Manual for Teaching English Across the Curriculum

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Manual for Teaching English Across the Curriculum 2013

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Preface

The Ministry of Education seeks to improve learner attainment through various ways. One of the ways is to turn the identified problem area into a weapon for fighting non-performance.

Studies so far have proved that English, which is the language of learning and teaching (LoLT) in the majority of schools in our country, is a barrier for learning and thus of learner attainment. Through this booklet, the Ministry of Education asserts that if all teachers and learners can do their bit in strengthening the LoLT, then learner attainment can be improved.

One of the principles is that all teachers are English teachers. Content teachers need not focus on content only but on how content is expressed. Learners need to understand that poor expression of content equals poor marks whereas good expression equals good marks.

Furthermore, almost all subjects need to use a language skill to convey content. For an example Science learners need to follow instructions to conduct experiments successfully, the History learners need to present in writing, their stance in relation to a historical matter, while Business Studies need to write a letter asking for sponsorship. The texts cited traditionally sit in the language curriculum. The assertion here is that if learners can utilise the language skills acquired and apply them in the content subjects, half the battle shall have been won.

The strategy and the manual for teaching English Across the Curriculum presented to you will be worked on continuously until they speak to every teacher. Your inputs on how to make it work will always be sought and appreciated.

I urge you to join this journey which should see us enhance learner attainment at all levels. Furthermore, this journey will culminate in an informed cohort of learners, capable of seeing learning as a unit of interrelated fields, instead of delinked compartments.

Best wishes.

MRS AM MOTSHEKGA, MP

MINISTER

DATE:

Foreword

The Manual for teaching English Across the Curriculum is the application document of the Strategy for teaching English Across the Curriculum. The strategy for Teaching English Across the Curriculum was designed to strengthen the teaching and learning of English as a subject, and as the language of learning and teaching. The Manual for teaching English Across the Curriculum presents, to the content teacher, how to go about the strategy.

The documents jointly support the NCS Grades R-12, the Language in Education Policy (LiEP), and the Incremental Introduction of African Languages (IIAL) policy. The documents seek to tie the loose ends and enhance learning through making the process of learning, a unit. Through these documents, the walls that exist between subjects are broken, thus leading learners into the realisation of the interrelatedness of the learning process.

The DBE Subject Specialists provided guidance from the subjects they are responsible for, to demonstrate how the language aspect can be addressed in their respective subjects.

Dr Laraine O'Connel made valid inputs and helped edit most of the document. Dr Malcolm Venter also made valuable inputs and suggestions. These have been built into the document. Mr Mzamo Jacobs' worthwhile contributions have been infused into the documents as well.

Table Contents

List of acronyms and abbreviations in the document

LoLT - Language of Learning and Teaching

ANA -   Annual National Assessments

SACMEQ - Southern and Eastern Africa Consortium for Monitoring Educational Quality

PIRLS - Progress in International Reading Literacy Study

TIMSS - Third International Mathematics and Science Study

NSC – National Senior Certificate

EFAL – English First Additional Language

FP – Foundation Phase

GET – General Education and Training

SP - Senior Phase

FET - Further Education and Training

CiPELT - Certificate in Primary English Language Teaching

CiSELT - Certificate in Secondary English Language Teaching

PREAMBLE

English is the language of learning and teaching (LoLT) in most schools in South Africa. Notwithstanding the foregoing statement, English is a third or so language to most learners who learn through it. The challenge for such learners is two-fold: learning English as a subject and learning to use English to access and decode subject knowledge.

The challenge for learners would not be so vast if the English in the content subject could be associated with English as a subject. If learners were to identify and apply their knowledge of prefixes, as learnt in English, it would be challenging to understand that it is the prefix *tri-* in triangle that should tell the learner that there are *three* angles in a structure drawn. This observation should lead to reading the meaning of *hexa-, homo-, mono-, bio-, geo-*, etc.

Keith Kelly, in *A New Challenge for Chemistry Education* **(October 2010), states that there are** three areas of language for any classroom context: subject-specific language, general academic language, and peripheral language. He states that an awareness of these "languages," as well as pedagogy for dealing with the language, is important for the science teacher working with learners in an additional language.

Young, van der Vlugt, Qanya, et al (2005), also confirm that concepts cannot be understood or used in isolation from the language in which they occur. They further state that the way language is used to speak or write gives precision and context to the concepts used. Language, they explain, comprises content words, including concepts which have meanings, and structure words, which help to shape meanings of the content words. Structure words, they conclude, help connect content words into sentences, paragraphs and texts, thus suggesting the interrelatedness between language and sciences or content subjects in this regard.

This booklet is a practical application of the Strategy for Teaching English Across the Curriculum. A collection of examples of how English can be used to decode the 'science' in the 13 content subjects is demonstrated. These demonstrations are an indication of how English can be a catalyst to learning, a carrier of knowledge instead of a barrier to learning. The examples are not exhaustive. You are invited to spread your content knowledge as widely as you can so that learners can easily decode the science in your subject.

1.   Purpose

Learner attainment is inextricably linked to **language (LOLT) proficiency** and **utility**. A large body of research from various studies and surveys such as **ANA, SACMEQ, PIRLS** and **TIMSS** and **NSC** provide abundant evidence in this regard. In the majority of schools in South Africa, the LoLT is not the mother tongue of the learners and has thus served as a barrier to knowledge acquisition.

The DBE has developed the strategy for Teaching English Across the Curriculum (EAC) and the Manual of Application to assist teachers with the implementation of the EAC strategy. The strategy is aimed at improving and strengthening the teaching of English as a subject as well as English as a LoLT. The acquisition of content in every subject has both language and knowledge aspects. The language aspect refers to the language in which instruction is given (LoLT). If the LoLT is strengthened, then it will be easier for learners to decode content knowledge and thus improve learner attainment.

The strategy further seeks to break the compartments that divide the learning units in the curriculum. Even though the curriculum is divided into subjects, there are so many common skills that, although embodied in languages and LoLT, could enhance learning and thus attainment. This Manual for teaching English Across the Curriculum seeks to draw the links between content subjects and language use, and thus hang the skills so low on the curriculum tree that they make easy pickings for learners, and enhance content acquisition across the curriculum.

Furthermore, the Manual for teaching English Across the Curriculum seeks to goad teachers to examine carefully the relationship of language to learning, understanding, and intellectual development. The result of examining the relationship should urge teachers to take seriously

their own responsibilities toward language development and to realise the potential of language for all learning. Two key points that teachers need to understand about language and learning are that language plays a key role in understanding new information, and language plays a key role in intellectual development. The first point is nicely summed up in the National Association for the Teaching of English document on language across the curriculum:

... theory and practice suggest that if a learner at any level is able to make his

own formulations of what he is learning, this is more valuable to him than taking

over someone else's pre-formulated language. In practice, this means that

pupils often need to have the opportunity to say or write things in their own

ways, in their own styles, rather than copying from books or taking notes from

dictation. (*Language Across the Curriculum: Guidelines for Schools* (London: Ward Lock Educational, 1976), p. 7.)

If every teacher takes the above matter to heart, then the notion that 'Every teacher is an English teacher' will be supported and implemented instead being contested. The strategy for teaching English across the Curriculum addresses the strengthening of LoLT throughout the schooling phase, Grades 1 to 12. The introduction of English First Additional Language (EFAL) in the Foundation Phase, and the subsequent phases, addresses the strengthening of LoLT in the GET, which should merge with the full implementation of the strategy in Grades 10-12.

With the implementation of CAPS, EFAL is offered as a subject in Grade 1 in schools where LoLT changes to English in Grade 4. Two cohorts of Grade 1 (2013) and Grade 2 (2013) learners have been exposed to EFAL across the system.

Furthermore, the DBE, in partnership with the British Council, has developed a programme called the **Certificate in Primary English Language Teaching (CiPELT)** to support the implementation of EFAL. A **Certificate in Secondary English Language Teaching (CiSELT)** will also be conducted for Senior Phase (SP) and Further Education and

Training (FET) to strengthen LoLT further.

2.   Legislative Context

The **South African Constitution** (Act 108 of 1996), which is the supreme law of the country, embraces language as a basic human right and multilingualism as a national resource– moving away from its "language-as-a-problem" orientation (Chick cited in Hornberger, 1998). The Constitution makes provision for the promotion of multilingualism by stating that all official languages must enjoy parity of esteem and be treated equitably (clause 6.4) and that everyone has the right to receive education in the official language or languages of their choice in public educational institutions where education in that language is reasonably practicable (clause 29(2)). The Constitution is based on the Bill of Rights, which lays the foundation for the development of democratic values and, as such, forms the basis for the language legislation and a policy framework to be derived (Braam, 2004: 8).

