2014
GRADES 6 AND 7

ENGLISH FAL WINTER SCHOOL SUPPORT MATERIAL

CHIEF DIRECTORATE: Curriculum Management
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Read the following short story

Pay it forward

By Bridget Neaves
It was a beautiful day in Durban. The weather was perfect for lunch outside.

My friend Leah headed towards the boerewors roll stall outside Spar and I agreed that there would nothing better than a tasty boerewors roll for lunch. The vendor put our food together just the way Leah asked, but when she took out her money to pay, the man, whose face was wrinkled from so much time in the sun, surprised us. “It looks a little on the cool side,” he said, “so never mind paying me. This will be the freebie for the day.”

We said thanks, went to sit in the nearby park and dug into our food. But as we ate I was distracted by a man sitting nearby, looking at us. I could tell he hadn’t showered for days. “Just another homeless person,” I thought but didn’t pay much attention.

Leah and I finished eating and decided to go and do some shopping. But when we went to the rubbish bin to throw away our serviettes, I heard a strong voice asks, “Excuse me, is there anything left?”

It was the man who had been watching us. I didn’t know what to say except,”No, I ate it already.” “Oh”, was his only answer, with no shame in his voice at all. He was obviously hungry, couldn’t bear to see anything thrown away, and was used to asking this question. I felt bad for the man, but didn’t know what I could do. That’s when Leah said, “I’ll be right back,” and ran off.

I watched curiously as Leah went across to the boerewors roll stand. Then I realized what she was doing. She bought a boerwors roll, crossed back to the bin, and gave the food to the hungry man.

As she came towards me Leah simply said, “I was just passing on the kindness that someone gave to me.” That day I learned how generosity can go further than the person you give it to. By giving, you teach others how to give also.

from: Successful English

ACTIVITY 1

READING AND VIEWING

Pre – Reading

- Look at the title and the picture and ask the following questions for learners to predict what the story is about.
  
  What is happening in the picture?

- Identify new vocabulary from the discussion.
  
  stall, vendor (the man that sells on the street)
  
  Use the words in a sentence to demonstrate understanding.

During Reading

- Reading aloud by the teacher (not the whole story) modeling the correct pronunciation of words, intonation, expression and observation of punctuation marks.

- Learners underline unfamiliar words for later explanation.

- Learners share the reading task with the teacher and gradually take over. Rows, groups and individuals (volunteers) read for the class.
• If learners come across a new or difficult word, the teacher assists them by working out the meaning in context, e.g. freebie, wrinkled, distracted, obviously, curiously, kindness, generosity, surprised, etc.
• Learners copy new vocabulary in their personal dictionaries and find the correct meaning in the dictionary.
• These words can be used for spelling.
• Learners read a paragraph at a time (volunteers, groups, rows, etc).
• While reading the teacher asks questions to ensure understanding of text and provoke critical thinking.
  What does the boerewors roll seller mean by the words: “It looks a little on the cool side.”?
  Quote from the passage to show that this wasn’t the first time the boerewors roll seller had given boerewors rolls away.
  Summarise, in two points, the two things that showed the girls in the story that the man was homeless.
  The writer comments, “…… with no shame in his voice at all” when referring how the homeless man responded to the girls. What does this reveal about the man?
  Who is the main character in the story?
  Discuss the act of kindness that Leah did that day.
  What action would you have taken if you were in the same situation as Leah and her friend? Give a reason for your answer.
• Discuss the key features of the text e.g. setting, characters, plot and mood

Post Reading

Answer the following:

1. Choose the correct answer and write it down.
   The phrase “It looks a little on the cool side” means ………
   a. It was not warm
   b. It was sunny and hot
   c. It was raining

2. What did the girls planned to do once they had finished their lunch.
   a. They wanted to watch a movie.
   b. They planned to go shopping.
   c. They were going home.

3. What kind of person do you think Leah was?
   a. She was mean.
   b. She was a kind and generous person.
   c. She was nasty.

4. The moral of the story is ……………
   a. If you do good to someone it will come back.
   b. If you see a homeless person you must feed him.
   c. If you want a boerewors roll you must pay for it.
5. Give a different title for this story.

6. What is meant by the word “freebie” in the following sentence.
   “This will be my freebie for the day.”

7. Rearrange the following sentences in the order that they happen in the story.
   Leah did not pay the vendor for the boerewors rolls.
   The homeless man asked for food.
   Leah bought a boerewors roll to give the man.
   Leah and her friend bought boerewors rolls for lunch.

8. State if the following is true or false. Motivate your answer.
   The man in the street lived with his family.

9. Use the story to explain what the author meant by, “generosity can go further than the person you give it to.”

ACTIVITY 2

Language in context
Answer the following questions by referring to the text.

A. Write the opposite form of the word in brackets by adding a prefix.
   1. The weather was (perfect) for a lunch outside.
   2. The girls had (finished) business with the vendor.

B. Find a synonym in the text for the word in brackets.
   1. The boerewors roll is (delicious).

C. Complete the sentence by providing the correct plural of the words in brackets.
   1. Leah and her friend take different (bus) to different (church) on Sundays.
   2. The vendor washes (dish) every day.

