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The interplay between teachers and texts in adult basic education and training (ABET) : a case study.

Steinberg, Carola

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Appendix 2: Letter of Introduction to Teachers

27 Dante Road
Rembrandt Park
Johannesburg, 2090
Tel: (011) 882 2131
Fax: (011) 882 5005
13. 03. 1996

Mr Mahambani
Laursen Brothers
Fax: (012) 541 3494

Dear Mr Mahambani

I am hereby applying for permission to observe some of your ABE classes for research purposes.

My name is Carola Steinberg. I am currently working towards a masters degree with the Faculty of Education at the University of the Witwatersrand. I spent many years working for English Literacy Project and was centrally involved in creating the ELP English Literacy and Numeracy Course for Adults.

Paulette Bethlehem at Continuing Education Programme (CEP) gave me your name as someone who is using the ELP course in his ABET classes.

My research is concerned with the interplay of materials and teaching. I want to see in how far the course workbooks that ELP created are a support to teachers and what the limits of that support are. I want to see how teachers are using the workbooks and how the workbooks are being adapted to fit different teaching circumstances.

The research would involve observing you at your workplace for four consecutive lessons. I would also like to interview you, asking for your opinion of the ELP course.

As we arranged telephonically, I would come to your classes on the 25 th, 26th March and the 1st, 2nd of April. If this no longer suits you, please let me know. I will copy this letter to Mr Evans, so that he is also informed.

I will phone you for directions on how to get to Laursens closer to the time.

Thank you very much for your co-operation.

Yours sincerely

Carola Steinberg

Appendix 3: Letter to Teachers Accompanying the Lesson Transcripts

Carola Steinberg
27 Dante Road
Rembrandt Park
2090
Johannesburg
03. 08. 1996

Dear Selina

Enclosed are the transcripts of the interview with you and the lessons I observed. At this stage they are observations only, without commentary. When I analyse and comment on my findings, I will be working with these and transcripts from four other ABET teachers.

It is important that the transcripts reflect "reality" as closely as possible. But inevitably my personal perception influenced what I saw and did not see, what I wrote and what I ignored. So I would really appreciate if you could read through the transcripts and comment on their accuracy.

I am not sure yet in what direction my analysis will take me. When I was observing your classes, I know that the ABET practitioner part of me was uppermost. I was driven by practical concerns, like:
* what could usefully go into teacher training courses for beginner and experienced ABET English teachers, and
* what feedback I could take to ELP writers for when they rework the course to be more in line with the requirements of the ABET levels.

I did in fact use a lot of what I learned from watching when the Gauteng ABET Department asked us to do two weeks of teacher training in June. And the feedback to ELP writers will be used at the beginning of next year when the course gets repackaged.

Now the academic demands are in the forefront. I have spent a lot of time in the last few months reading and getting quite confused about the different possible angles I could take. My original research question was: In what ways can course materials support and improve ABET teachers' ability in the classroom and what are the limits of that support?

I think I will try and answer that question from three perspectives:
* how the authority of the teacher interacts with the authority of the textbook;
* whether and how books can influence the methodology a teacher uses, or whether in fact, teachers' training and attitudes are stronger determining factors;
* how contextual issues such as exams, available finances, or employer attitudes all influence how the materials get used.

We'll see how it turns out. Once I have written the chapter describing and analysing my findings, I'll send you a copy so you can comment on it.

In the meantime, I need to know whether the way I described the happenings in your classroom makes sense to you or not. So I would really appreciate your response to these transcripts. Is there anything you think is unfair or missing and you would like to change or add to the transcript? Is there anything you think I have misunderstood and you want to explain? Are there any ideas that you have had since then which you want to add? Do you think there is something important that the research should have asked or looked for but didn't?

Do you want me to use your proper name in the research report or would you prefer a pseudonym? In most of the research I'm reading, people use pseudonyms for the teachers. I personally think that you deserve credit for the work that you are doing. But the choice is yours.

To make it easy for you to respond, I've enclosed a response form and a self-addressed envelope. If you would rather give your ideas verbally, you can also phone me at 882-2131 and I'll phone you back.

Thank you very much for participating in this work.

With best wishes to you and your students.

Carola Steinberg

Name: Selina Legong

Do you want me to use your real name or a pseudonym?

Response to the Interview:

Response to Observation 1:

Response to Observation 2:

Response to Observation 3:

Response to Observation 4:

Overall response and any other comments:

Can I ask you a specific question, Selina? I'm asking because I'm curious about the influence of the observer on what happens in the classroom.

In how far do you think you tailored your teaching to what you thought I expected? Are there things you would have done differently if I had not been there?

Thank you

Appendix 4: Guiding Questions for Interviews

A. Materials as a Tool

1. Which ELP workbooks have you used?
   - What do you like \ dislike about them?
   - What have you found useful \ not useful?
   - Was there anything you didn't understand?

2. Have learners benefited from using the books?
   - What did learners particularly enjoy \ not enjoy? Why?

3. Do you think the books help you with your teaching? How?
   - What difference have they made to your teaching?
   - Do you do anything differently now than before you used these books? For example?

4. What do you think in general about using textbooks to teach from?
   - Do they help you or would you rather teach freely without them?

B. Methodology

5. How do you use the books?
   - Do you follow them page by page or do you take out whatever you need for a lesson? Why?
   - Do you use the introduction pages and the tests? How?
   - What languages do you use when teaching? Why?
   - Do you use the methods suggested in the workbooks? e.g. discussions, role-plays, pair-work? Why?
   - Do you change exercises or not? If so, how?

6. Do you find that you need to explain things in the book for learners? - For example?

C. Adaptability in Context

7. What exams are you preparing the students for? Why this exam? How do you find that the workbooks relate to that exam?

8. How do the ABET classes fit into the training policy of the company?

9. How long have you been teaching ABET?

10. What teacher training have you had?
- How long and through whom?
- How, from whom do you get support for your teaching?

11. What materials have you used for teaching?
- What materials (other than ELP's) do you use now?
- How did you come to be using the ELP course?

12. Roughly how long does it take you to work through one of the workbooks?

13. Under what conditions is the teaching happening?
- How long \ frequent are the lesson?
- How long do the courses run for?
- What is the venue like? What resources do the classrooms have?
- Do the learners have their own copies of the workbooks? Who paid for them?

14. What do you think of the ELP course?
- How is it different from other materials you have used?

15. What would you say are the main difficulties you face as an ABET teacher?
- inside the classroom
- outside the classroom, in the company (or community) environment?

16. What are your main pleasures as an ABET teacher?
- inside the classroom
- outside the classroom?

17. ELP is needing to rework the materials to fit in more closely with the IEB outcomes for each level.
- Do you have any advice to give ELP about what changes could be made?
- Are there any aspects of the materials that should definitely not change?

18. What would your ideal materials be like?

19. ELP is thinking of creating a Teacher's Guide and training course to accompany the materials.
- Is anything that you think is essential to put into the Guide?

Appendix 5:
Summary of Teaching Activities in Comparison to Workbook Activities

Elizabeth Mokgata's Lessons

Time observed: 5 x 2 hour lessons, i.e. 10 hours.
Work covered: *Make A Date*, pages 37 - 55.
Celebration for Adult Learners Week

Exercises in Workbook	**Work covered by the Teacher**
Observation 1	
p37, Read an annual calendar, across and down	Revision question and answer about: when the week starts, how days, weeks and months make up a whole year.
p 37, Find dates on the calendar and circle them	Students circle the 5 dates listed on the calendar. Then Q/A about important dates in ones personal life and the importance of circling them on a calendar so as to remember.
P38, Reading an annual calendar and writing the circled days and dates out in full.	Not done. The pages were filled in though, probably from a previous lesson.
p39, Reading a song about the number of days in each month and information about leap year.	Q/A about the number of days in a leap year compared to other years.
p39, Discussion about how to remember the number of days in each month.	Not done.
p39, Writing exercise to list how many days in each month.	Not done.
	Dictation of 10 words, taken from the names of months and days.
	p37, Q/A to check that students understood that not all months have the same number of days.
p40, Questions requiring written answers about the number of days, weeks and months in the year.	Not done. Maybe done previously.
	Looking up the word "time table" in the dictionary and talk about the value of time tables with regard to time management.

Project on Dates

Discuss
Bring to class things that have dates on them.
Show the dates to your group
and discuss what they mean.

Then write about these things in the chart.



Item	Date	What does the date mean?

CHAPTER 6

Using a Calendar

Read the months across
Read the days down.

1999

	January	February	March
Sunday	3 10 17 24 31	7 14 21 28	7 14 21 28
Monday	4 11 18 25	1 8 15 22	1 8 15 22 (20)
Tuesday	5 12 19 26	2 9 16 23	2 9 16 23 30
Wednesday	6 13 20 27	3 10 17 24	3 10 17 24 31
Thursday	7 14 21 28	4 11 18 25	4 11 18 25
Friday	1 8 15 22 29	5 12 19 26	5 12 19 26
Saturday	2 9 16 23 30	6 13 20 27	6 13 20 27

	April	May	June
Sunday	4 11 18 25	2 9 16 23 30	6 13 20 27
Monday	5 12 19 26	3 10 17 24 31	7 14 21 28
Tuesday	6 13 20 27	4 11 18 25	1 8 15 22 29
Wednesday	7 14 21 28	5 12 19 26	2 9 16 23 30
Thursday	1 8 15 22 29	6 13 20 27	3 10 17 24
Friday	2 9 16 23 30	7 14 21 28	4 11 18 25
Saturday	3 10 17 24	1 8 15 22 29	5 12 19 26

	July	August	September
Sunday	4 11 18 25	1 8 15 22 29	5 12 19 26
Monday	5 12 19 26	2 9 16 23 30	6 13 20 27
Tuesday	6 13 20 27	3 10 17 24 31	7 14 21 28
Wednesday	7 14 21 28	4 11 18 25	1 8 15 22 29
Thursday	1 8 15 22 29	5 12 19 26	2 9 16 23 30
Friday	2 9 16 23 30	6 13 20 27	3 10 17 24
Saturday	3 10 17 24 31	7 14 21 28	4 11 18 25

	October	November	December
Sunday	3 10 17 24 31	7 14 21 28	5 12 19 26
Monday	4 11 18 25	1 8 15 22 29	6 13 20 27
Tuesday	5 12 19 26	2 9 16 23 30	7 14 21 28
Wednesday	6 13 20 27	3 10 17 24	1 8 15 22 29
Thursday	7 14 21 28	4 11 18 25	2 9 16 23 30
Friday	1 8 15 22 29	5 12 19 26	3 10 17 24 31
Saturday	2 9 16 23 30	6 13 20 27	4 11 18 25

Find these dates on the calendar and circle them

1. 29 March 1999
2. April 18 1999
3. 22 . 2 . 99
4. 99 . 10 . 13
5. The last Friday of July

Write the date that is circled

1994

JANUARY		FEBRUARY	
Sunday	2 9 16 23 30	Sunday	6 13 20 27
Monday	3 10 17 24 31	Monday	7 14 21 28
Tuesday	4 11 18 25	Tuesday	1 8 15 22
Wednesday	5 12 19 26	Wednesday	2 9 16 (23)
Thursday	6 13 20 27	Thursday	3 10 17 24
Friday	7 14 21 (28)	Friday	4 11 18 25
Saturday	(1) 8 15 22 29	Saturday	5 12 19 26

MARCH		APRIL	
Sunday	(6) 13 20 27	Sunday	3 10 17 24
Monday	7 14 21 28	Monday	4 11 18 25
Tuesday	1 8 15 22 29	Tuesday	5 12 19 26
Wednesday	2 9 16 23 30	Wednesday	6 (13) 20 27
Thursday	3 10 17 24 31	Thursday	7 14 21 28
Friday	4 11 18 25	Friday	1 8 15 22 29
Saturday	5 12 19 26	Saturday	2 9 16 23 30

MAY		JUNE	
Sunday	1 8 15 22 29	Sunday	5 12 19 26
Monday	2 9 16 23 30	Monday	6 13 20 27
Tuesday	3 10 17 24 (31)	Tuesday	7 14 21 28
Wednesday	4 11 18 25	Wednesday	1 8 15 22 29
Thursday	5 12 19 26	Thursday	(2) 9 16 23 30
Friday	6 13 20 27	Friday	3 10 17 24
Saturday	7 14 21 28	Saturday	4 11 18 25