The powers of determining a school language policy, and subsequently LoLT, are vested with the School Governing Body subject to the provisions of the Constitution, the South African Schools Act and any applicable provincial law. Although English and Afrikaans are currently the only languages used as LoLT, the impending implementation of the IIAL policy may see to other official languages used as LoLT. As a result, despite the focus and title of the Manual and the strategy for teaching English Across the Curriculum being English, the two documents are applicable to all languages. The language skills referred to are common to all languages. As a result, even the language skills acquired in home languages are applicable and will, if appropriately applied, enhance content acquisition and learner attainment.

The present *Language in Education Policy* provides for languages to be offered as (1) language(s) of learning and teaching, and (2) subject(s).

The Language of Learning and Teaching (LoLT)

Language(s) of learning and teaching can be selected from any of the 11 official languages, including South African Sign language. Presently, African languages are mostly used as LoLT in the Foundation Phase where learners learn critical literacies such as reading, writing and counting. Thereafter they are relegated to be learned as a subject, at either a Home Language or First Additional Level. English and Afrikaans are the only two languages that are used as LoLT beyond the Foundation Phase. The premature change to learning through an additional language at Grade 4 takes place before learners have fully mastered the skills of reading, writing and counting. This has huge negative implications for their future academic performance.

The introduction of English First Additional Language (EFAL) in the Foundation Phase, and the subsequent phases, addresses the strengthening of LoLT in the GET, which should merge with the full implementation of the strategy in Grades 10-12. With the implementation of CAPS, EFAL is offered as a subject in Grade 1 in schools where LoLT changes to English in Grade 4. Once the language part of any content subject is dealt with, it will be easier for learners to access the content itself.

Training workshops in CiPELT have been conducted for Subject Advisors and teachers in the Foundation Phase (FP) and will be conducted for the Intermediate and Senior Phase Subject Advisors and teachers later in 2013. This partnership will also see Subject Advisors and teachers in Grades 10 – 12 trained in the Certificate in Secondary English Language Teaching (CiSELT) later in 2013, going into 2014.

Languages as subject

The National Curriculum Statement (NCS) makes provision for the offering of languages at three levels, i.e. Home Language (HL), First Additional Language (FAL) and Second Additional Language (SAL). Only official languages can be offered at HL and FAL levels. Foreign languages can be offered at SAL level.

Home Language level (HL)

Offering a language at a home language level assumes that the learners come to school able to speak and understand that language. These basic competences are developed further and include a focus on various types of literacies (reading, writing, visual and critical literacies). The NCS provides for learners to offer at least one language at Home Language level. Only official languages can be selected at Home Language level.

First Additional Language level (FAL)

The first additional language assumes that learners do not necessarily have any knowledge of the language when they arrive at school. The learners' basic competences of understanding and speaking are developed, and it builds on the literacies acquired by the learners in their home language.

3.   Why English Across the Curriculum?

While the strategy is named English Across the Curriculum, the common concept that applies internationally is Language Across the Curriculum (LAC). The English part is emphasised as English is currently the LoLT in the majority of schools in our country. The strategy acknowledges *cross-languages* skills emphasised in this document as applicable in all languages, in the build-up to policies like the Incremental Introduction of African Languages (IIAL). The concept *cross-languages* refers to that that makes languages what they are, despite their status with regard to LoLT. The strategy seeks to strengthen, for instance, learners' acquisition of letter writing in FAL and HL, and being able to apply such knowledge when required in Business Studies. The argumentative writing skills taught in the HL and FAL are those required in the History essay.

The strategy does not, thus, underplay the role of Home Languages, but seeks to draw from their basic learning as most learners who learn through English as LoLT are not native speakers of the language. The strategy, in a way, should also see more interaction among languages offered at schools. The ground for this is laid out in the Curriculum and Assessment Policy Statement Grades R – 12, as the teaching plan has aligned the teaching of skills in the same week or cycle. Learners should consolidate what they learnt in their FAL, and LoLT in this case, when they attend the HL period. Learners should thus see the link between the languages skills rather than see the skills as independent.

4.   Language skills in the curriculum

The language skills, namely, speaking and listening, reading and viewing, writing and presenting and language use, are core to the process of learning and teaching. As the teacher explains, the learner listens and then asks questions for clarity. In the process, the learner reads what the teacher has written on the chalkboard, or from the textbook, and uses language to write notes or do an assessment task as required. The language skills are thus continuously integrated in learning that, should they be focused and strengthened, knowledge acquisition will be enhanced.

The following learning skills, though located in languages, are shared by all subjects in the curriculum:

- Locating information
- Gathering facts
- Organising information
- Acquiring information - using strategies through reading
- Acquiring information - setting purpose for listening
- Communicating orally - speaking with accuracy and pose - and in
- writing with clarity and exactness, using the writing process
- Evaluating and applying - applying problem-solving and critical thinking skills
- Writing for specific audiences and purposes

Learners need to be taught these skills and consciously be made aware that the skills apply in all subjects. Guidance should be given on how one goes about identifying the use of the above.

4.1 Speaking and Listening

What is the role of listening and speaking as essential communicative skills in learning across the curriculum?

- Processing and acquiring information

- Listening to interact

- Speaking to interact

- Speaking for academic purposes

- Three main aspects that are always present in all episodes of speaking and listening:

  o Social

  o Cognitive

  o Linguistic

Different kinds of listening:

- **Comprehensive** (Informational) Listening - Learners listen for the content of the message.

  o Identify, interpret and evaluate messages

  o Distinguish between facts and opinions

  o Understand instructions, directions and procedures

  o Identify main and supporting ideas

  o Make notes and summaries

  o Give interpretation of meaning

- **Critical** (Evaluative) Listening - Learners judge the message.

  o Identify and interpret persuasive, emotive and manipulative language, bias, prejudice and stereotyping

  o Identify and interpret tone, pace and language use

  o Respond to style, tone and register and evaluate correctly

  o Understand the logical sequence of information

  o Make judgments and support with evidence

  o Make assumptions and predict consequences

  o Make critical responses to language use, word choice, format and pronunciation

- Structure markers

Examples:

  o Expressions: First of all; on the one hand …; firstly;

  o Rhetorical question: How are we going to solve the problem …?

  o Forms of address or repetitions: Ladies and gentlemen; I want to emphasise that …; Are you with me?

- Key words are the theme words

- They inform the main theme or sub-theme of the text

- Such words used in oral texts are:

  - usually emphasised;

  - usually incorporated in the title;

  - mostly repeated; and

  - used as synonyms.

Critical awareness of language usage

- Vocabulary and creative language use

- Ability to manipulate language in order to evoke audience response

- Awareness of, and sensitivity to language use on cultural issues

4.2   Reading and Viewing

Learners need

- understanding of the reading process (pre-reading, during reading and post-reading). See table below.

- skills to read and comprehend content-based texts, e.g. skimming, scanning, etc.

- knowledge of different types of texts and the best strategies for reading them.

- multiple and meaningful opportunities to practise reading in subject-specific contexts with appropriate resources.

- opportunities to talk about their reading and thinking.

- background knowledge in subject areas.

- expanded sight vocabularies and word-solving strategies for reading subject-specific texts.

- strategies for previewing texts, e.g. monitoring their understanding, determining the most important ideas and the relationships among them, remembering what they read, and making connections and inferences.

- strategies for becoming independent readers in any context.

- the ability to view texts critically in a world driven by multimedia and visual stimuli.

4.3   Writing and presenting

  ➢   **Writing-to-learn** (should be integrated with reading**)**

- Writing-to-learn activities are impromptu, short or informal writing tasks designed to enhance thinking skills - through key concepts and ideas

- They are limited to less than 5 minutes of class time or assigned as brief, out-of-class assignments

- Attention is focused on ideas rather than correctness of style, grammar or spelling. It is less structured than writing to demonstrate knowledge.

- Writing-to-learn is a strategy that teachers employ throughout and/or at the end of a lesson to engage learners and develop big ideas and concepts.

> ➢ **Writing-to-demonstrate-knowledge**

When writing-to-demonstrate-knowledge learners show what they have learnt. Products may apply knowledge in new ways or use academic structures for research and/or formal writing.

