

# LEARNING PROGRAMME

## ENGLISH FIRST ADDITIONAL LANGUAGE

### SENIOR PHASE

<b>Content in Context:</b> Stories /Novel			
<b>Integration Across:</b>			
<b>Resources:</b> Stories; Fables; Legends; Descriptions of people and objects; Conversations; Prepared Talks; Books (fiction and non-fiction); Textbooks; Book Reviews; Photographs; Word Puzzles; Reference books; (e.g. dictionaries, encyclopaedias) ; films and videos; CD-ROMS and INTERNET (where available).			
<b>Suggested Integration &amp; Clustering</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9</b>
<b>Content:</b>  LO 1 AS 1,2 & 4 LO 2 AS 1 ,3 & 5 LO 3 AS 1, 6,7& 8 LO 4 AS 4 ,6 &7 LO 5 AS 2 LO 6:1,3,7 &9	<b><u>LO 1 Listening</u></b>  AS 1 Understands and appreciates stories, including those told by other learners: <ul style="list-style-type: none"> <li>• Responds personally and critically, asks and answers questions;</li> <li>• Evaluates the storytelling performance and gives feedback.</li> </ul> AS 2 Understands oral texts e.g. recounts, sports commentaries:	<b><u>LO 1 Listening</u></b>  AS 1 Understands and appreciates stories, including those told by other learners: <ul style="list-style-type: none"> <li>• Responds personally and critically, asks and answers questions;</li> <li>• Evaluates the storytelling technique and performance, and gives feedback.</li> </ul> AS 2 Understands oral texts (e.g. poems, radio plays): <ul style="list-style-type: none"> <li>• answers questions of growing complexity;</li> </ul>	<b><u>LO 1 Listening</u></b>  AS 1 Understands and appreciates stories, including those told by other learners: <ul style="list-style-type: none"> <li>• Responds personally and critically, asks and answers questions;</li> <li>• Evaluates the storytelling technique and performance and gives feedback.</li> </ul> AS 2 Understands oral texts (e.g. radio talk shows, texts with statistics):