JULY		AUGUST	
Sunday	3 10 17 24 31	Sunday	7 14 21 28
Monday	4 11 18 25	Monday	1 8 15 22 29
Tuesday	5 12 (19) 26	Tuesday	2 9 16 23 30
Wednesday	6 13 20 27	Wednesday	3 10 17 24 31
Thursday	7 14 21 28	Thursday	4 11 18 25
Friday	1 8 15 22 29	Friday	5 12 19 26
Saturday	2 9 16 23 30	Saturday	6 13 20 (27)

SEPTEMBER		OCTOBER	
Sunday	4 11 18 25	Sunday	2 9 16 23 30
Monday	5 (12) 19 26	Monday	(31) 10 17 24 31
Tuesday	6 13 20 27	Tuesday	4 11 18 25
Wednesday	7 14 21 28	Wednesday	5 12 19 25
Thursday	1 8 15 22 29	Thursday	6 13 20 27
Friday	2 9 16 23 30	Friday	7 14 21 28
Saturday	3 10 17 24	Saturday	1 8 15 22 29

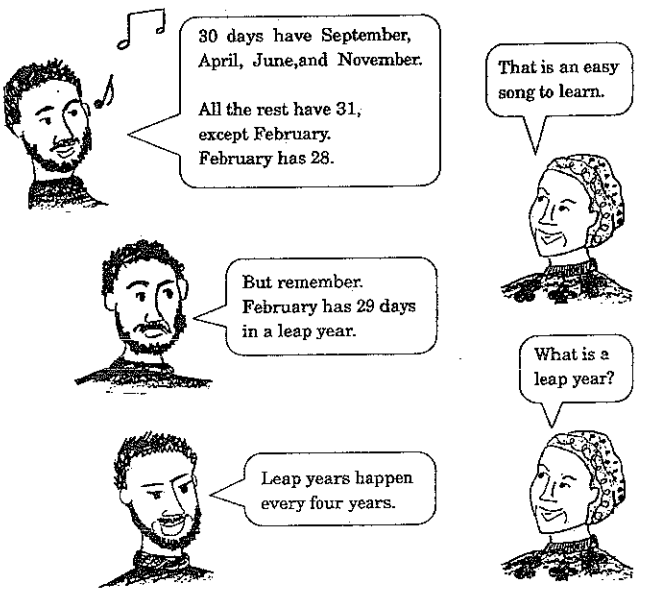
NOVEMBER		DECEMBER	
Sunday	6 13 20 27	Sunday	4 11 18 25
Monday	7 14 21 28	Monday	5 12 19 26
Tuesday	1 8 15 22 29	Tuesday	6 13 20 27
Wednesday	2 9 16 23 30	Wednesday	7 14 21 28
Thursday	3 10 (17) 24	Thursday	1 8 15 22 29
Friday	4 11 18 25	Friday	2 9 (16) 23 30
Saturday	5 12 19 26	Saturday	3 10 17 24 31

Date	Day
1 January 1994	Saturday



How Many Days in a Month?

Read or listen to this song about the number of days in each month



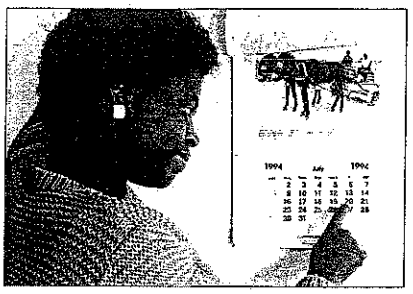
Do you know another way to remember the number of days in each month?
You can learn this song if you want to.

Write how many days in each month

January March May July August October December = _____	September April June November = _____	February = _____

Observation 2	
p41, Reading a monthly calendar with diary entries.	Teacher talks about the calendar month.
p41, Discussing and answering questions in writing about the above monthly calendar.	Q/A about the activities that will happen on the diarised days of that month. Then teacher asks the questions given, adding a few of her own and ignoring the last one. Students did no writing.
p42, Fill in the days for this month on an empty grid of a monthly calendar.	Students fill in the grid to make a calendar for February 96 and fill all the important events that happened this month.
p43, Discuss and write the answers to questions about your personal important dates for the month.	Teacher reads the questions, then students write the answers.
p43, Write those personal dates onto the calendar on p42.	Done previously.
p43, Work in pairs to ask each other questions about the month's events.	Not done.

The Number of Days, Weeks and Months In the Year



How Many Days ...

In a week?_____

In a year? _____

In a leap year?_____

When are Leap Years?

Leap years are every_____ years.

How Many Weeks ...

In a month? _____

In a year? _____

How Many Months ...

In a year? _____

Check your answers by looking at a calendar

Bafana's Month



JUNE

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	2	3	4 English class	5 Doctor	6 8-12 overtime	7
8	9	10	11 English class	12	13 8-12 overtime	14
15	16	17	18 English class	19	20 8-12 overtime	21
22	23 PTSA meeting	24	25 English class	26	27 8-12 overtime	28 Anna's birthday
29	30					

Discuss and write

1. Can Bafana go to a civic meeting on 11 June?_____
2. Is Bafana busy on Thursdays? _____
3. Where will Bafana go on 23 June?_____
4. When must he buy a birthday present?_____
5. How many hours overtime will Bafana work this month?

_____

Observation 3	
p44, Fill in the days for this year on an empty grid of an annual calendar.	Students fill in the grid, using a calendar on the wall as a guideline. It takes 3/4 hour.
p45, Write answers to questions about important days this year, e.g. Christmas, leave, birthday.	Students write the answers and bring their books to the teacher for correction.
p45, Circle these dates on the calendar.	Not done.
p45, Work in pairs to ask and answer these questions orally.	Not done.
p46, Read a dialogue on asking for the date. Listen to the numbers in dates, e.g. 2nd, 4th. Read dialogues with a partner. Read all the dates with a partner.	Not done.
p47, 11 questions to ask each other about dates and weeks to pass before certain events, using a calendar to get the answers.	Teacher asks a few questions and gets students to ask a few questions about dates that do not require a look at the calendar to be answered.
p48, Read and discuss a list of public holidays in the old SA.	Teacher reads the first 4 and asks students to find them on the calendar. The 5th date no longer exists and the teacher ends the exercise, telling students to fill in the dates on their own.
p48, Check a calendar to find the public holidays and write in the dates.	Some students fill in the dates at home.
p48, Discuss the changes in public holidays in the new SA.	Not done.

Make a Calendar for This Month

Fill in the days

Month: _____

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Plan Your Dates for This Month

Discuss and write

When do you have English lessons? _____

_____

Do you know if you will work overtime? _____

When will you work overtime this month? _____

_____

What other important dates have you got this month?

_____

_____

_____

_____

Write these dates in your calendar

Then ask each other questions

e.g.

1. Can you go to a meeting on the 3rd?
2. Do you have an English class on the 24th?
3. Are you going to a party this month?
4. Must you buy a birthday present this month? When?
5. What are you doing on the last weekend of this month?



Make a Calendar for This Year

Fill in the days

19 __ __

S	M	T	W	T	F	S

Write

1. What is the date today?_____
2. What date is your birthday?_____
3. What day is your birthday this year?_____
4. How many months until your birthday?_____
5. What date is Christmas?_____
6. What day is Christmas this year?_____
7. How many weeks until Christmas?_____
8. When is your leave this year?_____
9. How many days leave will you get?_____
10. When is your payday? _____
11. How many days until payday?_____
12. Do you have other important dates?
    e.g. Christmas party
    students' representative meetings

_____

_____

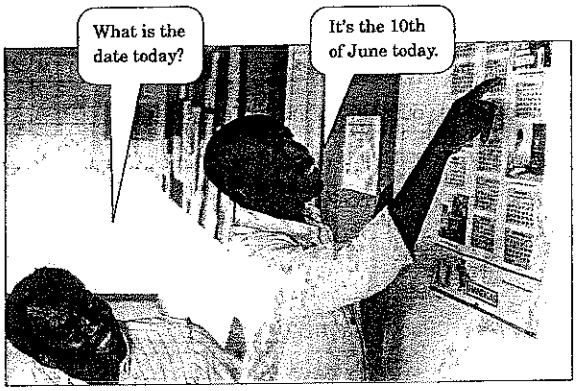
_____

Circle these dates on the calendar

Practise asking each other these questions



Asking for the Date



Listen and point while the teacher reads

1st	7th	13th	19th	25th
2nd	8th	14th	20th	26th
3rd	9th	15th	21st	27th
4th	10th	16th	22nd	28th
5th	11th	17th	23rd	29th
6th	12th	18th	24th	30th

Read with your partner

1. – What is the date?
   – It is the 1st of May.
2. – What is the date?
   – It is the 2nd of February.

Talk in English
Practise reading all the dates with your partner.

Ask each other these questions
Look at your calendar for your answers.

1. What is the date today?
   - tomorrow?
   - on Friday?
   - on Sunday?
2. How many days until Friday?
   - until pay day?
   - until the weekend?
3. How many weeks until the end of the month?
   - until the next public holiday?
   - until Christmas?
   - until Easter?



Observation 4	
	Teacher hands out and reads a self made pamphlet to commemorate Adult Learners Week. It uses the opening quote from *Write On*.
	Q/A revision of all the main things taught in the book: e.g. What is today's date? What are the 12 months of the year? What are the 4 seasons? How do you check the milk is fresh? Why do we use a calendar?
p49, Match the dates to the political days (most of which are now public holidays).	Q/A about what a political day is.
p49, Discuss important dates from history.	Students tell the story of June 16 and Sharpeville Day.
p50, Listen to the story of how May Day changed into a public holiday.	Teacher reads the story, elaborates its wording and asks comprehension questions about it, which students can answer.
p50, Discuss which other days should also become public holidays.	Not done.
	Student private revision of the whole book.
	Tea and biscuits in celebration of Adult Learners Week.

Public Holidays

Do you know these dates?

New Year _____

Good Friday _____

Easter Sunday _____

Family Day _____

Founders' Day _____

Workers' Day/May Day _____

Ascension Day _____

Republic Day _____

Kruger Day _____

Day of the Vow _____

Christmas Day _____

Day of Goodwill _____

Check your answers by looking at a calendar

Discuss
Do you know why we remember these days?
These are the public holidays from the old South Africa.
Which holidays do we keep in the new South Africa?

Political Dates

Can you match the dates?

8 September 21 March 26 June 16 June 9 August

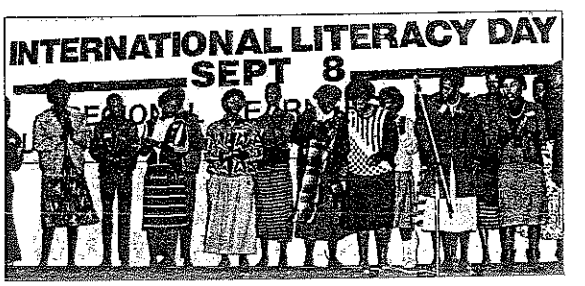
Sharpeville Day _____

Soweto Day _____

Freedom Charter Day _____

Women's Day _____

International Literacy Day _____



Discuss
Why do we remember these days?
What do you know about each day?
What important dates do you know from history?
Talk about them to your group.

Listen to this story

How May Day Changed to a Public Holiday

May Day is a holiday on 1 May. It started in 1886 when workers in America won the right to an 8 hour day. Now May Day is a holiday in many countries of the world.

In South Africa it was not a public holiday. The government did not see why workers must have a special day.

For a few years there were marches on May Day. Then in 1985 COSATU demanded May Day as a paid public holiday. Millions of workers stayed away and lost wages. This happened again in 1986.

In 1987 P.W. Botha gave in. He said workers can have a paid holiday. But it must be called "Workers Day", not May Day. In 1987 May Day was on a Friday. So Botha said the holiday must always be on the first Friday in May, not 1 May. The workers called this holiday "Botha's Day".

In 1988, 1 May was not on a Friday. So workers stayed away on 1 May and then they took the holiday on "Botha's Day" as well. Now the workers had two days off. The government saw that their plan was not working.



In 1989 the government said 1 May was the real holiday. So workers in South Africa celebrate May Day with the rest of the world now. They won this day as a victory for the workers.

Discuss
How did workers win May Day as a public holiday in South Africa?
Do you think June 16 will also be changed to a public holiday one day?
What other days should become public holidays?

Test: Check your learning

Discuss
What is a test for?
How can a test help you?
How do you write a test?



