

New Readers Publishers

Teachers' Resource Materials
for
Mandla and the Bull



Mandla and the bull

Teachers' Resource Materials

How to use these materials

These resource materials are divided into 2 sections:

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Reading activities

General ideas for teaching reading

There are many activities that you can do with learners to stimulate their interest in a particular book and in reading. There are different activities you can do before you start reading a book, while reading a book and after reading a book.

Pre-Reading Activities

Discuss with learners what attracted them to this book and why they want to read it.

Ask the learners to identify the author, illustrator, publisher, language of publication and other features of the book. This helps the learners get a feel for the book and to get a sense of the complexity of the book production process.

Ask them to predict what the book is about using the summary on the back of the book, the cover illustration and the title to guide them. The more learners know about the book, the easier it will be for them to read. Remember, predictions should make sense rather than be “right”.

Different ways of reading books in the classroom



Facilitator reading aloud

You are the role model for fluent reading and should read aloud to the class as often as possible. By reading aloud to the class and by sharing their own reading with learners, you send the message that reading is important. By hearing stories that are slightly too difficult to read on their own, learners become familiar with different types of language and the conventions of how stories work.

You should read enthusiastically and with expression. The first reading of the book should be without interruption, at a natural speed - the purpose is to entertain and engage the learners.



Learners reading silently/Independent reading

Learners become better readers by reading. Learners must be given time to read quietly to themselves. Independent reading improves learners' reading ability and comprehension skills.

Formal follow-up to independent reading is not required every time. Sometimes you may ask learners to respond to what they have read by writing something down. Other times learners may be asked to discuss what they have read, and their reactions to what they have read, with each other or you.



Learners reading aloud

- **All read together**

Each learner should have a copy of the book. Learners read together as a class or read in groups.

For a short story with a recognisable sequence of events, the text can be copied onto strips. The illustrations can be enlarged and put on the wall. The text strips and the pictures can be read aloud by the class. The text and pictures can also be manipulated afterwards to reinforce learning about logic, the development of the plot and the chronology of events in the story.

- **Shared reading**

You read aloud and the learners follow (silently) in their own books. You can stop and ask a learner to read the next sentence or paragraph. You can also read parts of the text again, or stop and make a point, or stop and discuss what is being read.

- **Paired/buddy reading**

When the text is familiar, learners of different abilities can be paired up. The pair reads the same sentences or paragraphs together in chorus. The less efficient reader, when using this method, reads bigger chunks of text at a time. This increases comprehension of what is read. This strategy also gives the weak reader a demonstration of fluent reading.

- **Echo reading**

Learners repeat sentences after the facilitator or another learner has read them. This is a very useful technique to use with learners who are having difficulty reading.

After reading



Summarise the story

Ask learners to summarise the story or re-tell the story in their own words. In this way you can be sure that they have understood the story. Learners can also ask questions about what they do not understand in the story.



Narrator/Point of view

Talk to the learners about whose point of view the story is written from. Discuss the narrator of the story and how this affects the story.



Round Robin story-telling

Write an introduction to the story on a page and ask each member of the class to add two sentences to the story. You can use the story read in class or you can make up another story. If your learners are not ready to do this much writing, you can do this exercise orally.



Act out the story

Some stories lend themselves to being acted out. This works best when there are a few characters in the story or when the story has some action.

Stories can be acted out without using the actual words from the book. Learners can act out the story using their own words. This is a useful way to check that they have understood the story and an opportunity for learners to practice using some of the words they remember from the book.

A role-play is when the facilitator gives the learners their roles. Sometimes s/he may ask one of the learners to be the narrator. The narrator then reads the story while the other learners do the actions.

Another way to act out the story is for each learner to have a copy of the book and to read the part you have given them (i.e. the direct speech) while doing relevant actions. A narrator in this case can just read the narrative i.e. all the parts that are not in direct speech.



