

The TV star

STAGE

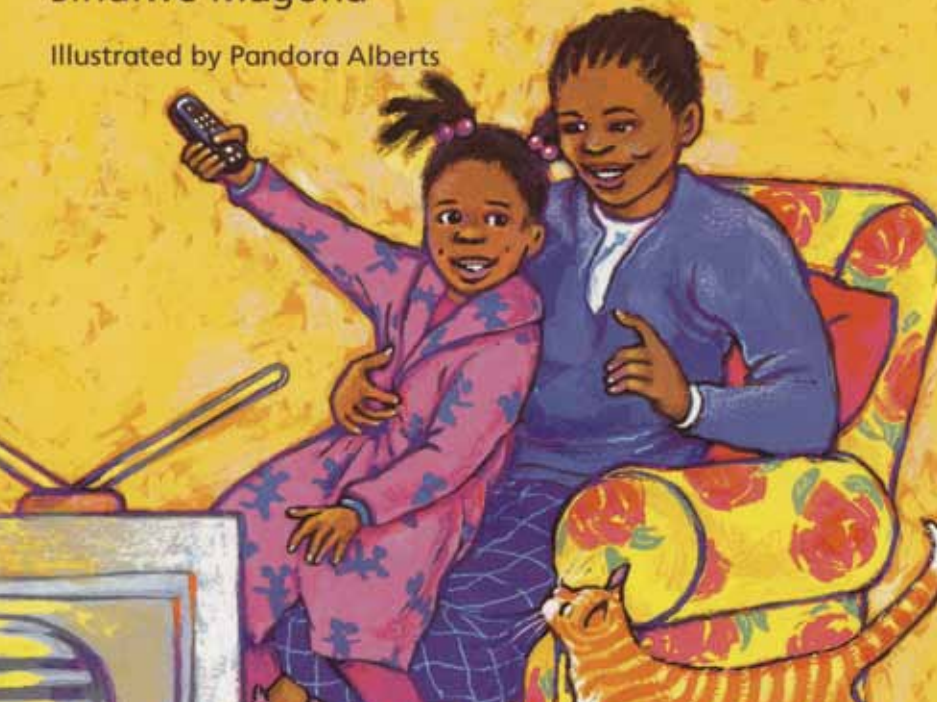
3



English

Barbara Hutton Gcina Mhlophe
Sindiwe Magona

Illustrated by Pandora Alberts



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Stories available in the following languages:

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Xitsonga

English

Sesotho

Sepedi

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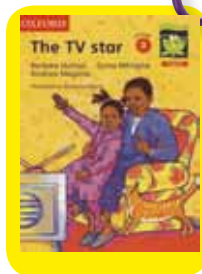
Afrikaans

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1. Helping children to read

Teacher and parent support tips

This is a story about Maria who has had some bad experiences because she cannot understand English. She soon learns English and makes her dream come true!



1. Before you read

Look at the image on the cover and discuss the title of the book. Open up the pages and get learners to talk about what they think is happening in the story. On pages 6 and 7, ask learners to say why they think everyone in the picture is laughing except for the little girl Maria. Who are the other characters? What is their relationship to Maria? Turn to pages 2 and 3 and re-read – who is the boy on the left? It is Maria's son; he is watching his mother on TV.

2. Let's read

Read through the book, stopping regularly to ask learners questions about the events. Check their understanding, not only by their answers, but also by their questions. Discuss any challenging vocabulary contained in the text; model how to decode a challenging word by using phonetics or the context of the word.





“Quick, change to channel 3. Your mom is reading the English news.”

Every night Mom and Dad watch their daughter, Maria, on TV. They are so proud of her.

Everyone knows Maria. She is a top newsreader on television, but it was not always this way ...

When Maria was a little girl, in a small village, she couldn't speak a word of English.

She always loved TV and dreamed of being a TV star one day. She would sit on her mom's lap and watch everything.

Her mom would hug her and tell her what was happening in the English stories. Each time something interesting happened, her mom whispered in her ear.

3.

One night they were watching a film on TV. Suddenly, the family all started laughing. Maria felt left out. She didn't understand and so she did not know why they were laughing. Even the cat was laughing!



Maria asked, "Mama, what is so funny?" Her mother couldn't answer. Maria got more and more angry. "Tell me the joke. What is so funny? What are you laughing about? Tell me! Tell me!" Her mother couldn't speak. She was laughing so much that she was crying.