	<ul style="list-style-type: none"> <li>• answers questions of growing complexity;</li> <li>• with support, retells and summarises</li> </ul> <p>AS 4 Listens actively in a discussion:</p> <ul style="list-style-type: none"> <li>• Responds to ideas and treats other views with respect;</li> <li>• Invites contributions from others and responds to their views;</li> <li>• Disagrees politely and does not interrupt others</li> </ul> <p style="text-align: center;"><b><u>LO 2 Speaking</u></b></p> <p>AS1 Translates:</p> <ul style="list-style-type: none"> <li>• tell stories from home language in the additional language.</li> </ul> <p>AS 3 Shows developing ability to use features of spoken language to communicate: word stress, weak vowels, intonation and rhythm.</p> <p>AS 5 Demonstrate critical awareness of own use</p> <ul style="list-style-type: none"> <li>• use language to include people, and not to exclude people</li> </ul>	<ul style="list-style-type: none"> <li>• identifies point of view;</li> <li>• retells and summarises.</li> </ul> <p>AS 4 Listens actively in discussion:</p> <ul style="list-style-type: none"> <li>• Shows openness to ideas and treats the views of others with respect;</li> <li>• Invites contributions from others and responds to their views;</li> <li>• Is prepared to challenge others but does so politely and does not interrupt them;</li> <li>• Criticises the ideas and not the person.</li> </ul> <p style="text-align: center;"><b><u>LO 2 Speaking</u></b></p> <p>AS 1 Translates and interprets:</p> <ul style="list-style-type: none"> <li>• tells stories from home language in the additional language;</li> </ul> <p>translates or interprets messages</p> <p>AS 3 Shows developing ability to use features of spoken language to communicate: word stress, weak vowels, intonation and rhythm.</p> <p>AS 5 Demonstrate critical awareness for own language use:</p> <ul style="list-style-type: none"> <li>• uses language to include rather than exclude people</li> <li>• is strategic about when to use additional language and when to use home language</li> </ul>	<ul style="list-style-type: none"> <li>• answers questions;</li> <li>• retells and summarises;</li> <li>• identifies point of view and is able to offer an alternative point of view;</li> </ul> <p>AS 4 Listens actively in discussion:</p> <ul style="list-style-type: none"> <li>• Shows openness to ideas and treats the views of others critically, but with respect;</li> <li>• Invites contributions from others and responds to their views;</li> <li>• Is prepared to challenge others but does so politely and does not interrupt them;</li> <li>• Criticises the ideas and not the person</li> </ul> <p style="text-align: center;"><b><u>LO 2 Speaking</u></b></p> <p>AS 1 Translates and interprets:</p> <ul style="list-style-type: none"> <li>• tells stories from home language in the additional language;</li> <li>• translates or interprets messages;</li> <li>• translates or interprets where necessary in a conversation.</li> </ul> <p>AS .3 Shows developing ability to use features of spoken language to communicate: word stress, weak vowels, intonation and rhythm.</p> <p>AS 5 Demonstrate critical awareness of own language use:</p> <ul style="list-style-type: none"> <li>• uses language to include rather exclude people</li> <li>• is strategic about when to use additional language and when to use home language</li> </ul>
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	<p style="text-align: center;"><b><u>LO 3 Reading and Viewing</u></b></p> <p>AS 1 Reads a text (fiction or non-fiction):</p> <ul style="list-style-type: none"> <li>• identifies purpose, audience and context;</li> <li>• notices how the text is constructed to represent a particular view of the world (point of view);</li> <li>• notices the role played by visual images in constructing meaning;</li> <li>• identifies main points;</li> <li>• with fiction, demonstrates an understanding of character, plot and setting.</li> </ul> <p>AS 6 Uses reading strategies</p> <ul style="list-style-type: none"> <li>• matches different ways of reading to different texts (e.g. reads instructions slowly and carefully)</li> <li>• uses strategies to work out the meaning of words ( e.g. reads the surrounding words, asks someone to translate it )</li> <li>• begins to develop and evaluate reading speed</li> </ul>	<p style="text-align: center;"><b><u>LO 3 Reading and Viewing</u></b></p> <p>AS 1 Reads a text (fiction or non-fiction):</p> <ul style="list-style-type: none"> <li>• identifies purpose, audience and context;</li> <li>• infers meaning (things which cannot be found directly in the text);</li> <li>• explains and assesses point of view in both the written and visual parts of the text (e.g. says whether the view of the world represented is fair or stereotypical);</li> <li>• distinguishes main points from supporting detail;</li> <li>• with fiction, demonstrates an understanding of character, plot and setting.</li> </ul> <p>AS 6 Uses reading strategies</p> <ul style="list-style-type: none"> <li>• matches different ways of reading to different texts ( e.g. scans a telephone directory)</li> <li>• develops and evaluates reading speed</li> <li>• uses strategies to work out the meaning of words ( looks at illustrations or diagrams and discusses the word in home language)</li> </ul>	<ul style="list-style-type: none"> <li>• shows awareness of the way language constructs people ( e.g when giving a talk about HIV /AIDS)</li> </ul> <p style="text-align: center;"><b><u>LO 3 Reading and Viewing</u></b></p> <p>AS 1 Reads a text (fiction or non-fiction):</p> <ul style="list-style-type: none"> <li>• identifies purpose, audience and context;</li> <li>• infers meaning;</li> <li>• identifies what is not said in a text;</li> <li>• identifies the register/style (formal or informal);</li> <li>• explains and assesses point of view in both written and visual parts of the text, and offers alternative points of view;</li> <li>• shows understanding of the way in which texts position readers (e.g. by using the inclusive pronoun 'we');</li> <li>• identifies topic sentences, distinguishes main points from supporting detail;</li> <li>• with fiction, demonstrates an understanding of character, plot, setting and narrator;</li> <li>• compares different kind of texts and matches them with their purpose (e.g. instructing, persuading).</li> </ul> <p>AS 6 Uses reading strategies</p> <ul style="list-style-type: none"> <li>• skims texts- identifies the topic and key points ,and uses layout features (e.g illustrations)</li> <li>• matches different ways of reading to different texts ( e.g, skims newspaper articles for main ideas )</li> <li>• develops and evaluates reading speed</li> <li>• uses strategies to work out the meaning of words ( e.g. discusses the words in home language )</li> </ul>
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	<p>AS 7 Reads for pleasure:</p> <ul style="list-style-type: none"> <li>reads fiction and non-fiction books at an appropriate reading and language level;</li> <li>reads some new kinds of books (e.g. romances);</li> <li>reads a simple book review; solves word puzzles.</li> </ul> <p>AS 8 Shows some understanding of how reference books work:</p> <ul style="list-style-type: none"> <li>uses contents page and index to find information;</li> <li>uses a dictionary: understands dictionary entry (spelling pronunciation, parts of speech, meaning);</li> <li>uses a simple thesaurus.</li> </ul> <p style="text-align: center;"><b><u>LO 4 Writing</u></b></p> <p>AS 4 Writes creatively:</p> <ul style="list-style-type: none"> <li>shows development in the ability to write stories, poems and play-scripts (e.g. by including dialogue in a story).</li> </ul> <p>AS 6 Treats writing as a process:</p> <ul style="list-style-type: none"> <li>drafts, reads and discusses own writing critically;</li> </ul>	<p>AS 7 Reads for pleasure:</p> <ul style="list-style-type: none"> <li>reads fiction and non-fiction books at an appropriate reading and language level;</li> <li>reads some new kinds of books (e.g. crime thrillers);</li> </ul> <p>reads and writes book reviews</p> <p>AS 8 Shows some understanding of how reference books work:</p> <ul style="list-style-type: none"> <li>uses contents page and index to find information;</li> <li>uses a dictionary and a simple thesaurus.</li> </ul> <p style="text-align: center;"><b><u>LO 4 Writing</u></b></p> <p>AS 4 Writes creatively:</p> <ul style="list-style-type: none"> <li>shows development in the ability to write stories, poems and play-scripts (e.g. by using figurative language);</li> </ul> <p>AS 6 Treats writing as a process:</p> <ul style="list-style-type: none"> <li>drafts, reads and discusses own writing critically;</li> </ul>	<p>AS 7 Reads for pleasure:</p> <ul style="list-style-type: none"> <li>reads fiction and non-fiction books at an appropriate reading and language level;</li> <li>reads some new kinds of books (e.g. science fiction);</li> </ul> <p>reads and writes book reviews</p> <p>AS 8 Shows some understanding of how reference books work:</p> <ul style="list-style-type: none"> <li>evaluates and selects books, using contents pages and indexes;</li> <li>uses a dictionary, a simple thesaurus and an encyclopaedia.</li> </ul> <p style="text-align: center;"><b><u>LO 4 Writing</u></b></p> <p>AS 4 Writes creatively:</p> <ul style="list-style-type: none"> <li>shows development in the ability to write stories, poems and play-scripts (e.g. by working with design).</li> </ul> <p>AS 6 Treats writing as a process:</p> <ul style="list-style-type: none"> <li>drafts, reads and discusses own writing critically;</li> <li>uses feedback to revise, edit and rewrite;</li> </ul>
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	<ul style="list-style-type: none"> <li>• uses feedback to revise, edit and rewrite;</li> <li>• uses knowledge of grammar, spelling, etc., to edit;</li> <li>• thinks about design and layout.</li> </ul> <p>AS 7 Uses developing knowledge of language structure and use</p> <ul style="list-style-type: none"> <li>• makes text cohesive (e.g. by using pronouns )</li> <li>• begins consciously to adopt a point of view in writing)</li> </ul> <p style="text-align: center;"><b><u>LO 5 Thinking &amp; Reasoning</u></b></p> <p>AS 2 Uses language for thinking:</p> <ul style="list-style-type: none"> <li>• asks and answers more complex questions (e.g. 'What would happen if ....?');</li> <li>• defines and classifies.</li> </ul> <p style="text-align: center;"><b><u>LO 6 Language Structure &amp; Use</u></b></p> <p>AS 1 Revises the grammar learned in the earlier grades.</p>	<ul style="list-style-type: none"> <li>• uses feedback to revise, edit and rewrite;</li> <li>• uses knowledge of grammar, spelling, etc., to edit;</li> <li>• pays some attention to design and layout</li> </ul> <p>AS 7 Uses developing knowledge of language structure and use</p> <ul style="list-style-type: none"> <li>• makes a text cohesive (e.g. using linking words to link paragraphs)</li> <li>• write good paragraphs with one main idea ,a topic sentence and supporting sentences ,and is able to reflect on it )</li> <li>• write introductions and conclusions</li> <li>• adopts a point of view</li> </ul> <p style="text-align: center;"><b><u>LO 5 Thinking &amp; Reasoning</u></b></p> <p>AS 2 Uses language for thinking:</p> <ul style="list-style-type: none"> <li>• asks and answers more complex questions (e.g. 'When this is changed, then what else would change?');</li> <li>• writes definitions, classifications and generalisations;</li> </ul> <p style="text-align: center;"><b><u>LO 6 Language Structure &amp; Use</u></b></p> <p>AS 1 Distinguishes between verbs that can and cannot take the progressive ( e.g. " I have a problem " .. not " I am having a problem." )</p>	<ul style="list-style-type: none"> <li>• uses knowledge of grammar, spelling, etc., to edit;</li> <li>• plans the layout of a text, including how to incorporate graphs and pictures;</li> <li>• evaluates design and layout.</li> </ul> <p>AS 7 Uses developing knowledge of language structure and use</p> <ul style="list-style-type: none"> <li>• shows an understanding of style and register (e.g. rewrites a story as a newspaper article )</li> <li>• shows an understanding of the information structure of texts</li> <li>• writes coherent ,longer pieces of writing .with introductions and conclusions</li> <li>• critically evaluates own writing positions the reader</li> </ul> <p style="text-align: center;"><b><u>LO 5 Thinking &amp; Reasoning</u></b></p> <p>AS 2 Uses language for thinking:</p> <ul style="list-style-type: none"> <li>• asks and answers more complex questions. <ul style="list-style-type: none"> <li>• Expands generalisations ,definitions and classifications into paragraphs.</li> </ul> </li> </ul> <p style="text-align: center;"><b><u>LO 6 Language Structure &amp; Use</u></b></p> <p>AS 1 Understands and uses different ways of Talking about the future ( e.g. "I am going to see him tomorrow " "I will see him tomorrow . " "I am seeing him tomorrow." " He flies to Cape Town tomorrow " )</p>
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	<p>AS3 Extends use of prepositions, determiners, adjectives and adverbs.</p> <p>AS 6 Understands and uses the first conditional (e.g. 'If the lens is dirty, the camera won't work.').</p> <p>AS 7 Uses some language to talk about language (meta-language – terms such as verb, noun, adverb, adjective).</p> <p>AS 8 Expands vocabulary (e.g. by working with word families: happy, unhappy, happiness, unhappiness, happily).</p> <p>AS 9 Demonstrates an understanding of between 4000 and 6500 common spoken words in context by the end of Grade 7. . Learners who will do some of their learning through their additional language, should aim for 7500 words.</p>	<p>AS 8 Uses some language to talk about language (meta-language – terms such as 'pronunciation').</p> <p>AS 9 Expands vocabulary (e.g. by mind mapping related words, such as words about war).</p> <p>AS 10 Demonstrates an understanding of between 5000 and 7500 common spoken words in context by the end of Grade 8. Learners who will do some of their learning through their additional language, should aim for 7500 words.</p>	<p>AS 8 Uses language to talk about language ( meta language – terms such as paragraphs )</p> <p>AS 9 Expands vocabulary( e.g. uses prefixes to form new words :autobank,autobiography, automatic)</p> <p>AS 10 Demonstrates an understanding of between 6000 and 8000 common spoken words in context by the end of Grade 9. Learners who will do some of their learning through their additional language, should aim for 8000 words.</p>
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## Content in Context: Poetry