D. Read paragraph 1 and 2 of the text. Identify:
   1. One simple sentence from the paragraphs
   2. One complex sentence from the paragraphs
   3. One compound sentence from the paragraphs

E. Rewrite the sentences in the past tense.
   1. The vendor sells boerewors rolls at the stall.
2. The homeless man sits under the lamppost and begs for food.

F. Identify the words that have been used as adjectives in the sentences.
1. It was a beautiful day in Durban.
2. The vendor sells tasty boerewors rolls.

G. Use the conjunction in brackets to combine the two sentences.
1. Leah studies hard. Leah will go to university. (if ………then)
2. Leah gave the homeless man a boerewors roll. The homeless man was hungry. (because)
3. The girls wanted to pay for their food. The vendor offered it for free. (but)

ACTIVITY 3

LISTENING AND SPEAKING

The teacher reads the story “Pay it forward” again to the learners.
- Discuss the characters: make a list
  - describe their appearance
  - their personalities
  - what impressions do you form from their personalities?
- Discuss the theme and relate it to your own life/experiences
- Discuss an alternative ending to the story, imagining and describing different possibilities

ACTIVITY 4

WRITING AND PRESENTING

DIVIDE THE PARTICIPANTS INTO GROUPS
Based on the text that was read, write a letter.

Take into consideration the steps that should be followed when producing a text.

1. Pre-writing / planning
   - Decide on the purpose and the audience of the text.
   - Brainstorm ideas (use mind maps, flow charts or lists)
   - Research the topic
   - Select information
   - Organize ideas

2. Drafting
   - Produce a first draft (remember to consider the purpose, audience, topic and text structure)
   - Consider word choice and sentence structure
1. Prewriting
   - Decide on main and supporting idea
   - Consider specific features (e.g. direct speech for dialogue, labels and captions for diagrams)
   - Read through your writing critically
   - Get feedback from your classmates and teacher

3. Revising
   - Revise your text
   - Refine word choice, content, sentence and paragraph structure

4. Editing/ proofreading
   - Edit and proofread your draft
   - Correct mistakes in grammar, spelling and punctuation

5. Publishing / presenting
   - Produce a neat, legible, edited final version

Editing checklist
Use this checklist when you are editing your work

Grammar and vocabulary
   - Have you used properly constructed complete sentences?
   - Have you used a variety of appropriate vocabulary?

Punctuation
   - Have you used full stops at the ends of sentences?
   - Have you started sentences with capital letters?

Spelling
   - Is all your spelling correct?
   - Have you used a dictionary to check spelling and meanings of words.

Format / layout
   - Have you used the correct format/layout?
   - Have you used the frame correctly (if one was provided)?
   - Have you used spaces between paragraphs?

Content
   - Have you used appropriate information?
   - Have you organized information logically?
Advertisements

The visual design of an advert has a great impact on the buyer but the language influences people to identify the product and remember it. Advertisers will choose words carefully to create positive impressions about the product or service. Sometimes the language in an advertisement can even be misleading.

Components of an advertisement

- Pictures
- Words
- Colour
- Font

Principles of Advertising (AIDA)

- Attention
- Interest
- Desire
- Action

Common Techniques used in advertisement

1. Weasel Word: A carefully chosen word that gives a positive impression of a product and does not often stand up to what it is claiming. Examples of weasel words are: instant; helps; can be; as much as; the feel of; regular use;

Example: Give your baby instant Purity Mabele

2. Unfinished claim – comparison not completed. The “we are different and unique claim e.g. “There is no other shop like this”
3. Scientific or statistical claims e.g. “Breakfast spread – A source of 8 Good Start vitamins”.
4. Rhetorical questions e.g. “Why settle for the second best?”

READING ACTIVITY

Study the advert below and discuss the significance (say why it is important to have it there) of the details included in the picture.
COMPREHENSION

1. Identify the product advertised in this advert.
2. Who is the target audience for this advertisement?
3. Why is the title of the advert written in big and bold letters?
4. What does the advertiser hope to achieve by using the child in this way? Do you think that advertisements can sometimes be dangerously misleading?
5. Explain your answer by referring to the advert above.

LANGUAGE ACTIVITIES

1. Adjectives.
Identify adjectives in the advert above and use them in short sentences.

(soft, rich, smooth, easy, cute, strong, smart)

2. Give the correct form of the words in brackets as indicated in each sentence.
2.1 Taking glucose before the race will (energy) the athlete. (verb)

2.2 The government will ensure the residents have safe water by building a (pure) plant in the area (noun)
2.3 The (contains) of this letter needs be communicated to the staff. (noun)

2.4 Take this medicine and you will feel the difference (instant). (adverb)

2.5 He uses baby oil to (soft) his skin. (verb)

TENSE

Rewrite the following sentences using the tense which indicated in brackets

1. This movie contains scenes of violence (simple past tense)
2. The movie I have just watched contains scenes of violence (past perfect tense)
3. Soon the child will have the cutest dimples. (future continuous tense)

