

# The value of our electricity

Senior Phase (Grade 9)

Educator Guide

English Home Language



## How to save energy

Electricity is produced from fuel such as coal, water, diesel and uranium which are limited resources. An alternative to building new power stations to supply the increase in demand for electricity is to use what we have more efficiently (i.e. without wasting), one of the ways is to change the way we use electricity. Eskom's Integrated Demand Management (IDM) Energy Education programme motivates people to change the way they use electricity. Eskom has taken the approach of integrating energy education within the school curriculum.

The energy education programme is introduced in the Senior Phase so that learners can see energy-saving as integral to their lives and put it into practice as they grow. The activities are simple and can be adapted by the educator. The activities are within the context of the Curriculum and Assessment Policy Statement (CAPS) of the Department of Education (DoE).

**Note:** The Eskom guides are in English. The educator will need to translate them into the Home Language.

Educators need to consult the Department of Education's CAPS policy guides for details on the skills, content and assessment within the relevant Phase and Grade.

## Home Language

The **Home Language level** provides language proficiency that reflects the basic interpersonal communication skills required in social situations and the cognitive academic skills essential to learning across the curriculum. Emphasis is placed on teaching listening, speaking, reading and writing skills at this language level. This level also provides learners with a literary, aesthetic and imaginative ability that will provide them with the ability to recreate, imagine, and empower their understanding of the world they live in. However, the emphasis and the weighting of listening and speaking from Grade 7 onwards, are lower than those of the reading and writing skills (CAPS, DoE, 2011, p13).

### The language skills

The Home Language curriculum is packaged according to these skills (CAPS, DoE, 2011, p14):

- 1 Listening and Speaking
- 2 Reading and Viewing
- 3 Writing and Presenting
- 4 Language Structure and Convention

### Language teaching approaches (CAPS, DoE, 2011, p14):

The approach to teaching language in these documents is text-based, communicative, integrated and process orientated. The **text-based** and the communicative **approaches** are both dependent on continuous use and production of text.

The **text-based approach** explores how text works. The purpose of a text-based approach is to enable learners to be competent, confident and critical readers, writers, viewers and designers of text. It involves listening, reading, viewing and analysing text to understand how it is produced and what its effects are. Through this critical interaction, learners develop the ability to evaluate text. The text-based approach also involves producing different kinds of text for a particular purpose and audience. This approach is informed by an understanding of how text is constructed.

A **communicative approach** suggests that when learning a language, a learner should have a great deal of exposure to the target language and many opportunities to practise or produce the language for communicating in social or practical purposes. Learning a language should be carried over to the classroom where literacy skills for reading/viewing and writing/presenting are learned by doing a great deal of reading and learning to write by practicing to write.

Language teaching occurs in an integrated way, with the teacher modelling good practice and the learners practising the appropriate skills in groups before applying these skills on their own. The structure of each lesson should be one that engages the whole class before practising in groups and applying the new skill individually.

## For the educator to take note:

- The energy-wise message is integral to all the activities.
- You may use the activities as they are.
- You can adapt or change the activities.
- You can use other resources where you see appropriate.
- Adapt the activities to suit the grade you teach.
- Adapt the activities according to the level of the learners (consider language or any other barriers).
- Share and discuss the activities with other educators in the same phase and grade.
- You can design your own activities that best suit the level of learners and grade you are teaching.
- Practice the energy-saving behaviour so you become an example of what is expected.
- Share your knowledge and practice on energy-wise education with everyone at school, at home and in the community.

**Thank you for taking care of our earth**

## Term 2

Activity 1 has reference to the following extract from the CAPS policy document (DoE, 2011, p111).