### Integration Across

**Resources:** Poems; Instructions; Descriptions of people and objects; Conversations; Prepared Talks; Radio talk shows; Books (fiction and non-fiction); Newspapers; Magazines; Textbooks; Posters; Charts; Maps; Photographs; Reference books (e.g. dictionaries, encyclopaedias); Explanations; Television Programmes; Songs;

#### CONTENT:

LO 1 AS 2 & 4  
LO 2 AS 3& 5  
LO 3 AS 2,6 & 9  
LO 4 AS 4& 6  
LO 5 AS 2  
LO 6: AS 7&8

#### LO 1 Listening

AS 2

Understands oral texts e.g. recounts, sports commentaries:

- answers questions of growing complexity;
- with support, retells and summarises.

AS 4

Listens actively in a discussion:

- responds to ideas and treats other views with respect;
- invites contributions from others and responds to their views;
- disagrees politely and does not interrupt others.

#### LO 1 Listening

AS 2

Understands oral texts (e.g. poems, radio plays):

- answers questions of growing complexity;
- identifies point of view;
- retells and summarises.

AS 4

Listens actively in discussion:

- shows openness to ideas and treats the views of others with respect;
- invites contributions from others and responds to their views;
- is prepared to challenge others but does so politely and does not interrupt them;
- criticises the ideas and not the person.

#### LO 1 Listening

AS 2

Understands oral texts (e.g. radio talk shows, texts with statistics):

- answers questions;
- retells and summarises;
- identifies point of view and is able to offer an alternative point of view;

AS 4

Listens actively in discussion:

- shows openness to ideas and treats the views of others critically but with respect;
- invites contributions from others and responds to their views;
- is prepared to challenge others but does so politely and does not interrupt them;
- criticises the ideas and not the person.