Writing-to-demonstrate-knowledge assignment requires learners to:

- write reports, essays, engage in persuasive writing, and creative or expressive writing, as well as research papers

- synthesize information and explain understanding of concepts and ideas

- write for an audience with a specific purpose

- apply knowledge in new ways, e.g. write essays that deal with specific questions or problems, letters, projects, and more formal assignments or papers prepared over weeks or over a course

- adhere to format and style guidelines or standards typical of professional papers, such as reports, article reviews, and research papers and should be checked before being submitted by the student for correctness of spelling, grammar, and transition word usage.

4.4 Language (*application of language structures*)

Language use is central to all the above-mentioned language skills. **Language structures** and **conventions** play an important role in understanding and producing oral and written texts and should therefore be integrated with the above-mentioned language skills (CAPS Grades 10-12). The language skills, as indicated, are applicable to most content subjects.

The text-based and communicative language teaching approaches also resonate with most subjects. The text is a base for knowledge, as is the context from which knowledge is acquired. A text on Hitler sets the context for learning. While a History learner may be convinced that Hitler was a hero, a text may be written in such a way that Hitler is presented in a bad light. The ability to hold own thoughts against what is presented, which is a presentation of own views, shows language awareness and needs language use to present one's standpoint.

A **text-based approach** teaches learners to become competent, confident and critical readers, writers, viewers and designers of texts. It involves listening to, reading, viewing and analysing texts to understand how they are produced and what their effects are. Through this critical interaction, learners develop the ability to evaluate texts. Authentic texts are the main source of content and context for the communicative, integrated learning and teaching of languages. The text-based approach also involves producing different kinds of texts for particular purposes and audiences. This approach is informed by an understanding of how texts are constructed.

A **communicative approach** suggests that when learning a language, a learner should have a great deal of exposure to the target language and many opportunities to practise or produce the language. Learners learn to read by doing a great deal of reading and learn to write by doing much writing.

The process approach is used when learners produce oral and written texts. The learners engage in different stages of the listening, speaking, reading and writing processes. They must think of the audience and the purpose during these processes. This will enable them to communicate and express their thoughts in a natural way. For example, the teaching of writing does not focus on the product only but also focuses on the purpose and process of writing. During process writing learners are taught how to generate ideas, to think about the purpose and audience, to write drafts, to edit their work and to present a written product that communicates their thoughts (CAPS Grades 10-12).

5. Some tips for teaching English Across the curriculum

The use of **prefixes** (pre – *before*) and **suffixes** (suf – *after*) in content subjects should be used to great benefit for the learner. The importance thereof needs to be foregrounded earlier in content the subjects.

Equally important is teaching learners the importance of **compound** (*comprising of two parts)* words or nouns. Learners' **word-attack skills** (*the ability to see different components in the word/noun/title*) should then be developed.

See the table below:

			bus stop	Is this the bus stop for the number 12 bus?
noun	+	noun	fire-fly	In the tropics you can see fire-flies at night.
			German sherperd	He likes any breed of dogs but prefers German shepherds.
			exoskeleton	Exoskeletons are external, and are found in many invertebrate animals.
adjective	+	noun	Technical Drawing	Of all the subjects he takes, he excels in Technical Drawing.
			software	I can't install this software on my PC.
			breakfast	We always eat breakfast at 8am.
verb(-ing)	+	noun	washing machine	Put the clothes in the red washing machine.
			swimming pool	What a beautiful swimming pool!
			sunrise	I like to get up at sunrise.
noun	+	Verb (-ing)	haircut	You need a haircut.
			train-spotting	His hobby is train-spotting.
verb	+	preposition	check-out	Please remember that check-out is at 12 noon.
noun	+	prepositional phrase	mother-in-law	My mother-in-law lives with us.
preposition	+	noun	invertebrate	Invertebrate animals do not back bones.
noun	+	adjective	truckful	We need 10 truckfuls of bricks.

Source: http://www.englishclub.com/grammar/nouns-compound-plural.htm

See how the above knowledge can be applied:

Skeleton: Types of skeletons **Exoskeleton** *Exoskeletons* are external, and are found in many **invertebrate** animals. They enclose and protect the soft tissues and organs of the body. Some kinds of exoskeletons undergo periodic An external skeleton can be quite heavy in relation to the overall mass of an animal, so on land, organisms that have an exoskeleton are mostly relatively small. Somewhat larger aquatic animals can support an exoskeleton because weight is less of a consideration underwater. **Endoskeleton** *Endoskeleton* is the internal support structure of an animal. They vary in complexity such as functioning purely for support but often serves as an attachment site for muscle and a mechanism for transmitting muscular forces. In humans and generally in most vertebrates, the main *skeletal component* is referred to as bone. Another important component is cartilage. In mammals they are found mainly in the joint areas. In other animals, such as the *cartilaginous* fishes, which include the shark, the skeleton is composed entirely of cartilage. Bones in addition to supporting the body also serve, at the cellular level, as calcium and phosphate storage. **Hydrostatic skeleton** The simplest form of skeleton is the hydrostatic skeleton found in many organisms and soft-bodied animals. The pressure of the fluid and action of the surrounding muscles are used to change an organism's shape and produce movement. Invertebrates such as jellyfish and earthworms have this form of a skeleton. **Cytoskeleton** Cytoskeleton (Greek: *kytos* = cell) is used to stabilize and preserve the form of the cells. It is a dynamic structure that maintains cell shape, protects the cell, enables cellular motion and plays important roles in both intracellular transport and cellular division. Adapted from *wikipedia.org*	**Exo+skeletons**: **exo-**(*external*)+ **skeleton**. The **prefix** *ex(o)* means *external/outside.* The two parts are separated and learners internalise the *use of **ex(o).*** **In+vertebrate:**– [{in+vertebrate} - (prefix '*in*' means '*does not have/without*' + vertebrate (*with back bones*) = does not have bones] **Endo+skeleton:** *endo-*(*internal*)+**skeleton**. **Skelet+al**-*adjective* from the noun skeleton. Skeletal explains the component, i.e. component of the skeleton. **Cartilag+(i)nous** – *word attack> cartilage+nous (of cartilage)* **Hydro+static;-hydro**-(of water/fluid base). Hydro-prefix. **Cyto+skeleton: cyto-**(of cells). Cyto - prefix **Learners can then learn the meaning of what each prefix means and apply that across the sciences.** **See the next text**
Prefixes are used whenever necessary to express variations or complexities in these basic forms or to specify middle or high altitude ranges. These include *strato*- for low cumulus layers with limited convection that show some stratus-like characteristics, *cumulo*- for complex highly-convective storm clouds, *nimbo*- for thick layers of some complexity that can produce moderate to heavy precipitation, *alto*- for middle, and *cirro*- for high clouds. Source: http://en.wikipedia.org/wiki/List_of_cloud_types"	The ability to separate the prefix from the noun (word-attack skill), and learning the meaning of the prefix will enable learners to understand the different cloud formations**.**

Planning for a lesson above could involve both the English and the Life Sciences teacher. The English teacher could use the text as a base for teaching compound nouns, or prefixes and suffixes. The Life Sciences teacher continues during his/her period, refer to the language terminology and then teach the science of the subject.

Further suggestions for teachers:

Dealing with vocabulary/terminology – the examples below are drawn from Physical Sciences /Life Sciences:

A. Instruct learners to draw up (or as they go along):

- A glossary of terms used in their subject for a particular grade – grouped into related categories, with an alphabetical list for reference purposes.

- A list of typical suffixes, and that they understand the differences – e.g. –ide, -ate, -ite.

- A list of prefixes – bi-, tri-, geo-, hydro-, etc.

- A list of verbs that are typically used in explaining things.

B. Teach children to analyse words and phrases by:

- Looking at terms that consist of compound words or phrases and show learners how to analyse these – often they simply learn them off by heart. E.g. that they focus on the key word and then see how the others relate – e.g. zinc chloride & zinc sulphate – key word = zinc; then need to see how the other words indicate what happens the zinc to become zinc chloride or zinc sulphate; then compare these with other similar phrases – e.g. tin chloride, tin sulphate.

- Do the same for compound words that name instruments – e.g. thermometer – consists of 'meter' (= instrument of measurement; spelled –er) + thermo – refers to heat. So thermometer = instrument which measures heat. (Cf barometer)

- [Always analyse backwards] Cf cathode ray tube: Structure = [cathode ray] + tube – so it is a tube which measures cathode rays; cathode ray: analyse by establishing what a 'ray' is, and then what a 'cathode ray' is more particularly.

- Comparing verb and noun forms of words – e.g. associate / association; dilute / dilution.

C. Classification of concepts: the triangle of concept/word/objects in branching tree (hierarchical) diagrams, showing broadest class of things down to sub-categories, etc.