PUNCTUATION

Punctuate the following passage:

Hey guys where is sipho lisos voice came through the rain

No I thought he was with you shouted liso above the noise of the rain I thought my heart stopped beating for a few seconds

Come on we ve got to go back and find him I yelled over another crash of thunder overhead

WRITING ACTIVITIES

Informal Letter

Write a letter to your father/mother and request him/her to buy you a new smart phone that you saw advertised on TV/magazine or newspaper. You think the phone will be helpful to you in your studies at school. Make sure your parent understands the importance of this smart phone by providing the following details:

1. Features on the smart phone
2. Appearance
3. Its usefulness to you at school
4. How it will save money for you.

Transactional Writing: Contract
A cell phone contract between parents and a child:

I_______________ (name of the child) agree that my parents may provide me with a smart cell phone if I agree to the rules for using it. The rules include, but are not limited to the following:

- I must agree to give the device immediately to my parents when they ask for it
- I must fully co-operate in showing them the contents of my device such as contacts, pictures, videos, text messages or anything else stored on it.
- I will not use my phone on school nights (homework time).
- At bed time or whenever my parents ask for it, I will give the device to them (parents) and get it back the next day.
- I will abide by my school’s rules regarding the use of the cell phone.
- I will not use my phone for prank calls or to harm or bully anyone (cyber bullying).
- I will not store any inappropriate content on my phone, ever.

I understand that I must keep to these rules or my phone will be taken away from me for as long as my parents decide.

Signed on the ______________________ day of ___________________ (month) ____________ (year).

Signature of Parents: _______________________

Signature of Child: _______________________

**VOCABULARY**

- **device** – an instrument such as a cell phone
- **abide** – keep to a rule or stay in a place
- **contract** – a formal agreement that can be enforced by law
- **inappropriate** – not suitable for a certain age or situation
- **prank** – a foolish trick usually not intended to harm anyone
- **bully** – use of force, aggression or threat to abuse or intimidate others (done by learners)
- **content** – subject or topics covered in a book or document
- **harm** – to injure or hurt someone
- **cyber bullying** – it takes place using electronic technology such as cell phones e.g. mean text messages, e-mails, rumours posted on social networks, embarrassing pictures, videos or fake profiles
Type of text: Poem

**DUSK IN AFRICA**

The cattle are brought in from grazing,
birds stop singing in the forest,
the last buckets of water are brought in,
a little light is seen from each hut.

Women have gathered their young around the fire,
protecting them from the spirit of the dark
which is said to be awaking
when the sun goes to sleep.
Every mouth is fed with fufu and groundnut soup.

The silence is broken by the chirping of a cricket.
The full moon is out, to greet the night,
The bats flutter about in the moonlight.

Day is done.
Gone the sun.
It’s dusk in Africa…

Extracted from: *Oxford Successful English – Literature Anthology Grade 7*

Activity 1

- Visualize sunset in Africa.
- What do you see, hear, smell, taste and touch? Write your responses in the table below.

<table>
<thead>
<tr>
<th>See</th>
<th>Hear</th>
<th>Smell</th>
<th>Taste</th>
<th>Touch</th>
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</thead>
</table>

Activity 2
• Look at the picture.

• Describe what you see.
• Have you experienced such an occurrence? Share your experience.
• Are cattle important in your culture? Explain why.
• Refer to the picture. Are the women herding the cattle? Discuss.

Activity 3

• Pre-reading

  ➢ Vocabulary building

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<th>MEANING</th>
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<td>brought in</td>
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<tr>
<td>grazing</td>
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<td>spirit of the dark</td>
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<tr>
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<tr>
<td>flutter</td>
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</table>

  ➢ Ask questions on title:
    ▪ What time of the day is dusk?
    ▪ In which country is poem set?

• During reading
Teacher reads.
- Group reading
- Completion of column 2 in the table below.
- Discussion of poem.
  - Learners’ responses.
  - External structure (stanzas, lines, typography).
    - Stanzas: 4 stanzas.
    - Lines: Differing in length eg. Longer in stanzas 1, 2 and 3. The purpose is to give a detailed description and explanation in these stanzas. The lines in stanza 4 are short to show that the day is over.
    - Typography: Layout of the poem.
  - Internal Structure (Figures of speech, and rhyme).
    - Alliteration: repetition of s-sound- birds stop singing in the forest
      - when the sun goes to sleep
    - repetition of l-sound- little light
    - Personification: attribution of human nature or character to an inanimate object or animals - when the sun goes to sleep
    - the full moon is out, to greet the night
    - Onomatopoeia: a word that imitates the sound it represents – chirping of a cricket
    - Rhyme: free verse
    - Mood: calm, tranquil, relaxed
- Learners fill in information on table.

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<th>STANZA</th>
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</table>
• Post-reading

➢ Learners answer questions from the worksheet.