	<p style="text-align: center;"><b><u>LO 2 Speaking</u></b></p> <p>AS 3 Shows developing ability to use features of spoken language to communicate: word stress, weak vowels, intonation and rhythm.</p> <p>AS 5 Demonstrate critical awareness of own language use</p> <ul style="list-style-type: none"> <li>• Uses language to include people, and not to exclude people</li> </ul> <p style="text-align: center;"><b><u>LO 3 Reading and Viewing</u></b></p> <p>AS 2 Understands in a simple way some elements of poetry (e.g. simile, rhyme, alliteration, personification), and understands some of the terms used to describe these elements (e.g. personification).</p> <p>AS 6 Uses reading strategies:</p> <ul style="list-style-type: none"> <li>• matches different ways of reading to different texts (e.g. reads instructions slowly and carefully);</li> <li>• uses strategies to work out the meanings of words (e.g. reads the surrounding words, asks someone to translate THEM);</li> <li>• begins to develop and evaluate reading speed.</li> </ul>	<p style="text-align: center;"><b><u>LO 2 Speaking</u></b></p> <p>AS 3 Shows developing ability to use features of spoken language to communicate: word stress, weak vowels, intonation and rhythm.</p> <p>AS 5 Demonstrate critical awareness of own language use</p> <ul style="list-style-type: none"> <li>• uses language to include rather exclude people</li> <li>• is strategic about when to use additional language and when to use home language</li> </ul> <p style="text-align: center;"><b><u>LO 3 Reading and Viewing</u></b></p> <p>AS 2 Understands some elements of poetry (e.g. simile, rhythm), and understands some of the terms used to describe this language (e.g. simile).</p> <p>AS 6 Uses reading strategies:</p> <ul style="list-style-type: none"> <li>• matches different ways of reading to different texts (e.g. scans a telephone directory);</li> <li>• develops and evaluates reading speed;</li> <li>• uses strategies to work out the meanings of words (e.g. looks at illustrations or diagrams, and discusses the words in home language).</li> </ul>	<p style="text-align: center;"><b><u>LO 2 Speaking</u></b></p> <p>AS 3 Shows developing ability to use features of spoken language to communicate: word stress, weak vowels, intonation and rhythm.</p> <p>AS 5 Demonstrate critical awareness of own language use</p> <ul style="list-style-type: none"> <li>• uses language to include rather than to exclude people</li> <li>• is strategic about when to use additional language and when to use home language</li> </ul> <p style="text-align: center;"><b><u>LO 3 Reading and Viewing</u></b></p> <p>AS 2 Understands some elements of poetry (e.g. metaphor, rhythm), and understands some of the terms used to describe this language (e.g. simile).</p> <p>AS 6 Uses reading strategies:</p> <ul style="list-style-type: none"> <li>• skims texts – identifies the topic and key points, and uses layout features (e.g. illustrations);</li> <li>• matches different ways of reading to different texts (e.g. skims newspaper articles for main ideas);</li> <li>• develops and evaluates reading speed;</li> <li>• uses strategies to work out the meanings of words (e.g. discusses the words in home language).</li> </ul>
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	<p>AS 9 Demonstrates a reading vocabulary of between 4000 and 6500 common words. Learners, who will study other Learning Areas through their additional language, should aim for 6500 words.</p> <p style="text-align: center;"><b><u>LO 4 Writing</u></b></p> <p>AS 4 Writes creatively: • shows development in the ability to write stories, poems and play-scripts (e.g. by including dialogue in a story).</p> <p>AS 6 Treats writing as a process</p> <ul style="list-style-type: none"> <li>• drafts, reads and discusses own writing critically</li> <li>• uses feedback to revise, edit and rewrite</li> <li>• use knowledge of grammar, spelling etc... To edit</li> <li>• thinks about design and layout</li> </ul> <p style="text-align: center;"><b><u>LO 5 Thinking &amp; Reasoning</u></b></p> <p>AS 2 Uses language for thinking: • asks and answers more complex questions (e.g. 'What would happen if ....?'); • defines and classifies.</p>	<p>AS 9 Demonstrates a reading vocabulary of between 5000 and 7500 common words. Learners who will study other Learning Areas through their additional language, should aim for 7500 words</p> <p style="text-align: center;"><b><u>LO 4 Writing</u></b></p> <p>AS 4 Writes creatively: • shows development in the ability to write stories, poems and play-scripts (e.g. by using figurative language);</p> <p>AS 6 Treats writing as a process</p> <ul style="list-style-type: none"> <li>• drft,reads and discusses own writing critically</li> <li>• uses feedback to revise, edit and rewrite</li> <li>• uses knowledge of grammar, spelling ect.,to edit</li> <li>• pays some attention to design and layout</li> </ul> <p style="text-align: center;"><b><u>LO 5 Thinking &amp; Reasoning</u></b></p> <p>AS 2 Uses language for thinking: • asks and answers more complex questions (e.g. 'When this is changed, then what else would change?'); • writes definitions, classifications and generalisations</p>	<p>AS 9 Develops a reading vocabulary of between 6000 and 8000 common words. Learners who will study other Learning Areas through their additional language, should aim for 8000 words.</p> <p style="text-align: center;"><b><u>LO 4 Writing</u></b></p> <p>AS 4 Writes creatively: • shows development in the ability to write stories, poems and play-scripts (e.g. by working with design).</p> <p>AS 6 Treats writing as a process</p> <ul style="list-style-type: none"> <li>• draft ,reads and discusses own writing critically</li> <li>• uses feedback to revise, edit and rewrite</li> <li>• uses knowledge of grammar,speling etc.. to edit</li> <li>• plans the layout of a text ,including how to incorporate graphs and pictures</li> <li>• evaluate design and layout</li> </ul> <p style="text-align: center;"><b><u>LO 5 Thinking &amp; Reasoning</u></b></p> <p>AS 2 Uses language for thinking: • asks and answers more complex questions</p>
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	<p style="text-align: center;"><b><u>LO 6 Language Structure &amp; Use</u></b></p> <p>AS 8 Expands vocabulary (e.g., by working with word families: happy ,unhappy,happiness,unhappiness,happily)</p> <p>AS 9 Demonstrates an understanding of between 4000 and 6500 common spoken words in context by the end of Grade 7. Learners who will do some of their learning through their additional language should aim for 6500 words.</p>	<p style="text-align: center;"><b><u>LO 6 Language Structure &amp; Use</u></b></p> <p>AS 9 Expands vocabulary (e.g by mind mapping related words ,such as words about war)</p> <p>AS 10 Demonstrates an understanding of between 5000 and 7500 common spoken words in context by the end of Grade 8. Learners, who will do some of their learning through their additional language, should aim for 7500 words.</p>	<p style="text-align: center;"><b><u>LO 6 Language Structure &amp; Use</u></b></p> <p>AS 9 Expands vocabulary ( e.g. uses prefixes to form new words : aoutbank,aoutobiography,automatic)</p> <p>AS 10 Demonstrates an understanding of between 6000 and 8000 common spoken words in context by the end of Grade 9. Learners, who will do some of their learning through their additional language, should aim for 8000 words.</p>
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**Content in Context:** Text from other Learning Areas