D. Understanding how definitions work

- Learning this craft enables learners to understand and remember definitions rather than to have to learn them by rote (which relates to (C)):

- Most definitions refer to

(a) a general class of things, and

(b) specific characteristics which make one example different from other examples of   the same class.

The same practical, example-based approach should be used when dealing with the rest of the skills.

6.   Application

The next section presents practical expositions from different subjects. Your attention is called to the many 'languages activities' that are required in each of the subjects. One look at the Services presentation may be thought to be an English curriculum.

The subject-specific presentations below demonstrate the language content in them.

Identify objects and explain purpose

Questions
What is a ...?
Give me explanation for a ...
Who can explain what this is?
How would you explain ...?
What do we call this?
What is the technical term for ...?

(A)	is a	thing device instrument tool	where who which that	----------
------		object substance	for	...-ing ...

Statements
... is called ...
The term/name for this is ...
We call this ...

Describe the sequences of a process or an experiment

Teacher questions:	Learner statements
What comes first/next? What happened/happens then? And then/after that ....? When does/did ...happen?	Firstly, secondly, thirdly, fourthly... finally/lastly First, The first thing to happen is, First of all, Then, after that, next The next step / stage Eventually, Finally, In the end, At last

Examples of practical application

6.1   Figure 1: The Language of Chemistry

Volcano

A study of volcanoes could be preceded by vocabulary and language structure development.

Eruption (noun) – to erupt (verb)   (come out with great force)

Volcano (noun) – volcanic (adjective) eruption

Hot (adjective) lava (noun+subject) flows (verb) down (preposition) the (article) mountain (object).

If the above language aspects can be addressed before the actual teaching of the concept, either as a language or introduction to the geography lesson, then more can be achieved. The approach is to teach learners to follow the action words (**assassinate**), key words (the **main** *idea* is...), 'leaders' (the tasks of the manager are as *follows*), prefixes (**geo-**graphy, **bio-**graphy, **auto-**crat, **homo-**genous, **hetero-**genous), language choice (massacre versus murder), etc.

6.2 English Across CAT (Computer Applications Technology)

Communication, i.e. language is an integral part of the CAT curriculum.

Word processing

Creating documents in a word processor is about communication. Each word processing document communicates information to a specific audience.

CAT learners are taught how to create professional word processing documents and how to communicate information in a readable, understandable and structured fashion. Documents include letters, faxes, memos, CVs, agendas, reports, etc. The structure of these documents is drawn from the language curriculum and learners apply their language content and skills when creating, formatting and editing these documents.

Presentations

Learners use presentation software to communicate information in a concise manner supported by oral presentation.

E-communication

CAT learners are taught to communicate using e-mail and other internet technologies such as blogs.

Information Management

In this section learners are taught to formulate a task definition as well as to formulate questions. They also need to manipulate information by summarising, reworking/combining information from different sources and presenting the information, using their own words, in logical grouping and flow, supported by appropriate texts and graphics to enhance understanding. Their findings are reported in report format and aimed at a specific audience.

6.3 ENGLISH ACROSS BUSINESS, COMMERCE AND MANAGEMENT (BCM) SUBJECTS

Doing well in business subjects depends not only on your knowledge of the subjects, but also on having a good command of the language and strategy. Understanding of the subjects concepts should be combined with how well one understands the following:

1. **Action words (verbs) and meaning**

Understand the action words (verbs) that are used for assessment. These verbs assist learners to understand what is expected of them.

From the beginning of the year, a teacher will start by teaching action verbs for 15 minutes, by means of instructions, e.g.

1.   Balance all the accounts.

2.   Prepare a Balance Sheet.

3.   Reconcile the two creditors' accounts and the monthly statement.

4.   Depict a supply and demand curve.

5.   Draw up a business plan.

The teaching of the verbs should be based on the lesson of the day.

After each lesson include the action words, e.g. analyse, describe, discuss and explain**. The teacher must explain the meaning of the verbs and use them in short tests and classroom debates, etc.**

Word formation is one of the keys to success. Word formation **charts can be used.**

2.   **Essays and Case Studies / Scenarios**

Learners are supposed to read and understand the case study/scenario and put the case study/scenario into **context**.

Vocabulary

When you are working on improving learner vocabulary, it is important to know the goals of your subject in order to choose the way in which you want teaching and learning to take place. **Reading** is one of the best ways of improving learner vocabulary. Here are a number of methods to help them expand their vocabulary.

- Vocabulary trees help provide **context**. Once you've mapped out a few vocabulary trees, you'll discover yourself thinking in vocabulary groups. When you see entrepreneurship your mind will quickly relate such words as *business opportunities, business plan, etc.*
- Don't make random lists of new words. Try to group words in themes. This will help learners to memorize new words more quickly.
- Let learners add context.
- Writing a few sentences using new vocabulary will help learners remember the words in context.

Example questions:

1. _____ our profits for the previous accounting period.

a.   Call

b.   Gather

c.   Calculate

Answer: C

2. Your job will be to _____ and maintain financial records.

a.   promise

b.   prepare

c.   make

Answer: B

3. An accounting period is a period of time over which _____ are calculated.

a.   prophets

b.   profits

c.   profiteering

Answer: B

Listening comprehension

Listening comprehension exercises improve learner listening skills, help them learn new words and expressions, and help them become fluent in the language of business.

Watching business DVDs provides a unique opportunity for English learners to improve their comprehension and vocabulary skills. Most business DVDs provide original English language sound tracks, as well as sound tracks in different foreign languages. Most of these business DVDs also provide English subtitles. However, just watching a film in English or with subtitles doesn't take full advantage of the learning opportunity. Here is advice on how to use DVDs to improve your or your students' English comprehension and vocabulary.

- Let learners get their learning tools out! Pen or pencil, paper and a dictionary should be close by when you begin.
- Take it one scene at a time. The first scene is always a good place to start. However, any scene will do.
- Let them try to write down any words or phrases they understand.
- Write down a short description of what happens in the scene.
- Take note of phrases or words the learners don't understand.
- Learners must try to define the words and phrases on their own by thinking about the context.
- Let them use their dictionaries to look up definitions of words or phrases they still don't understand.

Over time, you will be surprised at how many words or phrases they understand through context and without the help of a dictionary.

Business letters, memos, essays, report and flyers

The format of the above business information tools used in BCM assessment are similar to those drawn in a language. Teachers in BCM need to teach learners how to prepare these information tools, using the same formats as used in language teaching.

6.4   English across the Life Sciences curriculum

Life Sciences Grade 10

Ecology means the study of living organisms and their interaction with each other and their environment. Emanating from ecology, we have ecosystems, which refer to different biological communities and their interactions with the physical environment. As one endeavours to unpack what a number of ecosystems result in, one discovers what is known as a biosphere, which means an aggregate (sum of) number of different ecosystems.

The biosphere, which is derived from the word 'biological' means the region on earth where all life is found.

The earth is composed of different components namely air, water and land.

When we speak of the air on earth ⟹ we are referring to **atmos**phere

When we speak of the water on earth ⟹ we are referring to **hydro**sphere

When we speak of the land on earth ⟹ we are referring to **litho**sphere

Summary: **atmos**phere **+ hydros**phere **+ litho**sphere **= Bio**sphere

Therefore the **Biosphere** can be considered as a **global ecosystem,** where global refers to the **'world'**

NB: (bio-, atmos-, hydro-, and litho-: prefixes which explain the 'sphere')

The biosphere is the highest level of organisation followed by biomes, ecosystems, communities, populations and individual organisms.

The biosphere is that portion of earth where life is found, and it extends about 8 km above earth's surface and 11000 metres below sea level.

A biome is a physical environment that stretches over a particular geographical area, and furthermore a Biome is divided into two different geographical regions namely terrestrial, which refers to 'land 'and aquatic, which refers to 'water'.

There are seven biomes in South Africa namely:

- Grassland
- Nama Karoo
- Succulent Karoo
- Fynbos
- Forest
- Thicket
- Savanna

If you consider other Southern African countries then the 8th biome is the desert.

The **Savanna** biome, 'savanna' actually describes vegetation type with a well- developed grassy layer and an upper layer of woody plants. Savanna indicates the presence of grasses, large shrubs and trees.

The **Grassland** Biome, as the name suggests, is dominated by grasses. This region consists of 'sweet' and 'sour' grasses. This covers a major part of South Africa

The **Nama Karoo** is the second largest biome in South Africa .The name suggests that it covers the Northern Cape which also borders on Namibia. This region is dominated by grasses and dwarf shrubs.

