come and practice with her choir. A few days later, Alicia gives Shaun advice on how to improve his singing. Shaun angrily replies that his voice is breaking and that she should try to improve her own voice instead of criticising him.

WRITING AND PRESENTING

Read the two letters below, written to Marge, the agony aunt who works for *The Sowetan* newspaper.

<p>Dear Marge</p> <p>All the other children laugh at me at school and say my clothes are completely unfashionable. I feel really stupid. I ask my parents to buy me better clothes but they say they don't have enough money. What can I do?</p> <p>Jenny</p>	<p>Dear Marge</p> <p>I am 16 years old and I want to leave school this year. My parents say it is too early for me and that I should be trying to get into university. I think I am old enough to make my own decisions now. I want to work with my friend Susan at McDonalds. Then, I can start earning money to buy things.</p> <p>Peter</p>
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Imagine you are Marge. Write a response to Jenny and Peter. Think carefully how you will advise both these children.

With your partner, look at the letters above and discuss the following:

- The format of the letters.
- Language use.

Which format did you use in your response?

LESSON ACTIVITY: ECONOMIC AND MANAGEMENT SCIENCES, GRADE 9

TOPIC: Entrepreneurship – sectors of the economy Content: The tertiary sector <ul style="list-style-type: none"> • Types of businesses found in this sector • Interrelationship with other two sectors • Sustainable use of resources • Role of this sector • Types of skills required in this sector DURATION: 1½ hours (3 x 30 minute periods)	
RESOURCES: Textbooks, learners' work books/exercise books, chart paper, newspapers and magazines	ASSESSMENT STRATEGY: Informal
	ASSESSMENT TOOL: Memo with possible answers and checklist
LANGUAGE SKILLS <ul style="list-style-type: none"> • Listening and speaking • Reading and viewing • Writing and presenting • Language structures and conventions: vocabulary development 	Differentiation (enrichment opportunities/addressing barriers) <ul style="list-style-type: none"> • Pitch the language level of the lesson at EFAL • Rearrange an identified learner's seating position to accommodate that learner's needs • Use the classroom and school playground as enrichment opportunities
Aims and objectives of the lesson By the end of the lesson learners will be able to <ul style="list-style-type: none"> ✓ list and explain orally and in writing, using their own words, the different types of businesses found in the tertiary sector, ✓ show an understanding of the how the tertiary sector is interrelated to the primary and secondary sector, ✓ describe the role of the tertiary sector, and ✓ list the types of skills required in the tertiary sector. 	Important vocabulary words <ul style="list-style-type: none"> • Learners learn the language of the subject • Ensure learners understand and can define in their own words the meaning of the following important vocabulary words for this lesson: primary sector; secondary sector; tertiary sector; wholesalers; retail trade; catering; accommodation; financial intermediation; insurance, real estate, business services; personal services; storage; communication
TEACHER ACTIVITIES	LEARNER ACTIVITIES
Establish prior content knowledge: Primary and secondary sectors <ul style="list-style-type: none"> • Types of businesses found in primary and secondary sector • Interrelationship of the sectors • Sustainable use of resources • Role of the sectors • Types of skills required in each sector 	<ul style="list-style-type: none"> • This activity involves individual and group work • Learners will prepare a poster and display it in the classroom; do a gallery walk; participate in a classroom discussion; and write a report
Introduction (Period 1) <ul style="list-style-type: none"> • Recap the important vocabulary words, as learners should have already engaged with some of the words in previous lessons • Hand out Activity 1 (Source B) to the learners • Explain to the learners what they are expected to do (mediate questions) 	<ul style="list-style-type: none"> • Participate actively • Explain to the teacher your understanding of the vocabulary words • Where necessary, ask the teacher to explain aspects or information given by other learners to gain better clarity • Consider your own experiences in terms of the concepts being discussed • Ask questions as and when required

<ul style="list-style-type: none"> • Divide the learners into groups of five to seven learners (the number of learners per group will depend on the size of the class) • Assign the topics to the groups as per the list at the end of the lesson plan (Source A) Note: The number of groups working on the same topic will depend on the size of the class • During this period learners work in their groups to develop, design and finalise their posters • Give each group a sheet of chart paper which they can use to prepare their posters and write their individual pledges • If posters are not completed by the end of the lesson, the groups must decide how they will complete it as homework and have their posters ready for the next period 	<ul style="list-style-type: none"> • Complete any homework activity and bring it to the next lesson • Respond to revision questions of the previous lesson • Work in teams of five to seven learners • Each group must identify who will <ul style="list-style-type: none"> ○ be the scribe ○ prepare the layout and design of the poster ○ write the captions on the poster ○ coordinate the group • Use the information in the textbook to respond to the questions in the activity • Discuss the activity in your own group to get a better understanding of what is required • Actively engage in the group to complete the activity as per the instructions on the activity sheet
<p>The gallery walk (Period 2)</p> <ul style="list-style-type: none"> • Prepare the following before the start of the period: if possible, arrange with other teachers, the head of department and the principal to attend the gallery walk and to engage with the learners • At the beginning of the period, the group coordinators place their groups' posters on the classroom wall • Posters must be spaced out well to allow learners to move freely from poster to poster during the walk 	<ul style="list-style-type: none"> • During the gallery walk, learners must read and take notes on the information presented in the posters • Monitor the learners and ensure they are following the instructions given • Mediate and guide learners through the process • Inform learners that they will share the findings they have noted in the next period • Place the poster on the classroom wall and prepare for the gallery walk • Participate in the gallery walk by reading the other groups' posters to obtain sufficient information to give feedback during the discussion session
<p>Class discussion on the gallery walk (Period 3)</p> <ul style="list-style-type: none"> • Get learners to give inputs on their findings according to their notes • Discuss one group at a time • Note the learners' responses in table format on the black board • Summarise the inputs received from the learners • Remind learners to write their one-page report in their work/exercise books on the outcomes of the gallery walk and findings from their discussions • The report should be handed in at the beginning of the next period 	<ul style="list-style-type: none"> • Leave the posters on the classroom wall for learners to constantly refer to them and reflect on their contributions • Use the information gathered to give input during the discussion session • Participate actively in the discussion session by giving input and asking questions • Answer the questions raised by peers and guest visitors (other teachers, the head of department and principal) • Write a one-page report on the outcomes of the gallery walk and findings from the discussions • Hand in the report at the beginning of the next lesson

Evidence of assessment:

- **Teacher:**
 - Activities are marked, corrected and dated
 - Notes given by the teacher are checked and teacher's comments are found in the learners' books
- **Learners:**
 - Notes and activities are completed by the learners in their work/exercise books (writing and presenting)
 - The learners' posters are displayed on the classroom wall (writing and presenting; reading and viewing)
 - The worksheets on the gallery walk are completed and pasted in the learners' work/exercise books (language structures and conventions)
 - A one-page report in the learners' work/exercise books (writing and presenting)

SOURCE A: Allocation of topics per group

- Group 1: wholesale and retail trade
- Group 2: catering and accommodation
- Group 3: transport and storage
- Group 4: communication
- Group 5: financial intermediation (banks) and insurance
- Group 6: real estate and professional business services
- Group 7: community and social services
- Group 8: personal services

SOURCE B: Activity 1 – The tertiary sector**Notes to the learner**

- In class you demonstrated to your teacher and peers that you can define in your own words the meaning of the following vocabulary words for this activity: primary sector; secondary sector; tertiary sector; wholesalers; retail trade; catering; accommodation; financial intermediation; insurance, real estate, professional business services; personal services; storage and communication.
- This activity involves preparing a poster, which must be done in class. If it is not completed by the end of the period it should be finished at home and handed in at the beginning of the next lesson.
- The activity requires group work, which entails group discussion, the preparation of a poster, the gallery walk and a class discussion.
- Each group will prepare their posters and place it on the classroom wall for the gallery walk.
- You may refer to your textbook and notes in your work/exercise book to help you complete this task.

Instructions:

1. Your teacher will divide you into groups and tell you which topic your group will be working on.
2. This activity requires you to work as a member of a group. As a group member you will
 - prepare for the activity as per the instruction sheet,
 - listen attentively to your team members,
 - give constructive inputs,
 - use the time available effectively,
 - be organised,
 - respect the inputs and the participation of other team members, and
 - be well-mannered and respectful.

3. Each group must identify who will
 - be the scribe,
 - prepare the layout and design of the poster,
 - write the captions on the poster, and
 - coordinate the group.

Remember: Every member in the group has to participate in this activity!
4. The poster must include the following information based on the topic given to your group by the teacher:
 - a heading,
 - an introduction, which gives a brief description of the three sectors of the economy,
 - the importance of the tertiary sector,
 - the types of business found in the tertiary sector,
 - the type of skills required by these businesses (discuss the skills required in terms of skilled, semi-skilled and unskilled labour and what job opportunities it has to offer), and
 - briefly explain how the tertiary sector is interrelated to the primary and secondary sectors.
5. Design and finalise the poster in class. The poster must be well prepared, attractive and legible. You may also use pictures. Should your group not complete it in the time allocated, the poster must be completed at home and be ready for the next period.
6. Your teacher will give chart paper to each group to prepare the poster.
7. Once the poster is completed, place it on the classroom wall.
8. As you do the "Gallery Walk", make notes of what is presented in the posters prepared by the other groups in your work/exercise book. You will need your notes for the classroom discussion.
9. During the classroom discussion you will give feedback to the class based on the notes you made during the gallery walk.
10. Your teacher will note your inputs on the black board and allow additional inputs from the rest of the class.
11. Be informed. Your teacher will try to arrange other teachers, the head of department or your principal to come in and participate in the gallery walk and/or the classroom discussion.
12. Homework: At the end of this activity you will write a one-page report on what you learned during the gallery walk and the classroom discussion in your work/exercise book. The homework must be handed in at the beginning of the next period.

Checklist

The checklist below should be used to assess the poster prepared by each group. Give verbal feedback to the group. The poster should be displayed on the classroom wall.

Group: _____

Group members: _____

Criteria	Yes	No	Comment
The introduction gives brief description of the three sectors of the economy			
The importance of the tertiary sector is clearly described			
The types of business found in the tertiary sector is listed and explained			
The type of skills required by these businesses in terms of skilled, semi-skilled and unskilled labour is included			

Job opportunities offered in the sector are listed			
The interrelatedness of the tertiary sector to the primary and secondary sectors is explained			
The poster is attractive, informative and neatly designed			
Group members worked well as a team and completed their task on time			

Evidence for this activity will include:

- ✓ The checklist completed for each group is filed in the teacher's file.
- ✓ The learners' posters are displayed on the classroom wall.
- ✓ The notes on the "Gallery Walk" in the learners' work/exercise books.
- ✓ There is a one-page report in the learners' work/exercise books.

LESSON ACTIVITY: LIFE ORIENTATION, GRADE 8

Topic: Development of self

Sub-topic: Examining influences on self-concept and self-motivation

Language skills:

- Reading:
 - Pre-reading: dictionary skills, skim/scan, vocabulary development.
 - Reading: read the text.
 - Post-reading: comprehension questions.
- Listening and speaking:
 - Discuss with a friend.
 - Listen to a song by Susan Boyle.
- Writing: write a report.

Read the case study below and complete the activity.



Susan Boyle had everything against her when she entered *Britain's Got Talent* – she was 47 years old, plum and plain looking; she had made little effort with her hair and dress style.

As she stood in front of a laughing audience, she told the judges that she wanted to be like her favourite singer, Elaine Paige. Susan quickly stunned the crowd and the judges, who gave her a standing ovation (stood up and clapped) when they heard her voice.

She had kept this talent to herself for many years. Susan's negative self-concept had prevented her from motivating herself to show her talent. She was born with mild brain damage and had been teased by her peers all her life. She believed she would never achieve anything in life – until she found the courage to step on the stage.

1. **Skim** through the text and write down all the difficult words you do not understand.
2. Use your **dictionaries** to find the meanings of these words.
3. **Compare** your list to the learner next to you. What are the common words you both listed?
4. Identify the challenges Susan Boyle faced throughout her life. **Write** down a list of these challenges.
5. Briefly **explain** to your partner how Susan's peers affected her self-concept.
6. A certain image for performers is promoted in the media.
 - a. **Describe** the image of performers, specifically the way they present themselves.
 - b. **Explain** how Susan Boyle differed from the media image.
7. **Reflect** on when you were younger. Identify the most important factor(s) that influenced the way you felt about yourself. **List** the factor(s).
8. **Explain** how the factor(s) influenced your self-motivation.
9. **Develop 10 questions** and then **interview** someone in your school or community on their successes in life.