### Skills: Reading and Viewing

Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structure and Conventions
7-8	<p><b>Speaking and Listening strategies</b></p> <p>Listen to a recorded advertisement/advertisement on the radio</p> <ul style="list-style-type: none"> <li>Language use</li> <li>Tone</li> <li>Pace</li> <li>Conventions</li> <li>Take notes</li> </ul> <p><b>Oral presentations: Analysis of an advertisement</b></p> <ul style="list-style-type: none"> <li>Explain visual cues like font, print size, picture shots</li> <li>Explain the manipulative use of language</li> <li>Explain how omissions, contractions and language use are employed to manipulate the target audience</li> </ul>	<p><b>Read/view visual text e.g advertisements/cartoons/graphs</b></p> <p>Use reading/viewing strategies for comprehension and information</p> <ul style="list-style-type: none"> <li>Skimming and scanning</li> <li>Intensive reading</li> <li>Purpose and target group</li> <li>Inferring meaning and conclusion</li> <li>Identify manipulative language</li> <li>Influence of both selection and omission on the meaning of text</li> <li>How language and images reflect and shape values and attitude</li> <li>Impact of the use of font types and size, heading and caption on meaning</li> </ul> <p><b>Summary</b> Revision</p> <p><b>Literature</b> Revision</p>	<p><b>Shorter transactional/visual text e.g advertisement review</b></p> <ul style="list-style-type: none"> <li>Correct format</li> <li>Purpose</li> <li>The main idea and supporting ideas</li> <li>Language use</li> <li>Register</li> <li>The logical order of a sentence</li> <li>The use conjunctions to ensure cohesion</li> <li>The use of a variety of sentence types, length and structures</li> </ul> <p><b>Focus on the writing process</b></p> <ul style="list-style-type: none"> <li>Planning</li> <li>Drafting</li> <li>Revision</li> <li>Editing</li> <li>Proofreading and presenting</li> </ul> <p><b>Write an advertisement review</b></p>	<p><b>Word level work</b></p> <p>Nouns - concrete and abstract, compound and complex</p> <p>Pronouns - reflexive, relative, interrogative, indefinite</p> <p><b>Sentence level work</b></p> <p>Subject and predicate, subject verb agreement</p> <p>Tenses: Paragraphs</p> <p>Concord: Sentence structure, voice, speech</p> <p><b>Word meaning</b></p> <p>Paronyms, metonymy, neologism, synonyms, antonyms</p> <p><b>Punctuation and spelling</b></p> <p>Spelling patterns: Abbreviations</p>
<b>Assessment: Term 2</b>				
9 - 10	<b>Task 1: Oral</b>	<b>Task 2: Writing</b>		<b>Task 3: Midyear examination</b>
	Unprepared reading/forum/group discussion	Review/documentary/notice/agenda and minutes		Paper 1: Oral Paper 2: Comprehension, language (2hrs) Paper 3: Writing - 1 essay and transactional text (1hr) Paper 4: Response to literature (1hr 30mins)

- \* Writing and presenting skills can also be integrated into this activity.
- \* You can also integrate the language structure and convention into this activity.
- \* A visual text (an advertisement) has been used as the stimulus in this activity.
- \* You can add more questions to those given.
- \* Remember to emphasise the need to use energy wisely.

## Activity 1: Interpreting an advertisement



- Use an A4 advertisement for the class discussion.
- Ask the learners to scan through the advertisement.
- Class discussion: Ask the learners questions like – what is the advertisement about?/what message(s) is the advertisement conveying to the reader?/ would you buy the products and why?/what information has been left out e.g. the price of items? and what are the possible reasons for this?/what values are being shaped by the language?/is there a logo?/why is there a leaf in the advertisement?/give the learners an opportunity to express their views.
- After the class discussion give the learners a worksheet to complete individually.
- Review the worksheet when the learners are done.



Read the advertisement carefully.

Discuss the advertisement with your friends and then fill in the answers to the questions.

# IT'S TIME TO GO SOLAR

Before it's too late for us all!

We have it all...

Solar geysers



Solar panels



Solar lights



Solar radios

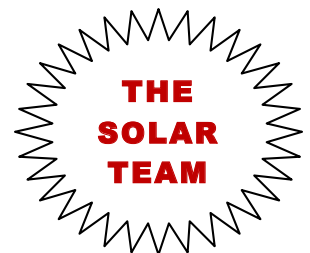


We also stock a range of energy-efficient products.



**20% Discount**

Offer valid while stocks last



Please also use your mains electricity wisely...