Succulent Karoo Biome covers the Northern Cape Province and northern parts of the Western Cape Province. This region is dominated by shrubs.

Fynbos refers to 'slender' or 'gracile' shrubs. These are **dwarf** shrubs with fine leaves. This biome occurs in the Western Cape up to Port Elizabeth in the Eastern Cape as well as in some parts of the Eastern Cape. It forms part of the Cape Floral kingdom which is the 6th plant kingdom of the world.

This type of biome is endemic to the Cape, meaning that it occurs only in the Cape and nowhere else in the world.

Forest biome. As the name suggests it comprises of a 'forest'. Hence it consists of large shrubs and trees. The trees form a canopy underneath which large ferns and tall woody shrubs form another layer. It occurs in the George and Knysna areas of the Western Cape as well parts of KZN, Mpumalanga, Eastern Cape and Limpopo.

Thicket Biome. It occurs as finger-like projections along the KZN and Eastern Cape coastlines. This biome has short trees and vines, often with spines. As the word 'thicket' suggests, it has 'thick' vegetation with no open spaces.

Aquatic   Biomes refer to water-related biomes:

Inland Freshwater   Marine aquatic

Coastal aquatic
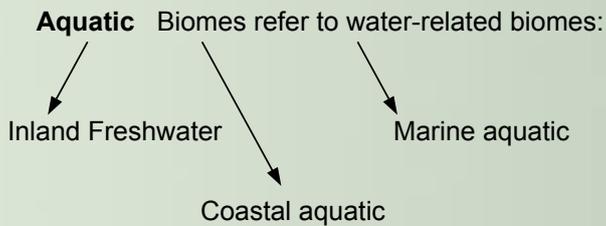
Inland Freshwater refers to rivers and streams, lakes, ponds and wetlands.

Coastal biome refers to the sandy coastlines.

Marine refers to the oceans.

NB: inland, coastal and marine: adjectives

Ecosystems consist of two types of factors namely **Biotic** which means living and therefore consists of plants and animals. The other **is Abiotic** (*negative prefix: a-*) which refers to non-living factors. These are physical and chemical factors which form part of the ecosystem and therefore influence the living components of the environment.

The Abiotic Factors

Physiographic Factors   Climatic Factors

Soil (Edaphic) factors
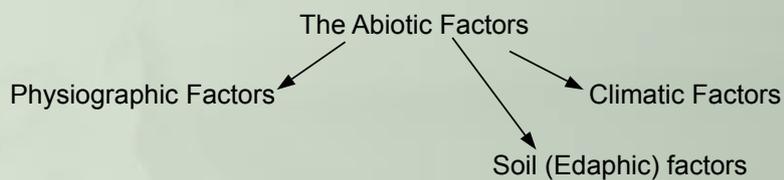
Physiographic Factors are the '**physical**' geography of an area which includes slope, aspect and altitude.

Slope defines how steep or gentle the land is. We know that water simply runs off steep slopes and therefore there is not much vegetation on steep slopes.

Aspect is the direction in which the area faces in relation to the sun. In South Africa, the sun shines from the north and therefore there is more sunshine hitting north-facing slopes which are drier than south-facing slopes which are more moist and cooler and have lusher vegetation.

Altitude is the height above sea level. At high altitudes there is a decrease in atmospheric pressure, oxygen and temperature.

Soil is influenced by humus and water content, as well as pH (acidic or basic), texture and air content. Loam soil is ideal for plant growth.

Climatic factors are light, temperature, water, atmospheric gases and wind which have a direct bearing on plants and animals.

In the ecosystem you have plants and animals that are interdependent *(inter+dependent)* on one another for survival.

We will look at and define feeding relationships between plants and animals

In the presence of light, plants are able to make their own food. We say they are producers (produce). The process of making their own food is called photosynthesis, which means 'making' food in the 'presence of sunlight' (*prefix: 'photo'*).

Primary consumers are animals which feed on plants, such as insects and elephants. Primary means' first' or main and consume means to 'use up'. They are also called **herbivores** *(herb (plant)+vores(eat)* which are plant-eating animals *(prefix: herb-)*.

Secondary consumers are animals which feed on primary consumers. Examples are spiders and frogs. Secondary comes from the word 'second'. They are also called carnivores *(carn (meat)+vores(eat).*

Tertiary consumers are animals that eat secondary consumers, such as lions,   eagles and lizards. Tertiary means third consumer. (*adjectives: primary, secondary and tertiary*)

Decomposer. Decompose means to break down. These organisms break down dead organic matter. Examples are bacteria and fungi *(compose: put together. De-(negative prefix).*

All organisms depend on energy for survival and therefore we represent their relationship with each other in what is called a food chain. We must bear in mind that energy comes from the sun.

The following are examples of **Food chains**

Acacia tree ⟶ termite ⟶ Lizard ⟶ eagle

Plant   cow   lion

Food chains always begin with a **producer**

A number of food chains in an ecosystem is called a food web.
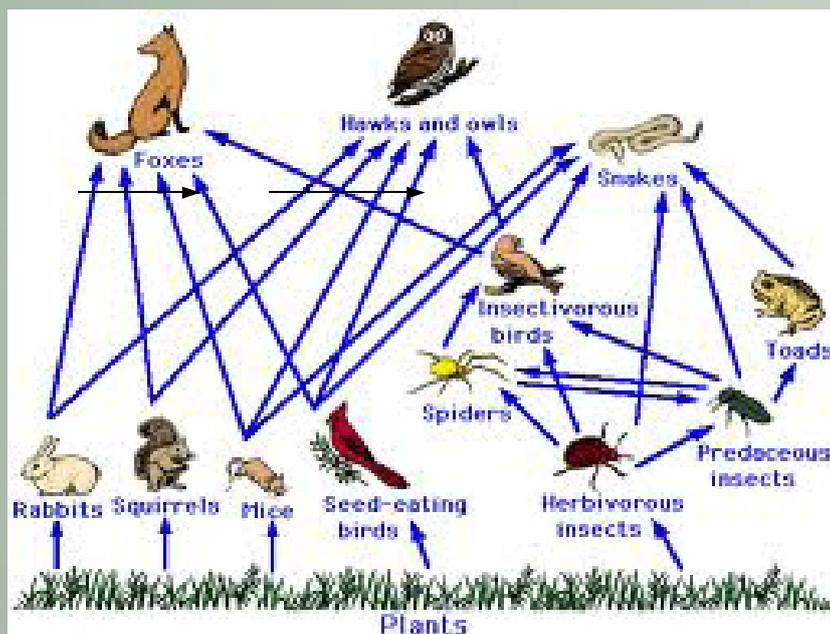
An example of a food web

A feeding relationship can also be shown through a food pyramid

6.5   English in SS

Geography

Topic: Water in South Africa

Content and concepts: **The water cycle**

Look at the two diagrams below that illustrate the water cycle.