1. Circle the letter of the correct answer.

1.1 ‘The cattle are brought in from grazing’ means …
A they were feeding and brought back home.
B they were left out in the fields.
C they were going to be sold.
D they were going to be slaughtered.

1.2 ‘dusk’ means …
A it is dark.
B it is early in the morning.
C the time between sunset and nightfall.
D it is time to sleep.

1.3 ‘The full moon is out to greet the night’ is an example of …
A alliteration.
B metaphor.
C personification.
D onomatopoeia

2. Name two types of food that children eat.
3. Why will no more buckets of water be fetched?
4. Why is only a ‘little light’ to be seen?
5. What does ‘Day is done’ mean?
6. Identify the figure of speech in stanza 1, line 2.
7. Is the following statement true or false. Give a reason for your answer.
   It is completely silent in the night.
8. What kind of mood is created by words like ‘birds stop singing’ and ‘sun goes to
9. How does your day normally end? Explain your answer.

10. What do you think is the “spirit of the dark”?

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</table>

**Activity 4**: Language in context.

Answer the following Language questions based on the poem.

1. Write the antonyms of the underlined words.
   
   1.1 A large light is to be seen.
   
   1.2 The first bucket of water is fetched.

2. Provide the synonyms for the underlined words.
   
   2.1 The spirits are getting up.
   
   2.2 Mothers have assembled their children.

3. Underline the noun in each sentence.
   
   3.1 The silence is broken.
   
   3.2 The sun goes to sleep.

4. Use a suffix to correct the word in brackets.
   
   4.1 The bat was (flutter) in the moonlight.
   
   4.2 The moon shone (bright).

5. Fill in an adjective in the space provided.
   
   5.1 The … cattle were in the kraal.
   
   5.2 The children enjoyed the … fufu.

6. Fill the prepositions in the spaces.
   
   6.1 Mothers fetched water … the well.
6.2 They listened to stories ... the spirit of the dark.

7. Write the following sentences in the past tense.

7.1 The full moon is attractive.

7.2 Birds sing in the forest.

8. Write the following sentences in the present tense.

8.1 Children were around the fire.

8.2 Parents bought cassava for the fufu.

9. Use the following conjunctions to join the sentences.

9.1 The cattle are brought to the kraal. It is the end of the day. (because)

9.2 The bats flew around. They looked for food. (and)

10. Write the following sentences in the reported speech.

10.1 The cowherd says, “The cattle are safe in the kraal.”

10.2 The woman asked, “Where is the groundnut soup?”

11. Choose the correct word within brackets.

11.1 The children (has, have, had) fun around the fire.

11.2 The bat (flutter, flutters, flatters) in the sky.

12. Punctuate the following sentence.

12.1 there were birds bats and bees on the tree

13. What is the purpose of the apostrophe in the following sentence?

‘It’s dusk in Africa…’

**Activity 4:** Transactional writing

Write a poem on one aspect of nature. Your poem must be about 60 words.

Use the following ideas to assist learners. Follow the writing process.
Brainstorming:

1. What aspect of nature have you chosen eg. sunset.
2. Where is the sun?
3. What time of day is it?
4. Describe the scene.
5. What can the sun be compared to?
6. What is the effect of the sun on man, animal and the earth?
7. What feelings do you experience when you see the sunset?

**Feels**: admire, love, appreciate, grateful, in awe of, cherish, respect

**Where is the sun?** Low in sky, on the horizon, where land meets sky, in the west

**Compare to something else.**
Like... is a... fiery ball, golden circle, shiny disc, smiley face, golden ray,

**Describe scene**: Hues, colourful, tinged with, streaky, orange, red, yellow, pink, golden, beautiful, attractive, picturesque

**Effect**: blessing man, nurturing the earth, nourishing life, providing warmth, sustaining life

**Time**: late afternoon, six o’clock, late afternoon, dusk, before twilight, before nightfall, at the end of the day

**Hint**: To teach simile, metaphor and personification ask the following questions and assist with answers:

1. What is the sun? Compare to another object without using ‘as’ or ‘like’.
   Compare to another object and use ‘as’ or ‘like’.

2. What is the sun doing? Provide answers with human attributes.
INFORMATION TEXT ACTIVITIES

The Process of Paper Recycling: Technology Today Learner’s Book

The process of making paper releases a lot of unwanted chemicals that pollute the environment. Recycling paper saves water, energy and trees. It also means that less paper is thrown away.

Paper can be recycled fairly easily. However, it can only be recycled a certain number of times. The fibres in recycled paper are not as strong as in new paper. Eventually, the paper cannot be processed any more and has to be thrown away.

Paper is recycled over the following seven steps: collection, sorting and separating, shredding, making paper pulp, bleaching or cleaning, making new paper and remanufacturing.

