

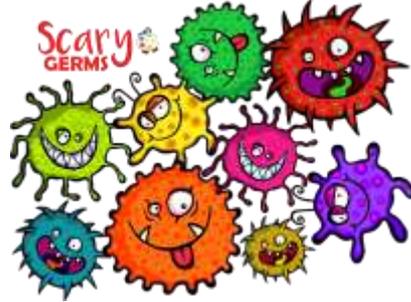
Date:

Listening comprehension

Listen to a poem.

Germs by Michael Michalas

Microscopic menaces
Unseen by naked eyes
Filthy, bad bacteria
We have come to despise

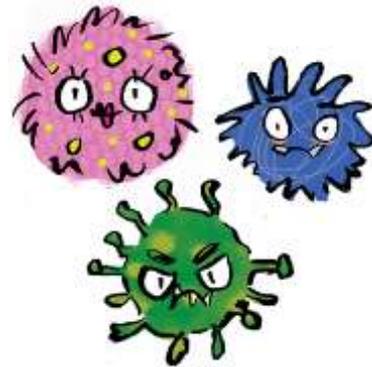


Where is my sanitizer?
My hands need to be clean
I do not want to get sick
If you know what I mean

Germs are lurking everywhere
Even in what we eat
Before you use the restroom
Cover that toilet seat.

After you use the restroom
Wash your hands pretty please
I'm afraid I might contact
Some horrible disease.

Everybody dislikes germs
How can they be destroyed?
Should I ever shake your hand
Or am I paranoid?



How can I ever be sure
That it is safe to hug?
Get the rubbing alcohol
I heard there is a bug

Germs are lurking everywhere
The problem is humongous
As big as a germ is small
Why do they live among us?

Questions

1. What is the poem about?
2. How does the poet feel about germs?
3. What does the poet suggest you do after using the restroom?
4. Identify the figure of speech in line three.
5. Provide another word from the poem for the word "big".
6. Identify the rhyme scheme in the poem.
7. What sound devices does the poet use?
8. Use the poem to work out the meaning of the word "lurking"
9. Beside COVID-19 what other viruses do you know about?

Date:

Reading and viewing (1 hour) 2 periods

Genre: Novel

The curse of the gold coins by Lauri Kubuitsile
Chapter Three and Four

Page 11-19

Answers questions

Page 40-42

Answers only

Language in context (15 minutes)

Answers in Chapter Three only

1. Antonyms

Find antonyms from the text for the following words

- a) Loudly
- b) Slow
- c) Crying
- d) Ugly

2. Synonyms

Find synonyms from the text for the following words

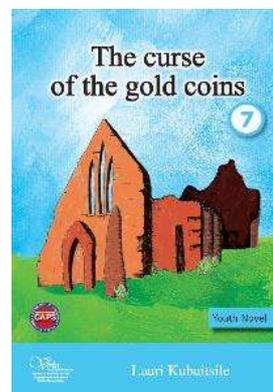
- a) Soak
- b) Gazed
- c) Unusual
- d) Long

3. Identify the punctuation mark in line 1-2. Explain why it has been used.

4. Why has the comma been used in lines 4-6?

5. Explain the use of the question mark and exclamation mark in the sentence below.

“Mojewa! Where are you running?”



Date:

Writing and presenting (3.5 hours) 7 periods

Narrative Essay

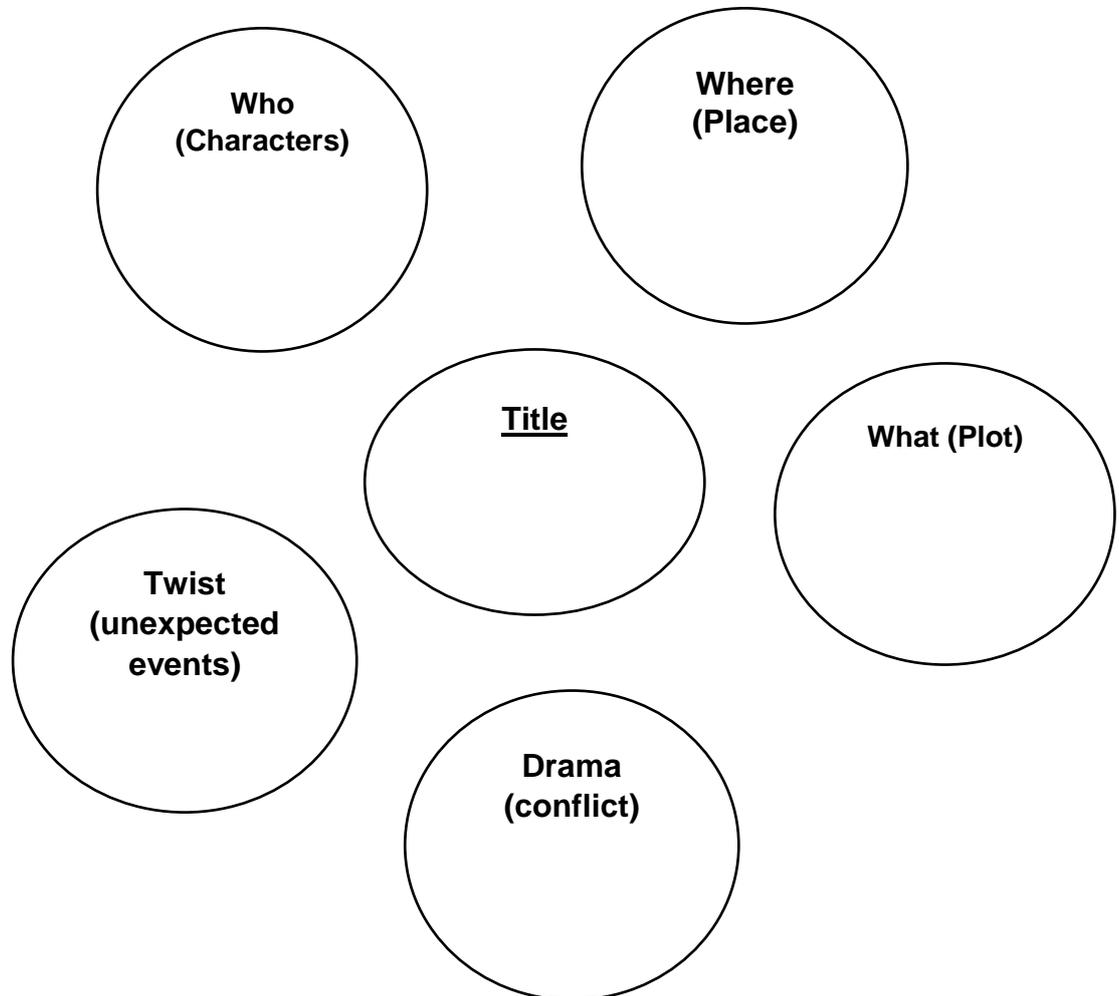
- A narrative tells a story or gives accounts of events or incidents.
- A narrative often revolves around a plot or story line and it may encompass a moral.
- Your essay should consist of an introduction, body and conclusion.

Write a narrative essay

Topic: The day my baby brother mistakenly locked me in the cupboard(150-200 words, 4-6 paragraphs)

1. Brain storm
2. First draft & edit
3. Final copy and word count

Example brainstorm



Activity Finite Verbs

Identify and write down the finite verbs in the sentences below.

1. Sarah performed well on stage.
2. Some learners forgot their lines while reading.
3. Sipho received a certificate for soccer.
4. Ayanda promised to complete her work.
5. I love eating pizza and pasta.
6. The president travelled to Botswana for a meeting.