Cathrin Masek 5-3-96

1. Write the days of the week

Monday ✓ Friday ✓
Tuesday ½ Saturday ✓
wednesday ½ Sunday ½
thursday ½ the days of the week ½

(5 / 7)

2. Write the months of the year

January ✓ July ✓
February ½ August ½
March ½ September ✓
April ½ October ½
May ✓ November ✓
June ✓ December ✓

(10 / 12)

3. How many days are in these months?

April 31 ✗ June 31 ✗
March 31 ✓ May 31 ✓

(2 / 4)

4. Write the numbers

How many days are in a week? 7 days in a week ✓
How many weeks are in a month? 4 weeks in a month ✓
How many weeks are in a year? 12 weeks in a year ✗
How many days are in a year? 360 days in a year ✗

(2 / 4)

5. Write these dates in full



16th June 1966

16.6.1966 = Sixteen and Six nineteen sixty six. ✗
6th March 1982
06.03.82 = Oh six, Three, eighty two ✗
7th May 1995
7/5/95 = Seventh May nineteen five
28th February 1954
1954.2.28 = nineteen fifty four and Two, twenty eighth
19th September 1991
91.9.19 = Ninety one, nine, nineteen
1st October 1994
94.10.01 = Ninety four Ten and one

(0 / 6)

Observation 5	
p51, Discuss the purpose of a test.	Not done.
p52 - 55 Test, 9 sections.	Students fill in on their own. Occasionally they ask for the clarification of instructions which the teacher gives. On completion, they hand their books to the teacher to be marked. The first student finished after 25 minutes, the last one after 1 1/4 hours.
	Tea and biscuits.

6. Write your date of birth

Year Month Day

Write today's date

Year Month Day

(0 /2)

7. What do these dates mean?



Can you use this medicine in August 1997?

Yes or no? _____

Instalment Paaiement	Overdue Agterstallig	Amount Due Bedrag Betaalbaar	Due Date Betaal Voor
R65.00	R34.00	R99.00	31 JAN 91
Account Number Rekeningnommer	Statement Date Datum van Staat	Credit Available Krediet Beskikbaar	
3020180268	08 JAN 91	R56	

Edgars Edgars Retail Trading (Pty) Ltd

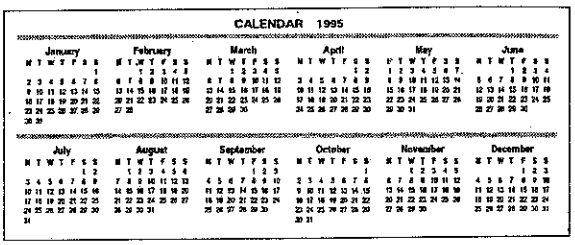
Can you pay this account in January 1991?

Yes or no? _____

(0 /2)

54

8. Write the day of the week. Find it on the calendar



6th January 1995 7 days 1995 7 May 1995 on Saturday

8.3.1995 30 days 1995 5.12.1995 31 December

06.10.1995 30 day [illegible] 09.03.95 30 September

95.11.30 [illegible] 95.5.10 31 days in May 95

(0 /8)

9. Find these dates on a calendar for this year

What is the date today? 5 March ½

What date is the last Friday in January? 31 Tursday x

What date is the last Friday in June? 30 June x

What day is Christmas Day? 25 December x

What day is New Year's Day? 1 January x

(½ /5)

END OF TEST TOTAL (19½ /50)

55

Joseph Kameta's Lessons

Time observed: 3 x 7 hour lessons, i.e. 21 hours.

Work covered:

Extracts from *Present Tense, Past Tense, Write On, Speak English, Counting* from ELP,
Survival 1 from EFA, lessons 31, 32
Numeracy Workbook 1 from M&T Focus, random exercises
Debate
Games
Visit to ABET Library

As this summary compares only the work done directly with ELP workbooks and does not mention the other work Joseph did with his class, I include a time schedule for each day.

A rough time schedule for day 1:

07h00-08h00	Work I did not observe
-> 08h10	Introductions
-> 08h30	Individual filling in of photocopied worksheets from p42 of *Present Tense.*
-> 09h00	Correction of the worksheet
-> 09h10	Revision of lesson 32 from *Survival* (a workbook in the EFA series)
-> 09h30	Reading from lesson 33 of *Survival* (the lessons consist one or two pages, containing a dialogue and a few practice exercises).
-> 09h35	Role-play, i.e. students get up off their chairs and act out the dialogue they have just read.
-> 10h00	Tea break
-> 10h20	Check understanding of a list of common jobs given in lesson 33.
-> 10h30	Question and answer exercise with the jobs.
-> 10h40	Spelling test of words taken from lesson 33.
-> 11h00	Group correction of 10 spelling words.
-> 11h30	Dictation of part of the dialogue in Lesson 33.
-> 11h45	Smoke break, while teacher marks the dictations
-> 12h15	Discussion of common mistakes during the dictation
-> 12h30	Team spelling competition on the blackboard.
-> 13h05	Lunch break
-> 14h10	Numeracy, individual students at board doing sums with whole group commenting, did 2 problems with fractions.

Exercises in Workbook	Work covered by the Teacher
Day 1	
Present Tense	
p42, The Present Continuous Tense: Fill in the missing words in positive sentences, negative sentences, questions and Wh-question.	20 minutes: Students work on their own filling in the gaps while the teacher walks around correcting. 30 minutes: Students exchange papers and teacher leads a whole group correction. Teacher reads out the answers and explains as he goes along. Then teacher collects the sheets for marking.

The Present Continuous Tense

Positive sentences

I _____ learning now.
You _____ learning now.
We _____ _____ now.
They _____ _____ now.
She is _____ now.
He _____ _____ now.

Negative sentences

I _____ not sleeping now.
You _____ _____ sleeping now.
We _____ not _____ now.
They _____ _____ _____ now.
She _____ not sleeping now.
He _____ _____ sleeping now.

Questions

Am I getting better?
Are _____ getting better?
_____ we getting better?
_____ they _____ better?
Is she _____ better?
_____ he _____ better?

Questions starting with Wh- words

What am _____ doing?
What _____ you doing?
What _____ we _____?
_____ _____ they _____?
What _____ he _____?
_____ _____ she _____?

CHAPTER 6

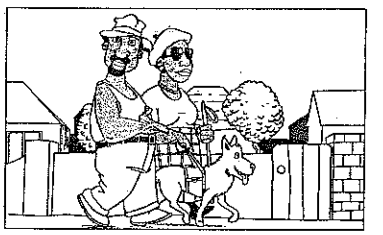
Everybody is at the Rally



In this chapter we will learn when to use the present simple tense and when to use the present continuous tense.

Talk about the pictures

Every Saturday ...



Today ...



Every Saturday Zack and Zodwa take the dog for a walk.
But this Saturday is Workers' Day.
So today they are attending a rally.

A rough time schedule for day 2:

07h00-08h00	Work I did not observe - probably numeracy
-> 08h45	Numeracy: 1 fraction, 1 multiplication, 4 word sums addition and subtraction
-> 09h30	Smoke break
-> 10h40	Grammar gapfill exercise from p8&9 of *Past Tense*. 10 minutes instructions, 50 minutes students filling in in silence, 10 minutes changeover to next activity.
-> 11h20	Numeracy: word sums involving adding and subtracting.
-> 11h35	Smoke break
-> 11h55	Numeracy continued
-> 12h30	Lesson 34 of Survival, dialogue chorus reading
-> 12h55	Lunch break
-> 13h35	Lesson 34, students read and teacher checks understanding of words in dialogue.
-> 13h45	Play musical chairs
-> 14h00	End of day lecture

Day 2 *Past Tense*	
p8, The Past Simple Tense: Fill in the missing words in positive sentences, negative sentences and questions.	10 minutes: Teacher goes through some of the sentences orally, with students calling out the missing words and bits of explanation in-between. 50 minutes: Students write individually. Teacher collects sheets for marking.
p8, Discuss how these sentences work in other languages.	Not done.
p9, A quiz: Talk in English, ask your partner these questions.	Not done.
p9, Fill in was or were.	Teacher instructs students to fill in and they do. Teacher collects sheets for marking.

The Past Simple Tense

Fill in the missing words

Positive Sentences

Today I _____ fine.	Yesterday I _____ sick.
Today she _____ happy.	Yesterday she _____ unhappy.
Today he _____ at home.	Yesterday he _____ at the beach.
Today you _____ on time.	Yesterday you _____ late.
Today we _____ at work.	Yesterday we _____ on holiday.
Today they _____ tired.	Yesterday they _____ very busy.

Negative Sentences

Yesterday Joe and Tebs were in a police van.

They _____ _____ happy.

Yesterday Monica was on the beach. She _____ _____ at work.

Questions

Question: Where _____ _____ yesterday?

Answer: Mandla was at Sis Gertie's shebeen yesterday.

Question: Where _____ you _____ _____ ?

Answer: I was at home last night.

Discuss
How do you say these sentences and questions in other languages that you know?

A Quiz

Talk in English
Fill in was or were and then ask your partner these questions.

Who _____ the winners of the 1993 Nobel Peace Prize?
Who _____ the first African Archbishop in South Africa?
Who _____ your favourite singers when you were a child?
Who _____ the first African woman doctor to open a clinic in South Africa?
Who _____ the first African Miss South Africa?
Who _____ the best soccer players last year?
Who _____ the first two men on the moon?
Who _____ your first employer?



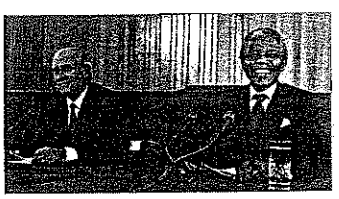
Jacqui Mofokeng



Dr Mamphela Ramphele



Neil Armstrong and Edwin Aldrin



FW de Klerk and Nelson Mandela



Desmond Tutu

A rough time schedule of day 3:

07h45-09h00	Visit to the ABET library in the hostel
-> 09h15	students read their library books individually, silently
-> 09h45	Revision of work from *Write On*, actually, performance of students competence
-> 10h15	Tea break and photographic session
-> 10h20	Revision \ performance of *Counting*
-> 10h35	Revision \ performance of *Speak English*
-> 11h55	Formal debate on whether it is better to live in the hostel or to live outside, in Mkhukhus (shacks)
-> 12h55	Lunch break
-> 13h30	Numeracy
-> 14h00	End of day lecture and evaluation of my presence.

Day 3	
Write On	
	30 minutes revision: Student writes the alphabet on the board and whole class reads it. Make words with letters of the alphabet. Differentiate between vowels and consonants. Answer personal questions, re. name, address, telephone. Answer personal questions re. work, school, family.
Counting	
	5 minutes revision: Spelling numbers as words.
Speak English	
	15 minutes revision: p25, Students make questions and answers using the substitution tables. p15, Students get off their chairs and do a role-play in threes of two friends meeting, introducing a third, chatting a while and saying goodbye.

Selina Legong's Lessons

Time observed: 4 x 2 hour lessons, i.e. 8 hours.

Work Covered: *Introduction to English Grammar*, pages 49-55,
Present Tense, pages 0-8.

Exercises in Workbook	**Work covered by the Teacher**
Observation 1	
Introduction to English Grammar	
	Revision Students work in groups to read through, ask each other questions about, or explain items. They were supposed to work through the whole book, but no group got beyond chapter 1. Then teacher- led revision took the whole group from p4 - 10. The revision was a chat about the people and the pictures, more than a focus on the relevant grammar or any particular exercises. Students use "is \ am \ are", the focus of chapter 1, correctly in their answers to teacher questions about the cartoon characters.

have got, has got

I have got a big family.
You have got a big family.
We have got a big family.
They have got a big family.

She has got a big family.
He has got a big family.

To make a negative sentence, you put not after have or has.
e.g. I have not got a big family. She has not got a big family.

To make a question, you change the words around.
e.g. Have you got a big family?

like, likes

I like to learn English.
You like to learn English.
We like to learn English.
They like to learn English.

He likes to learn English.
She likes to learn English.

To make a negative sentence, you put do not or does not before like.

I do not like beer.
You do not like beer.
We do not like beer.
They do not like beer.

She does not like beer.
He does not like beer.

To make a question, you add do or does and change the words around.

Do I like chocolate?
Do you like chocolate?
Do we like chocolate?
Do they like chocolate?

Does he like chocolate?
Does she like chocolate?

Test: Check your learning



Discuss
What is a test for?
How can a test help you?
How do you write a test?

1. Fill in the missing words

Pinkie _____ a domestic worker.
We _____ English learners.
Joe and Tebs _____ tsotsis.
I _____ an adult.
_____ you hungry?
Basil _____ always drunk.