Firstly, waste paper is collected from paper banks and then sorted at a recycling centre. The newspaper and cardboard are then separated and put into bales. Cardboard is recycled separately and is used to make cardboard packaging like egg boxes. The following step is when the paper is taken to the paper mill where it is shredded. It is then mixed with hot water and chemicals until it becomes a thick, porridge-like pulp. Because of the ink on old paper, the pulp is a dirty grey. To make it white again, the ink needs to be removed. This is done by adding soap suds which form bubbles. The bubbles carry the ink with them and are scooped off. The recycled pulp is then cleaned one more time before it is fed into the machine. Recycled pulp is not as strong as new paper because the fibres are not as long. Lastly, the newly made paper is sold to printers who make newspapers, magazines and other paper products.

Preparing for Reading

1.1 Background
1.1.1 Ask learners about how they dispose of rubbish at their homes.

1.1.2 A discussion could follow about how they think they can benefit from some of the things they throw away as rubbish.

1.1.3 What do learners know of the concept of recycling?

1.1.4 What is the main difference between recycling and reusing?

1.1.5 What things can be recycled?

1.2 Discussion

Recycling is a method where materials from used products are processed and then remanufactured into new products. When we reuse an item, we use it again, but we do not process it in any way. Paper, plastic, glass and steel are things that can be recycled.

1.3 Text Paraphrase

This text is about the steps involved in the process of paper recycling. The steps start with collecting waste paper from paper banks. It is then sorted and separated and put into bales or bundles. The third step is when it is shredded/cut into thin strips at the paper mill. After shredding, it is made into a thick porridge-like pulp by mixing it with hot water and chemicals. The pulp is cleaned by adding soap suds to it to make it white again. This process is called bleaching. The next step is when it is made into new paper by feeding the cleaned pulp into the machine. Lastly, it is sold to printers who make new products such as newspapers, magazines and other products out of it. This is called remanufacturing.

2. Detailed Reading
**Thing to be explained**

1. The **process** of making paper releases a lot of unwanted **chemicals** that do what? how much? what kind? what?

   pollute the environment. 2. Recycling paper saves **water**, **energy** and **trees**.

3. It also means that less paper is thrown away.

4. Paper can be **recycled fairly easily**. 5. **However**, it can only be recycled a **certain number** of times. 6. The **fibres** in recycled paper are not as strong as in new paper. 7. **Eventually**, the paper **cannot be processed any more** and has to be thrown away.

**Argument for paper recycling**

8. Paper is recycled over the following **seven steps**: **collection**, **sorting** and **cutting** into thin strips, **mixture of paper & water**, **bleaching** or cleaning, **making paper pulp**, **making new paper** and **remanufacturing**.

9. Firstly, **waste paper** is collected from **paper banks** and then **sorted** at a **recycling centre**. 10. The **newspaper** and **cardboard** are then separated and put into **bales**. 11. Cardboard is recycled separately and is used to make cardboard **new product** packaging like **egg boxes**. 12. The following step is when the paper is taken to **the paper mill** where it is **shredded**. 13. It is then mixed with **hot water** and **chemicals** until it becomes a thick, porridge-like **pulp**. 14. Because of the **ink** on appearance **bleaching**

   old paper, the pulp is a **dirty grey**. 15. To **make it white** again, the ink needs to be **removed**. 16. This is done by adding soap **suds** which form bubbles. 17. The **bubbles** carry the ink with them and are scooped off. 18. The **recycled pulp** is...
3. Sentence Preparation and Elaboration

The first sentence highlights the process that is going to be explained and it gives a reason why it is bad for the environment.


Read: 1. The process of making paper releases a lot of unwanted chemicals that do what? what?

pollute the environment.

Identify key words: What process is referred to in the sentence? Why is it bad for the environment?

Sentence 2 gives us ways in which we benefit from recycling paper.

benefits of recycling paper x3

Read: 2. Recycling paper saves water, energy and trees.

Identify key words: Mention three benefits of paper recycling.

Sentence 3 highlights another benefit of paper recycling.

another benefit

Read: 3. It also means that less paper is thrown away.

Identify key words: Which word shows us that another benefit is going to be mentioned? What is that benefit?

Sentence 4 tells us the way in which paper recycling can take place.

process how?
Read: 4. Paper can be **recycled** fairly easily.

**Identify key words**: which phrase shows us that recycling is not a difficult process?

---

Sentence 5 tells us that *paper recycling cannot happen indefinitely.*

- a different view is introduced
- how many times?

Read: 5. **However**, it can only be recycled a **certain number** of times.

**Identify key words**: Which word tells us that a different view is being introduced? How do we know that paper recycling does not happen indefinitely?

---

Sentence 6 describes the *strength of fibres in recycled paper.*

- what?
- description

Read: 6. The **fibres** in recycled paper are not as **strong** as in new paper.

**Identify key words**: What things become less strong with each recycling process?

---

Sentence 7 tells us about what happens after paper has been recycled a **number of times**.

- when?
- cannot do what?

Read: 7. **Eventually**, the paper cannot be processed any more and has to be thrown away.

**Identify key words**: Which word tells us that in the end paper that has been recycled a number of times is thrown away? Why does it have to be thrown away?