Diagram 1
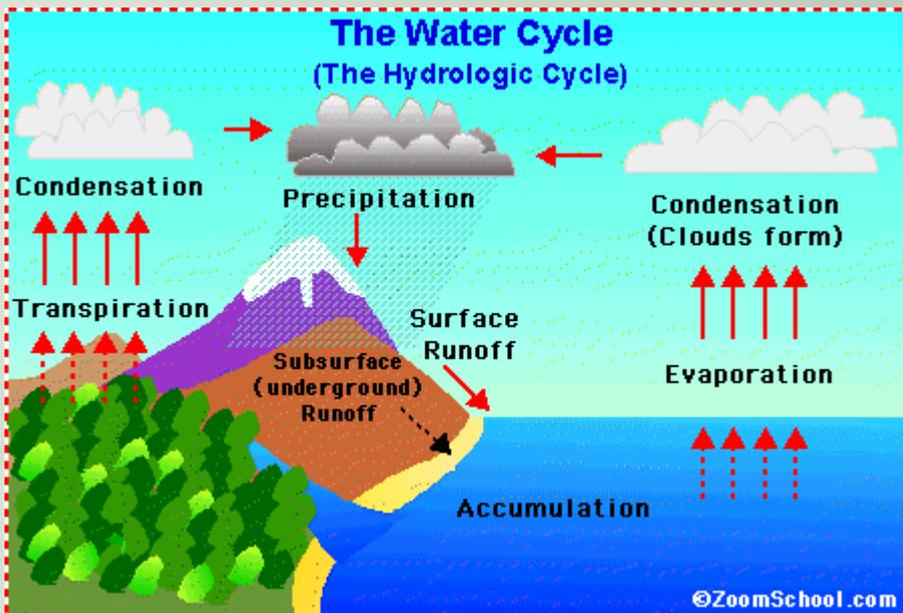
Source: enchantedlearning.com

Diagram 2
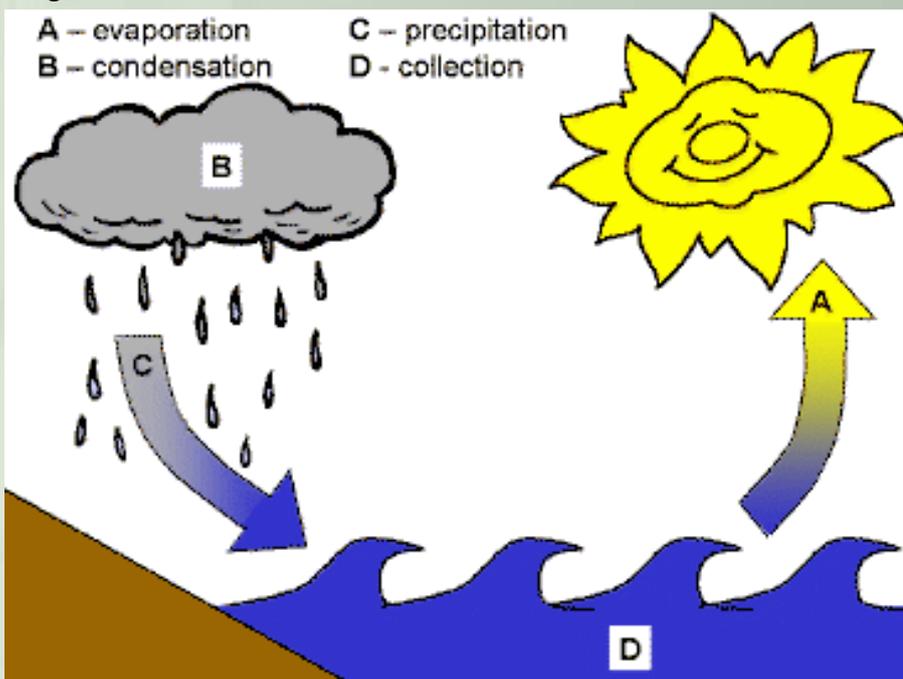
Source: www.kids.ws/water

The earth has a limited amount of fresh water. That water keeps going around and around and around in what we call the <u>water cycle</u>. Water can exist in three states: liquid, (water) gas/air, (water vapour) and solid (ice).

The water cycle has <u>four</u> stages:

- evaporation (**includes** transpiration)
- condensation
- precipitation
- collection

Questions:

1. An **antonym** (sometimes called opposite) is a word that is **opposite** in meaning to another in the same language, for example: the opposite of cold is **hot**; dry – **wet**; inside – **outside**; sunny – **cloudy**; top – **bottom**. What are the opposites of the following words?

   - limited   Answer: **unlimited**

   - including   Answer: **excluding**

   - above   Answer: **below**

2. A verb is a doing word, it describes an action, for example: The teacher **shut** the door because it was cold. Write down the verbs for the following words:

   - Collection   Answer: **collect**

   - condensation   Answer: **condense**

   - evaporation   Answer: **evaporate**

What is evaporation?

Evaporation takes place when the sun heats up water in rivers, lakes or oceans and turns it into vapour or steam. The water vapour or steam leaves the rivers, lakes or oceans and goes into the air.

Make your own evaporation with the help of an adult: Heat some water in a kettle, watch closely! Do you see the steam rising? That is evaporation. Look at the picture below to see how evaporation takes place in a lake.

Source: www.kidzone.ws/water

What is transpiration?
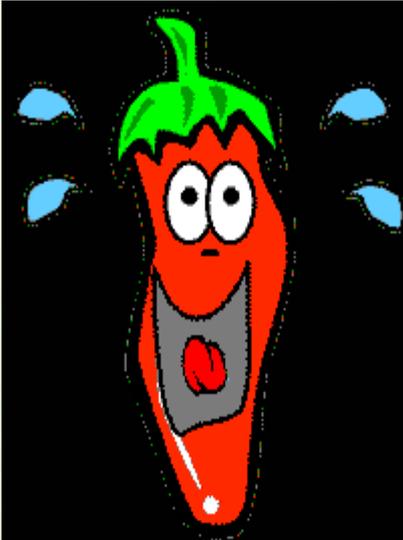
Do plants sweat? Well, sort of.... people **perspire** (sweat) when it is hot and plants **transpire**. **Transpiration** takes place when **plants lose water out of their leaves**. When this happens, the plant leaves **wilt.** Transpiration helps evaporation to get the water vapour back up into the air.

Questions:

Write down one word for the underlined words.

Answer: **help/ assistance**

What is condensation?

Water vapour in the air gets cold and changes back into liquid, forming clouds. This is called condensation. You can see the same sort of thing at home: pour a glass of cold water on a hot day and watch what happens. Water forms on the outside of the glass. That water did not somehow leak through the glass! It actually came from the air. Water vapour in the warm air turns back into liquid form when it touches the cold glass.

Questions:

Write the underlined sentence in the past tense.

Answer: **Water vapour in the air got cold and changed back into liquid, forming clouds.**

2. Write the contraction of did not. (Make sure that the apostrophe is in the right place.)

What is precipitation?

Precipitation occurs when so much water has condensed that the air cannot hold it anymore. The clouds get heavy and water falls back to the earth in the form of rain, hail, sleet or snow.

Rain-water drops on the leaves of a plant.

Source: www.kids.ws/water

What is collection?

When water falls back to earth as precipitation, it may fall back in the oceans, lakes or rivers or it may end up on land. When it ends up on land, it will either soak into the earth and become part of the "ground water" that plants and animals use to drink, or it may run over the soil and collect in the oceans, lakes or rivers where the cycle starts all over again.

Question: Write the sentence below in the future tense.

Water falls back to the earth as precipitation.

Answer: **Water will fall back to the earth as precipitation.**

The teacher could also 'demonstrate' the FOUR stages of the water cycle in class, with a song using hand motions to show how each stage occurs:

(The song can be sung to the tune of She'll be coming around the mountain)

Water travels in a cycle, yes it does
(use pointer finger to make a big circle)

Water travels in a cycle, yes it does
(repeat finger circle)

It goes up as evaporation
(moves hands up to the sky

Forms clouds as condensation
(make a cloud overhead with arms)

Then comes down as precipitation, yes it does!
(sprinkle with fingers while bringing arms down in front of you)

Classroom activity:

Learn new words and how to spell them. Fill in the following grid using explanations below. Use the words in the box to guide you.

Across

1. -------------------------------------- the process of changing water into vapour.

2. -------------------------------------- the change of water from gas into a vapour.

3. ------------------------------------- very important resource.

4. ------------------------------------ the cycle of water on earth.

5. ------------------------------------   the gaseous state of water.

6. -------------------------------------- water droplets or ice particles drop down.

Answers:

1.   Evaporation

2.   Condensation

3.   Water

4.   Water cycle

5.   Water vapour

6.   Precipitation

Clues:

- Evaporate – dry
- Condense – become harder
- Precipitate – rain
- Vapour – gas
- Cycle – round and round

1.												
2.												
3.												
4.												
5.												
6.												

6.6   HSS: History

Topic: An African kingdom of long ago

Content and concepts: Mapungubwe – the first state in southern Africa 1200 – 1300

Mapungubwe cultural landscape

Location: Limpopo province - Declared a World Heritage site in 2003

Read excerpts 1 and 2 below and answer the questions that follow:

Assessment:

1.   Give two reasons why the rulers of Mapungubwe lived on top of the hill.

2.   Where did the rest of the community live?

3.   Why did the rulers live separately from their people?

4.   Mapungubwe has been declared a heritage site. In your own words, write a sentence explaining what your heritage is.

5.   Name any two other heritage sites in South Africa and the provinces they are located in.

6.   Why do you think it is imporatnt to save sites such as Mapungubwe?

7.   How did the rulers show that they were rich and powerful?

8.   How did the smaller chiefs show their loyalty to the ruler at Mapungubwe?

9.   What did the ruler do in return?

10.   How did the smaller chiefs benefit from belonging to a powerful government?

11.   What evidence is there that the rulers of Mpungubwe traded with other parts of the world?

12.   Explain why trade between the people of Mapungubwe and the Arabs had to take place at the port of Sofala.

13.   There are different forms or types of government. What form or type of government did Mapungubwe have?

14.   What evidence do we have from excerpt 2 that supports your answer to 12 above?

15.   Language questions:

a)   Write the present tense of **sent**.