SOURCE: SPOT ON LIFE ORIENTATION, LEARNERS BOOK, PAGE 11, HEINEMANN 2013

LESSON ACTIVITY: TECHNOLOGY, GRADE 8

RESOURCES: DVD clip (YouTube, “Abandoned Gold Mines near Kingman Arizona” available at www.youtube.com/watch?v=cq1kKLq4ddc , case study, dictionary, any recyclable material, diagrams, pictures	
TOPIC: Acid mine drainage	DURATION: 4 hours
LANGUAGE SKILLS Reading and viewing, writing	CONCEPT DEVELOPMENT: Vocabulary: rehabilitation, oxidation, chemo-synthesis, bacteria, land fatigue and mechanisation
INCLUSIVITY <ul style="list-style-type: none"> Font will be increased for learners with visual impairments. For blind learners, diagrams should be tactile (a tactile talking tablet device can be copied from www.RNCB.ac.uk). Text will be made into audio for learners with dyslexia. Text will be in Braille for learners who are blind. 	
TEACHING ACTIVITIES	LEARNER ACTIVITIES
<p>Listening</p> <ul style="list-style-type: none"> Prior knowledge: The teacher shows learners pictures with images addressing acid mine drainage. Applicable vocabulary/concepts are discussed. Play the DVD clip with visuals, a voice over and captions (for deaf/hard of hearing learners) explaining the process of acid formation in mines and the consequences thereof. Play the DVD clip for the second time and stop it at intervals to cater for interaction with the content. Divide learners into groups, where they discuss the environmental impact of mechanisation. Learners are instructed to find and study texts on acid mine drainage in preparation for the writing and presenting task. <p>Reading Learners are given any text on acid mine drainage, (e.g. http://www.sajs.co.za/sites/default/files/publications/pdf/712-5387-3-PB.pdf; http://earthlife.org.za/campaigns/acid-mine-drainage/) to take home and read in conjunction with other related texts, in preparation for the writing task. The text given to the learners must have a glossary of terms with definitions.</p> <p>Writing and presenting</p> <ul style="list-style-type: none"> Guide learners to investigate and report on the impact on the environment as a result of acid mine drainage in teams. Give the investigation rubric or brief (as found on page 44 of the CAPS document) to learners as a guide. 	<p>Pre-listening</p> <ul style="list-style-type: none"> Learners discuss their understanding of the following words and how they relate to the topic/concept: rehabilitation, oxidation, chemo-synthesis, bacteria, land fatigue, mechanisation Deaf learners will discuss using sign language. <p>During listening</p> <ul style="list-style-type: none"> Learners will listen to the video clip and take notes. Learners discuss the environmental impact of mechanisation. <p>Post-listening</p> <ul style="list-style-type: none"> Learners find and study texts on acid mine drainage in preparation for the writing and presenting task. Investigate the results of acid mine drainage on the environment. Report the findings to the class. Evaluate the solutions and the process followed to arrive at the solutions. Suggest changes or improvements where necessary. Compile findings into a written report.

4.4 FURTHER EDUCATION AND TRAINING (GRADES 10 TO 12)

LEARNING ACTIVITY: PHYSICAL SCIENCE

Topic: Introduction to Newton's laws of motion

Sub-topic: Newton's third law

Language skills: Listening and speaking, reading and viewing, writing and presenting

Accommodating diversity

- The teacher can increase the font size of text for learners who are visually impaired.
- The teacher may also use paired reading to accommodate learners with reading problems.
- Allow more time for struggling readers.
- Pay attention to and correct literal translations for learners whose home language is not English.

ACTIVITY 1

- Ask learners questions to activate their prior knowledge (Source B):
 - What do they know about rockets?
 - Can they describe how a rocket works?
 - Can they identify forces acting on a book resting on a table?
- Play the Apollo video clip (<http://en.wikipedia.org/wiki/Saturn-V>). Hold a discussion on the clip. Stimulate scientific vocabulary extension.
- Ask learners to scan the text (Source A) for parts that they understand.
- Identify new words in the text and look up their meanings. Record this in the glossary at the back of the physics notebook under the topic.
- Identify new law(s) of physics and record this in the section on laws of physics in their notebook (make sure to record all laws of physics in this section).

ACTIVITY 2

- Give each learner a copy of the text and ask them to read aloud in pairs. While one reads, the other must make notes using the note-taking template (Source C). Afterwards they must swop roles.
- Learners must ask questions to enhance understanding.

ACTIVITY 3

Learners answer the following questions:

- State Newton's third law of motion.
- Draw a labelled force diagram indicating all the forces acting on the book.
- Name the action-reaction pairs of forces acting in the horizontal plane.
- Identify/give examples of action-reaction pairs.
- Which of the pairs of forces (Source D) correctly illustrates Newton's third law?

ACTIVITY 4

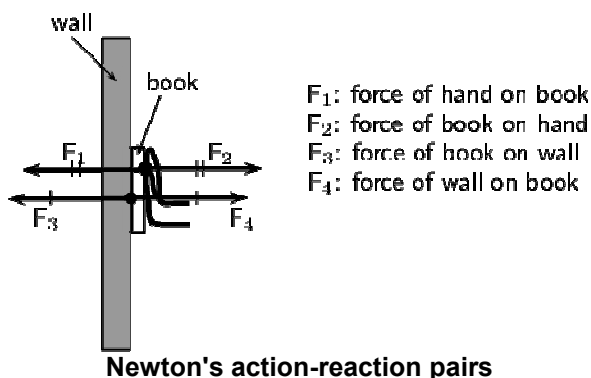
- Learners make paper rockets in pairs/groups and play with them. They challenge each other on which design/material goes the furthest.
- Discuss their observations and record them. (Learners are introduced to the report writing format.)

Newton's third law of motion

Newton's third law of motion deals with the interaction between pairs of objects. For example, if you hold a book up against a wall, you are exerting a force on the book (to keep it there) and the book is exerting a force back at you (to keep you from falling through the book). This may sound strange, but if the book was not pushing back at you, your hand would push through the book!

These two forces – the force of the hand on the book (F_1) and the force of the book on the hand (F_2) – are called an action-reaction pair of forces. They have the same magnitude, but act in opposite directions and act on different objects (the one force is onto the book and the other is onto your hand).

There is another action-reaction pair of forces present in this situation. The book is pushing against the wall (action force) and the wall is pushing back at the book (reaction). The force of the book on the wall (F_3) and the force of the wall on the book (F_4) are shown in the diagram.



Definition 3: Newton's third law of motion

If body A exerts a force on body B, then body B exerts a force of equal magnitude on body A, but in the opposite direction.

These action-reaction pairs have several properties:

- the same type of force acts on the objects,
- the forces have the same magnitude but opposite direction, and
- the forces act on different objects.

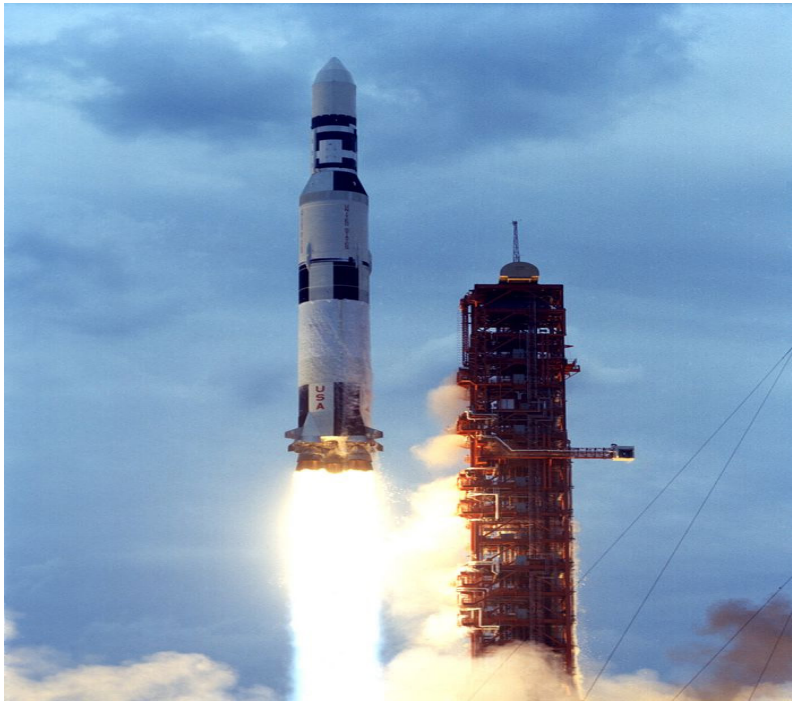
Newton's action-reaction pairs can be found everywhere in life where two objects interact with one another.

SOURCE A: Newton's third law of motion



The extract above is from the *Siyavula/DBE Physical Sciences Grade 11: Everything Science* textbook. It is not necessary to photocopy this extract if learners have the textbook. Simply tell learners to read the text in their textbook.

SOURCE B: Picture of a rocket



SOURCE C: Template for note-taking

K What I know	W What I want to know/find out	L What I learnt

SOURCE D: Pairs of forces

A
A man standing still

Force of floor on man
Weight of man

B
A book pusher against a wall

Force of wall on book
Force of book on wall

C
A bird flying at a constant height and velocity

Weight of bird
The weight of the bird = force of Earth on bird

D
A crate moving at constant speed

Force used to push the crate
Frictional force exerted by the floor

ACTIVITY 5

Sub-topic: General experiment : Balloon rocket
LANGUAGE SKILLS : REPORT WRITING AND ORAL PRESENTATION

AIM

In this experiment, a balloon rocket is used to investigate Newton's third law of motion. A fishing line is used as a track and a plastic straw taped to the balloon will help attach the balloon to the track.



APPARATUS

The following items are used:

1. balloons (one for each team)
2. plastic straws (one for each team)
3. tape (cellophane or masking tape)
4. fishing line, 10 metres in length
5. a stopwatch (optional; a cell phone can also be used)
6. a measuring tape (optional)

METHOD

1. The class is divided into groups comprising of five members.
2. Each group has to attach one end of the fishing line to the blackboard with tape, with one teammate holding the other end of the fishing line so that it is taut and roughly horizontal. The line has to be held steady so that it cannot move up or down during the experiment.
3. One teammate has to blow up a balloon and hold it shut with his or her fingers. The other teammates tape the straw along the side of the balloon, threading the fishing line through the straw and holding the balloon at the far end of the line.
4. The teams release the rocket and observe how it moved forward.
5. The timekeeper in each group has to record the flight time.
6. The exact distance the rocket travelled is measured, and the average speed at which the balloon travelled is calculated.
7. The results of Trial 1 are recorded in Table 1.
8. Each team conduct two more races and record the results for Trial 2 and Trial 3.
9. The average speed for the three trials is then calculated to determine each team's race entry time.
10. Each group will present its findings to the other groups

CONCLUSIONS

The rocket that goes the furthest is the one in which the exerted forces are equal.

RESULTS

Table 1

	Distance (m)	Time (s)	Speed (m/s^{-1})
Trial 1			
Trial 2			
Trial 3			
		Average:	

LEARNING ACTIVITY: TOURISM

Topic: Marketing South Africa as a tourism destination

Language skills: Listening and speaking, reading and viewing

Resource: Provinces of South Africa, SA Tourism video clip (<http://youtube/Q759uUg1xFY>).

ACTIVITY 1

- Teach concepts and content on marketing South Africa as a tourism destination.
- Explain key concepts associated with marketing South Africa.

ACTIVITY 2

- Play the video clip of Marketing South Africa (or any other suitable video clip). It may be necessary to play the video more than once, depending on the activity to be completed during listening.
- Develop a viewing and listening sheet:
 - Transcribe the commentary made by the narrator on the video. Leave open spaces for learners to complete during viewing. At the end of the video, learners will have a basic information sheet on each province.
 - Prepare a list of all the key concepts/terms/words/activities, etc. Learners could circle or tick the concept while listening to and viewing the video.
 - Ask learner to write down unfamiliar and familiar words/concepts that they hear.
 - Develop basic questions that will be answered during the video clip.

ACTIVITY 3

Request learners to

- explain key concepts/terms/words/activities identified during the lesson,
- find the meaning of each unfamiliar term using a dictionary,
- explain familiar concepts,
- discuss and present the answers of basic questions orally,
- compile an oral presentation (speech) on why South Africa is a good destination for tourists.

LEARNING ACTIVITY: LIFE SCIENCES, GRADE 12

Topic: Genetics

Sub-topic: Life at molecular, tissue and cellular level

Language skills: Listening and Speaking, Reading and Viewing, Writing and Presenting including Vocabulary Development: prefixes (noticeable where there is a common root), word-attack skills, word formation and form change, synonyms and antonyms.

The word “genetics” is from the Ancient Greek *genetikos* meaning “genitive”/“generative”.

Genetics = study of genes; identify the “*gene-*” in genetics

Genes = segments of DNA that hold information for specific characteristic

Genetic (adjective from of gene) + *engineering* (from the verb “to engineer”/to change) = techniques used to change the genetic material of a cell or living organism

Homo + *zygous* (prefix “homo” = same) = have two identical alleles of the same gene

Hetero + *zygous* (prefix “hetero” = different) = have two different alleles of the same gene

Pheno + *type* = observable outward appearance of organism

Geno + *type* = genes that make up an organism.