---

Sentence 8 gives us the *seven steps involved in the recycling of paper.*

<table>
<thead>
<tr>
<th>steps x 7</th>
<th>put together, put in groups</th>
</tr>
</thead>
</table>

Read: 8. Paper is recycled over the following **seven steps**: collection, sorting and cutting into thin strips, mixture of paper & water, whitening separating, shredding, making paper pulp, bleaching or cleaning, making remake new paper and remanufacturing.

**Identify key words**: Which step is about putting paper that is going to be recycled together? Which step is about putting different types of paper in their respective groups? Which process tells us that paper is cut into thin strips? What substance is formed when paper is mixed with water? What is the whitening process called?

---

Sentence 9 highlights steps 1 and 2 of recycling.
Read: 9. Firstly, waste paper is collected from paper banks and then sorted at a recycling centre.

Identify key words: Where is waste paper collected from? Where is it taken to be sorted?

Sentence 10 tells us what happens to different types of paper

Read: 10. The newspaper and cardboard are then separated and put into bales.

Identify key words: what two types of paper are separated? After the paper is separated what is done to it?

Sentence 11 is about some of the products made from recycled products.

Read: 11. Cardboard is recycled separately and is used to make cardboard new product packaging like egg boxes.

Identify key words: What can be made from recycled cardboard?

Sentence 12 tells us of what happens in step 3 of paper recycling.

Read: 12. The following step is when the paper is taken to the paper mill where it is shredded.

Identify key words: Where is the paper taken after it has been sorted and separated? Which word tells us that the paper is cut into thin strips?

Sentence 13 is about how shredded paper is made into a porridge-like substance by mixing it with water and chemicals.

Read: 13. It is then mixed with hot water and chemicals until it becomes a thick, porridge-like pulp.

Identify key words: what are the two important elements needed in the formation of pulp?

Sentence 14 tells us about how the pulp looks.

Read: 14. Because of the ink on old paper, the pulp is a dirty grey.
Identify key words: What effect does the ink on old paper have on the pulp?

Sentence 15 is about how pulp is made clean and again.

Read: 15. To make it white again, the ink needs to be removed.

Identify key words: What is the process whereby ink is removed from the pulp called?

Sentence 16 gives details of how bleaching is done on the pulp.

Read: 16. This is done by adding soap suds which form bubbles.

Identify key words: What things are added to the pulp in order to whiten it?

Sentence 17 tells us the effect of soap suds in the removal of ink from the pulp.

Read: 17. The bubbles carry the ink with them and are scooped off.

Identify key words: How do the soap suds help in the removal of ink from the pulp?

Sentence 18 is a continuation of the previous sentence as it is still about cleaning the pulp.

Read: 18. The recycled pulp is then cleaned one more time before it is fed into the machine.

Identify key words: What happens when the pulp is clean?

Sentence 19 is a comparison of recycled pulp and new paper.

Read: 19. Recycled pulp is not as strong as new paper because the fibres are not as long.

Identify key words: What two things are being compared here? What is similar or different between them?

The last sentence gives us examples of new products that are made from recycled paper.

Read: 20. Lastly, the newly made paper is sold to printers who make new products made from recycled paper

newspapers, magazines and other paper products.

Identify key wordings: What new products can be made from recycled paper?

4. POST READING ACTIVITIES

4.1 Responding to text: questions
4.1.1 Choose the correct answer from the alternatives provided and underline it:

The purpose of the text is to (entertain, inform, instruct).

4.1.2 Circle the letter of the correct answer to show the correct order of sequence in the process of paper recycling.

A shredding, making paper pulp, collection, sorting and separating
B making paper pulp, collection, sorting and separating, shredding
C collection, sorting and separating, shredding, making paper pulp
D sorting and separating, making paper pulp, collection, shredding

4.2 Sentences

[Instruction to the educator: Cut the following sentences into words and phrases and instruct learners to rearrange them into meaningful units/sentences]

4.2.1 The process /of/ making paper /releases /a lot /of/ unwanted chemicals /that pollute /the environment.

4.2.2 Recycling paper /saves water, /energy /and trees.

4.2.3 It also /means that /less paper /is /thrown away.

4.3 Spelling

pro/cess po/llu/te en/vi/ron/ment che/mi/cals re/cy/ling

e/ner/gy re/lea/ses

4.4 Paragraph with blocked out words

The ____________of making ____________ releases a lot of _______________ chemicals that ________________ the environment. ____________ paper saves water, ____________ and trees. It also means that ____________ paper is ____________ away.

4.5 Joint Rewriting

The class will write a new text under the heading ‘The Process of Plastic Recycling’. The teacher will guide them and they will use the same organization as the model text.

4.6 Enrichment Activity

Learners go to the library (teacher brings reading material to class) to do a research on “the process of glass recycling.”
South Africa is famous for its sunshine. It's a rather dry country and has an average annual rainfall of about 464 mm. While the Western Cape gets most of its rainfall in winter, the rest of the country is generally a summer rainfall region.

Temperatures in South Africa tend to be lower than in countries like Australia. This is mainly because most parts of the country are high above sea level.