Call now 0027 2323



## Questions:

1. Who do you think the advert is intended for? Why do you say this? [Everyone – the word “all” is used in the second line – ... late for us all”].
2. Why do you think the advert starts with – “it’s time to go solar”? [It is persuading the reader to take action].
3. What claim is the company making by stating: “We have it all”? [They are providing the solution – there is no need to look elsewhere for these products].
4. How does the design of the advert persuade the reader? [Hint: Look at the font and its size – there is variation, persuasive words are highlighted in bold letters/headings – separate the different aspects of the advert e.g. key items from other items, the discount on items/relevance of the picture – there are pictures of some of the products – appealing to the sense of sight but also covering different aspects of energy use like lights, heating and entertainment/choice of words – the word “discount” is urging the reader to buy the product as they will be saving/use of language – the phrases urge the reader to believe that they have no choice but to buy these products – “before it is too late for all of us/length and size – the advert is to the point].
5. What information is missing in the advertisement? [The prices/the company address/full contact details of the company].
6. What does the fine print in the advert tell us? Why was the fine print used? [That once the stock is sold there will be no discount on other items in the same range/they want people to come to the store – people could see other items of interest at the store].
7. Give four examples that show one is persuaded to think that the company is interested in the environment. [They used a green leaf as a logo/they are dealing with solar energy – which is a clean form of energy/although dealing with solar energy they advise people to use mains electricity wisely/they stock other energy-efficient products as well].

8. Why is there a need to explore and use other forms of energy like solar energy? [The demand for electricity is increasing/coal resources are limited and could run out sooner than we think/coal is used in the process of producing electricity – mining and burning coal disturbs the natural environment].
9. Which words/phrases get the reader to think about the wise use of electricity? [It is time to go solar/before it is too late for us all].
10. “Please also use your mains electricity wisely.” Using full sentences write down five tips to save electricity. An energy-saving fact sheet has been provided.
  - Switch off appliances that are not in use.
  - Switch off remote controlled appliances at the switch.
  - Boil only the amount of water that you need.
  - Use energy-saving lights like compact fluorescent lights.
  - Use natural light whenever possible.

Not  
using it?  
Switch  
it OFF

# Top saving tips at home

There is a golden rule that applies to saving electricity in the home: *if you're not using it, switch it off.*

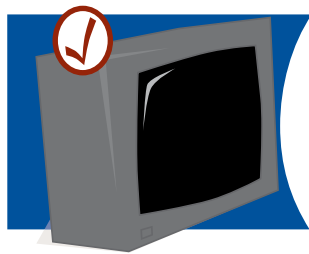
By partnering with Eskom and changing the way we use energy every day, you can make a difference to the electricity supply shortage in our country.



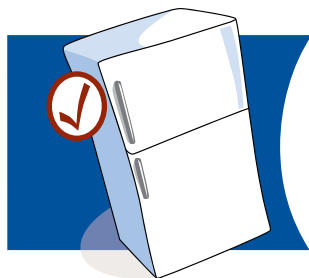
**Geyser** – it uses 39% of your monthly energy usage. Switch it off to reduce your energy demand. Don't forget to insulate the geyser and water pipes.



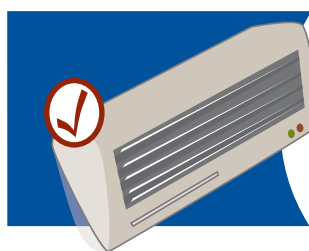
**Shower** – it uses less water than bathing and using less hot water means less work for the geyser. Use an energy-efficient shower head since it uses less water.



**Lighting** – replace all your incandescent bulbs with energy-saving Compact Fluorescent Lamps (CFLs) and switch off the lights in unoccupied rooms.



**Standby electricity** – don't leave your TV, DVD player, etc. on standby mode, they still use up to 50% of their operating power. Rather switch them off at the power switch and don't forget to unplug your cellphone charger after your phone has been charged or it will continue to draw power.



**Refrigeration** – close your fridge door quickly so it doesn't use extra power to get back to its optimal cooling level.

**Temperature control** – keep the room temperature set at 20°C - 23°C in Summer and 18°C in Winter. In Summer wear light, loose-fitting clothing like shorts and short-sleeved tops and drink plenty of cold fluids to keep your body hydrated. In Winter use an extra jacket, blankets and hot water bottles to keep warm without using a heater.

# Energy-saving

## Term 2

Activity 2 which follows has reference to the following extract from the CAPS policy document (DoE, 2011, p111).