Hereditary = passing of characteristics or traits from parent to offspring

Gametes = sex cells, which are egg cells and sperm cells

Alleles = different versions of a gene

Hybrid = organism of mixed origin

Filial generation = offspring (children) of parent organisms

Recessive allele = not present in phenotype when dominant allele present

Dominant (adj. from the verb “to dominate”) *allele* = always present in phenotype

Recessive dominant = antonyms (opposites)

Anti + *gen* = substance that causes the production of antibodies and thus an immune response

Poly + *genic inheritance* = property controlled by several genes; usually results in continuous variation

Gene mutations (mutate = mutation) = a change in the DNA of a gene

Chromosomal (chromosome) *aberration* (deviation) = any change in the normal structure or number of chromosomes; often results in physical or mental abnormalities

Cloning (to clone) = using DNA from an individual to make one or more genetically identical copies of that individual

Mendel's law of segregation (to segregate) (first law) = the separation of a pair of alleles in homo (= same) + logous chromosomes

Mendel's law of independent assortment (second law) = the alleles of different genes are arranged independently of one another

Integration with other subjects:

Information Technology

Prior learning:

- Grade 9: Basic understanding of plant and animal cells
- Grade 10: Mitosis

Teacher activities	Learner activities	Resources	Assessment methods	Time
Introduction Learners are introduced to the history of the Mendelian experiments	Pre listening <ul style="list-style-type: none"> • Look at pictures and illustrations (http://www.thutong.doe.gov.za/ResourceDownload.aspx?id=48608) of what he did (experiment) • Look at the sheet of definitions and familiarise yourself with the definitions 	Data projector, laptop (PowerPoint), interactive whiteboard	Smart board clickers	1 x 45 min
Main activity 1 Learners are introduced to Mendelian genetics	During listening (show slide 8 available on Thutong - http://www.thutong.doe.gov.za/ResourceDownload.aspx?id=48609) <ul style="list-style-type: none"> • Able to discover how genes are transmitted from parent to offspring • Come up with own definition/understanding of the process of how genes are transmitted • Take notes Post-listening: Demonstrate an understanding of the following sections by answering questions to show understanding: <ul style="list-style-type: none"> • <i>Mono</i> (suffix for one/single) + <i>hybrid crossing</i> • <i>Di</i> (suffix for two) + <i>hybrid crossing</i> • <i>Test cross</i> • <i>Sex determination</i> (from the verb "to determine") • <i>Dominance</i> (from the verb "to dominate") • <i>Mutation</i> (from the verb "to mutate") • <i>Inherited diseases</i> 	Life Sciences textbook, data projector, laptop (PowerPoint), interactive whiteboard (Exam-type questions as well as questions to demonstrate understanding)	Smart board clickers Worksheet assessments (educator assessment)	4 x 45 min
Main activity 2 Introduce learners to research project	Pre-reading: <ul style="list-style-type: none"> • Introduction to research project by reading questions and definitions, as guided by teacher • Complete definition sheet by matching the biological term with the definition During reading: <ul style="list-style-type: none"> • Demonstrate an understanding of scientific investigation by 	Life Sciences textbook	Practical investigation rubric (educator assessment)	2 x 45 min

Teacher activities	Learner activities	Resources	Assessment methods	Time												
	<div>researching human traits</div> <ul style="list-style-type: none">Hypothesise, evaluate and make informed judgementsMake notes while reading the research <div>Post-reading: Complete the practical investigation write-up using notes</div>															
Expanded opportunities: Brief explanation of web page criteria	Learners complete web pages that summarises main activities 1 and 2	Laptop (MS Publisher)	Web page rubric (educator assessment)	1 x 45 min												
Expanded opportunities/special needs: Learners create web pages for a Grade 12 outreach programme (learners may require special assistance with web page design)																
Reflection by teachers and learners <ul style="list-style-type: none">Was the learning activity fun/exciting for the learners?Did it promote effective learning? <div>KWL template for notes<table><tr><th>K What I know</th><th>W What I want to know/find out</th><th>L What I learnt</th></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table></div>					K What I know	W What I want to know/find out	L What I learnt									
K What I know	W What I want to know/find out	L What I learnt														
Accommodating diversity: <ul style="list-style-type: none">Teacher to increase font size of text for learners who are visually impaired.Teacher may also use paired reading to accommodate learners with reading problems.Allow for more time for struggling readers.																

LEARNING ACTIVITY: MATHEMATICS/MATHEMATICAL LITERACY: GRADES 10-12

Challenges for learners

- Reading with understanding.
- Knowledge of mathematical terminology and concepts.
- Translating words/ordinary language into mathematical symbols and equations.

Language aspects addressed

- Reading and viewing.
- Listening and speaking.
- Writing and presenting.
- Vocabulary.

ACTIVITY 1: HOW TO SOLVE WORD PROBLEMS

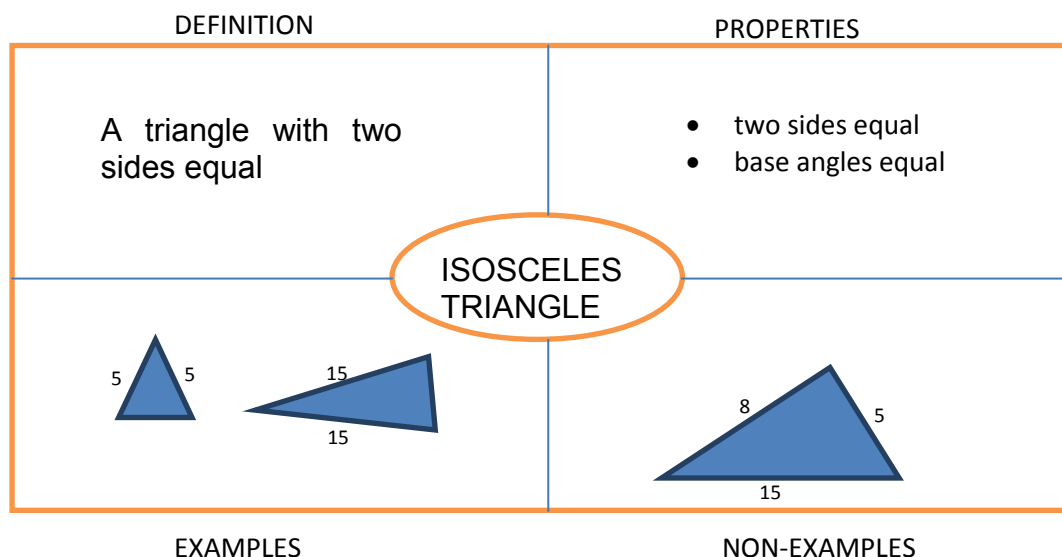
Approach to solving word-problems:

- Read the problem aloud (reading, listening for information).
- Circle unfamiliar words (skimming and scanning).
- Ask questions for clarity (speaking).
- Draw a diagram (presenting).

- Translate into symbols and equations (writing, presenting).

ACTIVITY 2: ACTION WORDS

- Teach applicable action words, for example *describe*. State in words the properties of a concept, e.g. *Describe an isosceles triangle*.
- Vocabulary development: Create a word wall using a graphic organiser. (Prefix *tri-* in triangle). See the example below.

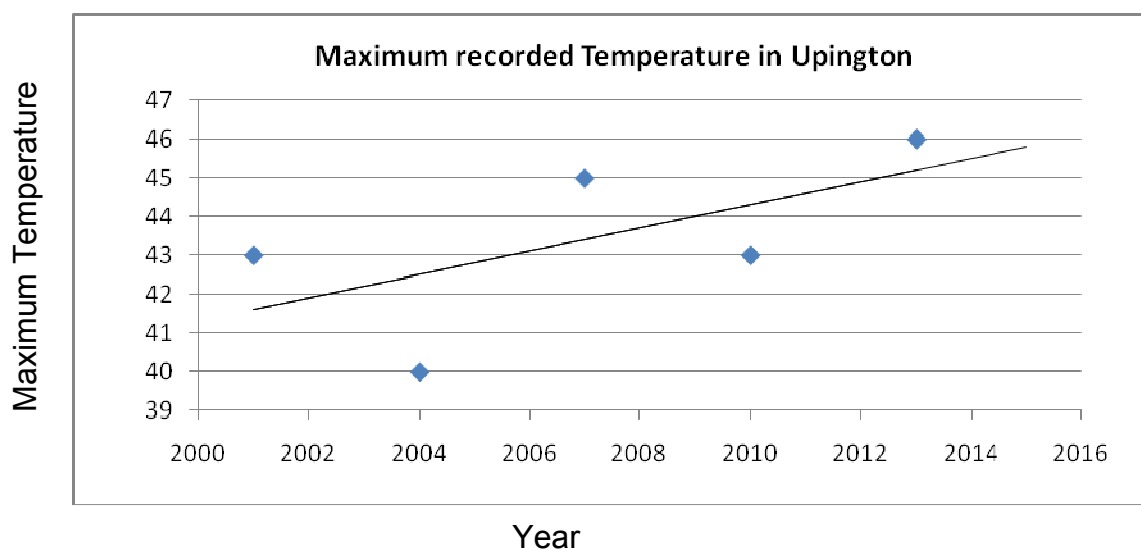


ACTIVITY 3: GLOBAL WARMING

The table below represents the maximum temperatures recorded in Uppington:

Year	2001	2004	2007	2010	2013
Max temp ($^{\circ}\text{C}$) in Uppington	43	40	45	43	46

1. Convert the 2007 Uppington temperature from $^{\circ}\text{C}$ to $^{\circ}\text{F}$.
2. The maximum temperature in Egypt in 2010 was measured as 980°F . Is that higher or lower than the Uppington temperature for the same year?
3. Represent the data on a scatter plot.*



(*Mathematical Literacy learners are not expected to draw lines of best fit, but they should identify and describe observable trends in the plots.)

4. Determine the equation of the least squares' regression line.
5. Identify the type of correlation that you observe.
6. Comment on the trend of this data.
7. Do you think this trend will continue for the next 40 years? Explain your answer.
8. Predict the maximum temperature in 2022.
9. Do you think that this prediction is realistic? Explain your answer.

Question 7, 8 and 9 are instances in which the speaking skill could be enhanced.

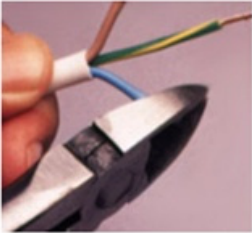
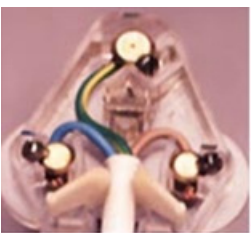
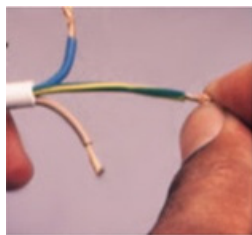
Please note:

- Learners are guided into what to focus on when listening. For example, if the focus of the lesson is on numbers, ask them to listen for any reference to numbers in the clip.
- Learners take notes on the focus of the lesson.
- Learners share their notes and give feedback to each other.

ACTIVITY 4: WRITING AND PRESENTING

An already assembled plug will be brought to class and learners are given an opportunity to view and physically touch the plug.

- Learners work in groups of three members. They are given the assembly diagram (see below), with instructions on how to assemble a plug. The instructions are jumbled, and learners are required to arrange the instructions in the correct sequence. The group that finishes first presents to the rest of the groups, who compare presentations and give feedback.
- They will then be asked to write a diary entry on what happened.



LEARNING ACTIVITY: DANCE STUDIES, GRADES 10 AND 11

Aims of the activity

- The focus is on oral, but non-verbal communication is also important.
- Collaboration – not only verbal communication.
- Reflection.
- Discuss the dance that they have created.
- Interview format and guided discussion on the theme/techniques/audience.

Inclusion of learners with disabilities

Communication through movement, or make use of an interpreter.

Language skills: Listening and Speaking

PRE-LISTENING ACTIVITIES

- Discussion on global warming.
- Debate how we contribute to the problem.
- Guiding questions: identify images and rhythm identified from any suitable clip of any choice.

LISTENING ACTIVITIES

- Learners take notes on translation.
- Identify the mood/atmosphere.
- Give a personal emotional response.

POST-LISTENING ACTIVITIES

- With reference to the above clip, learners will create a dance to be performed with the accompanying sound track reflecting the theme.
- An assessment will be done to ascertain if the problem was identified, conveyed and presented to the audience.

SPEAKING ACTIVITY: INTERVIEW

Learners conduct interviews to articulate

- the theme of the dance,
- techniques of the dance, and aims for engaging the audience.

LEARNING ACTIVITY: DRAMATIC ARTS, GRADE 12

ESSAY WRITING – EPIC THEATRE

Answer this question if you have studied the following:

- *Caucasian Chalk Circle*,
- *Mother Courage*, or
- *Kanna Hy Kô Hystoe*.

Brecht believed that “seducing” the audience into believing they were watching “real life” led to an uncritical acceptance of society’s values. He thought by keeping sets simple, showing exposed lighting instruments ... a production would allow an audience to maintain the emotional objectivity necessary to learn the truth about society. – Willett

Describe in an essay the theatrical techniques used in Epic Theatre. Discuss how these techniques allow the audience to “maintain ... objectivity”. Refer to specific examples from the play you have studied.

The following should appear in your essay:

1. Planning (mind map):
 - Identify required knowledge and verbs that indicate the strategy of developing your essay.
 - Make a mind map and indicate the planning of various paragraphs.
 - Write down keywords that relate to the topic sentence of each paragraph.
2. Draft
 - Collate ideas in the planning stage.
 - Arrange them logically so that there is cohesion.
 - Ensure that the text flows.
 - Ensure that you respond to the topic.
3. Editing and proofreading
 - Read through the text and correct any errors committed.
 - Ensure that the language used is correct.
4. Presenting
 - Present the final text.

LEARNING ACTIVITY: GEOGRAPHY, GRADE 10

Topic: Composition and structure of the atmosphere

Language skills to be addressed:

- Listening and speaking
- Reading and viewing
- Writing and presenting
- Vocabulary

Understanding of concepts: A diagnostic report reveals that learners do not have understanding of geographical concepts.

Resource: Grade 10 Geography textbook

PRE-ACTIVITY: INTRODUCTION

- Determine the pre-knowledge baseline by asking general knowledge questions on this topic, for example:
 - Where do we find the atmosphere?
 - Give examples of the gases found in the atmosphere.
- Explanation of the topic: the topic will be broken down to explain the meaning of words such as composition, structure and atmosphere.
- Identify and explain other difficult concepts, e.g. permanent gases, variable gases.
- Learners will skim and scan the text to identify unfamiliar concepts.
- They will then write the definitions as explained in the glossary.