Discuss characters and themes/issues in the story

When discussing characters and themes, the purpose is to get readers to express opinions and back these up with evidence from the story.

The role of the facilitator is to:

- encourage discussion
- encourage the use of logical reasoning to support opinions.

The purpose is not to get the group to reach consensus or to agree with the facilitator's point of view.

Characters

We learn about characters based on what they say, what they do or what they think. Different characters make the story interesting and influence what happens in the story.

Examples of the kinds of questions that can be asked about characters are:

- Who is the central character in the story?
- Why do you think this?
- How did the various characters in the story feel?
- How do you know this? (What did they do, say or think?)

Themes/issues

Before you have a discussion about themes/issues, think about the story yourself and identify what you think the key themes/issues are. You should avoid moralising to the learners. Remember they are adults.

When you have identified themes for yourself, think about what kinds of questions might relate to those themes and prepare a list to guide you when you discuss the themes of the story. Do not ask readers/learners to identify themes for themselves. This is quite a difficult concept and requires a lot of practice.



Oral/written book reviews

You can ask learners to respond to the book they have read, either orally or in writing. This can be a guided response – in other words, the learners can be given a question to answer (for example, “Did you like this book? Give reasons for your answer” or “Who else in the class would enjoy this book? Give reasons for your answer”). Book reviews can be an effective tool in getting learners to motivate each other to read.

Suggestions for *Mandla and the bull*

Different books lend themselves to different after-reading activities. The activities chosen will depend on the type of learners in the class. Here are some suggestions for *Mandla and the bull*.

Act out the story

This story is full of action and is also very funny so it is well-suited for acting out in class. This can be done in various ways (see the notes in the previous section).

Discussion

Although this is a humorous story, it can be used as a starting point for various discussions. For example:

- **The use and/or abuse of alcohol**
Did Mandla have too much to drink?
Did this cause a problem?
What could have happened?
- **Shebeens – should they be allowed?**
Would you like a shebeen in your neighbourhood?
- **The use of leisure time**
What are the various things the different people at MaShezi's are doing?
What do other people do in their spare time?
- **Dangerous animals**
Are bulls dangerous?
Are you scared of bulls?
What other animals are dangerous?
What animals scare you?

Writing

Ask learners to make up a different ending to this story. Choose where they should take the story from – for example, ask them to finish the story from where the bull looks up and bellows (page 26).

Round Robin story-telling

If your learners are not ready for the previous writing task, it can be done orally. It can also be done as a "Round Robin" story. This means that one person starts telling the story. S/he says one sentence and then the next person has a turn, until the whole story has been told. Sometimes, for a change, the facilitator may also ask learners to make up their own ending to the story.

Discuss character

Ask learners who the central character in the story is and what kind of a person he is. They must also give reasons for their answers, i.e what he does, says or thinks in the story. Discuss opinions of the character's behaviour and ask learners whether they, or anyone they know, has ever behaved in a similar way.

Language Worksheets

How to use New Readers Publishers' Worksheets

Introduction

We developed these worksheets to make it easier for you, the facilitator, to prepare your learners for assessment at level 1.

- We have made sure that the worksheets cover all the outcomes for Communication in English at ABET level 1. You will see that each section of the worksheet lists the specific outcomes that are being met by the exercises in that section.
- We have made sure that the layout of the worksheets is very similar to the layout of the IEB exams. This will help learners to become familiar with exam style assessment. If they are comfortable with the layout, they will be less nervous during the exam.
- We have used all the different assessment methods that you will find in an IEB exam. For example: gap fills, true/false, short answer questions. This will give learners a chance to practice using the different methods. It also means that they will not get confused by the instructions, as they will know what is expected of them.