Answer: **Send.**

b)   The opposite of powerful is ---------------------- .

Answer: **Powerless**

c)   What does the word tribute mean?

Answer: **Something done, said or given to show respect or admiration for someone.**

d)   Rewrite the underlined sentence starting with: The kings wore...

Answer: **The kings wore fine cloth and jewellery made from beads to show their power.**

e)   The opposite of imported is -------------------.

Answer: **exported.**

1.   Write ONE word for the following sentences:

a)   To exchange goods.

Answer: **Trade**

b)   A mineral that was mined in Mapungubwe.

Answer: **Gold.**

c)   Fine china that is used to make pottery and crockery.

Answer: **Porcelain**

d)   The rulers of the community.

e)   Answer: **Chiefs**

f)   A port from which Africans and Arabs traded.

Answer: **Sofala**

g)   The kings would wear these to show their wealth.

Answer: **Beads.**

2.   People who come from America (name/ noun) are called Americans (adjective). What are the adjectives of the following names?

a)   Asia

b)   Answer: **Asians**

c)   China

d)   Answer: **Chinese**

e)   India

f)   Answer: **Indians**

g)   Africa

Answer: **Africans**

3.	Complete the sentence below:

The kings lived on the hill in order to be close to their ----------------- .

Answer: **Ancestors.**

4.	An acronym is a word formed from the initials of words in a phrase, such as **FIFA** (which stands for **F**ederation of **I**nternational **F**ootball **A**ssociation), or **SAFA** (**S**outh **A**frican **F**ootball **A**ssociation). What does the acronym **UNESCO** stand for?

### 6.7	English across the Services subjects

Tourism

In the subject Tourism the writing of transactional texts is extremely important. It appears in ordinary daily assessment, tests and exam papers, as well as in their projects and practical Assessment Task. They also need to be able to summarise, selecting the most important facts to communicate to tourists, writing in a logical flow.

They need to be able to spell subject related words correctly, and the teaching of spelling for subject related terms is strongly recommended. Teachers can make use of the glossaries in textbooks.

The use of a dictionary will also explain the word and give context.

Writing sentences using new vocabulary will help learners remember the words in context.

Understanding the action verbs used in assessment will help learners know what is expected of them in an examination.

Ensure learners read case studies and newspaper articles related to Tourism to expose them to good use of language and improve their understanding of the industry.

Examples

1.	**Short articles**, mentioning facts, straight to the point

Write a short article for your local newspaper about the new boutique hotel that has opened in your town.

2.	**Newspaper article**

Write an article for a newspaper about the recent floods in Port Elizabeth, and the influence it might have on tourism in this city.

3.	**Magazine article**

Write an article for a travel magazine about rhino poaching in Limpopo, and the effect it has on Tourism in Limpopo.

4.	**Newspaper column**

You are writing for your local weekly newspaper. You are in charge of the column on tourism. Write one column on any heritage site in your local area.

5.	**Brochure**

Design a brochure to use as a marketing tool for a new tourist attraction in your local area. Also include directions to this attraction

Design a brochure to use as a marketing tool for an **open-top tourist bus** driving tourists through the capital of your province. Indicate stops. Also draw a map, indicating the route.

Develop a brochure on how to portray a professional image in the tourism industry.

6.   **Postcard**

You are on a cruise ship. Write a postcard to your grandparents, explaining to them why a cruise vacation will be ideal for them. List the activities available on board for senior citizens.

7.   **Advertisement, flyer, leaflet, pamphlet**

Design an advertisement for a new guest house in your town.

Develop a flyer for a taxi transport route.

Develop an advertisement for a job vacancy.

8.   **Filling in a form**

Fill in an application form for club membership.

9.   **Writing an email and sending a fax**

Emails and faxes are commonly used for making reservations, enquiries, etc.

Write a letter/ email to complain about or respond to poor customer service

Consumer Studies

- The use of a dictionary will explain the word and also give context.
- Writing sentences using new vocabulary will help learners remember the words in context.
  - o   Understanding the action verbs used in assessment will help learners know what is expected of them in the examination. Create meaningful opportunities for learners to read subject related information, i.e. textbooks, newspapers, recipe books, magazines, etc.

The following written activities in the form of transactional texts are required in the subject, Consumer Studies.

1.   **Formal letter**

Write a letter to your local municipality to complain about waste control. Make some recommendations

Write a letter to the owner of the new guesthouse, advising him/her on how the adapt his guesthouse for tourists in wheelchairs

2.   **Newspaper article**

Evaluate a new outlet/restaurant in your local area.

Write an article on contemporary fashion for young adults.

3. **Magazine article**

   Write a magazine article on the one of the following topics:

   Prevention and management of any nutrition-related health condition, such as diabetes, obesity and anorexia

   Transmission possibilities of food-borne diseases such as tuberculosis and gastro-enteritis

   Current fashion trends for young adults, and the planning of a basic wardrobe for a young adult starting his/her first job.

   Do food additives enhance the nutritional value of basic foodstuffs such bread and maize meal?

   Discuss consumer issues such as organically grown food and genetically modified food.

4. **Brochure**

   Design a brochure about hygiene in the kitchen for distribution to local home-based businesses selling food products.

5. **Advertisement, flyer, leaflet, pamphlet**

   You are starting a home-based business, selling pies with different fillings (or select any other product of your choice). Design an advertisement/flyer/leaflet/pamphlet to distribute in your local community.

   Design a poster for your product displaying the 5P marketing strategy.

6. **Labels**

   Design a label for the bottles of homemade chutney to be sold at a morning market.

7. **Filling in a form**

   Application form for a home loan

   Contract to rent a house

8. **Quotations**

   Give a quotation for catering for a birthday party (child, 21st, etc.).

9. **Writing a basic implementation plan and a marketing plan**

   Starting a new home based business

1. **Writing an email and sending a fax**

   Reply to a customer complaint

   Respond to an enquiry by a customer about products available at your store suitable for a lactose intolerant person

Hospitality Studies

- Writing sentences using new vocabulary will help learners remember the words in context.

- Understanding the action verbs used in assessment will help learners know what is expected of them in an examination.

- Create meaningful opportunities for learners to read subject related information, i.e. textbooks, newspapers, recipe books, magazines, etc.

The following written activities in the form of transactional texts are required in the Subject Consumer Studies

1. **Magazine article**

   Write an article for a travel magazine about the uniqueness of traditional South African food.

   Write an article for a magazine for hospitality establishments about the prevention of food poisoning.

2. **Quotations**

   Give a quotation for catering for a birthday party (child, 21st, etc.), a cocktail function, etc.

3. **Menus**

   Develop and write down the menu for a formal 3 or 4-course dinner or a finger lunch for ...

4. **Giving instructions in a chronological order**

   Write a recipe.

   Write the order/sequence of the work when preparing three recipes to be served at the same time.

   Write down the sequence for serving a three-course table'd hôte meal, to hand out to new waiters in your hospitality establishment.

5. **Brochure**

   You are working at a wedding and conference venue.. Design a brochure to use as a marketing tool. Mention the facilities available and the excellent food options.

6. **Short articles**, mentioning facts, straight to the point

   Write a short informative article about vegetarian food.

7. **Poster**

   Design a poster for the lobby of a boutique hotel, explaining how to handle emergency situations.

   Design a poster for the kitchen of your establishment about temperature control in the kitchen.

8. **Writing an email and sending a fax**

   Reply to a customer complaining about the food /service at your establishment.

   Answer a question by a customer about dishes available at your restaurant suitable for a person with diabetes.

6.8   English across Technology

Grade 9: Assessment Activities

Activity 1: Case Study – Indigenous Technology

Sun-dried Morogo

Morogo is a general name for several types of wild spinach very popular with **rural people.** Morogo grows only in the **summer months,** but people would like to enjoy it at other times of the year.

How can people preserve foods if they do not have refrigeration?

Some types of morogo (e.g. lerotho and thepe) are first boiled and then dried by placing spoon-sized lumps on hot stones or on roofing sheets out in the sun. The corrugated iron is placed at an angle to allow effective drainage of excess water.

Other varieties (e.g. lephotsi) are sun-dried without precooking. In both cases, the morogo is hydrated by soaking in water and then heated or cooked before eating.

Spinach and morogo

Spinach and morogo can be dried in another way. Placing fresh spinach or morogo between sheets of newspaper and left on the floor to dry is one way. Rural people in Giyani, in Limpopo Province use this method of drying most often.

Once it is dried it is placed into an orange bag or a similar bag and hung in a cool, dry place free of insects to be used, as required.