ACTIVITY

1. What is the atmosphere?
 - An explanation on the meaning of the atmosphere will be given.
 - A diagrammatic representation of the position of the atmosphere will be illustrated.
2. Why is the atmosphere important for life on earth?
 - Learners will be asked why they think the atmosphere is important to man; then the educator will give the factual information on the importance of the atmosphere.
3. Composition of the atmosphere
 - Pie graphs showing the amounts of gases in the atmosphere will be presented to learners.
 - A discussion will follow on the different percentages of gases in the atmosphere.
4. Structure of the atmosphere
 - A diagram showing the different layers of the atmosphere will be presented.
 - A discussion on the positions of the layers and what each layer is comprised of will follow.
5. Reinforcement of important concepts by means of relevant activities in the form of worksheets, etc.
6. Learners write an article for a journal on the atmosphere.

LEARNING ACTIVITY: GEOGRAPHY, GRADES 10-12

Topic: Use of statistical and graphical information in Geography

*Learners must be able to **analyse and interpret information** on graphs, tables, population pyramids and other sources such as **cartoons**.*

Language skills

- Listening and speaking: Learners listen to the teacher's presentation.
- Vocabulary: Learners identify unfamiliar words from the text provided (notes).
- Writing and presentation: Learners write down their own interpretation of the cartoon provided before the teacher provides an analysis.

ACTIVITY 1

- Learners are divided into groups and asked to bring the following subject-specific statistical and graphical information from newspapers and magazines:
 - Group 1 – tables with statistical information;
 - Group 2 – information presented on bar graphs; and
 - Group 3 – subject-specific cartoons.
- Each group will be given a chance to **read** the statistical information they collected and later **tell** the class about it.

ACTIVITY 2

The teacher will explain the different types of statistical and graphical information using the notes below.

1. Graphs

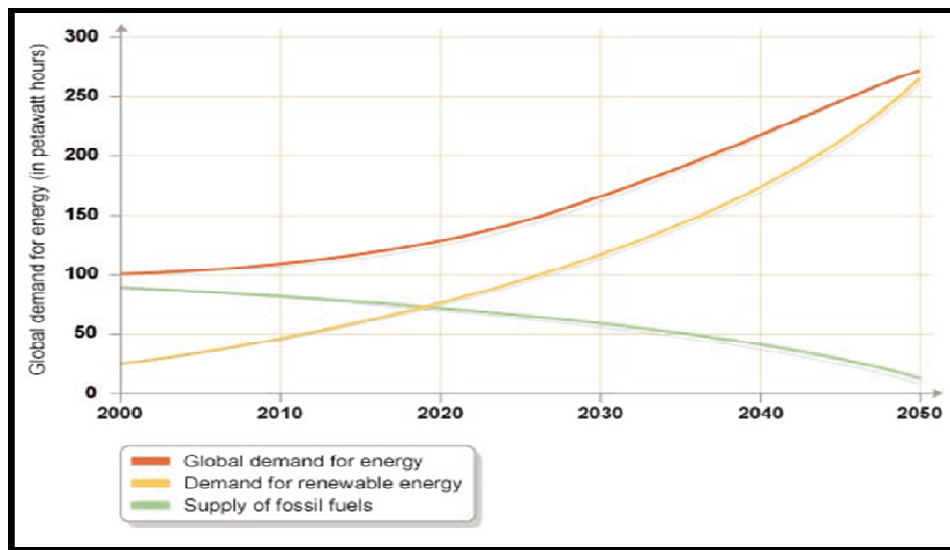
Different types of graph are used to represent *statistical data*. The most common types are **line graphs**, **bar graphs** and **pie charts**.

1.1 Line graphs

Most graphs have two axes: the **X axis** is **horizontal** (across the bottom) while the **Y axis** is **vertical** (up the left side). The two axes each represent a different set of *data*. **Line graphs** are drawn by plotting points by their X and Y coordinates, then joining them together or drawing a line through the middle.

Example

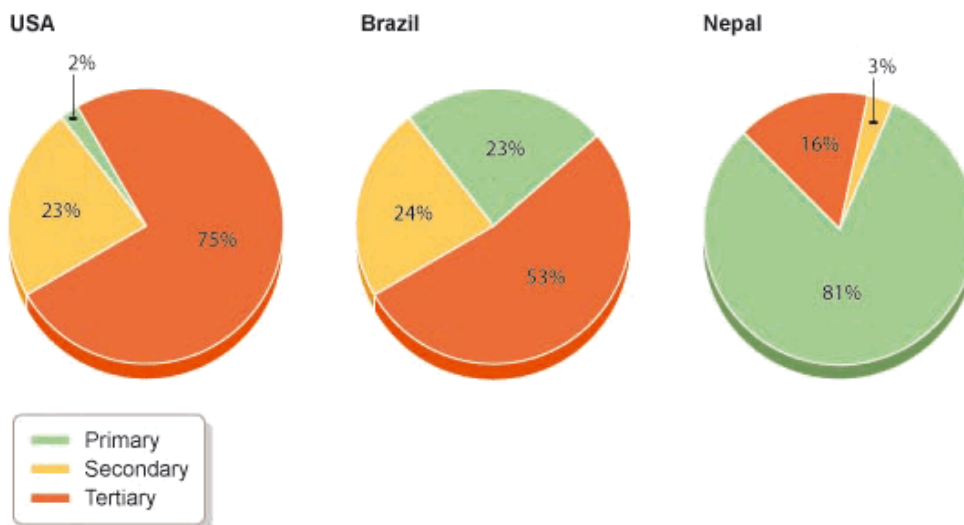
The line graph below shows how *energy consumption* is expected to rise while consumption of *fossil fuels* falls and the demand for *renewable energy* increases.



Graph showing demand for energy

Example

The pie charts below show differences in the split between primary, secondary and tertiary employment in the USA, Brazil and Nepal.

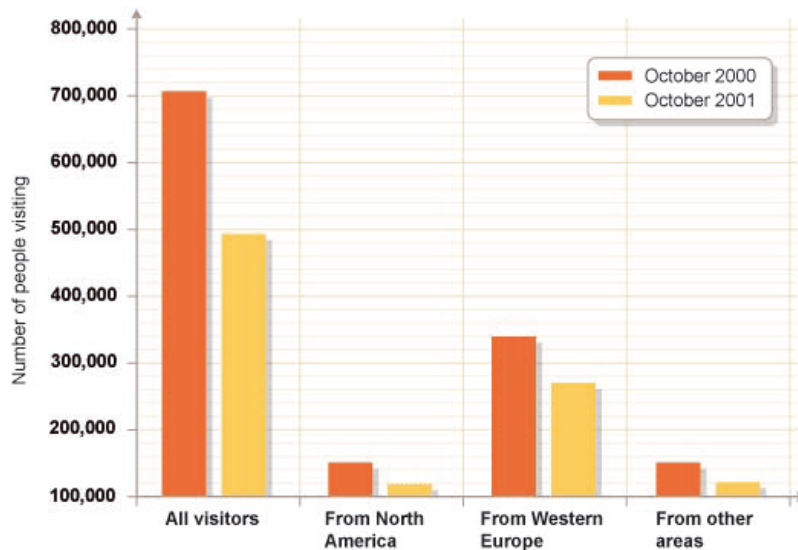


Pie charts showing employment types in a given country

In this example the circles are the same size. It would also have been possible to make the size of the circle proportional to the size of each country's labour market. Pie charts like this are sometimes called **proportional circles**.

Example

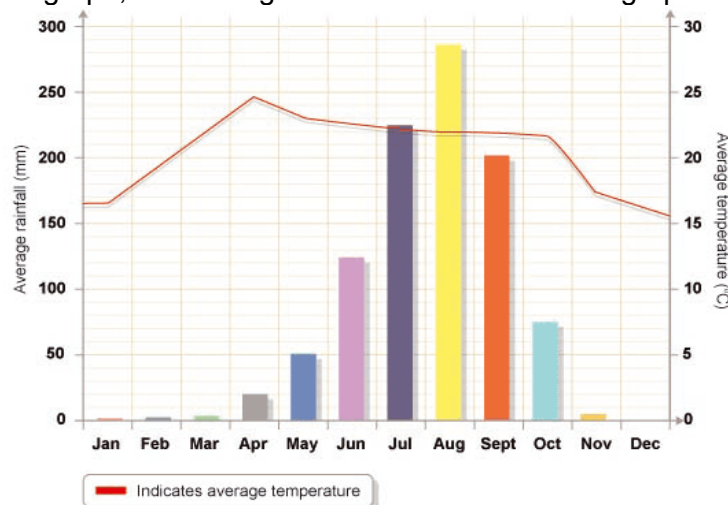
The chart below compares the tourism data for the UK in October 2001 with October the previous year. The graph shows how tourism declined after the terrorist attack in America in September 2001.



Bar chart showing decline in tourism to the UK

Example

The climate graph below shows average annual rainfall and temperature throughout the year for a particular area. Temperature is shown on a line graph, with the figures on the right side of the graph. Rainfall is shown by a bar graph, with the figures on the left side of the graph.



Climate graph

Interpreting climate graphs

In the exam you may be asked to look at the information in a graph and describe the area's climate.

1. Look for patterns in the temperature data.
 - Is the temperature the same all year round? If it is different, how many seasons does the location experience?
 - Which season is the warmest? Is it warm (10 to 20°C), hot (20 to 30°C) or very hot (above 30°C)?
 - Which season is the coolest? Is it mild (0 to 10°C), cold (-10 to 0°C) or very cold (below -10°C)?
2. What is the range of temperature? (Subtract the minimum temperature from the maximum temperature).

- Look for patterns in the rainfall data.
 - Does the rainfall occur all year round?
 - What is the pattern of the rainfall? Check which season(s) is/are drier or wetter than others.
 - What is the total annual rainfall? Add each month's total together to get the annual total.
 - Now put the rainfall and temperature information together. What does it tell you about this area?
3. Describe the patterns in temperature and rainfall, including how they relate to each other. You now have a description of the climate. Now look again at the climate graph above. What can you deduce about the climate?

2. Cartoons



1. **Examine** the cartoon for details: people, buildings, background, dress, and clues regarding historical and geographical data. What is the date, title, caption and source? What is happening in the cartoon?
2. **Symbols:** What characters are represented or what symbols can be identified? Are they used for emotive purposes?
3. **Background context:** To what issue/event is the cartoon referring? What background knowledge can be added?
4. **Bias:** Who drew the cartoon? What viewpoint is being expressed?
5. **Interpret** the meaning. What is the overall message of the cartoon? Explain in your own words what the cartoonist is saying.
6. **Evaluate** its effectiveness. How does the cartoonist attempt to influence the reader? Is it successful? What would the responses to the cartoon have been from different groups at the time? How influential was it at the time?

NB: These are the same features looked at while analysing visual literacy, e.g. a cartoon, an advertisement, in languages.

ACTIVITY 3

Reinforcement in the form of an activity (graph/cartoon/tables with questions from any section of the content) that will be given to the learners as homework/class work.

HISTORY, GRADES 10-12

TOPIC: What were the causes and the course of the French revolution?

RESOURCES: CAPS, textbooks, European map, map of France, rubric

DURATION: 3 hours (3 lessons)

LANGUAGE SKILL: Reading, viewing, listening and speaking, writing and presenting (paragraph and essay writing)

Reading and Viewing

- The teacher gives learners a few concepts specific to the French Revolution to explain.
- Learners locate France on the map of Europe.
- Learners list all the aspects from the South African political context, which they consider as their concerns.
- Learners explain concepts on the French revolution, for example revolution, liberty, equality, fraternity, the Ancient Regime, grievances, etc.

Listening and Speaking

- Learners are divided into four groups.
- Each group is given a topic on which to gather information and to present in class:
 - Group 1 – Political causes
 - Group 2 – Economic causes
 - Group 3 – Social causes
 - Group 4 – Course of the French Revolution
- Presentation of the facts on the causes and the course of the French Revolution (sequential presentation).
- Learners are expected to use cue cards during their presentations.
- Learners are assisted/guided to use the hamburger model/PEEL method to structure their ideas into paragraphs that will enable them to write essays.

Writing and Presenting

- Learners are required to develop their ideas (according to topics given) into paragraphs.
- Learners are guided into using logical connectors in paragraph writing. For example, contrast (however), because, therefore, as a result.
- Essay topics are given based on the aspect/topic taught.

HISTORY, GRADES 10-12

TOPIC: How to conduct a research (acquire writing skills and be able to communicate findings) (**grade 11**)

RESOURCES: CAPS, textbooks, magazines, newspaper articles, Internet, rubric

DURATION: 4 hours (4 lessons)

LANGUAGE SKILL: Listening and Speaking ,Reading and Viewing, Writing and Presenting

Activity 1

Learners watch a video clip on how to conduct research.

- Learners answer questions based on the video clip they watched.

A clip can be sourced from Internet, for example:

- ✓ www.sagepub.com/upm-data/43888_1edf
- ✓ http://www.google.co.za/images?hl=en-ZA&q=Audio-Visual+on+steps+to+conduct+research&qbv=2&sa=Xeo1=image_result_group

Activity 2:

The teacher explains concepts: interview, interviewee, interviewer, open-ended questions.

- The teacher gives a step-by-step explanation of the process:
 - Understand the research topic.
 - Develop a research management plan.
 - Identify possible and relevant sources.
 - Develop interview questions.
 - Identify relevant resource tools.
 - Interview skills.
 - Consideration of ethical issues or handling of sensitive information.
- The teacher consolidates all presentations, highlights mistakes and closes all the gaps.
- Learner participation: demonstrate understanding of the above steps by interviewing one another about personal achievements, school's history, family history (30 minutes).
- Presentation and reflection.