How the worksheets work

The worksheets are divided into four sections. As we mentioned above, three of these sections are directly in line with the layout of the IEB exams, which, in turn, is based on the Unit Standards for Communications, Level 1. The first three sections are:

A. Comprehension (this section tests reading skills)

B. Functional language (this section tests applying literacy skills to real life)

C. Writing (this section tests the learner's ability to write a short text)

The fourth section is not included in the IEB exams, but is important for learners in their development of communication skills. We have called this section:

D. Grammar and vocabulary work (this section tests the formal language skills of the learner)

Here are some suggestions on how to make best use of these worksheets, section by section. Of course, you are encouraged to use them in whichever way best suits you and your learners.

Section A: Comprehension

1. Read the book

Start by reading the book you have chosen. You can read the book out loud to your learners, you can give each learner a chance to read out loud or you can ask learners to read quietly to themselves. You can also do a combination of all three. Remember, in the exams learners have to read the exam text silently. They will not be able to read out loud and you will not be able to help them. With this in mind, is it advisable that you give your learners practice in silent reading. You can check comprehension by asking the learners oral questions about the book. Make sure that they understand the story before you begin with the worksheets.

2. Answer the questions orally

Before you ask the learners to write the answers onto their worksheets, discuss the questions and answers together. For example, give different learners a chance to say if a question is true or false. It is very useful for learners to be given a chance to answer questions orally first. This checks understanding and gives you a chance to clear up confusions. You could also have learners work together in pairs. Encourage them to discuss the questions and help each other. You should move between the groups asking questions or helping if necessary. This gives the learners the opportunity to practice speaking in English and we know how important that is. Often the only chance they have to speak English is the few hours they spend in the classroom.

3. Write down the answers to the questions

After oral discussion and questions, encourage the learners to work individually on writing down the answers. This will give you a good indication of who is struggling and who is able to cope. You might need to give the learners who are struggling extra support or extra exercises.

Let your learners write the answers on the worksheets. It is not a good idea for them to write out the answers on separate pieces of paper because this will not happen in the exam. The closer their experience is to the real exam, the more prepared they will be when the time comes.

4. Understand the different question types.

In section A, you will find literal questions, interpretive questions and opinion questions. This is what they mean:

- **Literal questions** - means that the answers are clearly written somewhere in the text.
- **Interpretive questions** - means that the answers are not written in the text but are implied. In other words, the learner needs to read beyond the words and to come to understand things that may not be there in black and white. They need to understand more than just the words that are written down.
- **Opinion questions** - means that the answers must come from the learner's own experience. The answer will not be in the text and the learner must say what s/he thinks and give his/her own opinion.

Here is an example of the three types of questions. First read the short text below.

John was ready to go out. He looked out of the window. Then he opened his cupboard, picked up his umbrella and went outside.

Question: What did John take with him?

Answer: His umbrella.

This is a literal question. The answer is in the text.

Question: What was the weather like?

Answer: It was raining.

This is an interpretive question. The answer is not clearly given in the text but there is a clue (the umbrella)

Question: What weather do you like? Why do you say so?

Answer: I like summer because I like swimming in the sea

This is an opinion question. The answer does not come from the text but from the learner's own experience.

In the IEB exams and in these worksheets, please note the following:

If the instruction says *Answer the question* this means that the learner will be asked literal questions.

If the instruction says *Think about the question*, this means the learner will be asked interpretive questions.

If the instruction says *Write your opinion*, this means the learner will be asked to give his/her opinion.

Learners need to practice all three types of questions. Often facilitators concentrate on literal questions only. You must give your learners practice in answering interpretive questions because this helps them to become critical readers. As the exams progress (ABET Levels 2, 3, 4,) learners are asked more and more interpretive questions.

Section B - Functional Language

If you read the outcomes for Section B, you will see that learners can be given an advert, a notice, a form or anything else they are likely to find in the real world. They need to be able to apply their literacy skills to real life. We have included forms and adverts but we suggest that you introduce your learners to other pieces of everyday, real-life text.