### Skills: Writing and presenting

Weeks	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structure and Conventions
7-8	<p><b>Speaking and Listening strategies</b></p> <p>Listen to a recorded advertisement/advertisement on the radio</p> <ul style="list-style-type: none"> <li>Language use</li> <li>Tone</li> <li>Pace</li> <li>Conventions</li> <li>Take notes</li> </ul> <p><b>Oral presentations: Analysis of an advertisement</b></p> <ul style="list-style-type: none"> <li>Explain visual cues like font, print size, picture shots</li> <li>Explain the manipulative use of language</li> <li>Explain how omissions, contractions and language use are employed to manipulate the target audience</li> </ul>	<p><b>Read/view visual text e.g advertisements/cartoons/graphs</b></p> <p>Use reading/viewing strategies for comprehension and information</p> <ul style="list-style-type: none"> <li>Skimming and scanning</li> <li>Intensive reading</li> <li>Purpose and target group</li> <li>Inferring meaning and conclusion</li> <li>Identify manipulative language</li> <li>Influence of both selection and omission on the meaning of text</li> <li>How language and images reflect and shape values and attitude</li> <li>Impact of the use of font types and size, heading and caption on meaning</li> </ul> <p><b>Summary</b> Revision</p> <p><b>Literature</b> Revision</p>	<p><b>Shorter transactional/visual text e.g advertisement review</b></p> <ul style="list-style-type: none"> <li>Correct format</li> <li>Purpose</li> <li>The main idea and supporting ideas</li> <li>Language use</li> <li>Register</li> <li>The logical order of a sentence</li> <li>The use conjunctions to ensure cohesion</li> <li>The use of a variety of sentence types, length and structures</li> </ul> <p><b>Focus on the writing process</b></p> <ul style="list-style-type: none"> <li>Planning</li> <li>Drafting</li> <li>Revision</li> <li>Editing</li> <li>Proofreading and presenting</li> </ul> <p><b>Write an advertisement review</b></p>	<p><b>Word level work</b></p> <p>Nouns - concrete and abstract, compound and complex</p> <p>Pronouns - reflexive, relative, interrogative, indefinite</p> <p><b>Sentence level work</b></p> <p>Subject and predicate, subject verb agreement</p> <p>Tenses: Paragraphs</p> <p>Concord: Sentence structure, voice, speech</p> <p><b>Word meaning</b></p> <p>Paronyms, metonymy, neologism, synonyms, antonyms</p> <p><b>Punctuation and spelling</b></p> <p>Spelling patterns: Abbreviations</p>
<b>Assessment: Term 2</b>				
9 - 10	<b>Task 1: Oral</b>	<b>Task 2: Writing</b>		<b>Task 3: Midyear examination</b>
	Unprepared reading/forum/group discussion	Review/documentary/notice/agenda and minutes		Paper 1: Oral Paper 2: Comprehension, language (2hrs) Paper 3: Writing - 1 essay and transactional text (1hr) Paper 4: Response to literature (1hr 30mins)

- \* Reading and viewing skills can also be integrated in this activity.
- \* You can also integrate the language structure and convention into this activity.
- \* A visual text (an advertisement) has been used as a stimulus in this activity.
- \* You can add more questions to those given.
- \* Remember to emphasise the need to use energy wisely.

## Activity 2: Carrying out an advertisement review



- Use this activity as practice to develop learners' writing skills.
- Use an A4 advertisement for your class discussion.
- Ask the learners to scan the advertisement.
- Class discussion: Ask the learners questions like – what is the advertisement about?/What message(s) is the advertisement conveying to the reader?/Would you buy the products and what are your reasons? – Give learners the opportunity to express their views].
- Discuss stages of the writing process with learners.
- After the class discussion ask the learners to do a review of the advertisement by following the headings given in the worksheet. Learners need to do this task on their own as this activity is used to develop their writing and presenting skills.
- Review learners' work when they are done.

Read the advertisement below and then write a review of the advertisement. Use the following to analyse and write a review. [Possible responses are given below].

- The product: Relevant to saving energy/addresses a real problem in the world.
- Target audience: Everyone
- Font types and size: Variation to highlight the solution and products.
- Message: Saving energy is important – the message is put across strongly.
- Headings: Headings are used effectively and separate the products from the issue of pricing e.g. 20% discount.

- Relevance of the pictures/graphic: The pictures clearly show the items/the graphic effectively shows their commitment to going green.
- Choice of words: The words are persuasive – e.g. we have it all, before it is too late, discount. The words are simple – scientific terms have not been used.
- Use of language: The language is simple and to the point.
- Length and size of the advert: The advertisement is easy to read – short and to the point.
- Colour and highlights: Adequate shades have been used – the learners will probably have a black and white copy of the advert.
- [It would have been effective if the price of the items was given – so people will know whether they can afford it or not/all the contact details should be given – some people would like to visit the store].

Follow the stages in the writing process: Learners are to show evidence of all stages of the writing process.

- (1) Preparatory stage
- (2) Planning, mind-mapping and drafting
- (3) First edit and presentation to the educator for feedback/assessment.