Activity 3:

Learners are given a topic about which to conduct research.

- An appropriate rubric is given as a guideline for assessment (see below).
- Examples of topics:
 - Unsung heroes/heroines from my community.
 - The forms of resistance against Apartheid in South Africa after 1960.
 - Re-naming of streets, buildings, towns, etc. in the new South Africa.

Inclusivity

- Provide more assistance to learners who struggle to prepare for the research.
- Extend the submission date for those who are slow.

ASSESSMENT RUBRIC

Criteria	Level descriptors			
	0-2	3-5	6-7	8-10
Research plan	Shows no or little understanding of designing a research plan	Shows basic understanding of designing a research plan	Shows understanding of designing a research plan to a great extent	Shows a thorough understanding of designing a research plan
Identification and accessing relevant sources of information	Shows no or little understanding of identifying and accessing relevant sources of information	Shows basic understanding of identifying and accessing relevant sources of information	Shows understanding of identifying and accessing relevant sources of information	Shows a thorough understanding of identifying and accessing relevant sources of information
Interview questions	Shows no or little understanding of designing interview questions	Shows basic understanding of designing interview questions	Shows understanding of designing interview questions to a great extent	Shows a thorough understanding of designing interview questions
Presentation	Cannot or shows little understanding of delivering a presentation	Shows basic understanding of delivering a presentation	Presentation satisfying to a great extent	Thorough and well organised presentation
Self-reflection	Shows no or little understanding of self-reflection	Shows basic understanding of self-reflection	Self-reflection was satisfying to a great extent	Shows a thorough understanding of self-reflection

TOPIC: COLD WAR – THE BERLIN CRISES 1948-1961 **GRADE 12**

LANGUAGE SKILLS: Listening and Speaking Reading and Viewing

RESOURCES: Caps, Textbooks, Maps

DURATION: 1 Hour (1 Lesson)

ACTIVITIES

Teacher	Learners	Language skills
<ul style="list-style-type: none">Learners are given a world map and asked to locate Germany, Britain, France, the USA and the USSR.Learners are asked to name the capital cities of the above countries.Learners are shown the maps showing the division of Germany and Berlin.	<ul style="list-style-type: none">Learners view the world map and locate Germany, Britain, France, the USA and the USSR.Learners identify and name the capital cities of the above countries.Learners view the maps showing the division of Germany and Berlin.	reading and viewing
<p>Lecture/explanation method:</p> <ul style="list-style-type: none">List of concepts are given to learners on a worksheet.Learners are asked to give their understanding of the concepts.The teacher provides additional information and explains unfamiliar concepts.	Learners study the following concepts and give their understanding thereof: Cold War, Berlin blockade, Berlin airlift, containment, migrants, communism, capitalism, sphere of interest, satellite states, Berlin wall	reading and viewing (vocabulary development) and writing: <ul style="list-style-type: none">Learners listen as the teacher explainsNote-taking (writing to learn)Response to questions
	<ul style="list-style-type: none">Topic for debate is given: Who was to be blamed for the Berlin crises – the East or the West?Learners are divided into two groups according to their line of argument.	Listening and speaking Presentation by learners in the form of a debate

TOPIC: THE IMPACT OF GLOBALISATION ON THE ENVIRONMENT GRADE 12

Duration: 60 minutes

Language skills: Listening and speaking, reading and viewing

Resources: Picture of factories with smoke emissions



The Cleveland Ford Factory, Ohio, USA (1992)

Pre-activity

- Learners will be given at least five minutes to view, read and interpret the picture above. The teacher will give the historical background of what is to be taught.
- Learners will be asked questions based on the picture to activate background knowledge.
- Questions on terminology will be asked, e.g. about the green-house effect, globalisation, pollution, the Industrial Revolution (baseline assessment).

Activity: Listening and Speaking

- A teacher should select any suitable video clip about industrial pollution.
- A worksheet should be provided to learners to complete the table on causes, effects and suggested solutions.

Cause	Effect	Solution

- Learners are expected to write a summary of recommendations to be presented to the UN (IPCC) regarding solutions for global warming.
- A debate topic is given to learners in preparation for the essay they will write (preparing for the formal task).
- The topic is as follows: Is the effect of globalisation on developing countries good or bad?

4. Approach

- Divide the class in two groups: one “for” and one “against”.
- Give guidance on how to conduct research (e.g. Google/references).
- Guide learners to present evidence in order to substantiate an argument, quoting references.
- Teach learners to sustain the line of argument.
- Teach learners to develop ideas and arguments, and to arrange facts logically.

5. How to accommodate learners with barriers to learning

- Learners who are shy, have language problems or who stutter: They will write down their arguments and they will choose someone they are comfortable with to be their speaker.
- Blind/visually impaired learners: Braille material to be made available.

LEARNING ACTIVITY: COMPUTER APPLICATIONS TECHNOLOGY (GRADES 10-12)

CAT skills

- Information management
- Engaging with information sources
- Summarising information from information sources
- Formulating questions for better understanding

Language skills

Active reading: To encourage active reading and better comprehension of reading

- By the end of this lesson, learners will have a better understanding of what to focus on in their reading and how to ask good questions
- Reading comprehension
- Summarising
- Writing

Methodology

- Select text(s) (print/online/textbook) on any topic (e.g. new technologies, social implications) to use and provide learners with selected text(s).
- Depending on what you want to achieve, select texts that challenge learners at their instructional reading levels (something a little easier or something a little more challenging).
- Create a reference list of words that begin questions: who, what, where, when, why, how, what if, I wonder, etc.
- Explain the difference between thin (factual) and thick (inferential) questions.
- At first, learners work independently to choose quotations/fact fragments from the texts that exemplify the main ideas of the text.
- When the quotations/fact fragments are ready, group learners in pairs.
- Provide each pair with the reference list of words.
- Provide learners with an empty T-chart with the labels “Thin” and “Thick” (see below).
- Each pair of learners discusses their quotations/fact fragments and come to a consensus about the quotations/fact fragments. They then formulate questions about their reading for a quiz.
- Pairs swap quizzes and answer the questions.
- The pairs can then discuss the answers together, providing another learning opportunity, rather than the teacher correcting the quizzes without learner input.

T-chart

Write the questions in the corresponding columns.

Thin	Thick

Advantages

- Learner-compiled quizzes provide an incentive to read carefully.
- It raises the quality of pair discussions.
- It helps learners identify main ideas before they formulate quiz questions.
- These questions move beyond comprehension and test learners' understanding of the significance of the text(s) they read.
- It leads to better reading comprehension and understanding of subject content.

LEARNING ACTIVITY: INFORMATION TECHNOLOGY (GRADES 10-12)

Develop a software solution to a programming problem (problem solving)

Strategy: Pair programming (works well for introducing new content/concepts as well as for revision)

Language skills

Speaking.

- Communicating information (pair negotiation) – clear communication using correct subject terminology
- Giving verbal instructions
- Explaining thoughts and thought processes
- Query steps/processes

Listening.

- Following instructions
- Listening to explanations

Reading.

- Finding information
- Watching/reading for understanding
- Finding errors

Subject knowledge/skills

- Enhanced learning:
 - Learners come to class prepared.
 - Learners talk (communicate) a lot.
 - Improves problem-solving skills.
 - Learners can argue about the problem.
 - Problems can be solved together.
 - Learners find best/alternative solutions.
- Knowledge transfer:
 - Learners learn from each other.

Role of the teacher

Define the roles of the driver and navigator (roles can be switched half way).



Driver	Navigator
The implementer and thinker	The long-range thinker
Writing/typing	Finding the information
Typing on the computer or writing down a design	<ul style="list-style-type: none"> • Observes the work of the driver • Checks accuracy (errors, e.g. syntax and logical) • Stops the driver if he/she is heading in the wrong direction • Questions the driver: "Why are you doing it this way"; "Can you explain to me what you are doing".

Preparation: pairing learners

Expert-expert	Expert-average	Expert-novice	Novice-novice
To get a complex job done well ("When the two experts get in sync there is fireworks")	To get the average job done well, while raising the skill level of one programmer	To get the easier job done well, while training the novice programmer	To produce production code in a relatively non-complex area of the project, giving valuable experience to both programmers in the process
Characteristics of success			
<ul style="list-style-type: none"> • Mutual respect • Different skills for solving the problem • Knowledge and learning gained enhance their expertise 	<ul style="list-style-type: none"> • Two types of average programmers <ul style="list-style-type: none"> ◦ a lot of experience ◦ on their way to becoming experts • Helps the average programmer to become a true star • The average programmer brings his/her own experience to the pairing and these fresh ideas often stimulate the expert into new, creative solutions to particular problems 	<ul style="list-style-type: none"> • Novice receives training via apprenticeship • Novice helps the expert to gain more insight in programming 	<ul style="list-style-type: none"> • Helping programmers to learn • Teacher answers less questions
Challenges			
Their egos ("do it my way or the highway")	<ul style="list-style-type: none"> • The average programmer is really average • The average programmer does not interact enough with the expert • The average programmer doesn't seem to get it 	<ul style="list-style-type: none"> • Teacher (expert) interacts with learner (novice) • Patience • The expert is not open to listen to ideas from the novice 	They can go down a wrong path, focusing on something that is not important

How to implement

- Two learners work at one computer, one is the driver and one the navigator.
- Both learners receive the problem.
- When clarity is needed, the navigator seeks clarity from the teacher.
- Learners continuously collaborate on the same design, algorithm, code and testing strategy.

- Continuous communication between the driver and navigator is very important.
- The roles can be switched half-way or for a subsequent problem.

Analysing the problem

Both learners engage with the problem and analyse the problem.

Planning/designing

- The driver has the pencil in hand and completes the design tools (e.g. IPO table, TOE chart).
- The navigator evaluates to see if the correct input, processing and output are written in the table.
- The navigator looks for alternative ways.
- Different ways are compared and both learners agree on the best solution.

Validating

- The driver develops a trace table.
- The navigator provides the test data and the expected output.
- The driver completes the trace table using the test data provided.
- When output is not correct, the navigator looks for mistakes.

Coding

- The driver is in control of the mouse and keyboard.
- The navigator ensures that the driver codes correctly and according to the plan/design.
- The navigator searches for better alternative ways.

Testing

- The navigator seeks ways to correct mistakes.
- The driver corrects the mistakes.

Feedback/reflection

Learners provide feedback on

- how well they worked together,
- what they have learned from each other, and
- challenges they experienced.

Benefits

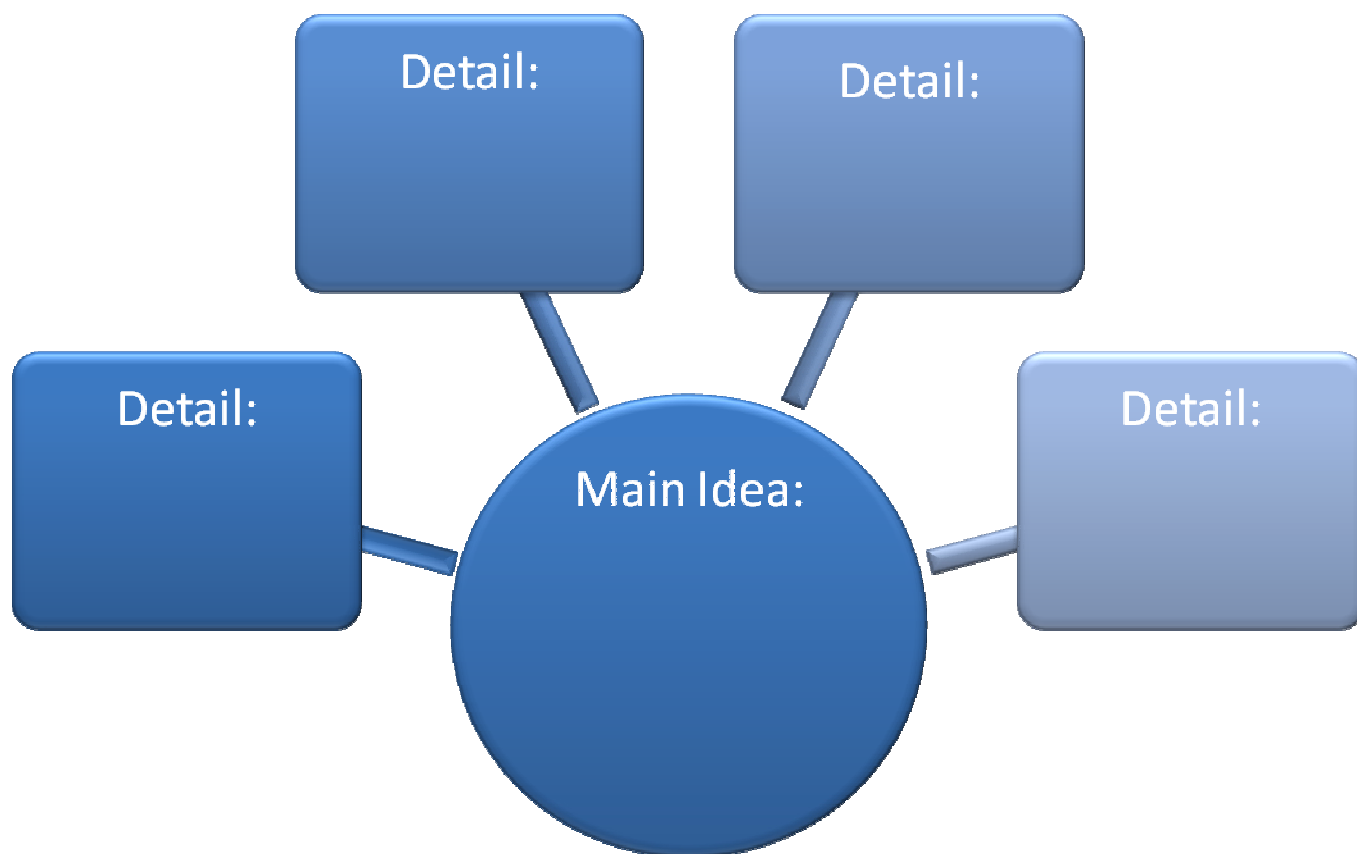
- Both learners are actively involved in solving the problem
- Each learner brings his/her own set of skills
- Programming mistakes are limited
- Better quality programmes
- Learners often work harder and smarter because they do not want to let their partner down
- Pair reviews and debugging
- Positive interdependence
- Individual accountability
- Face-to-face interaction
- Self-confidence in programming is established