(/6)

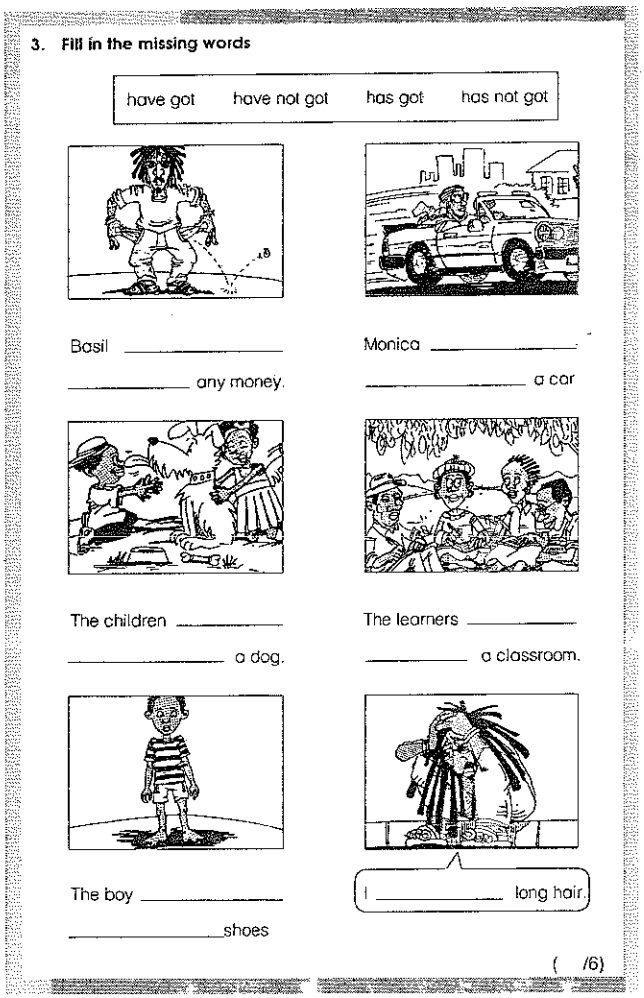
2. Write question marks or full stops

Can Basil play the guitar _____
Zack has got a bakkie _____
Oupa is a pensioner _____
Do Joyce and Pinkie like Lucky Dube _____



(/4)

Observation 2	
Introduction to English Grammar	
P49, p50 Grammar Summary	Students work in groups to read through and discuss these two pages. Their main focus is on the first section, i.e. "is \ are \ am".
p51 - p55, Test	Teacher ignores the discussion questions. Teacher reads all the instructions and all the questions in the test while students listen. Students write answers to all the questions.
Present Tense	
p0, Check your grammar: discuss the purpose of the exercise.	Teacher checks students can see the objects in the picture. She reads the instructions, but does not stop to discuss them.
p0, Fill in the missing words.	Teacher reads the instructions, all the words in the box and all the sentences in the story, using mmm for the gaps. Students write individually.
p0, Answers	No reference made.



3. Fill in the missing words

have got | have not got | has got | has not got

Basil _____ _____ any money.

Monica _____ _____ a car

The children _____ _____ a dog.

The learners _____ _____ a classroom.

The boy _____ _____ shoes

I _____ long hair.

(/6)

52



4. Fill in the missing words

like | likes | do not like | does not like

Basil _____ brandy.

The children _____ to learn English.

Joe and Tebs _____ _____ the police.

Oupa _____ _____ to wash the dishes

We _____ chocolate.

I _____ big dogs.

(/6)

53

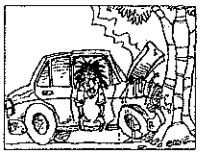
25

5. Make questions
Then look at the pictures and circle the right answer.

drive – can – Basil – a car – ?

_____

Yes / No



Monica – has – got – a telephone – ?

_____

Yes / No



like – do – Joe and Tebs – beer – ?

_____

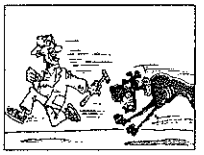
Yes / No



Oupa – does – big dogs – like – ?

_____

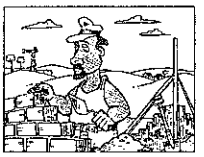
Yes / No



a builder – Zack – is – ?

_____

Yes / No



(/10)

6. Fill in the missing words

she	he	we	they	I	you

Thandi and Ben are married. _____ have got two children.

Tom is a policeman. _____ can run fast.

John and I are brothers. _____ like playing football.

Susan is a teacher. _____ can speak English.

_____ am an English learner.

Hello How are _____?

Basil is not hungry but _____ is thirsty.

Sis Gertie is a shebeen queen. _____ likes this job.

(/8)

7. Fill in the missing words to make a story

not	likes	can	does	got
is	has	cannot	like	he

Basil _____ a street musician. He _____ play the guitar very well,

but he _____ find a job. He _____ to drink brandy.

He _____ not _____ to drink tea. He has _____ a headache

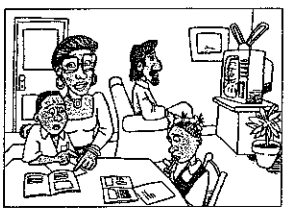
because he _____ got very long hair, and _____ has _____

got any money to have a haircut. (/10)

END OF TEST **TOTAL (/ 50)**

Check Your Grammar

Discuss
This test will help you see
if you need to learn from this book.
If you do not get 8 out of 8,
you can work through this book
to improve your grammar.



Fill in the missing words
Choose the correct words
from the box.

help	work	go	watch	his	husband's
helps	works	goes	watches	their	husband
is helping	is working	is going	is watching	her	do

Today is Saturday. Monica is at home with _____ children.

Monica always _____ to the shops on Saturdays, but today the

shops are closed so she _____ her children with

_____ homework.

Monica's _____ name is Mohammed. He is a doctor.

On Saturdays he always _____ at the hospital,

but they _____ not need him today,

so he _____ TV at home.

Total marks (/8)

Answers

Today is Saturday. Monica is at home with her children. Monica always goes to the shops on Saturdays, but today the shops are closed, so she is helping her children with their schoolwork. Monica's husband's name is Mohammed. He is a doctor. On Saturdays he always works at the hospital, but they do not need him today, so he is watching TV at home.

Introduction

Read or listen



In this book we will learn
about two present tenses in English.
For example, we say
We are learning now and
We learn every day.
The verb learn changes.
It depends on the meaning.

In Zulu we say Siyafunda manje.
That means: We are learning now.
And we say Siyafunda njalo.
That means: We learn every day.
The verb Siyafunda does not change.





And in Afrikaans we say Ons leer.
The verb leer does not change.

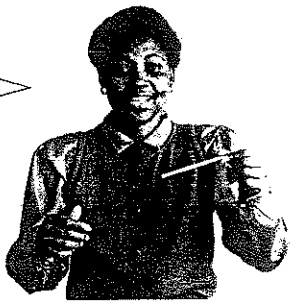
Discuss
How do you say these examples in other languages you know ?

Observation 3	
Introduction to English Grammar	
	Evaluation: Teacher asks students for their opinion of the book and summarises.
Present Tense	
p0, Check your Grammar	Teacher repeats the process of checking the objects in the picture, reading the instructions under "discuss", reads the instructions for "fill in the missing words", reads the words in the box and then reads the story. Students call out the words missing in the gaps. Then students work in pairs to check their answers. Teacher reads story again and students call out the missing words. (No reference to checking the answers against p 58, no counting up of marks and no mention of the purpose of the exercise as determining whether or not to work through this book.)
p1, Read or listen	Teacher reads the words in the bubbles and asks comprehension questions.
p1, Discuss these examples in other languages.	Teacher reads the instruction and a short discussion follows in Sotho.
p2, Teacher talk	Teacher mentions that the photo shows the same woman as on the previous page, but not that she is the teacher for this book. Teacher reads the words in the bubble and explains their meaning as she reads them.
p2, Fill in the missing words.	Teacher reads the instructions, the words in the box and the first three sentences while students call out the words missing in the gaps. Students write the words for the first three sentences and then sit and wait. Teacher reads the words in the next box and explains their meaning. She reads the sentences and students call out the words in the gaps. Then students write the next four sentences and wait.
p3, Fill in the missing words, continued.	Teacher reads the words in the box and reads the sentences with students calling out the missing words. Teacher explains the meaning of the words. Students write three sentences and wait. For the last 6 sentences, teacher instructs

	students to: discuss with your partner and fill in the words. Students write. Teacher checks answers with whole group by reading the words in the box, explaining their meaning, and reading the sentences while students call out the missing words. Teacher echoes the correct answers.
p3, Answers	In response to a student question teacher says that the upside down words are answers, but she does not let students turn their books around to look.
	Teacher explains the meaning of all 17 words again.
	Teacher instructs students to work through p 1-3 with a partner. A storm is brewing and they finish the lesson early.

In this book there are some special words for talking about grammar. These are:

verbs present tense
pronouns positive sentences
singular negative sentences
plural questions



Fill in the missing words

grammar	grandmother	gramophone

1. Your mother's mother is your _____ .
2. The machine you play records on is a _____ .
3. The patterns for making sentences in a language are the _____ of the language.

post	present	future

4. Yesterday is the _____ .
5. Now or every day is the _____ .
6. Tomorrow is the _____ .
7. A gift you give someone for Christmas is also called a _____ .

tense	ten	verbs

8. One, two, three, four, five, six, seven, eight, nine, _____
9. Words for actions (e.g. talk, swim, learn) are _____
10. The _____ of a verb can help you to know whether it is past, present or future.

pronouns	pronounce

11. When you say words correctly, you _____ them correctly
12. The words I, **we**, **you**, **she**, **he** and **they** are _____

positive sentence	negative sentence	question

13. Is Basil happy? This is a _____
14. Basil is not hungry. This is a _____
15. Basil is thirsty. This is a _____

singular	plural

16. One book is _____ but two books are _____
17. One man is _____ but ten men are _____

Answers

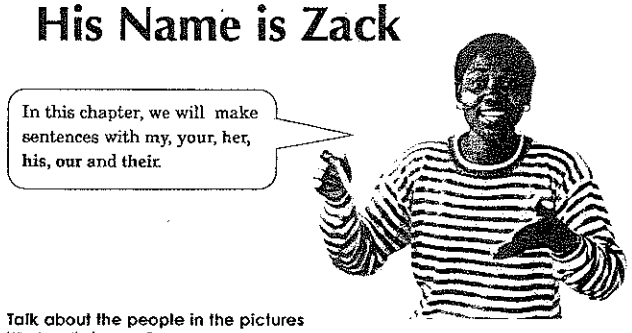
1. grandmother 2. gramophone 3. grammar 4. past 5. present
6. future 7. present 8. ten 9. verbs 10. tense
11. pronounce 12. pronouns 13. question 14. negative sentence
15. positive sentence 16. singular, plural 17. singular, plural

Observation 4	
Introduction to English Grammar	
p51 - 55, Test	Teacher hands out the marked books and students look at their results. Praise for students who have done well. Teacher works through questions 5, 7, 3, 4, 2, with the whole group. The basic pattern is: she reads the instructions, she reads the sentences with mmm for the gaps, good students call out the correct answer, she echoes the correct answer, she asks students if they have seen their mistakes. Occasionally she explains, e.g. difference between a sentence and question, how to use the words in the box, deciphering a picture. Some students demand a remark.
Present Tense	
	Revision: Teacher reads the sentences on p2-3, and the students call out the missing words.
p4, Teacher talk	Teacher reads the chapter heading, and the teacher talk in the bubble. No discussion.
p4, Talk about the people in the pictures.	Teacher reads the instructions, talks about the pictures, points out the new characters and reads the bubbles coming from the pictures. Students listen.
p5, Talk about the people in the pictures, continued.	Same pattern, until we get to the last picture, which leads into a discussion about how rich men can get beautiful women and older women can get babies.
p6, Talk about the pictures and fill in the missing words.	Teacher reads the instructions and tells students to discuss the pictures with their partners and then write. Students talk and write. Teacher checks with whole class as follows: Teacher reads sentences with mmm in the gaps, students chorus whole sentence, teacher repeats whole sentence.
p7, Talk about yourself in English and then fill in the missing words.	Teacher reads the instructions, reads the sentences and tells students to complete them in writing. Students write. (No talking about self.)
p7, Ask your partner questions and then write the answers.	Students write. Teacher checks individually.

p7, Talk about your English lessons and then fill in the missing words.	Students write. Teachers checks individually. She does not give students her phone number.
p7, Discuss these sentences in other languages.	Not done.

CHAPTER

1 His Name is Zack



Talk about the people in the pictures
What are their names?
Do you remember some of these people?