Degrees of comparison

There are three degrees of comparison

- The **positive degree**, which refers to one thing. E.g. Ben is **tall**.
- The **comparative degree** compares two things. E.g. Sammy is **taller**.
Sammy's height is being compared to Ben's.
- The **superlative degree** compares more than two things and describes the best or the most. E.g. Xolani is the **tallest**. Xolani's height is being compared to two people (Sammy and Ben).
- The different forms for adjectives are called **degrees of comparison**.

Copy and complete the table in your workbooks.

Adjective	Comparative	Superlative
Exciting		
Good		
Happy		
Beautiful		
Cruel		
Bad		

Simple present and simple past tense

Activity

Change the sentences below from simple present tense to simple past tense

1. Josh kicks a ball.
2. I love ice-cream and donuts.
3. We celebrate our birthday on the 1 May.
4. I eat Coco Pops for breakfast.
5. Zandile watches her favourite television show.
6. We run together.

Week 3-4

Listening and speaking	<p><u>Date:</u> <u>Listening and speaking</u> <u>Television new presentation</u></p> <p>Listen to a news broadcast on television or radio and answer the questions below</p> <ol style="list-style-type: none">1. Who was the newsreader?2. What was the main local news event that took place?3. What was the main international news event that took place? Where in the world did the event take place?4. Comment on any of the events you heard about in the news report.5. What was the weather prediction for your province?6. When did the events on the news broadcast take place? <div data-bbox="359 741 751 891">The logo for Eyewitness News, featuring three red squares with white symbols: a hamburger menu icon, the letter 'W', and the letter 'N'. Below the squares, the words 'EYEWITNESS NEWS' are written in black capital letters.</div> <div data-bbox="895 815 1114 927">A black silhouette of a professional video camera with a microphone and lens.</div> <div data-bbox="1203 748 1374 804">The logo for eNCA, with the letter 'e' in a blue square and 'NCA' in white letters on a red background.</div>
------------------------	---

Date:

Writing and presenting

Transactional texts: Design an Advertisement

The AIDA Principle is used in Advertising:

A - Attention - the advert must get the reader's attention by using bold writing/colour/attractive words/slogans/logos/pictures/etc.

I - Interest - the advert must create an interest in the reader, to want to read/know more.

D - Desire - the poster must create a desire for the reader to go and buy the product or it must appeal to their emotions (depends on the type of advertisement)

A - Action - after reading the advert, the reader takes action, by either buying the product or taking action against something.

Elements of an advertisement

These are some elements you need to take in to consideration when designing a poster

Visual effects- Eye catching, pictures, photographs, fonts and colours

Slogan- A memorable phrase used in advertising.

Logo- A design/symbol chosen by an organisation which is used in advertising.

Language devices- Well-chosen adjectives, puns, alliteration, assonance, exaggeration, repetition, rhetorical questions.

Emotive language- Use manipulative and emotive language to persuade (influence) your reader.

Target audience- aimed at a specific market e.g. Children, teenagers, adults.

Activity

Instructions

Design an advertisement

Formal assessment task 7

Transactional text assessment

Antonyms (opposites)**Antonyms may take the following formats**

- a. A different word
Modern- old-fashioned
- b. Prefixes and Suffixes may be used to create opposite meanings:
Happy - Unhappy (prefixes)
Useful- Useless (Suffixes)

Activity

Copy the table into your book and provide an antonym for the following words:

<u>Word</u>	<u>Antonym</u>
Innocent	
Laugh	
Quickly	
Freedom	
Helpless	
Young	
Adult	
Forget	

Synonyms

Synonyms are words of the same or similar meanings

<u>Word</u>	<u>Synonym</u>
Kind	
Huge	
Calm	
Help	
Sleepy	
Old	
Unknown	

Week 5-6

Listening and speaking

Date:

Listen and speaking

Unprepared speaking on how to follow instructions

Activity

Hand washing technique with soap and water

1. Wet hands with water
2. Apply enough soap to cover all hand surfaces
3. Rub hands palm to palm
4. Rub back of each hand with palm of other hand with fingers interlaced
5. Rub palm to palm with fingers interlaced
6. Rub with back of fingers to opposing palms with fingers interlocked
7. Rub each thumb clasped in opposite hand using a rotational movement
8. Rub tips of fingers in opposite palm in a circular motion
9. Rub each wrist with opposite hand
10. Rinse hands with water
11. Use elbow to turn off tap (if no elbow tap available use paper towel to turn off tap)
12. Dry thoroughly with a single-use towel
13. Hand washing should take 40-60 seconds

Issued by www.debgroup.com

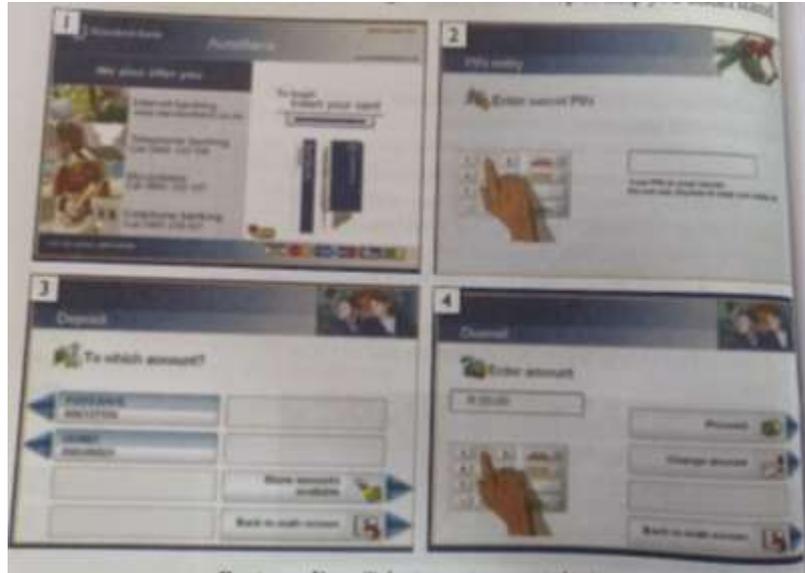
World Health Organization
Adapted from World Health Organization Guidelines on Hand Hygiene in Health Care 2009

UNK104792314

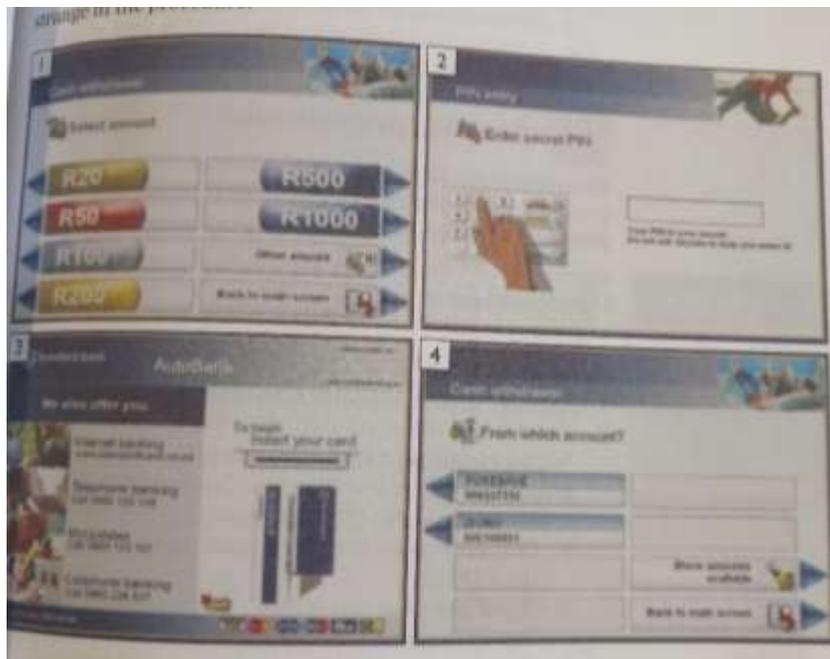
1. Read the instructions above on how to wash your hands.
2. Clearly demonstrate to the class how to correctly wash your hands.
3. Focus on your choice of wording and expression.
4. Use appropriate body language.