Pitfalls

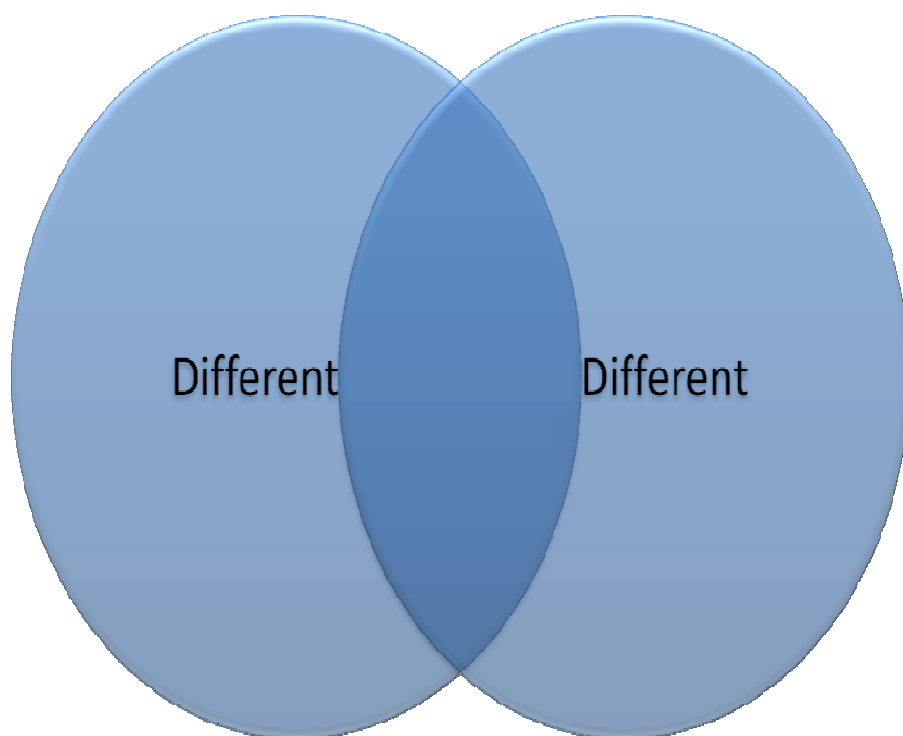
It could be time-consuming, but if well planned a lot of work can be covered (new/revision).

ANNEXURE A: EXAMPLES OF GRAPHIC ORGANISERS

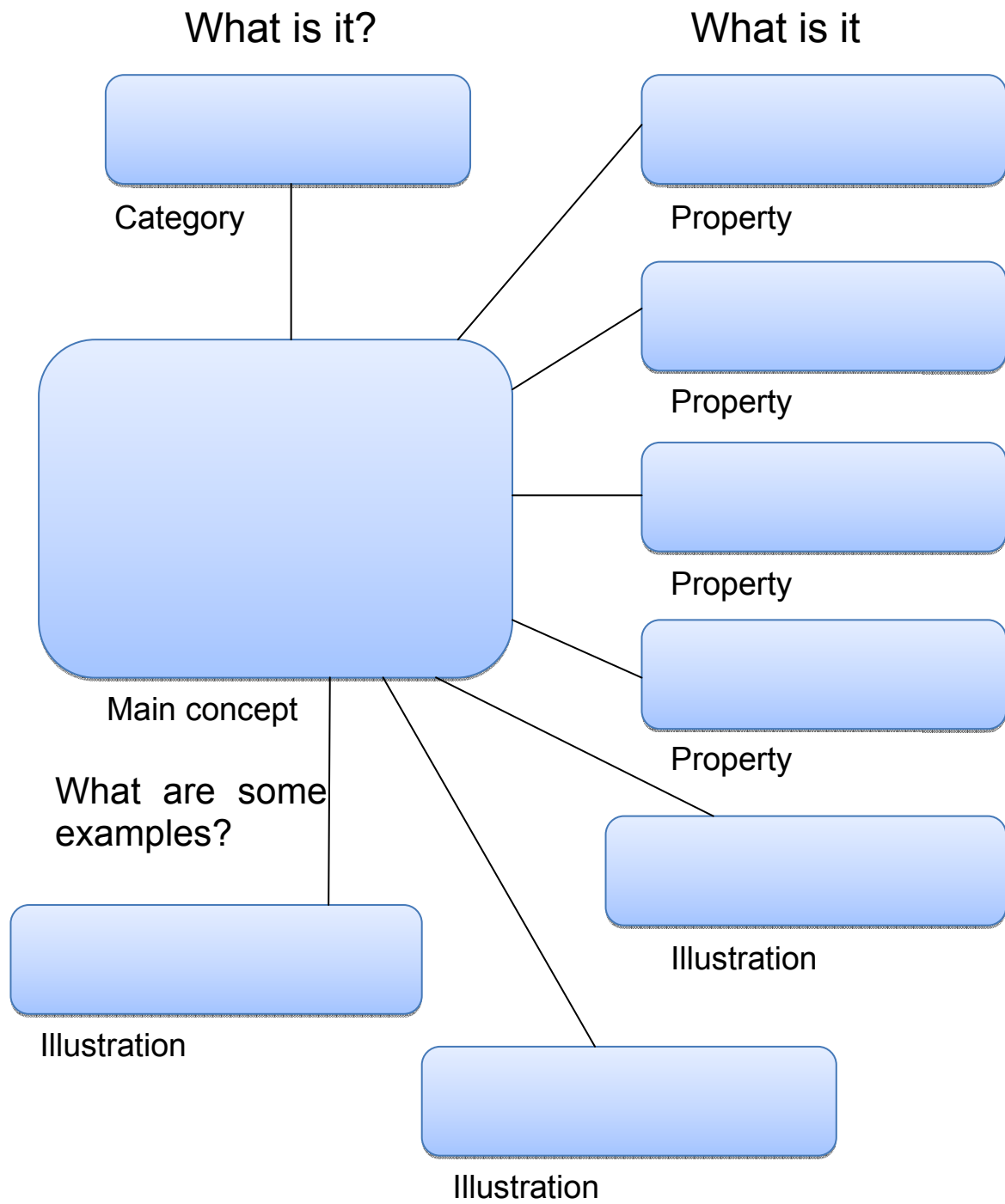
A.1 Main idea and details graphic organiser



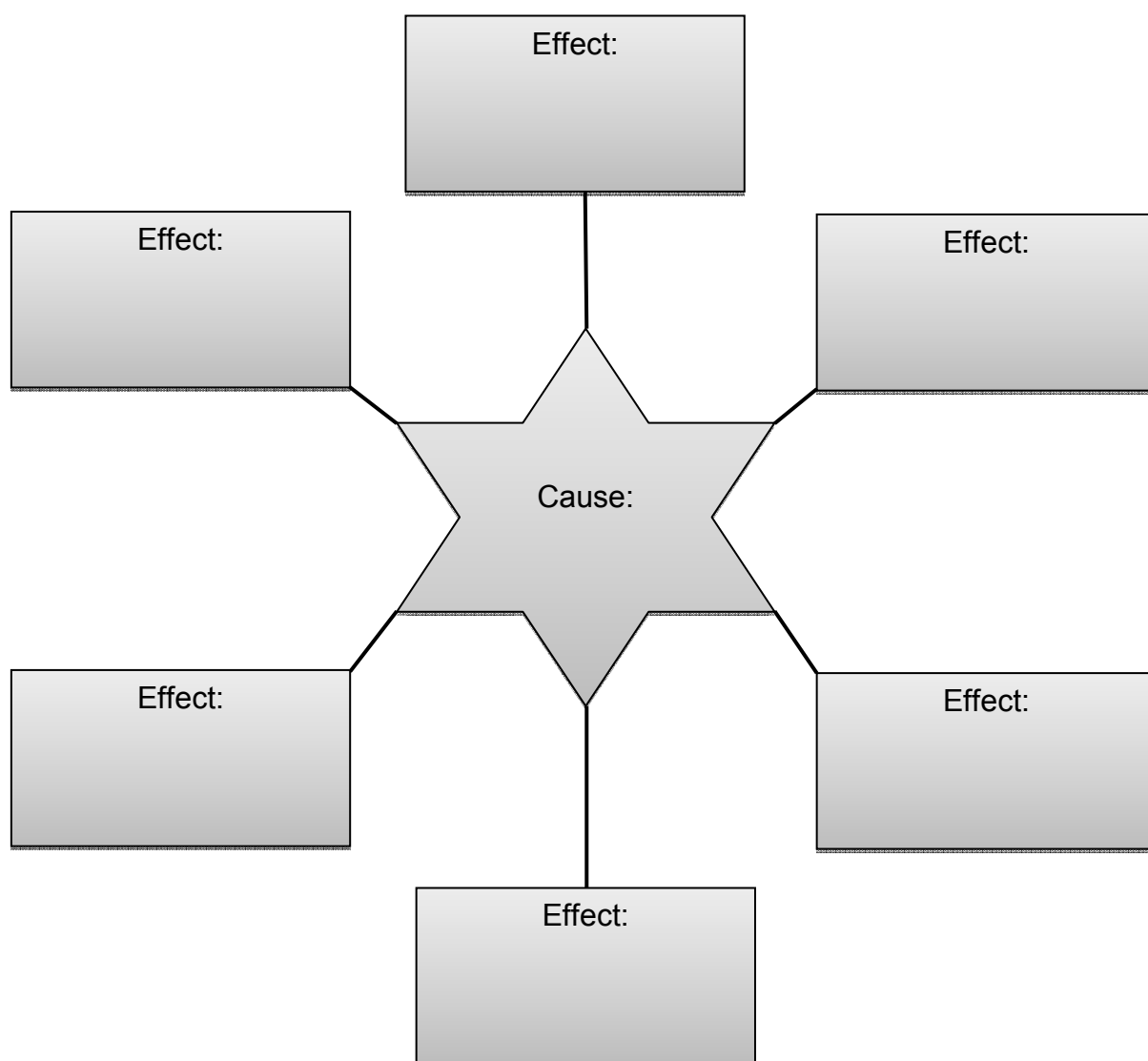
A.2 Compare and contrast graphic organiser



A.3 Concept definition map



A.4 Cause and effect graphic organiser



ANNEXURE B: READING A TEXT

- Assign reading partners: Pair learners with fluent readers. After partner reading, ask them to summarise and discuss what they have read and learned.
- Instruct the group/pair to create a graphic organiser while studying. Graphic organisers (thinking maps, sequencing information, categorising information) can be used as a pre-teaching or post-teaching strategy for introducing or reinforcing key concepts and how they are related. The more connections English language learners make to the organisation of the content before reading, the easier it will be for them to understand and focus on what is important. When teachers and/or learners use graphic organisers at the end of a lesson, this helps to reinforce and bring greater meaning and understanding to what they have read.
- Develop study guides to guide learners through their content-area textbook reading by focusing their attention on the major ideas presented. Study guides can include graphic organisers, key vocabulary, and guiding questions.
- In cooperative groups, after silent reading of every paragraph/passage of the text, let the groups summarise the gist of the paragraph/passage in one sentence they all agree on and write it down – learners will end up with the summary of the difficult text.
- While learners are working in groups, pairs, and individually, walk around the room and provide guidance and support where required.
- Provide scaffolding by asking appropriate questions that help learners proceed with the task. Model the use of academic language for learners and show learners concrete examples of how it should be used.
- Keep asking clarifying questions to check understanding. Adjust the format of questions to the English proficiency levels of EFAL learners. Reword/explain difficult content in different ways, making sure to incorporate non-verbal contextual clues. Instructional conversations are critical to EFAL learners' learning!
- Encourage learners to talk about the text and to use the lesson's vocabulary by giving them appropriate assignments adjusted to the learners' levels of English proficiency.