Johannesburg is situated on the interior plateau at an altitude of about 1,694 m. This keeps the average summer temperatures below 30 °Celsius. For the same reason, night-time temperatures in winter can drop to freezing point and, in some places, lower. The table shows the maximum and minimum temperatures for some of South Africa’s main towns and cities.

South Africa’s coastal regions are therefore the warmest places during winter. There is, however, a difference between temperatures on the country’s east and west coasts. This is because of the two ocean currents that sweep along the country’s coastline. The cold Benguela Current passes the west coast and the warm Mozambique Current sweeps past the east coast.

Being in the southern hemisphere, our seasons are the opposite to those of Europe and North America, so, yes – we spend Christmas on the beach!
1. Trees are the largest of all living things. Some kind of trees grow 100 metres tall and weigh up to 600 000 kilograms. There are about 100 000 different types of trees in the world.

2. The leaves of trees provide food for insects as well as animals like monkeys, elephants, giraffes, kudu and bushbuck. Flowers and fruit on trees are also eaten by animals like monkeys, while the nectar is eaten by birds, insects and bats.

3. Trees give us wood to build our houses. Furniture, tools, sporting equipment and matches are all common things we use that are made from trees. All our paper also comes from wood that is made into pulp.

4. Trees keep the air clean and full of oxygen for us to live. All green plants take in carbon dioxide and give out oxygen. So trees help to change air that is poisonous into air that is full of rich oxygen for people and animals to breathe.

5. Trees give nesting places for birds to breed and also hiding places for birds to keep them safe from predators. Bats breed and roost in old hollow trees and insects live on dead rotting wood. People and animals welcome the shade that trees can give, especially in hot places. Trees often protect crops from strong wind.

6. Wood is used for fuel in many homes and factories. Even the bark of trees is used for making homes in many parts of the world. It is also used for medicines. Latex from certain trees is used to make rubber. Sap from other trees is used to make gum or syrup. Trees also give lovely fruit and nuts for people to enjoy.

7. But let us not forget the beauty of trees. Think of all the different shapes and sizes and kinds of trees and the beautiful colours of their leaves and fruit and flowers. Trees help to make our gardens and cities more beautiful.
Read about stereotypes

A stereotype is a false belief that all people in a group have similar characteristics. For example, the belief that all people who wear glasses are clever is a stereotype.

Stereotypes are very common in our society, as we like to put others in boxes and label them. Stereotypes are strengthened by films and television. Romantic leads in films are usually young and attractive; comedies have stereotyped characters such as the sports jock, the computer nerd, the interfering mother-in-law. Many jokes reinforce stereotypes.

Stereotypes may be harmful, as they may make people blind to each other’s qualities. For example, if you believe that stepmothers are mean, you may overlook a stepmother’s kind actions, or mistrust her motive for being kind.

Stereotypes are common in fairy stories, as these were created to illustrate morals and ideals. The stories do not feature characters who behave like real people. The prince is a symbol of goodness, beauty and courage. The beautiful but wicked queen is a symbol of evil that disguises itself as goodness. These characters are always good, or always evil, unlike real people who are a mixture of qualities.

Fairy stories may show the values of the time in which they were told. For example, characters who come from noble families are often more beautiful, refined and brave than their servants – this shows us the beliefs of those who told these stories. However, many of the values in fairy stories are universal, and are found in many cultures or ages.
Computers

Parts that do the processing

Central Processing Unit (CPU) - the brain of the computer, where it does its processing or thinking

Random Access Memory (RAM) - where the computer stores information it's working with at the moment

Hard Disk Drive (HDD) - where the computer stores information it's not working with at the moment

Connecting parts

Network card and port - allows the computer to connect to other computers

Modem - lets the computer connect to a phone line to connect to the Internet

Graphics card - lets the computer display pictures or graphics on the monitor

USB ports - connectors where you can plug in peripherals, like a keyboard or mouse

Other bits and pieces

Disk drive - where you can put in a CD-ROM or DVD, so that the computer can read off it or write to it

Power cables - computers need electricity to work

Fan - keeps the computer cool

You put instructions and information into a computer using input devices:

- Keyboard
- Mouse
- Microphone
- Stylus

Input and output devices are called peripherals.

The computer gives information and data back to you through output devices:

- Printer
- Headphones
- Screen
- Speakers

Inside the computer itself is where all the processing happens.
Read an information text

You are going to read an information text. It is a visual text of a flight schedule that you find at airports.

The date is 6 July 2010 and Clive (16) is at the Cape Town International Airport. He is waiting for his friends, Clinton (16) and Vusi (15), who will fly from Johannesburg to watch the World Cup semi-final game between Uruguay and Netherlands. They have to be in Cape Town before 13:30 in the afternoon.