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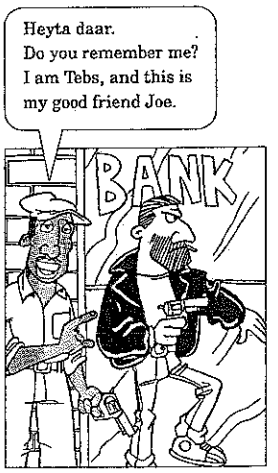



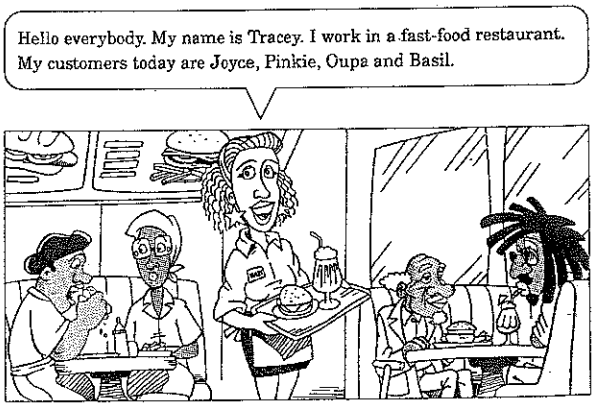

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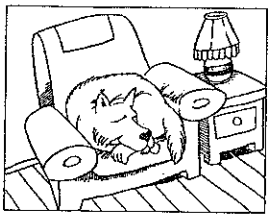
Talk about the pictures
Who or what belongs to who?
Then fill in the missing words.

her	his	their

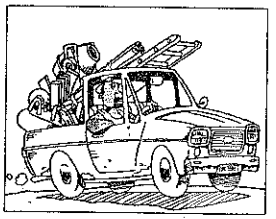


Zodwa loves _____ dog.

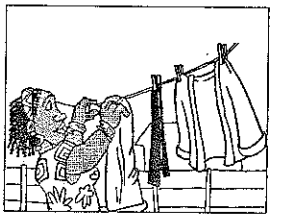
_____ name is Fred.



Mike and Miriam like to play with _____ toys.



Zack needs _____ bakkie for _____ work.



Sis Gertie washes _____ karate clothes every week.

Talk about yourself in English
Then fill in the missing words.

My name is _____

_____ favourite colour is _____

_____ birthday is on _____

_____ address is _____

Talk in English
Ask your partner questions.
Then write the answers.

How do you spell your name? _____

What is _____ job? _____

When is _____ birthday? _____

What is _____ address? _____

Talk in English
Talk about your English lessons.
Then fill in the missing words.

Our teacher is called _____

The phone number of _____ teacher is _____

_____ classroom is in _____

_____ classes are from _____ to _____

Discuss
How do you say these sentences in other languages that you know?

Write



Zack's girlfriend is _____ .

Joe's friend is _____ .

Sis Gertie's boyfriend is _____ .

Check your grammar

What is this sign?

Zack's girlfriend.

This is called an apostrophe. We say: a-pos-tro-fee.
Apostrophe s means: belongs to somebody.
You can say: Zack's girlfriend is Zodwa.
Or you can say: His girlfriend is Zodwa.

Write



Monica is _____ wife.

Mohammed is _____ husband.

Mike is _____ brother.

Miriam is _____ sister.

Discuss
When a name ends in -s you can write:

Tebs's friend or Tebs' friend

Phineas's wife or Phineas' wife

CHAPTER

We Work Hard 2

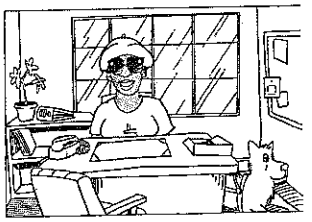


In this chapter we will make sentences and questions in the present simple tense with I, we and you.

We are domestic workers.
We wash the dishes, we wash and iron the clothes, we dust the house, we sweep the floors, we cook, we feed the dogs, we look after the children, we answer the phone.
We work very hard.



I am Zodwa. My problem is that I am blind. But I can help other people with their problems because I work in an advice office. I like my job very much.



I am Basil. I am a musician.
But now I want a good job.
My problem is that I drink too much.
Maybe Honest Tom's employment agency can help. Tom says he has got a nice job for me.



p14, Read the story with your partner, taking on the roles of the characters.	Not done.
p14, Act out the story for your class.	Not done.
p15, Answer questions about the story in writing.	Teacher gives this for homework.
p15, Read the story again and say what you think of it.	Teacher gives this for homework.
p15, Act with your partner.	Not done.
p15, Tell your own story, using questions to help structure the narrative.	Not done.
p15, Write your story.	Teacher gives this for homework.
p15, Read your story to the class	Not done.

Talk in English
Talk about the clothes these people are wearing
You can use words from the box if you want.
Are fashions changing these days?
What fashions do you like?

looks good	smart	looks ugly	cheap
African	expensive	American	traditional
old fashioned	modern	strange	fashionable



Tell a story!
Do you know somebody who dresses in an interesting way?
Tell your group about them.

CHAPTER 2

Love Story

Discuss
Love is the most exciting thing of all.
Can you remember the first time you fell in love?

Who did you fall in love with?
How old were you?
Where did it happen?
What did the person look like?

You can use these words to help you.

beautiful	handsome	nice	lovely
short	tall	thin	fat
lady	gentleman	young	big smile

Write

The First Time I Fell in Love

I was _____ years old. I fell in love with _____

in _____ . _____

_____

_____

Before you read the story on the next page
Read the title and look at the picture.
What do you think the story is about?

Have you read any love stories?
How do love stories start? How do they end?
Read this story and see how it ends.

Richard Worthington's Lessons

Time observed: 5 x 2 hour lessons, i.e. 10 hours.

Work Covered: *Reading Stories,* pages 11-24
Money and Shopping, pages 1-21
Two chapters from *The Fortune Snake, Mamlambo*
Half a chapter from *Against the Wind*
A newspaper article
Various crosswords and numeracy worksheets
Library book swap outs.

Exercises in Workbook	**Work covered by the Teacher**
Observation 1	
Reading Stories	
	Revision of Chapter 1
P11, Discuss the first time you fell in love.	Probably done in a previous lesson
p11, Write about the first time you fell in love.	Done for homework after the previous lesson - students' books were filled in.
P11, Pre-reading the story on the next page.	A student reads the instruction, the class checks the title and picture and discusses the nature of love stories. The teacher uses and elaborates on the discussion questions given.
P12, Listen to or read the story.	Students read the story aloud. Each student reads a paragraph.
p13, Comprehension questions about the story.	Teacher asks questions, students answer individually and mostly correctly. He asks the questions provided and adds more of his own. Teacher corrects by referring students back to the text and explaining words.
p13, Read the story to your partner.	Students read in pairs - they swap after each paragraph and read the story twice to each other. Teacher listens and helps weak students.
p14, Talk about the story using key words in a box.	Students work in pairs, using the words to create a question\answer exercise about the story (not a summary). Teacher listens to and supports pairs. When all pairs are done, teacher repeats the exercise with the whole class as a question\answer comprehension.
p14, Discuss punctuation, inverted commas, and write sentences from the story which use inverted commas.	Teacher check students' knowledge of all common punctuation marks. Then students read the instructions and write sentences. Teacher corrects individually.
	Teacher gives crosswords to students who finish writing early.

Listen or read

The First Time I Fell in Love

by Jemina Tsoana

I was 16 years old.
I was coming from church one Sunday.
Then I saw a boy under a tree.
He was called Simon.

Simon was a tall handsome boy.
He said, "I love you very much."
I said nothing because I was shy.

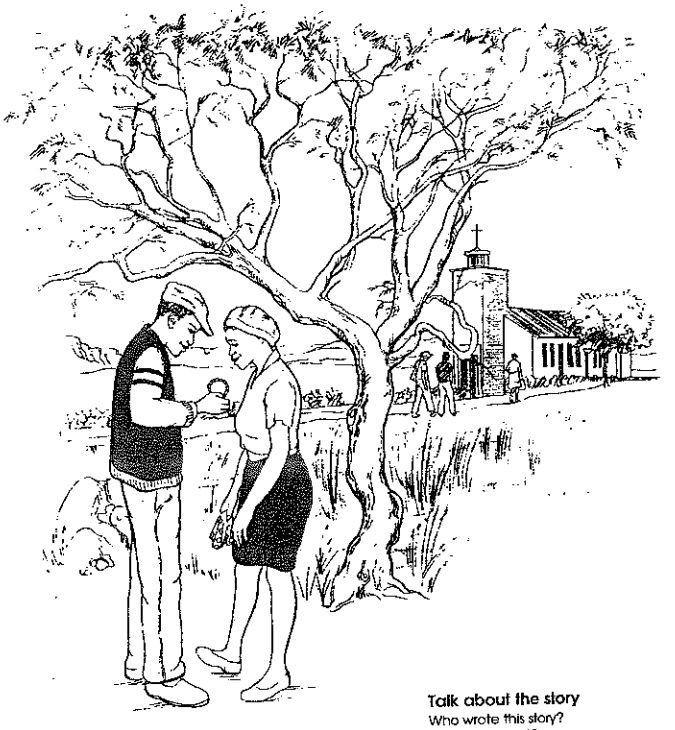
He asked me, "Why are you not talking to me?"
I said, "I don't know what you are talking about."
I lied. In those days you did not show a boy
that you liked him. I said, "Give me a week to think about it."

At night I did not sleep. I always dreamed about him.
I was in love with Simon.

The next Sunday I put on my best dress.
I spent a long time at the mirror. I made sure I looked nice.
Then I went to church. After church, I met Simon under the tree.
I told him, "I love you too." He gave me a bangle.

The next Sunday I gave him a hanky.
This showed that we loved each other.

This story was taken from *Active Voice* newspaper, Issue No. 27, March 1993.



Talk about the story
Who wrote this story?
What is it about?
Who did she fall in love with?
How old was she?

Read the story to your partner

Say what is in the story
Talk about what happened.
Use these words.

On the first Sunday	church tree tall shy
On the second Sunday	handsome boy love
On the third Sunday	not talking bangle hanky

Discuss punctuation
These signs " " are called inverted commas.
We write them when somebody talks in a story.
Find these signs in the story, and write down what the people say.

1. Simon said, _____
   Jemina said nothing because she was shy.
2. Simon asker her, _____
3. Jemina said, _____
   _____
   _____
4. Next Sunday Jemina went to church. Then she told Simon, _____
   _____

Read the story with your partner
You can read what Simon says.
Your partner can read what Jemina says.
Then swop.

Act out the story for your class

Answer the questions about the story

1. Where did Jemina meet Simon? _____
2. Why did she not talk to Simon easily? _____
3. How long did Simon wait for Jemina to answer him? _____
4. What did Jemina do in that time? _____
5. What did they give each other? _____
6. Why? _____

Read the story again and say what you think of it
Did you like it? Why?
Do you think this is an old fashioned story or a modern story? Why?
How was love in the old days different from love today?
How do people today show they love each other?

Act with your partner
Act out what people today say to each other when they fall in love.

Tell a story!
Make up your own love story.
Use these questions to help you.

- Where is it?
- What are the people's names?
- How old are the people?
- What do the people look like?
- What do they say to each other?
- How do they show their love?
- What happens?

Write your story in your extra writing book
Then read your story to the class.