ANNEXURE C: GENERAL LANGUAGE EXPRESSIONS USED IN THE CLASSROOM (LANGUAGES AND NON-LANGUAGES)

The items below are grouped according to their nature and use. These lists are neither prescriptive nor exhaustive. They provide teachers and learners with phrases that can facilitate communication in the classroom

C.1 Teachers' list of language expressions

1. Praising learners		
Good.	Very good.	Excellent.
Perfect.	You didn't make any mistakes.	Superb.
Marvellous.	You did that very well.	Exactly.
Good job.	That's the way to do it.	That's very good.
That's nice.	You are very good at this.	I like that.
Good work.	Excellent answer, ... (name of the student).	Great.
That's right.	You've done a great job.	Lovely.
That's it.	Keep up the good work.	Well done.
Terrific.	That was first class work.	
2. Saying a learner is wrong		
It's not quite right. Could anybody help?	Good try but not quite right.	Not really.
I'm afraid that's not quite right.		
3. Encouraging learners after they have given an answer		
Good try.	A good guess.	I'd prefer to hear your answer, not your neighbour's.
Not bad.	Try again.	Don't worry about the spelling.
4. Encouraging learners to speak		
Would anyone like to try?	We'd really like to hear what you think.	You won't be punished for a wrong answer.
It's OK to make mistakes.	Don't worry about being wrong.	Tell me your answer. If it's correct, good. If it's wrong, we'll talk about it.
We learn from mistakes.	Don't be afraid to make mistakes.	
5. Beginning of a lesson		
Good morning / afternoon.	How are you today?	Did you have a nice weekend?
6. Ending a lesson		
It's almost time to stop.	Time is running short. We have to stop here.	Let's stop here and continue next lesson.
That's all for today. Are there	That's all for this lesson. See you tomorrow.	We'll discuss this further in the next lesson.

any questions?		
Before you leave, I have one more thing to say.	See you next week/ Monday.	I don't think we have time to finish this now. We will continue next lesson.
Have a nice weekend.		
7. Marking stages of a lesson		
I want to introduce ...	Let me take a roll call first.	The first thing we'll do is ...
First, let me take the attendance.	We were looking at ... yesterday/last lesson. Today, let's look at ...	When we've finished this, we'll discuss ...
Now let's look at ...	Today we're going to look at ...	Today we'll find out about ...
Let's move on to ...	If there are no problems, we'll move on to something new.	In this lesson, you will learn ...
The next thing we'll do is ...	I think you've all got that, so we'll move on to a new topic.	
8. Classroom organisation/management		
Now put your things away.	Repeat/Once again, please.	Not so quickly, I can't follow.
Keep quiet.	Okay. I think we can start now.	I can't hear you. Say it again, but this time louder.
Say it a bit louder, please.	Speak more clearly.	We won't start until everyone is quiet.
Louder, please.	Say it again/once more.	Again, but more quickly this time.
Say it after me.	Use a complete sentence.	
9. Eliciting answers		
Can anyone help him/her?	What can we do next/in this case?	Put up your hands if you know the answer.
What's the answer?	Can anyone tell us the answer?	Does anyone know the answer?
10. Eliciting an explanation		
What does this mean/show?	How do you do this?	Why does it happen?
Any comments?	Do you have any ideas about ...?	Why do you do it that way?
Explain more, please.	Can you give me an example of ...?	What did you do next?
	What is the meaning of this word?	What do you mean?
11. Clueing		
Shall I give you some hints?	Let me give you some hints/help.	It's used for ...
It's the same as ...	It's like a ...	It's the opposite of ...
It's a type of ...		
12. Giving instruction for pair/group work		
Work with the person next to you.	Work together with your friend.	Find a partner.
Work in pairs.	Work in groups of two/three/ four.	Work in twos/threes/fours.
I want you to form	Get into groups of three/four.	I'll divide the class into

groups. Three/four learners in each group.		groups.
Here is an exercise/task for you to work on in pairs/groups/thre es.	I want you to do this in pairs/ groups.	
13. Instructions for homework/assignments		
This is the homework for tonight.	Learn this by heart.	Complete the exercises at home.
Memorise this passage and I'll give you a test next lesson.	Complete this exercise for homework	Don't forget your homework.
Revise the last two chapters for the test.	Copy the heading and underline it.	Write on alternate lines/every line.
Your homework assignment is to ... Please write it down in your handbook.		Please take down the information on the board and finish the assignment at home.
You must hand in your homework by next Monday/next lesson.	Hand in your homework to the monitor.	
14. Asking learners to do preparation at home		
Prepare Chapter X at home.	You must read Chapters X and Y at home.	By next lesson, I want you to read pages X and Y.
Recite this poem at home.	Look up the new/difficult words in the dictionary.	Find the meaning of these words in the dictionary before the next lesson.
15. Checking understanding		
Is there anything you don't understand?	Do you know the meaning of all the words?	Are there any words you don't understand?
Is there anything you would like to ask about?	Are there any points you are not sure of?	Has anybody got anything to ask?
Is everything/that clear?	Do you understand everything?	Put up your hands if you have any questions.
O.K.?	All right?	Have you got any questions?
Would you like me to repeat that?		
16. Instructions for tests and examinations		
Put away all your books.	Pass the papers to the back.	Don't turn over the question paper.
Has everybody got a question paper?	Has everybody got an answer sheet?	Raise your hands if you have any problem.

Listen to the tape carefully.	Read the instructions carefully.	You have one hour to do the paper.
You may start now.	You still have X minutes.	You have X minutes left.
X more minutes to go.	Time is up.	Stop writing.
All pens down.	Put down your pens.	No more writing.
Remember to write your name and class number.	Pass your paper to the front.	

C.3 Learners' list of language expressions

1. Asking for repetition		
I'm sorry. I don't understand.	I'm sorry. I can't follow.	Could you say it again, please?
Could you explain again, please?	Could you repeat the last part, please?	Would you please explain this part again?
Would you mind saying it once more?	I beg your pardon. Could you repeat your point, please?	
2. Asking for clarification		
Could you please tell me the meaning of this word/sentence/part?	Could you repeat the instructions/steps, please?	Can you help me, please?
I don't quite understand what that means. Could you explain it again, please?	Sorry. Did you say we have to prepare Chapter X?	What do we do next?
When will we have the test /dictation?	When will we hand in our homework?	Which chapter should we prepare?
3. Making requests		
Can we have the test/ dictation later?	Sorry. Can you speak louder, please?	Sorry. I can't hear very clearly. Would you please turn up the cassette?
I'm sorry. How do you say it in English?	Excuse me, can you tell me the English for X?	Excuse me, how do you spell X?
Excuse me, how do we pronounce this word?		
4. Asking for feedback		
Excuse me, is this correct/right?	Excuse me, why is this wrong?	Excuse me, have I done this right?
Excuse me, is this the way to do it?		
5. Asking for permission		
May I go to the toilet?	Can I change my seat? I can't see the blackboard clearly	Can I turn/switch on/off the fan/air-conditioner?
May I be excused?		.
6. Apologising		
I'm sorry. I don't understand.	Sorry. I've left my book/homework at home.	Sorry. I've no idea.
I'm sorry I'm late. It's because I got up late/missed the bus.	I'm sorry. I've forgotten to bring my book/do my homework.	I'm sorry. I don't know the answer.
I'm sorry I'm late. It's		

because there was a traffic jam.		
7. Group work/pair work		
Shall we start?	Shall I start first?	What's your answer to question 1?
Let's go on to ...	Shall we change over now?	It's your turn.
My answer is different.	What's next?	Do you mean that ...?
Yes, that's right.	No, what I'm saying is ...	Sorry. I can't follow. Could you repeat that, please?
Have we finished?		

ANNEXURE D: PARTS OF WORDS (PREFIXES, ROOTS AND SUFFIXES)

Prefix/root	Meaning	Examples of words
a	without, away, from, not, of, completely	Asexual, amoral, atypical
ab	without, away, from	Abscond, absent, abduction, abnormal
ad	to, toward, addition, increase	Admit, addition, advertisement, address
alt	high	Altitude, alto, atim
ambi	both	Ambidextrous, ambiguous, ambivalent,
amphi	Both, around	Amphibian, amphitheatre
an	no, absence of, without, lack of; not	Anorexia nervosa
ana	back(ward)	Anabatic
anima	soul, life	animation, inanimate, animal, anime, equanimity, animism, animus
Ann (root), enni	Year	Anniversary, annual, biennial, perennial
ante	before, preceding	Antenatal, anteroom, antebellum, antedate, antecedent, antediluvian, antecedent river
Ant, anti	against,before, opposite, opposed to	Anti depressant, antisocial, antiseptic, antithesis, antibodies, antichrist, antinomies, antifreeze, antipathy, antigen, antibiotic, antidote, antifungal, anti –apartheid, antiseptic
apo	away from,detached	Apocalypse
alt	High, deep	altitude, altimeter, alto, contralto, altocumulus, exalt
Amble	to walk	ambulatory, amble, ambulance, somnambulist, perambulate, preamble
aud	to hear	audience, auditory, audible, auditorium, audiovisual, audition, audiobook, auditory canal
aqua (see hydro)	water	aquatic, aquarium, aqueduct
auto	self	automotive automobile, automatic, autograph, autonomous, autoimmune, autopilot, autobiography
arthro	joints	arthritis
be	all over, all around, completely, having, covered with, cause to be	Berate, belittle
bell	war	belligerent, antebellum, bellicose, rebel
bi	two	bicycle, bifocals, biceps, billion, binary, bivalve, bimonthly, bigamy, bimetal, biathlete, bicarbonate
bio	life	biosphere, biography, autobiography, biometrics, biome
cata	down	katabatic
Cent	Hundred	Centennial, century, centipede
Cred	belief	Incredible, credible, creed, credit, credential
brev	short	brief, abbreviate
circum	around	circumference
carn	meat	carnivores
Co, con	together with	Cohesive, collaborate, converge

cogn	Know	Cognitive, recognise cognisant,
com	with, jointly, completely	Compress, compatible, combine, compact
Co, con, com	with, together	Cohesive, convene, contemporary, converge, confluence, concatenate, conjoin, convert, consequence, contract, commitment, compress, combine, converge
contra, counter	against, opposite direction	contradict, counteract, contravene, contrary, counterspy, contrapuntal, contraband, contraception, contrast, controversy, counterfeit, counterclaim, counterargument, counterpoint, counterrevolution
cosm	Universe, world	Cosmos, cosmopolitan, microcosm
chron	time	chronology, chronic, chronicle, chronometer, anachronism
chrome	colour	monochrome, polychrome
cide	to kill	fratricide, suicide, homicide, genocide, regicide
cis	to cut	incision, excision, circumcision, precision, precise, concise,
corp	body	Corporal, corpse, corporation
culp	guilty	culprit, culpable
cura	care	Curator, manicure
de	down, from, reduce, reverse, away, completely, removal	deport, dehydrate, depopulation, descend
Demo	People	democracy, demography
Dec, deca	ten	Decade
deci	Tenth	Decimal
di	apart, through, across, removal	divorce, divide
dia	through, across	dialogue, diameter, diagonal, diagram
dis	apart, not, opposite, negation, removal	distance, disgrace
duo	two	Duet
dynam	Power	dynamo, dynamic, hydodynamic
dys	Bad	dysfunctional
e	away, out, out of	elect, emit, erase
ec	away, out of	Echo, eclipse, eclectic, ecstasy
ecto	Outside	ectopic, ectoderm
ef	out of, like.	Effigy
Em, en	in, out, on, into	Engulf
endo	Inside	endosperm, endoscope
epi	on, upon, above	Epidermis, epitaph, epicenter, epidural
equi	equal	equinox, equilibrium, equity
Ex, exo	away, out, out of, upward, outer completely, previous	exhale, eject, exit, export, exhume, exodus
Exter, extra, extro	beyond, outside	Extrovert, external, extrapolate
fid, fide	Faith, trust	Confidante, fidelity, infidelity
frater	brother	fraternal, fraternalize
Glott	Tongue	Polyglot, epiglottis
Grad, gress	step	gradual, progress,
gam	marriage	monogamy, polygamy, bigamy
Geo	Earth	Geometry, geography, geology,

		geocentric
graph	write	autograph, graphology, telegraph
Grat	Pleasing	Grateful, gratuity, congratulate, ingrate
gyn	woman	gynecologist, androgynous
hema, hemo, hem	blood	hemophilia, hematology, hemoglobin
hemi-	half, partly	hemisphere
Hepta, sept	Seven	Heptametre, septet
hetero-	different, other	Heterosexual
hex-	six	Hexagon
homo-	same	Homologous, homosexual, homogenous, homonymy, homophone
homeo	Same	Homeostasis
Hum, human	Eath, ground, man	Humus, exhume, humane
hyper-	above, over, super, beyond, more than normal	Hyperglycemia, hyperventilate, hyperactive, hyperbolic,
hydro, hydr	water	dehydrated
hypo-	under	hypoglycaemia, hypotension, hypodermic
latry	Art of healing	Psychiatry
il-	not, without	illegitimate, illegal,
im-	in, not, without, inside	import, imperfect, impolite, impossible
in-	in, into, not, without, towards, inside	invisible, indiscrete
infra-	Below, beneath	Infrared, infrastructure
inter-	between, among	international, intervene, interstate, internet, internodes
intra	within, inside	Intravenous, intranet, intracellular
ir-	not	irresponsible, irreversible, irrational
iso-	Equal, same	Isobar, isoantigen, isometric
Log, logo, loc	Word, speak	Monologue, dialogue, logarithm
macro-	large, great, long	macrocosm, macroeconomics
Mal -	bad, wrong	maladministration, malfunction, malnutrition
man	hand	manual, manufacture, manicure
Mater, matri	mother	maternal, maternity, matriarchy, matrimony, matron
maxi	big	
medi	Half, middle, between, half way	Mediocre, Mediterranean, medieval, medium
mega-	large, great, magnitude	Megaphone, megabyte, megaflop, megalomaniac, megalopolis, megaregion
mem	Recall, remember	Memo, commemoration, memento, memoir
meso-	middle	Mesomorph, mesosphere
meta-	Beyond, change	Metamorphosis, metacarpal, metabolism, metaphor
micro-	very small	microwave, microscope, microcosm, microeconomics
mini-	small	minimise
milli	thousand	millennium, milligram
mis-	bad, wrong	misrepresent, misinterpret
mob, mot, mov	move	mobile, motion, promote, movie
mono-	one	monologue, monarchy, monotheism