Maria begged her mother to tell her what was on the TV.

Her mother got cross because she couldn't hear the TV.

The story carried on and the joke passed.

Maria was very upset and thought, "I miss all the fun because I don't understand English!"



5.

A few years later, her mom took Maria and her brother to town to buy shoes.

Her brother had a lot of fun trying on all the shoes he liked. But Maria didn't like any of the shoes the salesman showed her.

Her mother spoke to the salesman in English. She told him which shoes to show Maria.

The salesman brought out more boxes of shoes for Maria to try on.





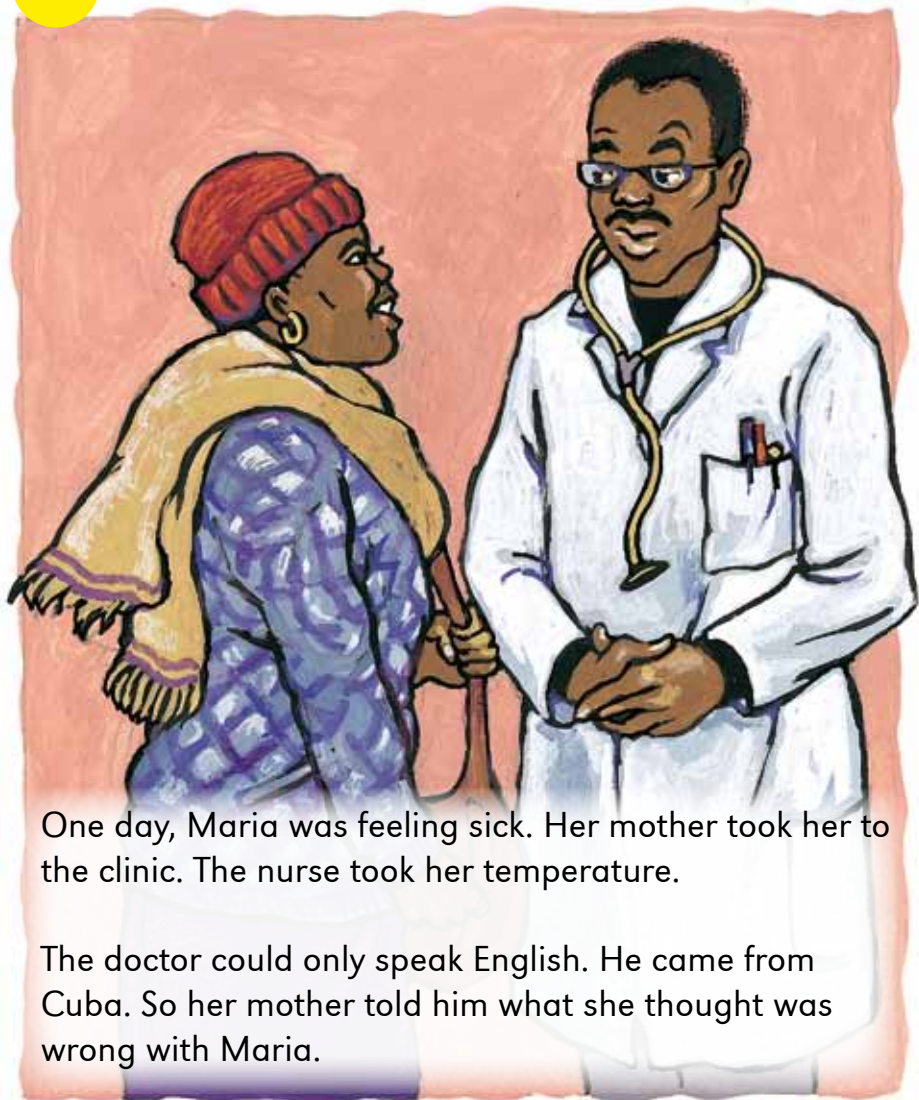
When Maria's mother opened the box,
Maria burst into tears.

"Those are the ugliest shoes I have ever seen!
I don't like them. They look like they are made for a
granny!"

"Why doesn't anyone understand what I want?"

They left the shop. Her brother had a new pair
of shoes he liked. They were very cool.

Maria's mom had a new pair of shoes she liked.
Maria had nothing.