**Integration Across:**

**Resources:** Books (fiction and non-fiction), Newspapers, Magazines, Poems, Play-scripts, Diaries, Postcards, Procedural texts (instructions, recipes), Factual descriptions, Reports (e.g. Science), Explanations, Textbooks from other Learning Areas, Advertisements, Notices, Posters, Book and TV Reviews, Timetables and Schedules (e.g. television), Diagrams, Graphs and Charts, Posters, Word Puzzles, Cartoons, Reference books (e.g. dictionaries, encyclopaedias)

**CONTENT:**

LO 1 AS 3  
LO 2 AS 2 & 4  
LO 3 AS 1,4,7,8,9  
LO 4 AS 1 & 6  
LO 5 AS 1& 3  
LO 6: 1,7,8,& 9

**LO 1 Listening**

AS 3

Listens for specific information:

- takes very simple notes (e.g. completes given notes, lists points);
- uses information to complete a table or chart, or label a diagram.

**LO 2 Speaking**

AS 2

Interacts in additional language:

- uses language for a range of functions: expresses opinions and feelings, makes choices, gives advice and makes suggestions (e.g. 'I think you should...'), etc.
- takes part in role-plays of different situations involving different kinds of language (e.g. formal and informal telephone conversations).

**LO 2 Listening**

AS 3

Listens for specific information:

- takes own simple notes;
- uses information to complete a table or chart, or label a diagram

**LO 2 Speaking**

AS 2

Interacts in additional language:

- uses language for a range of functions: offers and invites ('Would you like ...?'), politely refuses ('I'm sorry ...'), etc.;
- takes part in role-plays of different situations involving different kinds of language (e.g. reporting a crime to the police).

**LO 2 Listening**

AS 3

Listens for specific information:

- takes own simple notes;
- uses information to complete a table or chart, or label a diagram

**LO 2 Speaking**

AS 2

Interacts in additional language:

- uses language for a range of functions: makes polite requests and asks people not to do things ('Would you mind not ...'), asks for help from friends or strangers ('Excuse me ... I wonder if you could...'), etc.;
- takes part in role-plays of different situations involving different kinds of language (e.g. a job interview).