mon	warn	Premonition, admonition
morph	structure, form	metamorphosis, morphology, amorphous
multi-	many	multilingual, multiracial, multiparty, multiplex
non-	not connected with, absent	nonsense, nonferrous
Nom, nomen, nomin	name	nominate, synonym
nov	new	novel, renovate, novice
nox, noc	night	equinox, nocturnal
numer	number	numeral, enumerate, innumerable
ob-	towards, blocking, against, concealing	obstruct
oct-	eight	Octave, octopus
ob	against	Object, obstruct
omni-	all	Omnipotent, omnivores
op-	against	Oppose
out-	surpassing, exceeding, external, away from	Outstanding
Pan-	all, overall	Pan African, pandemic. Panacea, Panorama pandemonium, Panoply
para-	Beside, beyond Related to, altered	Parabola, parallel, paranormal
pater	father	paternal, paternity, patriotic, patrilineal, patriarchal
pend	to hang	pendulum, pending, suspend, pedant
pent-, pente, pento	Five	Pentacanth = having five spines, pentameter, pentagon
per-	through, completely done, throughout	Permit, percutaneous, perennial
peri-	around, about, surrounding	Periscope, perimeter, pericardium
Phage	eat	Macrophage, bacteriophage
Phobia	Fear	Xenophobia, homophobia, claustrophobia
phon	Sound	Telephone, microphone, homophone, symphony
Photo	Light	photosynthesis
Ped, pod	feet	pedicure, podiatrist, centipede, pedometer
poly-	many	polyglot, polymorphous, polytheist, polygamy, polygon, polynomial, polytechnic
Port	carry or bear	Import, export
post-	after	Postpone, post apartheid, post graduate, post humus
pre-	before	prehistoric, pre-reading, precede, predict
prime-	first	Primary
pro-	before, in advance, forward, forth, favoring	Proactive, proscience
proto	first	Protocol, prototype, protagonist, protozoan
Quint (see pent)	five	Quintet, quintuplets
quad-	four	quadruple, quadruplets
quint	five	Quintile

re-	back, again, down	Recall
retro-	backward	Retrospectively, retrograde, retrogress
rupt	break	Rupture, abrupt, interrupt, disrupt
scope	see, watch	telescope, microscope, sthethoscope
se-	apart	seclude
Sed, sid, ses	Sit, settle	session, resident, assessor, president, reside, residence, sedan, sedate, sedative, sedentary, sediment
Sex, ses	six	Sestet, sextuplets
semi-	half, partly	Semi-circle
Simil	same	Similar, assimilate, simile, facsimile (fax)
Spir	coil	Spiral
Spir	breath	Inspire, respiration, perspiration, conspire
Son	sound	Sonar, resonate, unison
sol	alone	Solo, soliloquy, solitaire, solitary, isolate
Soma	body	somatology, autosome, somatic, psychosomatic, chromosome and chromosomal
somn	sleep	Somnambulist, insomnia
sub-	under, lower, nearly, approximately	Submarine, subvert, submerge,
sur, super, supra -	over, above	Superhuman, superego, superintended, surpass, superimpose, supercede, superintend
sym, syn, sys, syl-	together, in union, with	Synthesis, Symphony,
tele	distant, far off	Telephone, telepathy, television, telegram, telescope
tetra	four	Tetravalent =four valence electron
therm	heat	Thermometer, thermal, thermos
trans-	across, beyond, different side	Transport, transgression
tri-	three	Triangle, tripartite
ultra-	beyond, extreme	Ultraviolet
un-	not, reverse	Unfaithful
uni-	one	Unilateral
vac	empty	vacation, vacuum, vacant
vit	life	vital, revitalize, vitamin
voc	call	revoke, vocal, evocative, convocation, invocation
ver	truth	veracity, verify, verity
xeno from greek xenos	strange, foreigner	xenophobia
zoo	animal	zoo, zoology, zoolatry

SUFFIXES		
Noun Suffixes		
Suffix	Meaning	Examples of word
-acy	state or quality	privacy
-al	act or process of	refusal
-ance, -ence	state or quality of	maintenance, eminence
-ent	that/who which does something);	President, resident
-dom	place or state of being	freedom, kingdom
-er, -or	one who	trainer, protector
-ism	doctrine, belief	Communism, feminism, individualism
-ist	one who	chemist
-ity, -ty	quality of	veracity
-ment	condition of	argument
-ness	state of being	heaviness
-ship	position held	fellowship
-sion, -tion	state of being	concession, transition
Verb Suffixes		
Suffix	Meaning	Examples of word
-ate	become	eradicate
-en	become	enlighten
-ify, -fy	make or become	terrify
-ize, -ise	become	civilize
Adjective Suffixes		
Suffix	Meaning	Examples of word
-able, -ible	capable of being	edible, presentable
-al	pertaining to	regional
-esque	reminiscent of	picturesque
-ful	notable for	fanciful
-ic, -ical	pertaining to	musical, mythic
-ious, -ous	characterized by	nutritious, portentous
-ish	having the quality of	fiendish
-ive	having the nature of	creative
-less	without	endless
-y	characterized by	sleazy

ANNEXURE E: Language structures and conventions

The following **language structures and conventions** will assist learners when they study content subject . Content subject teachers are not supposed to explicitly teach each one of these language structure but they can deal with those language structure when the incorrect use of language changes the meaning of what the learners want to communicate eg in history learners must use the past tenses when they report on past events and if they use the future tense it may distort the meaning of the story

Vocabulary development and language use

synonyms, antonyms, paronyms, polysemes, homonyms, homophones, one word for a phrase, figures of speech ,borrowed, inherited, new words (neologisms), and etymology (origin of words),parts of words: prefixes, roots, and suffixes

1. Parts of speech

Nouns	Countable (e.g. <i>chair/chairs</i>) and uncountable (e.g. <i>furniture</i>) nouns Number (singular and plural) e.g. <i>chair/chairs</i> Nouns with no change in number in the singular form e.g. <i>scissors, trousers</i> Common (e.g. <i>woman</i>) and proper nouns (e.g. <i>Thandi</i>) Abstract nouns e.g. <i>love, fear, respect, honesty</i> Possessive forms of nouns e.g. <i>Lesego's desk, learners' desks children's toys</i> Collective nouns and classifiers e.g. <i>a swarm of bees, a bar of soap</i>
Determiners	Indefinite article: <u>a</u> book, <u>an</u> apple Definite article: <u>the</u> book, <u>the</u> furniture, <u>the</u> apples Demonstratives: <i>this, that, those, these</i> (e.g. <u>That</u> book is mine.) Quantity 1: <i>all, some, most, no, none</i> (e.g. <u>Most</u> learners understood the lesson.) Quantity 2: <i>both, either, neither</i> (e.g. <u>Both</u> learners stood up.) Quantity 3: <i>much, little, many, few, more, less, fewer</i> (e.g. The school has <u>many</u> learners.) Quantity 4: <i>some, any, another, other, each, every</i> (e.g. <u>Each</u> learner received a book.)
Pronouns	Personal pronouns as subject: <i>I, you, he, she, it, we, they</i> (e.g. <u>She</u> is reading the book.) Personal pronouns as direct or indirect object: <i>me, you, him, her, it, us, them</i> (e.g. She gave <u>it</u> to <u>me</u> .) Reflexive pronouns: <i>myself, yourself, himself, herself, ourselves, yourselves, themselves</i> (e.g. He washed <u>himself</u> with soap.) Relative pronouns: <i>which, who, that, whose, where</i> (e.g. The man <u>who</u> is standing by the window is my teacher.) Interrogative pronouns: <i>who, what, which, whose, whom</i> (e.g. <u>Whose</u> book is this?)
Adjectives	Position of adjectives e.g. The <u>old</u> man (before a noun); The boy was <u>mischievous</u> (after a verb) Adjectives ending in -ing e.g. <i>amazing, boring, exciting</i> (e.g. The lesson was <u>boring</u> .) Adjectives ending in -ed e.g. <i>amazed, bored, excited</i> (e.g. The student was <u>bored</u> .) Comparison of adjectives e.g. <i>happy, happier, happiest; intelligent, more intelligent, most intelligent</i> (e.g. It was the <u>happiest</u> day of my life. / She is the <u>most intelligent</u> student in the class.)
Adverbs	Adverbs of manner e.g. <i>quietly, carefully, politely, softly, quickly</i> Adverbs of time e.g. <i>yesterday, tomorrow, last year, last week, the other day</i> Adverbs of frequency e.g. <i>always, usually, often, sometimes, never</i> Adverbs of probability e.g. <i>certainly, definitely, maybe, perhaps, possibly</i> Adverbs of duration e.g. <i>still, yet, any more</i> Adverbs of degree e.g. <i>completely, strongly, totally, quite, rather</i> Adverbial phrases e.g. <i>in the garden, on the table</i>
Prepositions	Place and direction e.g. <i>above, below, in, under, at, on, behind, between, beside</i> Adjective + preposition e.g. <i>afraid of, ashamed of, bored with, impatient with, rude to</i> Noun + preposition e.g. <i>invitation to, approach to, reason for, respect for, comment on</i>
Verbs	Transitive and intransitive verbs e.g. <i>He bought a pen./The girl laughed.</i>

	Verbs with two objects (direct and indirect) e.g. <i>He gave me the book.</i>
Verb tenses	<p>Simple present tense e.g. <i>I play tennis every week./Snakes are reptiles.</i></p> <p>Present progressive (or continuous) tense e.g. <i>She is watching television at the moment.</i></p> <p>Present perfect tense e.g. <i>I have lived in Durban all my life.</i></p> <p>Present perfect progressive (or continuous) tense e.g. <i>He has been studying hard the whole week.</i></p> <p>Simple past tense e.g. <i>He woke up early and got out of bed.</i></p> <p>Past progressive (or continuous) tense e.g. <i>The family were sleeping, when the fire broke out.</i></p> <p>Past perfect e.g. <i>He went home because he had forgotten his keys.</i></p> <p>Past perfect progressive (or continuous) e.g. <i>I had been waiting for two hours by the time he finally arrived.</i></p> <p>Expressing future time:</p> <p>Will/shall + infinitive e.g. <i>Mrs Molefe will teach the Grade 10 class./I am sure you will enjoy the movie.</i></p> <p>Going to + infinitive e.g. <i>They are going to visit her grandparents./I think it is going to rain tomorrow.</i></p> <p>Simple present tense used to talk about the future e.g. <i>Tomorrow is a holiday.</i></p> <p>Future progressive (or continuous) e.g. <i>I will be working the whole of next week.</i></p> <p>Future perfect e.g. <i>By next week I will have finished the job.</i></p> <p>Future perfect progressive (or continuous) e.g. <i>Next year I will have been teaching at this school for twenty years.</i></p>
Concord	Subject-verb concord e.g. <i>He has just arrived./They have just arrived; I was going./They were going.</i>
Modals	<p>To express ability/inability e.g. <i>I can speak German./I can't speak French./He is able to return to work./He is not able to return to work.</i></p> <p>To express permission e.g. <i>May I use the bathroom? Could I leave early? Can I ask a question? Yes, of course you can.</i></p> <p>To express instructions/requests: <i>Would you open the window, please./Could you let me in.</i></p> <p>To express possibility/impossibility e.g. <i>This can cause difficulty./You can't be serious./You could be right./He couldn't know.</i></p> <p>To express probability/improbability e.g. <i>We should arrive in Jo'burg at 10 p.m./We ought to arrive in Jo'burg at 10 p.m./There shouldn't be any problem/There ought not to be any problem.</i></p> <p>To express certainty e.g. <i>They must have forgotten.</i></p>
Conditional sentences	<p>First conditional to express a real possibility e.g. <i>If it rains, we will cancel the trip.</i></p> <p>Second conditional to express something that is unlikely or improbable e.g. <i>If I won the lottery, I would buy my mother a house with ten bedrooms.</i></p> <p>Third conditional to express something that is hypothetical e.g. <i>If I had worked harder at school, I would have passed matric.</i></p>
Passive voice	<p>Simple present tense e.g. <i>The gate is locked at 6 o'clock every night.</i></p> <p>Present progressive (continuous) tense e.g. <i>The room is being cleaned at the moment.</i></p> <p>Present perfect tense e.g. <i>A new supermarket has been opened this year.</i></p> <p>Simple past tense e.g. <i>The library was closed for the holidays.</i></p> <p>Past progressive (or continuous) e.g. <i>They had to wait because the car was still being cleaned.</i></p> <p>Past perfect e.g. <i>He had been poisoned by his girlfriend.</i></p> <p>Future time: e.g. <i>Next year the class will be taught by Mr Dube./Next year a new library is going to be built.</i></p>
Reported speech	<p>Reported questions e.g. <i>She asked me why I was so late./He asked me what kind of music I liked.</i></p> <p>'That' clauses: <i>She said that she didn't know./He told me that he had lost the book.</i></p>

Conjunctions and Transitional words	<ul style="list-style-type: none"> ○ Ordering ideas: <i>firstly, secondly, finally, etc.</i> ○ Addition: <i>moreover, furthermore, in addition, etc.</i> ○ Similarity: <i>similarly, likewise, in the same way, etc.</i> ○ Contrast: <i>however, nevertheless, although, though, on the other hand, etc.</i> ○ Cause/effect: <i>because, therefore, as a result, consequently, etc.</i> ○ Conditions: <i>if, provided that, unless, etc.</i> <p>Sequence in time: <i>next, soon, after, then, later, suddenly, afterwards, etc</i></p>
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