In these worksheets we have asked learners to fill in forms for themselves and also to fill them in as though they are the characters in the story. In a level 1 exam, learners will only be expected to fill in the forms for themselves. However, teaching them to do something more difficult is good preparation for future assessment.

If some of the exercises are difficult, do them together orally first. Make sure everyone understands what is needed before they begin to write.

Section C - Writing

Learners need to practice their writing as well as their reading. At level 1 they are expected to write a short text. Learners at this level only need to be able to write 5 or 6 lines of text. You need to help them to write interesting and connected sentences.

It is not meeting the outcomes if a learner writes:

There is a dog.
Here is a man.
There is a boy.

Your learners must be able to make some connection between their sentences. For example:

Here is a boy.
He plays with the dog.
He loves the dog.
The man is his father.
His father calls to him.

This means the learner is trying to write a real story and there is a connection between the ideas in the story.

The best way for learners to practice writing is to first tell stories orally. Learners can look at pictures in small groups and try to come up with a short story. After the idea is firmly in everyone's mind they can then try to write the story onto paper. Don't worry too much about spelling and grammar errors. At level 1, they will not lose marks for a few mistakes as long as the meaning is clear.

Other ideas for writing practice can include the following:

- Have learners edit each others work. This will help them become more aware of their own mistakes.
- Have learners read their stories onto a tape recorder. These can then be played back to the rest of the class.
- After a story has been edited, you can type it out and hand it around for others to read as part of a lesson.
- Get learners to illustrate their stories. They can cut pictures out of magazines or draw their own pictures. This will help them understand the idea of a 'project', which they will have to do at level 3.

Section D - Grammar and vocabulary

Even though grammar, vocabulary and sentence structure are not tested on their own in the exams, your learners need to build up their language skills if they are to read with comprehension or write in a comprehensible manner.

Some of the exercises (for example, alphabetical order) may need a short lesson beforehand. Look through the Section D in each worksheet and decide what language skill you want to teach your learners. Then use the worksheet to assess whether or not they have understood the particular skill.

We have included things like prepositions, vocabulary, tenses, plurals and many more parts of language. These will add to the strong foundation that you are helping your learners to build.

Language worksheets for *Mandla and the Bull*

Section A: Comprehension

Reading Outcomes:

Understand the literal meaning of a narrative text, e.g. a story

Relate text to own experience or knowledge

Interpret a text

Use appropriate reading strategies

Writing Outcomes:

Select and present content appropriate to the writing task

Use language and conventions appropriate to the nature of the text type

1. Answer the following questions

- a) What day of the week does Mandla go to MaShezi? _____
- b) What do people do at MaShezi? _____
- c) How long did Mandla stay at MaShezi? _____
- d) Why did the bull chase Mandla? _____

2. **Read the sentences. Tick true or false. The first one has been done for you.**

Example:

MaShezi is a hotel. T <input type="checkbox"/> F <input checked="" type="checkbox"/>

- | | | | | |
|---|---|--------------------------|---|--------------------------|
| a) Mandla went to MaShezi with his wife. | T | <input type="checkbox"/> | F | <input type="checkbox"/> |
| b) Mandla drank too much iJuba. | T | <input type="checkbox"/> | F | <input type="checkbox"/> |
| c) Mandla saw a bull in the morning. | T | <input type="checkbox"/> | F | <input type="checkbox"/> |
| d) The bull hurt Mandla | T | <input type="checkbox"/> | F | <input type="checkbox"/> |
| e) No-one saw the bull chase Mandla | T | <input type="checkbox"/> | F | <input type="checkbox"/> |

3. **Read the sentences below and tick the box next to the best answer.**

Example:

Mandla drank more iJuba because	a) he was hot	<input type="checkbox"/>
	b) his friend told him to	<input type="checkbox"/>
	c) he was thirsty	<input checked="" type="checkbox"/>