> *Notes for teachers*
> *During the learner discussion, make sure that language construction is used correctly. Allow learners an opportunity to correct their own mistakes, demonstrate to learners that technology can assist them to develop the use of language.*

Assessment 1: In focus groups of four, discuss the following:

How appropriate are these methods for the people using them?

Is newspaper safe?

What would be a better alternative than newspaper?

Elect a spokesperson to report to the class on your behalf.

Only the spokesperson from the first group needs to deliver a full report. Later spokespersons should just add what has not been said by earlier speakers.

Many of you have eaten morogo, and I am sure everyone has eaten spinach. I wonder how many of you have eaten dried spinach or dried morogo.

Assessment

What must you do?

Learners must obtain some morogo – you can pick wild morogo or even buy some from Pick & Pay, or buy ordinary spinach if you can't get morogo.

- Cook one batch and dry it on rocks or on a sheet of corrugated iron.
- Dry another batch between two sheets of paper.
- After two weeks, rehydrate the samples as described on the previous page and evaluate them using the table below:

Morogo Test		Rating Scale		
Sample	**Drying Method**	**Taste**	**Texture**	**Quality**
A	Precooked then dried on rock			
B	Precooked then dried on corrugated iron			
C	Uncooked then dried on rock			
D	Uncooked then dried on corrugated iron			
E	Uncooked then dried between newspaper			
F	Uncooked then dried between brown paper			

Rating Scale: 1 = horrible, 2= tasteless, 3= palatable, 4=excellent.

Read the article below and respond to the questions that follow

Notes to teachers
Technology could be used as a cross-curricular discipline, to encourage learners to use technology activities to access other knowledge areas

Article on morogo

Morogo leaves have a protein content of up to 36%. The ultimate vitamin content is dependent on the age of the plant and method of preparation; the plants contain vitamin A and vitamin C and complement the low levels of calcium, magnesium and iron in maize.[3]

An examination of three widely-consumed variants have found that its consumption may lower the risk of vascular-related chronic diseases and type 2 diabetes.[4]

However, in some circumstances morogo may increase the risk of fungal infection, specifically fusariosis, especially among imuno-compromised individuals such as those suffering from Aids. A study found high levels of *Alternaria* fungi in internal leaf structures and *Fusarium* fungi on leaf surfaces.[5] A separate study asserts that morogo is not a natural host to Fusarium, but may be cross-infected by close proximity to maize crops.[6]

Assessment 2: The value of Morogo

Name the minerals that are found in proteins (*use of verb/ homonym*)

Refer to your Life Science textbooks or any reference material, and write a paragraph of not more than 50 words on the value of the minerals that are found in morogo as you have referred to them in question (a) above. *(assessment language)*

Morogo could be part of a good diet. However, morogo does have some after-effects. Mention the types of diseases that could be caused by morogo. *(Summary)*

6.9   English across the Arts

In Teaching English Across the curriculum it is important to understand the concepts used in the arts from the native context of the subject. When teaching English, some concepts are not necessarily English words even if they are regularly used in English. Many words are derived from the different languages of the world and therefore mean different things when adapted to various contexts of scientific usage.

Terminology used in various subjects is generally borrowed from different scientific fields of study. For example, most dance terminology is derived from physical education. There are many derivatives from other languages in music. The terms below demonstrate how various derivatives from a wide spectrum of science are used in musicology.

In this edition, focus is placed on the new concepts used in musicology and everyday musical practice. These concepts, if left undefined, become music jargon that does not make sense to learners or musicians. However, if the concepts are clearly explained through word associations, build-up, and/or word-attack, they yield a wide variety of usage. Teachers are urged to provide as clear explanations as possible of the concepts in order to generate the need to use them in different, but appropriate contexts.

The section below demonstrates how a clearer explanation of concepts can ensure usage of the concepts in different contexts.

Chronicler: A singer, storyteller, praise singer that presents a series of heroic and important events through song or praise or a narrative. ***Derived from chronicle, which, as a verb could mean 'to narrate.'***

Choric interlocutors: Mediator of the chorus, drummers and the audience's discourse through song. In Sepedi the person doing this role is called a *malokwane.*

Praise chronicler: A singer that presents a series of heroic and important events through song or praise

Drumlocutors: The drum statements in an ensemble performance are regarded as a drum discourse or drum interlocution. This thinking is based on the premise that looks at an indigenous musical arts performance as a system of communication.

Audience-interlocutors: In the indigenous musical arts context, the audience has a discourse of its own that comprises ululations, crepitations, praise text, cheers and jeers.

Ellipsis: an incomplete expression or performance that could end in laughter without a recognisable ending. ***As in suspense marks (...) in English/ languages.***

Cues: music signals or indicators that suggest a need for a response or change of the progression. **As in, *'take your cue from him'***

Call: is a melody or rhythm segment that signals the need for a musical response.

Maxims: Rules of interaction through music that spell out rules of politeness and song and dance behaviour in a communal performance context. Different maxims apply for men and for women.

Performance protocol: Communal rule of sequencing repertoire in communal performance. These include relevance to context.

Afrophonia: This concept refers to the general ambiance of the African music motifs of the music.

Modern constructs: These are new music styles in the music business domain or popular music realm adapted from various music genres*.*

Nomenclatures: These are shorthand representations of scales

Divinity in African music performance: This refers to the role and perspectives of different spiritual practices in African indigenous music traditions. *Derived from the adjective 'divine'.*

Historical chronicles: presentations of genealogical history of particular royal family or community. *Adjective (from history) qualifying the chronicles.*

Making contextual commentary: commentary made within the **context** of performance. The comments are usually different from one context to another.

Use of phoneasthetics: use of sounds that represent other ideas or an instrument. *Word-attack skill: phone (sound) + aesthetics (beauty)*

Crepitations: sounds used to exhort short excitement, or approval. *Derived from the verb 'to crepitate'*

Stage directions: these are comments made in relation to space on the floor of performance, tempo, rhythm, or any other performance element. *As used in drama/play.*

Mouth drumming: vocal representation of the drum sound in words.

CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS)

Overlapping: this is when the response to the call begins before the call ends. The overlaps may comprise of a number of layers. *Take note of the prefix 'over-'*

6.10   English across EMS

Individual

Read the information about Trade Unions in the box and answer the questions that follow.

The Trade Union movement

The trade union movement in South Africa is considered the largest and most disciplined on the continent. Trade unions represent employees in almost all the sectors of the economy and have representatives who negotiate with employers on various issues such as union recognition, wages, conditions of service, workplace restructuring and retrenchments. The trade unions look after the worker's interests and make sure that they are treated fairly in the work place.

Instructions

1.   As homework, do research on a trade union that is affiliated to COSATU (www.cosatu.org.za). Bring the information that you have collected to the class to complete this activity.

2.   Your research presentation must not be longer than 4 pages.

3.   Include the following information and headings:

 3.1 Name and emblem/logo of the trade union.

 3.2 History of the trade union.

 3.3 The industry the trade union represents and how many members it has.

3.4 The mission, vision and goals of the trade union.

3.5 An acronym is a word formed from the initials of words in a phrase. For   Example, COSATU stands for **C**ongress **O**f **S**outh **A**frican **T**rade **U**nions. What does the acronym of the trade union you have chosen stand for?

- The rubric below will be used to assess your project.

CRITERIA	1 - 3 marks	4 – 6 marks	7 - 10 marks	TOTAL
1. Name, acronym and emblem/ logo	The trade union name, acronym or emblem/ logo is included.	The name of the trade union, acronym and emblem/logo are included but very little effort was put into the presentation.	The name of the trade union, acronym and emblem/logo are shown. Great care and effort has been made to create a professional presentation.	
2. History	Little information is provided about the trade union.	Adequate information is provided about the trade union.	The history of the trade union has been researched in detail. Additional interesting facts have been given.	
3. Membership	Description of the trade union's membership is insufficient.	A basic description of the trade union's membership is given.	A concise and accurate description of the trade union's membership is provided.	
4. Vision, Mission and Goals	Information on the vision, mission and goals of the trade union is insufficient.	The vision, mission and goals of the trade union have been clearly defined.	The vision, mission and goals of the trade union have been clearly defined and examples of how they aim to achieve those goals.	
5. Presentation and Language Skills	Presentation is poorly structured. It does not include an introduction, body and conclusion. Poor language skills or poor use of language.	Presentation is structured but lacks logical sequencing. Able to spell most words	Presentation is logically sequenced and well structured. Very few spelling errors. Sound use of language	
			TOTAL 50/	

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