Date:
Reading and viewing
Reading an instructional text

Text A



Text B



	<p><u>Post reading activity</u></p> <ol style="list-style-type: none"> 1. What procedure is being explained by the pictures above? 2. Text B pictures are sequenced incorrectly. Re-arrange them so that they explain the procedure step-by-step. 3. Compare these pictures in Text A and Text B. Which ones are the same and which ones are different? Why? 4. Write one instruction from each of the pictures. <ol style="list-style-type: none"> a) Use one sentence only. b) Use one of the following command verbs to begin each sentence: Select or enter. c) The first sentence has been done for you: Put your card into the ATM. 5. The procedure shown in Text B is incomplete. Add two more instructions at the end that would make it complete.
<p>Writing and presenting</p>	<p><u>Date:</u></p> <p><u>Writing and presenting</u></p> <p><u>A short transactional text- Instructional text</u></p> <p><u>Key features of an instructional text</u></p> <ol style="list-style-type: none"> 1. The title and goal e.g. How to make a mask. 2. List of items needed. 3. The steps that need to be taken are then given in the correct order 4. Numbers or bullet points are often used. 5. Sentences often start with imperative verbs (e.g. Glue the pieces together). 6. Sequencing connectives are used (e.g. <i>first, then, finally</i>). 7. The text is often illustrated with photographs or diagrams. <p><u>Activity</u></p> <p>Write an instructional text on how to correctly put on a face mask.</p> <p><u>Follow the writing process</u></p> <ol style="list-style-type: none"> 1. Brainstorm 2. Rough Draft and edit 3. Final copy including pictures. <div style="text-align: right;">  </div>

Main clause (independent clause)

The main clause is able to stand and be understood on its own. A main clause is one complete thought.

Subordinate clause (dependent clause)

A subordinate clause is depended on a main clause for its meaning. It is introduced by subordinating conjunctions e.g. such, as, before, if, whether, although, because. A subordinating conjunction usually comes before the subordinating clause.

Activity

Underline the main clause and circle the subordinate clause.

1. I ate ice-cream because I was really hot.
2. Although we got to the movies in time, the cinema was really full.
3. I ate an apple before going to school.
4. Thandi completed her homework as soon as she got home from school.

Week 7-8

Listening and speaking	<p><u>Date:</u> <u>Listening and speaking strategies</u> <u>Investigation</u></p> <p>Scenario one After soccer/netball practice you go back to the locker room with your team to shower and change. When you are done dressing, you can't find your shoes. What could you do?</p> <p>Scenario Two You wake up and see that your alarm never went off. So you are starting your morning 15 minutes later than you planned. You are also writing a Maths test and cannot be late. What could you do?</p> <p>Scenario Three You are taking a test and the person behind you asks you for help. He wants to know the answer for question two. What could you do?</p> <p><u>Activity</u></p> <ol style="list-style-type: none">1. Choose one scenario from the three options above.2. How will you go about solving your chosen scenario?3. Present your work to the class.
------------------------	---

Date:**Reading and viewing (1 hour) 2 periods****Genre: Drama****The story of the rainbow****English for success learners book page 38****Activity**

shorter than a standard play. One-act plays are popular for telling short stories or promoting messages.

 **Read a one-act play**

Pre-reading: Skim the text. Look at the title of the play and the names of the characters. Predict what the play is about.

During reading:

- 1 Identify the key features of a one-act play. Identify the characters, the expression and the tones used.
- 2 Look up the meanings of words that you don't understand.