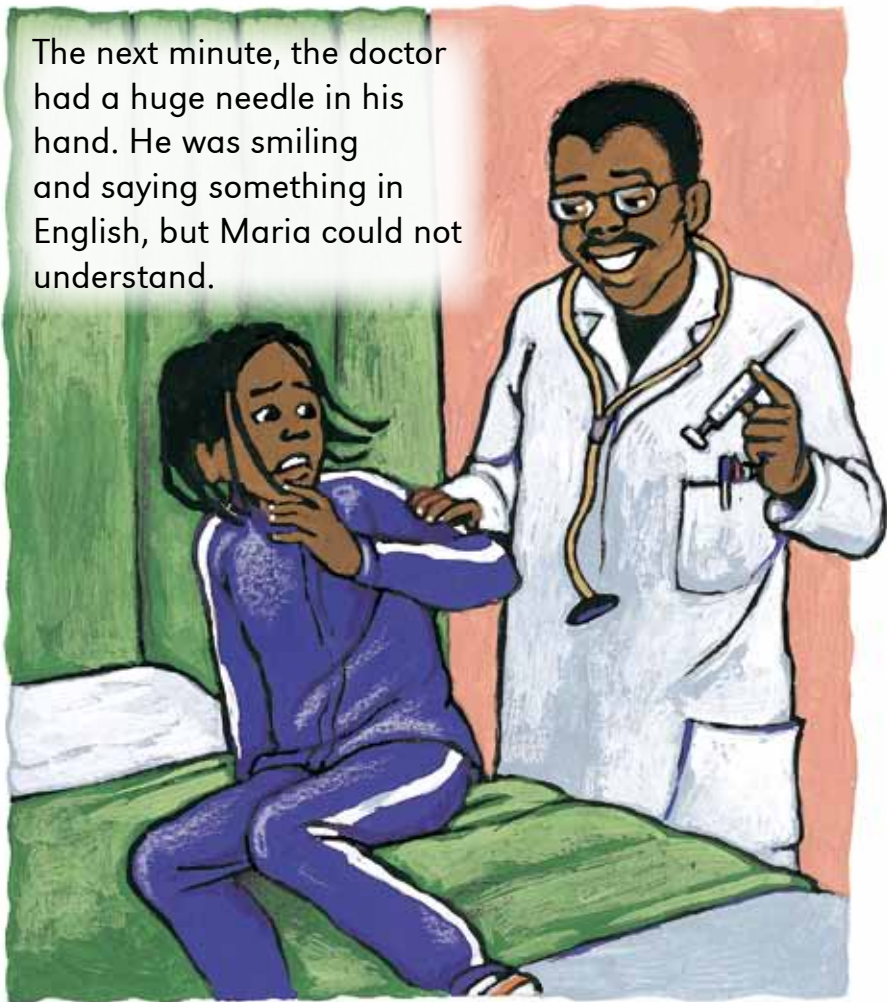


One day, Maria was feeling sick. Her mother took her to the clinic. The nurse took her temperature.

The doctor could only speak English. He came from Cuba. So her mother told him what she thought was wrong with Maria.

The doctor examined Maria. He then spoke to Maria's mother. "What could they be saying?" thought Maria. She was scared.

The next minute, the doctor had a huge needle in his hand. He was smiling and saying something in English, but Maria could not understand.



Maria was so scared of the big needle. The doctor said it would only hurt for a second, but Maria did not understand him. She thought that the best way to stop him was to scream as loudly as she could.

Her mother came rushing over to calm her down. She explained that the needle would help Maria, but Maria cried even louder.



That night, Maria thought about all the times when she needed to know English. She thought of all the fun she had missed because she couldn't understand.

She thought of the problems watching TV. She thought of the problems with buying shoes and the problems at the clinic. She decided it was never going to happen to her again.



She started working harder at school.

“I am clever and I can learn English,” Maria thought. She spent all her time reading and writing English.

She listened to English whenever she could and spoke it as much as possible.



All this hard work helped to make her dreams come true. And today, Maria reads the news in English on TV.

Now Maria speaks her own language and English. She speaks them both very well.



“Who would believe Maria couldn’t understand a word of English when she was a little girl!” says her dad. It pays to have a dream and to work hard to make it come true.