	<p>AS 4 Begins to debate social and ethical issues</p> <ul style="list-style-type: none"> <li>• shares out roles ( e.g. chairperson,timekeeper,secretary)</li> <li>• brings people to discussion (e.g. “What do you think ?, “ Don’t you ?)</li> <li>• interrupts politely ( e.g. Excuse me .....)</li> <li>• expresses opinions and support them with reasons ( e.g, “ I’d just like to say that ... because...)</li> <li>• expresses agreement ( e.g. “You ‘re right, but ..... ) disagreement (e.g. Yes ,but..... )</li> <li>• switches language where necessary</li> </ul> <p><b><u>LO 3 Reading and Viewing</u></b></p> <p>AS 1 Reads a text (fiction or non-fiction):</p> <ul style="list-style-type: none"> <li>• identifies purpose, audience and context;</li> <li>• notices how the text is constructed to represent a particular view of the world (point of view);</li> <li>• identifies main points.</li> </ul>	<p>AS 4 Debate social and ethical issues</p> <ul style="list-style-type: none"> <li>• shares roles ( e.g. chairperson,timekeeper,secretary)</li> <li>• brings people to discussion (e.g. “What do you think ?, “ Don’t you ?)</li> <li>• interrupts politely ( e.g. Excuse me .....)</li> <li>• expresses opinions and support them with reasons ( e.g, “ I’d just like to say that ... because...)</li> <li>• expresses agreement ( e.g. “You ‘re right, but ..... ) disagreement (e.g. Yes ,but..... )</li> <li>• switches language where necessary</li> </ul> <p><b><u>LO 3 Reading and Viewing</u></b></p> <p>AS 1 Reads a text (fiction or non-fiction):</p> <ul style="list-style-type: none"> <li>• identifies purpose, audience and context;</li> <li>• infers meaning (things which cannot be found directly in the text);</li> <li>• explains and assesses point of view in both the written and visual parts of the text (e.g. says whether the view of the world represented is fair or stereotypical);</li> <li>• distinguishes main points from supporting detail;</li> <li>• with fiction, demonstrates an understanding of character, plot and setting.</li> </ul>	<p>AS 4 Debate social and ethical issues by arguing persuasively and responding critically</p> <ul style="list-style-type: none"> <li>• shares roles ( e.g. chairperson,timekeeper,secretary)</li> <li>• brings people to discussion (e.g. “What do you think ?, “ Don’t you ?)</li> <li>• interrupts politely ( e.g. Excuse me .....)</li> <li>• expresses opinions and support them with reasons ( e.g, “ I’d just like to say that ... because...)</li> <li>• expresses agreement ( e.g. “You ‘re right, but ..... ) disagreement (e.g. Yes ,but..... )</li> <li>• switches language where necessary</li> </ul> <p><b><u>LO 3 Reading and Viewing</u></b></p> <p>AS 1 Reads a text (fiction or non-fiction):</p> <ul style="list-style-type: none"> <li>• identifies purpose, audience and context;</li> <li>• infers meaning;</li> <li>• identifies what is not said in a text;</li> <li>• identifies the register/style (formal or informal);</li> <li>• explains and assesses point of view in both written and visual parts of the text, and offers alternative points of view;</li> <li>• identifies topic sentences, distinguishes main points from supporting detail.</li> </ul>
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	<p>AS 4 Reads for information:</p> <ul style="list-style-type: none"> <li>• follows information texts (e.g. a description of a process like paper-making);</li> <li>• reads simple diagrams, graphs and charts;</li> <li>• summarises information.</li> </ul> <p>AS 7 Reads for pleasure</p> <ul style="list-style-type: none"> <li>• reads fiction and non-fiction books at an appropriate reading and language level</li> <li>• reads some new kinds of books (e.g. romances)</li> <li>• evaluates books in a book report</li> <li>• reads a simple book review</li> <li>• solves word puzzles</li> </ul> <p>S 8 Shows some understanding of how reference books work:</p> <ul style="list-style-type: none"> <li>• uses contents page and index to find information;</li> <li>• uses a dictionary: understands dictionary entry (spelling pronunciation, parts of speech, meaning);</li> <li>• uses a simple thesaurus.</li> </ul>	<p>AS 4 Reads for information:</p> <ul style="list-style-type: none"> <li>• follows information texts (e.g. an explanation of how something works, like our kidneys);</li> <li>• reads diagrams, graphs and charts of increasing complexity;</li> <li>• summarises information.</li> </ul> <p>AS 7 Reads for pleasure</p> <ul style="list-style-type: none"> <li>• reads fiction and non-fiction books at an appropriate reading and language level</li> <li>• reads some new kinds of books ( e.g. crime thrillers )</li> <li>• reads and writes book reviews</li> </ul> <p>AS 8 Shows some understanding of how reference books work:</p> <ul style="list-style-type: none"> <li>• uses contents page and index to find information;</li> <li>• uses a dictionary and a simple thesaurus.</li> </ul>	<p>AS 4 Reads for information:</p> <ul style="list-style-type: none"> <li>• reads information texts (e.g. a short newspaper article);</li> <li>• reads diagrams, graphs and charts of increasing complexity;</li> <li>• reads texts with statistics;</li> <li>• summarises information.</li> </ul> <p>As 7 Reads for please</p> <ul style="list-style-type: none"> <li>• reads fiction and non-fiction books at an appropriate reading and language level</li> <li>• reads some new kinds of books (e.g. science fiction)</li> <li>• reads and writes books review</li> </ul> <p>AS 8 Shows some understanding of how reference books work:</p> <ul style="list-style-type: none"> <li>• evaluates and selects books, using contents pages and indexes;</li> <li>• uses a dictionary, a simple thesaurus and an encyclopaedia.</li> </ul>
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	<p>AS 9</p> <ul style="list-style-type: none"> <li>• Demonstrates a reading vocabulary of between 4000 and 6500 common words. Learners who will study other Learning Areas through their additional language, should aim for 6500 words.</li> </ul> <p style="text-align: center;"><b><u>LO 4 Writing</u></b></p> <p>AS 1</p> <p>Writes to communicate information:</p> <ul style="list-style-type: none"> <li>• fills in forms and timetables;</li> <li>• writes one or two paragraphs describing a process (e.g. 'How to change a car tyre');</li> <li>• uses information from an interview to write a report or description;</li> <li>• writes text types required in other Learning Areas (e.g. a report).</li> </ul> <p>AS 6</p> <p>Treats writing as a process:</p> <ul style="list-style-type: none"> <li>• drafts, reads and discusses own writing critically;</li> <li>• uses feedback to revise, edit and rewrite;</li> <li>• uses knowledge of grammar, spelling, etc., to edit;</li> <li>• thinks about design and layout.</li> </ul>	<p>AS 9</p> <ul style="list-style-type: none"> <li>• Demonstrates a reading vocabulary of between 5000 and 6500 common words. Learners who will study other Learning Areas through their additional language, should aim for 6500 words</li> </ul> <p style="text-align: center;"><b><u>LO 4 Writing</u></b></p> <p>AS 1</p> <p>Writes to communicate information:</p> <ul style="list-style-type: none"> <li>• writes a short explanation of how or why something happens (e.g. how an electric circuit works);</li> <li>• writes one or two paragraphs about the advantages and disadvantages of something (e.g. cars as a form of transport);</li> <li>• uses information from a survey to write a report (including heading, introduction, how the research was carried out, the results, and recommendations);</li> </ul> <p>writes text types required in other Learning Areas (e.g. a historical narrative).</p> <p>AS 6</p> <p>Treats writing as a process:</p> <ul style="list-style-type: none"> <li>• drafts, reads and discusses own writing critically;</li> <li>• uses feedback to revise, edit and rewrite;</li> <li>• uses knowledge of grammar, spelling, etc., to edit;</li> <li>• pays some attention to design and layout.</li> </ul>	<p>AS 9</p> <ul style="list-style-type: none"> <li>• Demonstrates a reading vocabulary of between 6000 and 7500 common words. Learners who will study other Learning Areas through their additional language, should aim for 7500 words.</li> </ul> <p style="text-align: center;"><b><u>LO 4 Writing</u></b></p> <p>AS 1</p> <p>Writes to communicate information:</p> <ul style="list-style-type: none"> <li>• writes longer texts of several paragraphs describing processes and procedures, giving explanations, giving advantages and disadvantages, arguing for and against;</li> <li>• writes texts that include graphs and statistics;</li> <li>• does a survey and writes it up (e.g. as a report or a newspaper article);</li> </ul> <p>writes text types required in other Learning Areas (e.g. an explanation of how a circuit works for Technology).</p> <p>AS 6</p> <p>Treats writing as a process:</p> <ul style="list-style-type: none"> <li>• drafts, reads and discusses own writing critically;</li> <li>• uses feedback to revise, edit and rewrite;</li> <li>• uses knowledge of grammar, spelling, etc., to edit;</li> <li>• plans the layout of a text, including how to incorporate graphs and pictures;</li> <li>• evaluates design and layout.</li> </ul>
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### **LO 5 Thinking and Reasoning**

AS 1

Uses language and literacy across the curriculum:

- understands some concepts from other Learning Areas and uses the vocabulary associated with them in the additional language (e.g. 'trade' in Economic and Management Sciences);
- understands and produces texts used in other Learning Areas (e.g. a factual description in Geography or a report in Natural Sciences).