The story of the rainbow
— based on an Indian legend

NARRATOR: Once upon a time, all the colours in the world started to quarrel. Each claimed that she was the best, the most important, the most useful ...

GREEN: *(loudly)* I am the sign of life and of hope. I was chosen for grass, trees, leaves – without me all the animals would die.

BLUE: *(interrupting)* It is water that is the basis of life and drawn up by the clouds from the blue sea. The sky gives space, peace and serenity. Without my peace, you would be nothing but busybodies.

YELLOW: *(chuckling happily)* I bring laughter, **gaiety** and warmth into the world. The sun, moon and stars are yellow. Every time you look at a sunflower, the whole world starts to smile.

ORANGE: *(bragging)* I am the colour of health and strength! I carry all the most important vitamins. Think of carrots and pumpkins, oranges and mangoes. When I fill the sky at sunrise or sunset, no one notices any of you.

RED: *(impatiently)* But, I'm the ruler of you all, life's blood! I am the colour of danger and bravery. I am the colour of passion and love and the red rose.

s generally
ular for

play and
is about.

ify the

understand.

the world
t she was
st useful ...
ope. I was
out me all

sis of life
e blue sea.
ity.
thing but

gaiety and
on and
at a
smile.
and
tant
pkins,
e sky at
y of you.
e all, life's
d bravery.
and the red

PERPLE: (*proudly*) I, however, am the colour of royalty and power. Kings, chiefs and bishops have always chosen me for I am a sign of authority and wisdom. People do not question me.

INDIGO: (*quietly but determinedly*) You are all superficial. I represent thought and reflection, twilight and deep waters. You need me for balance and contrast, for prayer and inner peace.

NARRATOR: The colours' quarrelling became louder. Suddenly there was a flash of brilliant white lightning; thunder rolled and boomed. Rain started to pour down. The colours drew close to one another for comfort.

RAIN: (*with authority*) You foolish colours! Do you not know that the Creator made you all? Each of you is unique and different with a special purpose. Join hands with one another and stretch yourselves across the sky, as a reminder that you can live together in peace and harmony.

NARRATOR: And so, whenever the Creator has used a good rain to wash the world, he puts the rainbow in the sky to remind us to appreciate one another.

Post-reading: Answer the following questions on your own:

- 1 Identify each character in the play and choose one adjective below to describe each one.
- proud *peaceful*, *wise*, *important*, *cheerful*, *brave*, *determined*
- 2 Describe the setting – where does this scene take place?
 - 3 What is the conflict in the dialogue? How is it solved?
 - 4 What is the role of the narrator?
 - 5 Compare what the rain says to what the other colours had to say. What is the difference in the tone?
 - 6 Summarise this play in no more than four sentences.
 - 7 Identify the themes in this play.
 - 8 Explain the message of this play in your own words.

SUPPORT TASK:

- What tense does each colour mostly speak in?
- What tense does the narrator speak in the first two times?
- Why does it change the last time the narrator speaks? Explain using the message of the play in your answer.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Writing and presenting</p>	<p><u>Date:</u> <u>Writing and presenting (3.5 hours) 7 periods</u> <u>Write a drama review</u></p> <p><u>Key features of a drama review</u></p> <ul style="list-style-type: none"> • Your drama review must have an interesting headline (title) that will attract the attention of the reader. • State your characters which actors/actresses are playing the roles. • Give you opinion about the characters. • Mention the director’s name and comment about how well you think he/she performed. • Briefly outline the story but don’t go in to too much detail. • Talk about the other aspects of production, such as set, the backdrop, lighting, costumes and music. Don’t reveal the end of the story. • You must write your review in paragraphs. <ol style="list-style-type: none"> 1. Brainstorm. 2. Rough draft in pen edit in pencil or a different colour pen. 3. Final copy 110-120 words
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Language Structures</p>	<p>Paste worksheets</p>