The time is 12 o’clock noon and Clive is looking at the following schedule of flights at the airport:

### Domestic arrivals

<table>
<thead>
<tr>
<th>Flight</th>
<th>From</th>
<th>Scheduled</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAA 433</td>
<td>Johannesburg</td>
<td>11:32</td>
<td>Arrived</td>
</tr>
<tr>
<td>SAA 310</td>
<td>Durban</td>
<td>11:50</td>
<td>Arrived</td>
</tr>
<tr>
<td>BA 740</td>
<td>Johannesburg</td>
<td>12:25</td>
<td>On time</td>
</tr>
<tr>
<td>BA 101</td>
<td>East London</td>
<td>12:35</td>
<td>Delayed</td>
</tr>
<tr>
<td>SAA 283</td>
<td>Johannesburg</td>
<td>13:05</td>
<td>On time</td>
</tr>
<tr>
<td>SAA 1102</td>
<td>Johannesburg</td>
<td>14:02</td>
<td>Delayed</td>
</tr>
<tr>
<td>BA 492</td>
<td>Johannesburg</td>
<td>14:25</td>
<td>On time</td>
</tr>
<tr>
<td>SAA 707</td>
<td>Bloemfontein</td>
<td>14:41</td>
<td>On-time</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 June 2014 - July 2014</td>
<td>09h00 – 15h00</td>
<td>5 DAY WINTER SCHOOL PROGRAMME: ENGLISH WORKSHOP FOR TEACHERS</td>
</tr>
</tbody>
</table>

**DAY 1**

1. 09h00 – 09h30 | Registration  
     Opening and welcome  
     Introductions and apologies.  
     Confirmation of the agenda

2. 09h30 – 10h00 | Report on 2013 ANA results

3. 10h00 – 10h30 | Identification of problem areas in ANA

4. 10h30 – 11h00 | BREAK

5. 11h00 – 11h30 | Discussion of 2014 ANA Assessment Guidelines for improvement of English

6. 11h30 – 13h00 | Comprehension: Story and other types of texts.

7. 13h00 – 14h00 | LUNCH

8. 14h00 – 15h00 | Comprehension  
     Plan and teach structured reading lessons as per CAPS requirements  
     Different figures of speech.  
     Plan structured language lessons focusing on the teaching of comprehension.  
     Teach reading strategies and word attack skills.  
     Different types of texts

**DAY 2**

1. 09h00 – 10h30 | Comprehension Texts and questions  
     Predict based on title or graphics  
     Understand elements of a text story, fable, myth etc. like character, plot and setting
<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>10h30 – 11h00</td>
<td>BREAK</td>
</tr>
</tbody>
</table>
| 3   | 11h00 – 13h00| Language structure and conventions: Remedial measures to improve classroom practice. Work to be covered in the third term.  
- Parts of speech  
- Tenses  
- Active and passive voice  
- Direct and reported speech  
- Modals  
- Punctuation  
- Spelling rules  
- Introduce 3-5 words daily and give learners an opportunity to use the vocabulary orally and in writing |
| 4   | 13h00 – 14h00| LUNCH                                        |
| 5   | 14h00 – 15h00| Essay Writing: Remedial measures to improve classroom practice. Development of materials for Grades 6 & 7 and Grades 8 & 9 and work to be done in the third quarter.  
- The process approach to writing  
- Planning  
- Editing  
- Presenting  
- Paragraphing  
- Topic sentences |

**DAY 3**

1. 09h00 – 10h30 | Essay Writing continued |
2. 10h30 – 11h00 | BREAK |
3. 11h00 – 13h00 | Transactional Writing  
- Different types of transactional texts such as story, dialogue, diary, report, book review, etc.  
- Format of letters |
4. 13h00 – 14h00 | LUNCH |
5. 14h00 – 15h00 | Transactional Writing continued |
<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
<th>OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DAY 4</strong></td>
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<tr>
<td>1. 09h00 – 10h30</td>
<td>Poetry</td>
<td>- Explain, interpretation and overall response to text</td>
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<tr>
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<td>- Recall events in the correct sequence</td>
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<td>- Summarise the text</td>
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<td>- Reflect on cultural customs, values, beliefs/struggle between good and evil</td>
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<td>2. 10h30 – 11h00</td>
<td>BREAK</td>
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<tr>
<td>3. 11h00 – 13h00</td>
<td>Advertisement and summary writing</td>
<td>- Understands persuasive, instructional texts</td>
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<td>- Uses different reading strategies to understand what is being read</td>
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<td>4. 13h00 – 14h00</td>
<td>LUNCH</td>
<td></td>
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<tr>
<td>5. 14h00 – 15h00</td>
<td>Advertisement and summary writing</td>
<td>continued</td>
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<tr>
<td><strong>DAY 5</strong></td>
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<tr>
<td>1. 09h00 – 10h30</td>
<td>Information text</td>
<td>- Features</td>
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<td>2. 10h30 – 11h00</td>
<td>BREAK</td>
<td></td>
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<tr>
<td>3. 11h00 – 13h00</td>
<td>Language structure and conventions in context</td>
<td>- Antonyms: understand words within context</td>
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<td></td>
<td></td>
<td>- Synonyms</td>
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<td>- Reported speech</td>
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<td>- Types of sentences</td>
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<td></td>
<td>- Complex sentences</td>
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<tr>
<td>4. 13h00 – 14h00</td>
<td>LUNCH</td>
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