AS 3

Collects and records information in different ways:

- selects relevant material and takes notes (identifies key words and sentences, lists important points);
- does simple research and writes a report using tools such as graphs, tables, diagrams and statistics;
- transfers information from one mode to another (e.g. uses information from a visual or written text to create a graph or a chart, or to label a diagram).

### **LO 5 Thinking and Reasoning**

AS 1

Uses language and literacy across the curriculum:

- understands some concepts from other Learning Areas and uses the vocabulary associated with them in their additional language (e.g. 'symptom' in Life Orientation);
- understands and produces texts used in other Learning Areas (e.g. an explanation of how the kidneys work, or the production of a report in Natural Sciences);
- produces visual or graphic material to support texts (e.g. a diagram for an explanation).

AS 3

Collects and records information in different ways:

- selects relevant material and takes notes (organises points under headings; abbreviates words);
- reads and synthesises information from two simple texts on the same topic;
- transfers information from one mode to another by, for example, using mind maps.

### **LO 5 Thinking and Reasoning**

AS 1 Uses language and literacy across the curriculum:

- understands some concepts from other Learning Areas and uses the vocabulary associated with them in the additional language (e.g. 'xenophobia' in Social Sciences);
- writes texts required in other Learning Areas (e.g. reports and explanations in Natural Sciences);
- produces visual or graphic material to support texts (e.g. diagrams for explanations and reports).

AS 3

Collects and records information in different ways:

- selects relevant information and takes notes (organises key ideas under headings and sub-headings, uses layout such as capital letters and underlining);
- reads and synthesises information from several texts on the same topic;
- transfers information from one mode to another (e.g. uses statistics to write paragraphs, uses mind maps).

	<p style="text-align: center;"><b><u>LO 6 Language Structure and use</u></b></p> <p>AS 1 Revises the grammar learned in the earlier grades</p> <p>AS 7 Uses some language to talk about language (meta-language – terms such as verb, noun, adverb, adjective).</p> <p>AS 8 Expands vocabulary (e.g. by working with word families: happy, unhappy, happiness, unhappiness, happily).</p> <p>AS 9 Demonstrates an understanding of between 4000 and 6500 common spoken words in context by the end of Grade 7. Learners who will do some of their learning through their</p>	<p style="text-align: center;"><b><u>LO 6 Language Structure and use</u></b></p> <p>AS 1 Distinguishes between verbs that can and cannot take the progressive (e.g., “I have a problem” “I am having a problem</p> <p>AS 8 Uses some language to talk about language (meta-language – terms such as ‘pronunciation’).</p> <p>AS 9 Expands vocabulary (e.g by mind mapping related words ,such as words about war)</p> <p>AS 10 Demonstrates an understanding of between 5000 and 7500 common spoken words in context by the end of Grade 8. Learners, who will do some of their learning through their additional language, should aim for 7500 words.</p>	<p style="text-align: center;"><b><u>LO 6 Language Structure and use</u></b></p> <p>AS 1 Understands and uses different ways of Talking about the future ( e.g. “I am going to see him tomorrow “ “I will see him tomorrow . “ “I am seeing him tomorrow.” “ He flies to Cape Town tomorrow “ )</p> <p>AS 8 Uses language to talk about language ( meta language – terms such as paragraphs )</p> <p>AS 9 Expands vocabulary( e.g. uses prefixes to form new words :autobank,autobiography, automatic)</p> <p>AS 10 Demonstrates an understanding of between 6000 and 8000 common spoken words in context by the end of Grade 9. Learners who will do some of their learning through their additional language, should aim for 8000 words.</p>
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**Content in Context:** Drama / Play Scripts/ Dialogue

**Integration Across:**

**Resources:** Play-scripts, Books (fiction and non-fiction); Textbooks; Book Reviews, , Cartoons, Comics, Reference books (e.g. dictionaries, encyclopaedias); Conversations; Prepared Talks; Radio advertisements; Radio talk shows; Descriptions of people and objects; Reports of events; Jokes; Songs; Poems; Explanations; Songs; Instructions; Directions

**CONTENT:**

LO1 AS 2 & 4  
 LO 2 AS 2,3 & 4  
 LO 3 AS1,6 & 9  
 LO 4 AS 4,6&7  
 LO 5 AS 2  
 LO 6: AS 2,4,5 &6

**LO 1 Listening**

AS 2  
 Understands oral texts (e.g. recounts, sport commentaries)

- answers questions of growing complexity
- Identifies point of view ( e.g. considers two accounts of the same incident)
- With support ,retells and summarises

AS 4  
 Listens actively in a discussion:

- Responds to ideas and treats other views with respect;
- Invites contributions from others and responds to their views;
- Disagrees politely and does not interrupt others.

**LO 1 Listening**

AS 2  
 Understands oral texts (e.g. poems, radio plays)

- answers questions of growing complexity
- identifies point of view
- retells and summarises
- describe the features or characteristics of different kinds of oral texts (e.g. poem or factual text)

AS 4  
 Listens actively in discussion:

- Shows openness to ideas and treats the views of others with respect;
- Invites contributions from others and responds to their views;
- Is prepared to challenge others but does so politely and does not interrupt them;
- Criticises the ideas and not the person.

**LO 1 Listening**

AS 2  
 Understands oral texts (e.g. radio talk show ,texts with statistics )

- Answers questions
- Retells and summarises
- Identifies point of view and is able to offer an alternatives point of view
- Analyses the features of different kinds of oral text (e.g. a conversation a story )

AS4  
 Listens actively in discussion:

- Shows openness to ideas and treats the views of others critically, but with respect;
- Invites contributions from others and responds to their views;
- Is prepared to challenge others but does so politely and does not interrupt them;
- Criticises the ideas and not the person.