- | | | |
|--|----------------------------------|--------------------------|
| a) Mandla does not worry about the bull because | a) he is brave | <input type="checkbox"/> |
| | b) he is full of beer | <input type="checkbox"/> |
| | c) the bull is very small | <input type="checkbox"/> |
| b) Mandla cannot run fast because | a) he has a sore leg | <input type="checkbox"/> |
| | b) he is old | <input type="checkbox"/> |
| | c) the iJuba made his legs heavy | <input type="checkbox"/> |

- c) Mandla tears his trousers because
- a) he does not like them
 - b) he tries to jump over the fence
 - c) they are not warm enough

4. Each sentence below has a mistake. The mistake has a line under it. Put the mistake right.

Example:

Mandla plays his guitar. Answer: Siphos plays his guitar.

a) They are drinking milk.

b) Some of the men play soccer.

c) Mandla rides home in a taxi.

d) Mandla goes to MaShezi with two friends.

5. Think about the following questions and write down your answer.

a) Did you like the story about Mandla? Why do you say so?

b) What do you think people can learn from this story?

c) What time of the year is it in the story? Why do you say so?

6. Write your opinion.

a) Alcohol causes many problems. Do you agree?

Yes No

Why do you say so? _____

b) Write down 2 things you like to do on a Sunday.

Section B: Functional Language

Reading outcomes:

Understand the literal meaning of an everyday text

Interpret a text

Relate text to your own experience or knowledge

Use appropriate reading strategies

Writing outcomes:

Select and present content appropriate to the writing task

1. Read the following

Big Man Juba makes you strong!

Buy our Big Man Juba.

The best taste.

The best price.

The best men drink Big Man Juba.

a) What is this? Tick the correct box.

A story

An advert

A poem

b) Give two reasons why people will buy Big Man Juba.

c) Do you think Big Man Juba is a good name? Why do you say so?

2. Read this letter and fill in the gaps with words from the box

wife	over	tore	friend	dear	job
bull	and	see	you	Durban	work

P.O. Box 92
Harding
4680

4 July 2003

_____ Bonga

How are _____? I hope you have found a _____ now. I am coming to _____ next month to look for _____.

Last Saturday, Siphon _____ I went to MaShezi's. On the way home, a _____ chased me. I could not run _____ because I had been drinking a lot of iJuba. I jumped _____ the fence and _____ my trousers. My _____ was very cross.

I hope to _____ you next month.

Your _____

Section C: Writing

Writing Outcomes:

Select and present content appropriate to the writing task

Organise and format text appropriately to the writing task

Use language convention appropriate to the nature of the text type

1. **Look at the picture on page 7. Write two sentences about the picture.**

2. **What animals make you scared? Why do you say so?**

Section D: Grammar and vocabulary work

Writing Outcomes:

Use language convention appropriate to the nature of the text type

1. The words in these sentences are mixed up. Put them in the right order. Start with the word that is underlined.

Example:

<p><u>the</u> stamps bull dust the The bull stamps the dust</p>

- a) go and friends Mandla MaShezi his to.

- b) under tree sit the they.

- c) men sing clap and the.

- d) down goes the sun.

- e) time go is home to it.

2. Fill in the gaps in these words.

Example:

guit_ _	guit <u>a</u> <u>r</u>
---------	------------------------

f_ _ ends

th_ _ sty

d_ _ n

ya_ _ s

st_ _ ach

fe_ _ e

h_ ad

h_ _ py

l_ gh

3. Fill in the gaps with the words from the box

about	over	across	for
at	of	under	to

Mandla walks home _____ the veld. He is full _____ beer. A bull is grazing _____ the tree. Mandla does not worry _____ the bull. He goes _____ water the tree. The bull charges _____ him. Mandla runs _____ the fence. He jumps _____ it and tears his trousers.

6. Put these words in alphabetical order.

bull	sun	tree	cards	home	beer	veld	fence
------	-----	------	-------	------	------	------	-------

Teachers' Resource materials for *Mandla and the Bull*

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