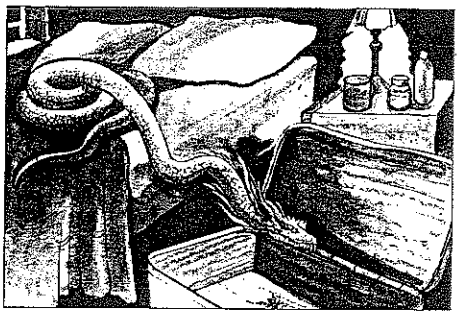
Observation 2	
Reading Stories	
	Revision: p12, Individual students read story aloud, paragraph by paragraph. p15, Teacher checks the homework by asking students to read the questions and their answers. He explains new words and checks that all students agree on the correct answer. p15, Teacher asks questions about the story which relate to the opinion questions given, but sound more like comprehension questions. p15, Only two students have written stories, so teacher agrees to mark them after the lesson.
	Discussion about Human Rights Day, as there will not be a lesson on that day.
	Teacher checks answers to crosswords of individual students.
	Teacher checks students remember the meaning of "inverted commas" and checks the name and function of all common punctuation marks.
p16, Extra reading, explanation of where the Mamlambo story comes from and what to do with it.	Teacher checks the title and author, shows the original book from which the story is adapted and discusses the cover.
p16, The Fortune Snake Mamlambo, Part 1	One student reads the story.
p16, Discuss your response to the story and instructions about where to find the continuation of the story.	Teacher asks comprehension and opinion questions about the story and checks understanding of words. He tells students where to find the next part, but asks them to wait if they can.
p17, Chapter heading and pictures.	Teacher elicits the meaning of the photos.
p17, Tick the answers you agree with.	Students read the questions aloud, teacher asks them to think about their answers and tick at home. He also explains new words and checks students understand the meaning of the questions.
Money and Shopping	
Cover	Teacher hands out the book, students read the title and comment on the cover picture.
p1, Pictures and text in bubbles.	Teacher elicits content of the pictures and asks students to read the words. He checks comprehension and new words.
p1, Discuss own shopping issues.	Not done.

p2, What do you want to learn? Discuss and tick to indicate whether you can already do this or whether you want to learn this.	Teacher takes students through each question, getting most students to individually answer each question. He checks their self assessment of some questions by giving them tasks to do, e.g. checking change.
p3, Chapter heading and picture.	Students read the title.
p3, Read the dialogue.	Two pairs of students read the dialogue. Teacher asks comprehension questions and checks their understanding of reading prices by asking them to work out change.
p3, Discuss own experience of reading prices.	Not done.
p4, Circle the price on labels on goods.	Teacher asks individual students what each item costs. Also checks understanding of "sell by date" and asks students to check change they would get.
p5, Illustration of how prices are written.	Skipped.
p5, Two items with prices written in different ways.	Teacher checked that students knew what the two items cost.
p5, Discussion about variations in how prices are written.	Skipped.
p6, Circle the rands in prices. Circle the cents in prices.' Read the prices out loud. p7, Tick the correct amount of money.	Students read the 4 instructions and then work on their own while teacher goes around helping.
p8, Read about the bar code system.	A student reads the heading and two paragraphs, teacher gives additional explanations.
p8, Read opinions about the bar code system.	Two students read and teacher initiates a discussion about students' own opinions about bar codes.
p9, Read a shelf label.	Teacher asks questions to check understanding of the label.
p9, Read a photograph with shelf labels.	Not done.
p9, Discuss own opinion of bar code system.	Done earlier.
p10, Discuss costs of groceries and the value of knowing the costs.	Student reads discussion questions and teacher then asks other questions about what, how much, where and the price of things students buy.
p10, Fill in a table indicating things you buy and their cost.	Teacher gives this as homework. He tells students to add an extra column giving the weight of the goods.
p10, Work with a partner to compare your lists.	Can't be done yet.
p11, Chapter heading and picture.	Teacher reads heading.
p11, Read the dialogue.	Two students read the dialogue
p11, Discuss the difference between kilograms and litres.	Teacher explains the difference between kilos and litres.

	Teacher gives the exercise on p13 as extra homework.
	Teacher exchanges library books at the reception outside the classroom.
	Teacher marks the love stories of two students.

Extra reading
Here is part of a story adapted from *The Fortune Snake Mamlambo* by Bheki Maseko.
The story continues at the end of each chapter.
You can read this story on your own.
Then discuss it with your group.

The Fortune Snake Mamlambo



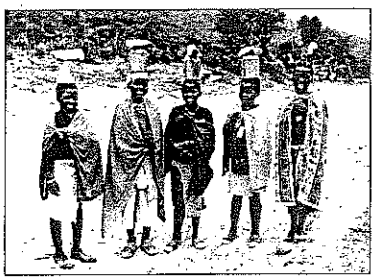
Part 1: Mamlambo Brings Good and Bad Luck

Mamlambo is a snake that can make its owner rich. You can get this snake from nyangas. They will tell you how to use Mamlambo. But it is hard to look after Mamlambo. There are so many things to remember that some owners forget them. For instance, a beast must be slaughtered from time to time. If an owner forgets one of these duties, Mamlambo will bring its owner very bad luck. Many stories have been told about Mamlambo.

Discuss
Do you want to own a good luck animal like Mamlambo?
At the end of the next chapter you can read about Mamlambo's new owner.

CHAI

Bringing Up Children 3





Tick the answer you agree with

	Yes	No
1. Are children today different from children in the past?	☐	☐
2. Is it important for children today to know about their ancestors?	☐	☐
3. Do they know family customs today?	☐	☐
4. Are they obedient?	☐	☐
5. Do they ignore their parents?	☐	☐

Discuss
What did children learn from their parents in the past?
What do children learn from their parents today?

Before you read the story on the next page
Read the title and look at the pictures.

Money and Shopping



Everything is so expensive
it finishes me.



Maybe I have R10
and I want to buy 4 things.
When I get to the till,
I don't know
if I have enough money.



How do you know
what size flour
to buy so you get the
most for your money?

Discuss
What things do you need to buy?
What difficulties do you have when you go shopping?
How can you spend your money in the best way?

What do you want to learn?

Discuss and tick (✓)	I can already do this	I want to learn this
Chapters		
1. Can you read prices?	☐	☐
2. Can you read kilos and litres on goods?	☐	☐
3. Can you add prices quickly in your head?	☐	☐
4. Can you check your change easily?	☐	☐
5. Can you see if your cash slip has a mistake on it?	☐	☐
6. Can you compare goods and prices so you can get things more cheaply?	☐	☐
7. Do you feel free to talk English in shops so that you get what you want?	☐	☐

CHAPTER 1

What is the Price?



Customer: Excuse me. Where is the price?

Packer: It's here, on the shelf, under the goods.

Customer: So which number tells you the price?

Packer: The big number on the side.

Customer: Oh, it's R4.90. That's expensive.

Packer: No, it's R4.09.

Discuss
What mistake did the customer make?
Do you sometimes struggle to find prices or to read them?

Observation 3	
Reading Stories	
	Teacher shows students the original Mamlambo book and reads the biography of the author from it. Students listen. Teacher asks comprehension questions about the biography, which students can answer.
	Teacher reads the first chapter of the Mamlambo story, which corresponds to part 1 on page 16. Students ask questions about the meaning of words.
Money and Shopping	
	Revision: p2, Works through all the questions with the students. p8, Students read the information. p9, Does the exercise that was missed out: students read the shelf labels on the photo.
p10, Work with a partner to compare your lists.	This is done as a whole group exercise.
p11, Chapter heading and picture.	Discussion of the picture.
p11, Read the dialogue.	Two students read the dialogue.
p11, Discuss the difference between kilograms and litres.	Teacher checks understanding of solids and liquids, litres and kilograms.
p12, Bring full packets and tins to class, pick up different weights, see which are double and half as heavy.	Lively activity with holding tins, packets, bottles and discussion of grams, kilograms, litres and millilitres.
p12, Write the weights from the lightest to the heaviest.	Not done.
p12, Circle the weights of goods on a photograph.	Not done.
p12, Discuss meaning of 2,5 kg.	Not done.
p13, Diagram illustrating the value of 1 kg, 1/2 kg, 1/4 kg, 1/8 kg.	Not done.
p13, Work out how many small weights make up a big one.	Students work on their own, teacher goes around helping. All students struggle. Teacher does a lot of explaining to individuals and occasionally class the whole class together to explain something.
	Teacher summarises relationship of grams to kilograms and millilitres to litres, but students don't get it.
Reading Stories	
P17, Check the answer you agree with.	Teacher checks students have done it as homework. He goes through each question,

	asking for a vote on which answer students ticked, encouraging discussion on the issue and explaining new words.
p17, Discuss what children learn from their parents.	Not done, but there was a lot of discussion around the questions themselves.
p17, Pre-reading the story.	Student reads instructions and teacher elicits meaning of title and pictures on next page.
p18, p19, Read the story.	Students read aloud, one paragraph each.
	Teacher initiates discussion about how students see these things as true in their own lives. Lively discussion.
	Teacher gives p 20 and 21 as homework.

The Bar Code System

Goods have a bar code instead of a price on them. The bar code has all the information about the goods.

The computer reads the bar code when the goods go across the till. The computer writes the name and the price onto the cash slip.



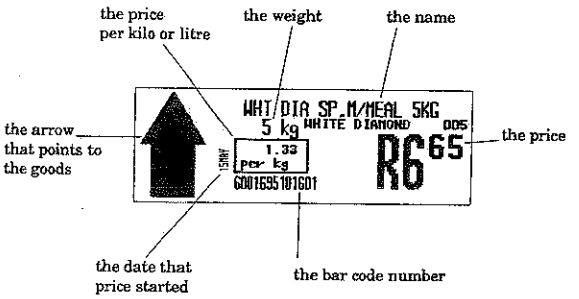


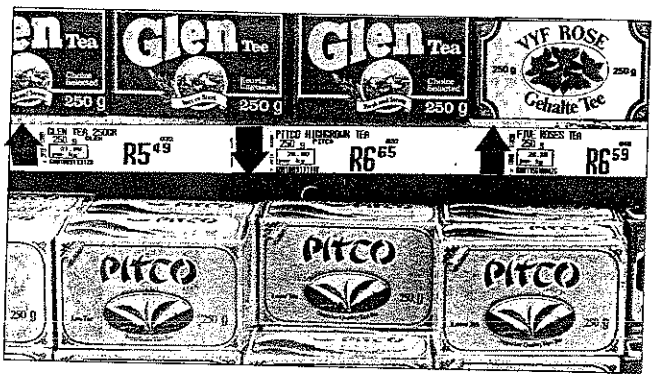
I don't like this new system because the prices are not on the goods.



It makes my work faster. And the computer helps the shop with stock control.

The price is on a label on the shelf.





Write the price

Glen tea _____ Pitco tea _____ Five Roses tea _____

Discuss

What do you think about the bar code system?

Project on Reading Prices

Discuss
Which things do you buy most often?
How much do they cost?
Is it useful to know exactly how much the things cost?

Look at things at home

Things I buy	Name	Price
Milk	Clover	R1,98

Work with your partner
Compare your lists.
Which things are the same?
Who buys things more cheaply?



CHAPTER 2

What is the Size?



Sello: What is the size of this sour milk?

Nomonde: It says 1 litre.

Sello: Oh. Is 1 litre the same as 1 kilogram?

Nomonde: No. Kilograms weigh things that are solid, like flour or jam.
Litres measure things that are liquid, like water or milk.

Sello: Thank you. Now I can see which carton has more in it.

Discuss
What is the difference between kilograms and litres?
Why is it useful to check the kilograms and litres on goods?

Kilograms and Grams

Bring full packets and tins to class
Pick up the different weights.
Which weights are double as heavy as others?
Which weights are half as heavy as others?

Write the weights from lightest to heaviest.

_____
_____
_____
_____
_____
_____

kilogram	= kg
gram	= g

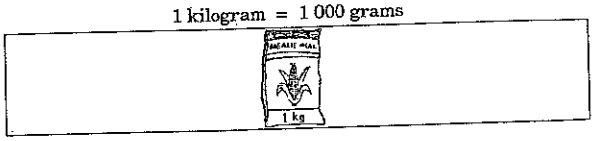
Circle the weights



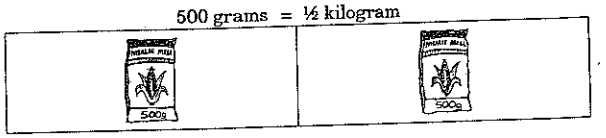
Discuss
Does 2,5kg mean 25 kg or 2½ kg?

Read

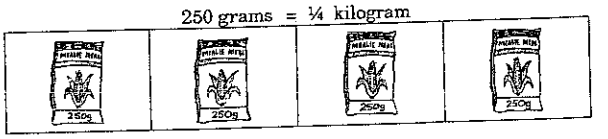
1 kilogram = 1 000 grams



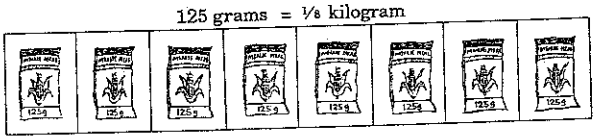
500 grams = ½ kilogram



250 grams = ¼ kilogram



125 grams = ⅛ kilogram



Write

A 1kg packet weighs the same as 2 packets of 500g.

1kg = ____ of 500g.
1kg = ____ of 250g.
1kg = ____ of 125g.

500g = ____ of 250g.
500g = ____ of 125g.

2kg = ____ of 1kg.
2kg = ____ of 500g.
2kg = ____ of 250g.

1,5kg = ____ of 500g.
2,5kg = ____ of 500g.