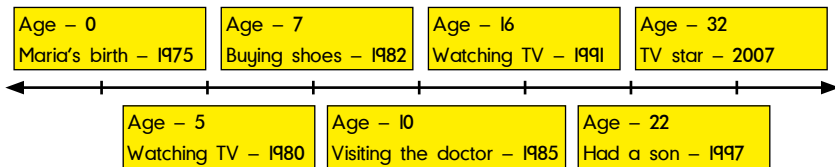
3. After you read

After reading get learners to recount the events in the story in their own words. Assess whether they order the events in the correct sequence and don't omit anything. **Act it out** – divide learners into small groups and get them to act out the events in the story before the class. If they choose to, they can change the focus of the story, for example, Maria could want to be a ballerina or a famous racing car driver. They should list the difficulties she faces and how she overcame them.

4. Curriculum connections

Timeline

Get learners to complete a timeline of Maria's life. They can use the dates below to guide the process. Some of the information is not in the reader, so learners need to work out the time sequences and fill in the gaps. For each block learners can draw a corresponding picture from the story. This will develop learners' ability to use time as a way of sequencing events and to see that a story can move backwards and forwards in time.



As an extension, get learners to create a timeline for their own lives.

5. Assessment

Is the learner able to:

- Answer higher-order questions based on the passage read.
- Read the book as a whole class with the teacher (shared reading) and discuss cause-and-effect relations.

Use the Assessment Tasks above as a suggestion for an activity.

Your "The TV star" word list

Use these words to add to your vocabulary.

English	Afrikaans	isiZulu	isiXhosa	Sesotho
TV	TV	umabonakude	ithivi / umabonakude	thelebeshene
newsreader	nuusleser	umfundi wezindaba	umfundi weendaba	mmadi wa ditaba
star (TV star)	ster (TV-ster)	isihlabani (isihlabani sikamabonakude)	imbalasane (kwithivi)	kgalala (kgalala ya thelebeshene)
stories	stories	izindaba	amabali	dipale
ear	oor	indlebe	indlebe	tsebe
film	rolprent	ifilimu	ifilim	filimi
laughing	lag	ukuhleka	ukuhleka	ya tshelang

What to do with your word list:

Once you have copied the words, together with the translations, into your word book, you are ready to have some fun with them. Here are some ideas:

- Write all the words onto small pieces of paper to make **flashcards**. Make the English words blue, Afrikaans words green, isiZulu words red, isiXhosa purple and Sesotho orange. Mix them all up. Now match the words and translations.
- Pick up a word from the pile and think of a sentence using the word. Write it down in your workbook.

Play a game: Memory game — This is a game for two to four players. Make two copies of the flashcards for each of the words. Place all the flashcards face down on the carpet. Each player takes a turn to turn over two cards and read them. If they are the same word (even if in different languages), the player keeps them. If not, then the cards are returned to the same place. The other players should pay attention to the placement of cards so they can easily match a pair. The game continues until all the cards are collected.

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15. Comprehension tips for children, parents and teachers

In the last edition we gave you tips on how children can help to improve their comprehension skills. Here are tips on what parents and teachers can do to help.

What parents can do to help at home:

- Have a conversation and discuss what your child has read. Ask your child detailed questions about the book and connect the events to their own life, in this way they begin to make connections and link events to their own personal experiences. For example, say: "I wonder why she felt that way?" or "Why do you think that happened?"
- Help your child to monitor their understanding. They should regularly stop and ask themselves if they understand what they have just read. If not, they should go back to the text.
- Discuss the meanings of unknown words, both those read and heard.
- Read material in short sections and then check for understanding.

What teachers can do to help at school:

- As learners read, ask them open-ended questions such as "Why did things happen that way?" or "What is the main character trying to do here?"
- Teach learners the structure of different types of reading material. For instance, narrative texts usually have a problem, a highpoint of action, and a resolution to the problem. Informational texts may describe, compare and contrast, or present a sequence of events.
- Discuss the meaning of words as you go through the text. Target a few words for deeper teaching, really probing what those words mean and how they can be used.
- Teach note-taking and prediction skills as well as summarising strategies.
- Use mind maps that help learners to break information down and keep track of what they read.
- Teach learners to monitor their own understanding. Show them how, for example, to ask themselves: "What's unclear here?" or "What information am I missing?"

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