Observation 4	
Money and Shopping	
	Revision: Teacher elicits and explains weights and their equivalencies. Some students cope.
	p12, Teacher instructs students to write the weights on the objects in the photograph from the lightest to the heaviest.
p14, Bring full bottles and cartons to class and discuss which hold double or half or the same amount of liquid.	Done as part of the holding of packets and tins.
P14, Write the amounts of liquid from the lightest to the heaviest.	Not done with real object, but done with the items on the photograph below.
p14, Circle the amounts of liquid.	Not done, but the amounts on these items are used for the lightest to heaviest exercise.
p15, Read a diagram illustrating 1 litre, 1/2 litre, 1/4 litre, 3/4 litre.	Not done. Instead, teacher explains the equivalencies on the board, without illustrating the concepts.
p15, Work out how many small amounts of liquid make up one large one.	Teacher asks students to read their answers and several still have wrong answers. Teacher starts explaining, but then postpones issue to next lesson.
p16, Project on reading weights.	Skipped for now.
p17, Chapter heading and picture.	Teacher elicits meaning.
p17, Read the dialogue.	Teacher reads it with a student.
p17, Discuss own ability to add prices.	Not done.
p18, Read about different methods of adding.	Students read.
p18, Discuss how you add.	Teacher refers to what students learned in *Adding*.
p19, Add prices to illustrate the method of rounding off.	Given as homework.
p20, p21, Round off and add prices.	Given as homework.
	Teacher helps weaker students with exercise on p 13.
Reading Stories	
	Revision: Check on what had been discussed at end of previous lesson.
p18, p19, Read the story.	Teacher checks understanding of title and authors. Students read one paragraph each.
p20, Talk about the story.	Teacher checks understanding of words.
P20, Read the story to your partner.	Students read in pairs, one paragraph each, then swap and read again. Teacher helps the weakest pair.

p20, Cross out the words that are not correct to get a summary of each paragraph.	Students work on their own. Some had done it for homework. Teacher goes around correcting.
p20, Discuss punctuation and write the commas in these sentences.	Students work on their own and teacher goes around correcting.
	When all are finished, teacher calls the class together and goes through both exercises orally by asking a student to read his\her answer and checking that everybody agrees. When to write commas requires some explanation from the teacher.
p21, Match the words that mean the opposite of each other.	Teacher explains what students must do and goes around helping while they do it. At the end, teacher checks with the whole class by asking individual students to read their pairs of words.
p21, Fill in the missing words from the story	Students did this during their individual work. The teacher does not check it with the whole group, maybe he checked it during the individual corrections.
p22, Answer questions about the story by writing sentences.	Individual students read all the questions. Students answer the first two questions. Then teacher instructs students to write all the answers in sentences. Students work individually and ask friends and teacher for help. Teacher goes around helping and correcting.
	For homework, teacher ask students to complete p 22, do the ticking exercise on p 23, and hands out a crossword.
	Teacher swaps out library books for students.



In the Old Days

by Nofeliti, Nofikile and Nowungile from the Transkei

In the old days when a child was born, the family and the village came close together. The grandparents, the aunts and the uncles introduced the child to the ancestors.

As children grew up they learned the family customs and they learned to be obedient. If an adult walked past and greeted the child, the child stopped and listened. The child always gave a polite answer.

Parents taught girls to respect boys, even the very young boys. Girls were married young so the father got cattle for lobola.



The mother taught the children everything. She taught different things to boys and girls. She taught the boys to build a kraal, to plough and plant. She taught girls to fetch wood, clean, sweep and cook.

She also taught the girls about sex, but she did not teach the boys. Boys learned such things from the father, the grandparents or the uncles.

But times are changing. The children of today are different. They do not know the old traditions any more. They disrespect adults and they ignore what we teach them. Some do not want to go to school. Some run away and live in the streets.

This story was adapted from *Ibundela: Stories from the Transkei*, edited by Kelly Knott, Adult Literacy and Advice Centre.

Talk about the story
Who is telling the story?
What do they say about bringing up children in the old days and today?

Read the story to your partner

Say what is in the story
The story has 6 paragraphs.
Cross out the words that are not correct.

Paragraph 1 is about:
city life / ancestors / the birth of a child in the old days.

Paragraph 2 is about:
how children learned respect / life on the farms / children's games.

Paragraph 3 is about:
how boys got married / building a house /
the difference between boys and girls.

Paragraph 4 is about:
what children learned / school subjects / how to keep a house clean.

Paragraph 5 is about:
family life / sex education / the church.

Paragraph 6 is about:
school education / village customs / the children of today.

Discuss punctuation
When you write a list you put commas between the different words in the list.
Here is an example:

There are cups, plates, knives, forks and spoons on the table.

Write in the commas in these sentences

1. She taught girls to fetch wood clean sweep and cook.
2. She taught the boys to build a kraal to plough and plant.



Discuss new words
Match the words that mean
the opposite of each other.
Which words can you find in the story?
Can you guess what they mean?

polite	disrespect
respect	disobedient
obedient	rude
listen	changing times
staying the same	ignore

Fill in the missing words from the story

1. Children in the old days gave a _____ answer when people greeted them.
2. They showed _____ when adults walked past.
3. Children used to _____ when their parents spoke.
4. Times are _____ and children are not the same.
5. Today children _____ adults and they are not _____.

Observation 5	
	Teacher reads a newspaper article about a man who shot two small children because they did not greet him. He asks opinion question and the class ends up in a long discussion about the death sentence.
	Teacher reads half the story of the first black radio announcer K.E. Masinga from the easy reader *Against the Wind.* He asks comprehension questions, which students can answer easily.
Reading Stories	
	Revision: p18, p19, One student reads the story. Teacher checks the meaning of a few words. p22, Teacher checks on homework by asking students to read the question and their answer and checking that everyone agrees with the answer. A discussion about whether or not boys\men respect girls\women emerges from one of the questions.
p23, Read the story again and say what you think of it.	Sort of done via the previous exercises and revision.
p23, What do you think? Tick the answer you agree with.	Students had done this for homework. Teacher asks a student to read each question and then asks for a vote on how all students answered. The questions lead to major discussions on the relationship between men and women, the morality of punishing children, and the upbringing of children in relation to tradition.
p23, Discuss with a partner.	The teacher changes this into a whole class exercise and explicitly states that he is preparing students to answer the questions in writing. he asks the questions, gets most students to answer each question, summarises what they said, makes sure they know what to write in response to each question and encourages them to write at home without worrying about the grammar.
p23, Write what you think in your extra writing book and read your story to the class.	Given as homework.
p24, The Fortune Snake Mamlambo, part 2.	Given as homework.
Money and Shopping	

	Checking homework: p19, 20, 21, Teacher works in a whole group and checks that students have the right answers. Some students query the difference in meaning between estimation and rounding off.
	Teacher hands out a numeracy worksheet for extra practice at home.

Answer questions about the story

1. In the old days, what happened when a child was born?

   _____

   _____

2. What did all children do when they were with adults?

   _____

   _____

   _____

3. What did the boys learn?

   _____

   _____

4. What did the girls learn?

   _____

   _____

5. Did boys learn to respect girls?

   _____

6. The writers of the story say that children today are not good.
   What do they say the children do?

   _____

   _____

   _____

Read the story again and say what you think of it
Did you like this story?
Do the writers prefer the way children were brought up in the old days or the way children grow up today?
Does everybody think this way about children?

Tick the answer you agree with
What do you think?

	Yes	No
1. Parents must teach children to respect traditions.	☐	☐
2. Parents must teach the same things to boys and girls.	☐	☐
3. Parents must teach children the modern ways of life.	☐	☐
4. Children must be free to make up their own minds and decide what they want to do.	☐	☐

Discuss with your partner

- How did your parents bring you up?
- Did you listen to your parents and respect adults?
- What traditions did you learn as a child?
- Did boys and girls learn different things when you were young?
- Did you grow up in a different way from children today?
- Which way is better? Why?

Write what you think in your extra writing book
Then read your story to the class.

Litres

Bring full bottles and cartons to class
Which ones hold double as much as others?
Which ones hold half as much as others?
Which ones hold the same even if they are different shapes?

Write the amounts of liquid from lightest to heaviest.

_____
_____
_____
_____
_____
_____

litre	= l
millilitre	= ml

Circle the amount of liquid

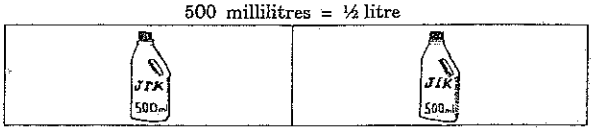


Read

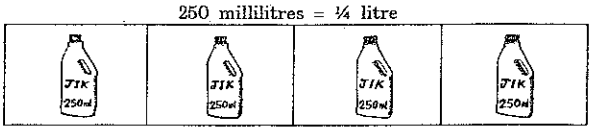
1 litre = 1 000 millilitres



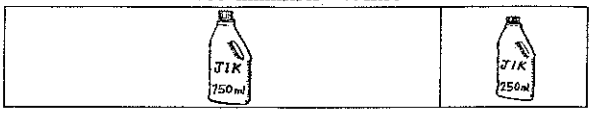
500 millilitres = ½ litre



250 millilitres = ¼ litre



750 millilitres = ¾ litre



Write

A 1 litre bottle holds the same liquid as 2 bottles of 500ml.

1 litre = _____ of 500ml. 2 litres = _____ of 1 litre.

1 litre = _____ of 250ml. 2 litres = _____ of 500ml.

500ml = _____ of 250ml. 2 litres = _____ of 250ml.

3 litres = _____ of 750ml.

Project on Reading Weights

Discuss
Think of the things you buy most often.
How heavy are they?
Do you buy big packets or small ones? Why?

Look at things at home

Things I buy	Name	Price	Weight
Tea	Five Roses	R5.49	250g

Work with your partner
Compare your lists.
Who buys the bigger packets?



CHAPTER 3

What is the Total?



Customer: What is the total price?

Hawker: The apples are R2.50.
The cabbage is R1.50.
The tomatoes are R3.00
and the onions cost R6.79 a bag.
The total is R13.79.

Customer: Oh dear.
I thought it was R12.

Discuss
Is it useful to add prices before you pay?
Do you find it easy to add prices?

Thomas Mahambani's Lessons

Time observed: 4 2-hour lessons, i.e. 8 hours

Work covered: *English at Work, p14 - 26*

Exercises in Workbook	Work Covered by Teacher
Observation 1	
p14, Decide what you will say Practice acting in pairs Act and watch other people act	Quick revision: each student reads a question and answer, teacher reminds them of the role-plays they did.
p15, Heading and picture	Discuss picture and chorus read
p15, Reading passage: We Struggle to Understand the Boss	Chorus read 3 times, teacher asks gist questions, retells story, and relates it to own workplace.
p15, Discuss	Teacher asks given questions, uses mother-tongue, expands and explains.
p16, Heading and instructions	Chorus read
p16, Writing exercise	Whole class activity, each question is read, answered orally and then answered in writing.
p16, Discuss	Teacher reads questions in English and repeats them in mother tongue before students answer.
p17, Heading	Chorus read and explanation
p17, Reading passage and picture	Chorus read, comprehension questions and relating back to earlier in the book.
p17, Work in pairs	Whole group Q-A exercise, with teacher eliciting, writing answers on the board and Students copy into books.
p17, Talk in English	Whole group Q-A exercise, with students reading the questions from previous exercise and answering, teacher writes answers on board and then students read the dialogue from book and board.
p17, Discuss	Teacher reads in English, asks in mother-tongue and students respond.
	Homework: read p18 and back over pages done.

Decide what you will say
You can use the words in the box.

qualifications	skills	references
work experience	certificates	wages overtime
pension fund	working hours	medical aid

1. If you are the interviewer what questions will you ask?

_____

_____

2. If you are applying for the job what will you take to the interview?

_____

_____

3. How will you tell the interviewer about yourself?

_____

_____

4. What do you want to know about the job?

_____

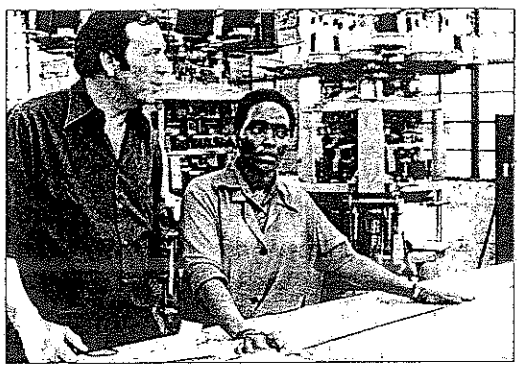
_____

Practise acting in pairs
Practise the interview with your partner until you feel confident to act in front of the class.

Act and watch other people act
Which people were good enough to get the job.
Which people need to improve? How can they improve?

CHAPTER 2

Work Instructions



We Struggle to Understand the Boss

The boss gives us job instructions in English every morning. He uses big words and he speaks too fast for us. We struggle to understand those instructions. But we say nothing to the boss. When he goes out, we look at each other. We ask, "What did he say?" Nobody knows. So we do the job wrong and the boss gets angry.

This is no good. The tongue must be free to speak when we don't understand what he says.

Leah Motlhabane

Discuss
Why do Leah and her friends struggle to understand the boss?
Why does the boss get angry?
What does Leah mean when she says, "The tongue must be free to speak"?

What difficulties do you have with instructions?
What can you do if you don't understand instructions?

Trying to Understand

Write
What can Leah say to her boss?
Choose a sentence from the box.

"Sorry, I did not understand what you said. Please show me what to do."
"Please repeat the instructions."
"Please say that again more slowly."
"Please say it again in simple English."

1. When Leah does not understand the boss, she can say to him:

_____

2. When she wants to hear the instructions again, she can say:

_____

3. When the boss uses big words, Leah can say:

_____

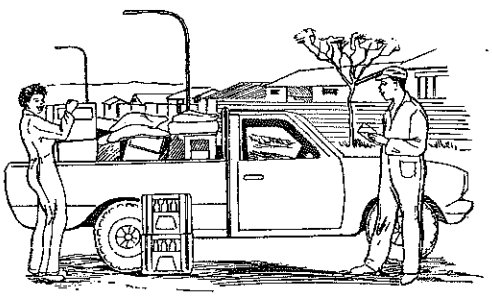
4. When the boss talks too fast, Leah can say:

_____

Discuss
Why is it important to ask questions if instructions are difficult?
Why do you think some people are shy to ask questions?
What advice would you give them?

Ask for more Information

Zanele got the delivery job. On her first day of work, the supervisor gives her an instruction. She needs to ask for more information to help her understand.



Work in pairs
Make up questions for Zanele.

Supervisor: Deliver these boxes this morning.

Zanele: Where must I _____ ?

How can I _____ ?

Who must I _____ ?

When must I _____ ?

What must I _____ ?

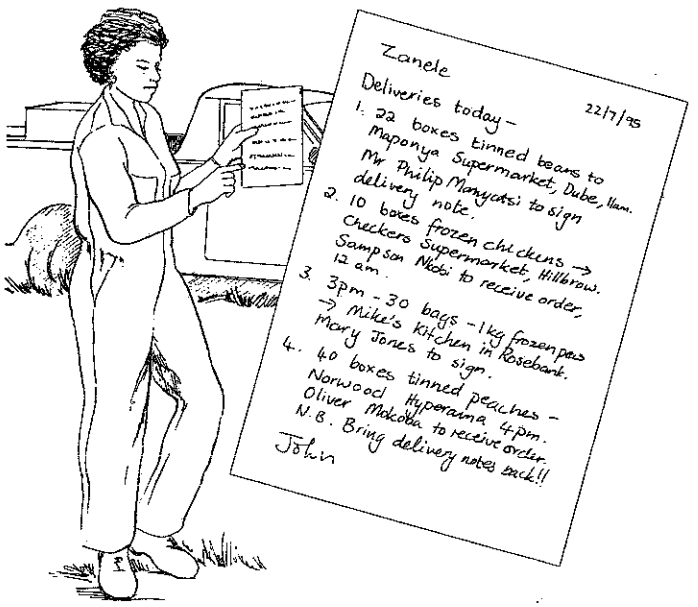
Talk in English
Make up a dialogue between Zanele and her supervisor.
The supervisor must answer Zanele's questions.

Discuss
Do you think Zanele is rude to ask so many questions?

Observation 2	
p18, Heading	Chorus read
p18, Discuss	Teacher reads questions, students answer. Teacher elicits meaning of picture.
p18, Reading passage: Zanele's Delivery Instructions	Chorus read, teacher clarifies context.
p18, Discuss (Comprehension questions)	Students chorus read, then teacher asks (given and more) questions and students answer.
p19, Fill in the work schedule	Chorus read instructions, work through schedule orally with whole class, students fill it in. For correction, teacher draws schedule on board, elicits answers from students going around the table and fills it in. Lots of negotiating meaning. Students compare and correct their work.
	Questions to \ discussion with visitor about adult education.

Reading Instructions

Discuss
Do you ever get instructions to read?
Are they easy to understand?



Discuss
Who wrote the instruction?
Who read the instruction?
Where must Zanele go in the morning?
What must she do there?
Where must she go in the afternoon?
What must she do there?

Write
Zanele must fill in a work schedule each day.
Fill in her work schedule for 22 July 1995.

	Job 1	Job 2	Job 3	Job 4	Job 5
Goods delivered:					
How many?					
Name of shop:					
Place:					
Time of delivery:					
Received by:					

Project
Bring written work instructions to class
or copy some written work instructions in your extra writing book.

Read
Read each other's instructions.
Ask questions if anything is unclear.

Discuss
What problems did you have reading each other's instructions?
How can written instructions be improved?

Observation 3	
p19, Project	Teacher reminds students to buy exercise books.
p19, Read (what found in project	Quick check that students understood reading passage on previous page.
p19, Discuss	Not done
p20, Heading: Act it out	Teacher reads and checks for meaning.
p20, Choose a partner	Not done
p20-21, Decide what you will say	Whole class Q-A exercise, with teacher eliciting, students calling out answers and teacher writing answers on board. After 2 situations, students copy dialogues from board.
p20-21, Practice acting in pairs	Not done
p21, Act and watch other people act	One pair acts the third situation, teacher elicits and write dialogue on board, another pair acts by reading the dialogue from the board, visitor role-plays with one student, no one else wants to try. No evaluation of the acting.
p22, Heading and picture	Teacher reads and students discuss picture.
p22, Reading passage	Teacher reads and students chorus read after him. Students chorus read in teams and pairs, stumbling over many words. Teacher explains 2 words and illustrates how to read aloud.
p23, Discuss (Comprehension questions)	Teacher asks all the given questions with a few clarificatory ones in-between. Students answer.
p23, Talk and write	Teacher reads instructions, students chorus read words in the box, students try at correct answers and when one student gets it right, they all write the answer, with teacher guidance.
p23, Talk in English	Not done
	Chorus read passage on p 22 again.
	Homework: prepare to tell an accident report.

Act It Out: Work Instructions

Choose a partner
Decide who is the employer, and who is the worker.



Decide what you will say
You can use the words in the boxes.

1. Maid and Madam

The employer: Give instructions to the domestic worker.
Speak too fast.

The domestic worker: Ask your employer to speak more slowly.

Please	repeat
slowly	again
say	understand
cannot	speak

Practise acting in pairs

2. CNA Delivery

The employer: Ask the worker to deliver boxes to CNA in Boksburg.

The worker: You do not know how to get there and who to see.
You are worried you will get lost.

How	
get there	
Who	give to

Practise acting in pairs

3. Paint It Pink!

The employer: Ask the worker to paint a wall with pink paint.

The worker: Find out what colour to use.
Ask how much of the wall to paint.

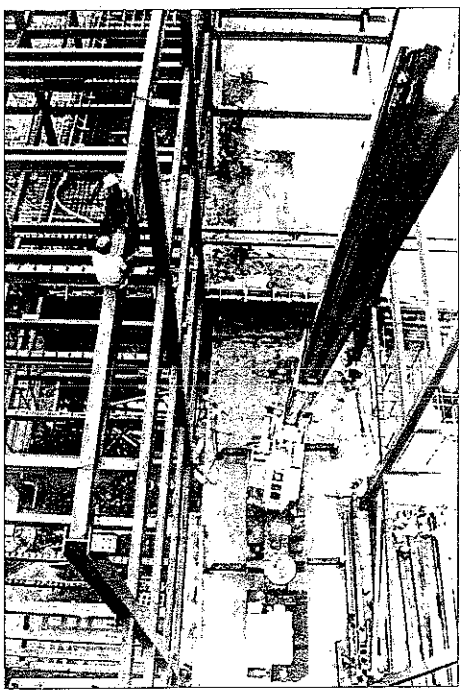
What	how
colour	much
wall	paint
show	me

Practise acting in pairs

Act and watch other people act
Choose a dialogue to act in front of the group.
Which people gave good replies to the employer? Why were they good?
Which people need to improve? How can they improve?

CHAPTER

3 Reporting an Accident



It was 2 o'clock on a Friday afternoon. Sabelo and Zac were working on a construction site. They were tightening bolts on a steel girder. Zac told a joke and Sabelo laughed so much he dropped his spanner. He tried to grab it and he fell. But he was lucky. He landed on a steel girder below. Sabelo broke his leg and he was bleeding. Zac quickly climbed down to get help.

Discuss
- Where was Sabelo?
- What work was he doing?
- What happened to him?
- How did it happen?
- What time did it happen?
- Where was Sabelo hurt?
- Why was he lucky?
- What do you think Zac said when he went to get help?

Talk and write
This is what Zac said when he reported the accident to the supervisor.
Use words from the box to complete his sentences.

was working	fell	dropped	was bleeding	tried
was tightening	climbed	landed	happened	broke

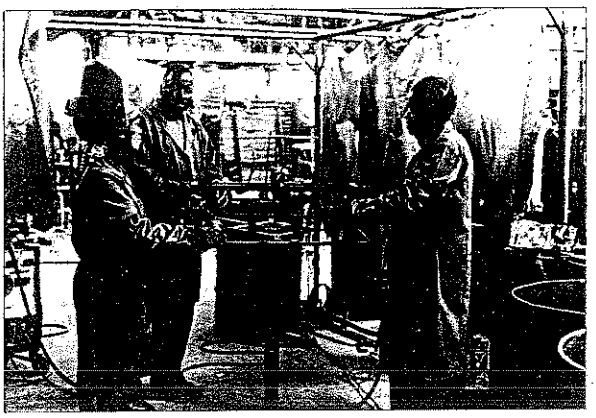
1. Sabelo _____ _____ on a steel girder.
2. He _____ _____ bolts with a spanner.
3. He _____ the spanner and _____ to grab it.
4. Sabelo _____ off the girder.
5. He _____ on the next girder.
6. He _____ _____ and he _____ his leg.
7. I _____ down to get help.
8. The accident _____ at 2 o'clock.

Talk in English
Pretend you are Zac and give the accident report.

Note to the teacher
If you have already worked on the *Past Tense* workbook,
discuss with learners which words are past simple and which are past continuous tense.

Observation 4	
p23, Talk in English	Changed to students telling their own accident reports: 2 students give reports, the others refuse.
p24-25, Heading, picture and reading passage	Describe picture in detail, clarify heading, chorus read dialogue in teams and read it in pairs. Vocabulary and pronunciation work. Teacher attempts to get students to give more accident reports without success.
p25, Work in pairs	Students read the dialogue in pairs as if they were acting, with group corrections of their reading afterwards. Then two students retell the story in their own words.
p25, Read and discuss	Chorus read the passage. Teacher comments on information new to him in the passage and that leads to extended discussion about conditions in their own factory.
p26, Talk in English	Teacher reads instruction, students chorus read words in substitution table. Teacher asks questions using substitution table, students answer.
	Homework: read p26 & 27 and buy exercise books.

Witnessing an Accident



Shop steward: Did you see the accident Xolani?

Xolani: Yes.

Shop steward: Then you were a witness to the accident, Xolani. Where did it happen?

Xolani: The accident was on the cutting machine.

Shop steward: Who was hurt?

Xolani: Lindiwe was hurt.

Shop steward: What happened?

Xolani: Lindiwe cut her arm on the machine.

Shop steward: How did it happen?

Xolani: The blade on the machine came off.

Shop steward: Why did it come off?

Xolani: I don't know. I think it was loose.

Shop steward: What time did the accident happen?

Xolani: It was about 3 o'clock.

Shop steward: Thank you. I will write an accident report.

Work in pairs
Practise reading the dialogue.
Then act it out.

Read and discuss

A witness is somebody who sees something happen and reports it. A witness to an accident at work can report it to the employer, shop steward or union office. The law says that the employer must report the accident to the Department of Labour within 7 days of hearing about it.

Why is it important to report accidents?

If there are many accidents at one workplace, safety inspectors can make sure that employers improve safety conditions.
The Occupational Injury and Diseases Act is a law which forces employers to make the workplace safe for workers.