	<p style="text-align: center;"><b><u>LO 2 Speaking</u></b></p> <p>AS 2 Interacts in additional language: • uses language for a range of functions: expresses opinions and feelings, makes choices, gives advice and makes suggestions (e.g. 'I think you should...'), etc.</p> <p>AS 3 Shows developing ability to use features of spoken language to communicate : word stress, weak vowels, intonation and rhythm.</p> <p>AS 4 Debates social and ethical issues: • shares roles (e.g. chairperson, timekeeper, secretary); • brings people into the discussion (e.g. 'What do you think?', 'Don't you?'); • interrupts politely (e.g. 'Excuse me...'); • expresses opinions and supports them with reasons (e.g. 'I'd just like to say that ... because...'); • expresses agreement ('You're right.') and disagreement ('Yes, but...'); switches languages where necessary</p>	<p style="text-align: center;"><b><u>LO 2 Speaking</u></b></p> <p>AS 2 Interacts in additional language: • uses language for a range of functions: offers and invites ('Would you like ...?'), politely refuses ('I'm sorry ...'), etc.</p> <p>AS 3 Shows developing ability to use features of spoken language to communicate : word stress, weak vowels, intonation and rhythm.</p> <p>AS 4 Debates social and ethical issues: • shares roles (e.g. chairperson, timekeeper, secretary); • brings people into the discussion (e.g. 'What do you think?', 'Don't you?'); • interrupts politely (e.g. 'Excuse me...'); • expresses opinions and supports them with reasons (e.g. 'I'd just like to say that ... because...'); • expresses agreement ('You're right.') and disagreement ('Yes, but...'); switches languages where necessary</p>	<p style="text-align: center;"><b><u>LO 2 Speaking</u></b></p> <p>AS 2 Interacts in additional language: • uses language for a range of functions: makes polite requests and asks people not to do things ('Would you mind not ...'), asks for help from friends or strangers ('Excuse me ... I wonder if you could...'), etc.</p> <p>AS 3 Shows developing ability to use features of spoken language to communicate : word stress, weak vowels, intonation and rhythm.</p> <p>AS 4 Debates social and ethical issues: • shares roles (e.g. chairperson, timekeeper, secretary); • brings people into the discussion (e.g. 'What do you think?', 'Don't you?'); • interrupts politely (e.g. 'Excuse me...'); • expresses opinions and supports them with reasons (e.g. 'I'd just like to say that ... because...'); • expresses agreement ('You're right.') and disagreement ('Yes, but...'); switches languages where necessary</p>
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### **LO 3 Reading and Viewing**

AS 1

Reads a text (fiction or non-fiction):

- identifies purpose, audience and context;
- notices how the text is constructed to represent a particular view of the world (point of view);
- notices the role played by visual images in constructing meaning;
- identifies main points;
- with fiction, demonstrates an understanding of character, plot and setting.

AS 6

Uses reading strategies:

- matches different ways of reading to different texts (e.g. reads instructions slowly and carefully);
- uses strategies to work out the meanings of words (e.g. reads the surrounding words, asks someone to translate THEM);
- begins to develop and evaluate reading speed.

### **LO 3 Reading and Viewing**

AS 1

Reads a text (fiction or non-fiction):

- identifies purpose, audience and context;
- infers meaning (things which cannot be found directly in the text);
- explains and assesses point of view in both the written and visual parts of the text (e.g. says whether the view of the world represented is fair or stereotypical);
- distinguishes main points from supporting detail;
- with fiction, demonstrates an understanding of character, plot and setting.

AS 6

Uses reading strategies:

- matches different ways of reading to different texts (e.g. scans a telephone directory);
- develops and evaluates reading speed;
- uses strategies to work out the meanings of words (e.g. looks at illustrations or diagrams, and discusses the words in home language).

### **LO 3 Reading and Viewing**

AS 1

Reads a text (fiction or non-fiction):

- identifies purpose, audience and context;
- infers meaning;
- identifies what is not said in a text;
- identifies the register/style (formal or informal);
- explains and assesses point of view in both written and visual parts of the text, and offers alternative points of view;
- shows understanding of the way in which texts position readers (e.g. by using the inclusive pronoun 'we');
- identifies topic sentences, distinguishes main points from supporting detail;
- with fiction, demonstrates an understanding of character, plot, setting and narrator;
- compares different kind of texts and matches them with their purpose (e.g. instructing, persuading).

AS 6

Uses reading strategies:

- skims texts – identifies the topic and key points, and uses layout features (e.g. illustrations);
- matches different ways of reading to different texts (e.g. skims newspaper articles for main ideas);
- develops and evaluates reading speed;
- uses strategies to work out the meanings of words (e.g. discusses the words in home language).

	<p>AS 9</p> <ul style="list-style-type: none"> <li>• Demonstrates a reading vocabulary of between 4000 and 5500 common words. Learners who will study other Learning Areas through their additional language, should aim for 5500 words.</li> </ul> <p style="text-align: center;"><b><u>LO 4 Writing</u></b></p> <p>AS 4</p> <p>Writes creatively:</p> <ul style="list-style-type: none"> <li>• shows development in the ability to write stories, poems and play-scripts (e.g. by including dialogue in a story )</li> </ul> <p>AS 6</p> <p>Treats writing as a process:</p> <ul style="list-style-type: none"> <li>• drafts, reads and discusses own writing critically;</li> <li>• uses feedback to revise, edit and rewrite;</li> <li>• uses knowledge of grammar, spelling, etc., to edit;</li> <li>• thinks about design and layout.</li> </ul>	<p>AS 9</p> <ul style="list-style-type: none"> <li>• Demonstrates a reading vocabulary of between 5000 and 6500 common words. Learners who will study other Learning Areas through their additional language, should aim for 6500 words.</li> </ul> <p style="text-align: center;"><b><u>LO 4 Writing</u></b></p> <p>AS 4</p> <p>Writes creatively:</p> <ul style="list-style-type: none"> <li>• shows development in the ability to write stories, poems and play-scripts (e.g. by using figurative language);</li> <li>• translates stories (and other texts) from home language.</li> </ul> <p>AS 6</p> <p>Treats writing as a process:</p> <ul style="list-style-type: none"> <li>• drafts, reads and discusses own writing critically;</li> <li>• uses feedback to revise, edit and rewrite;</li> <li>• uses knowledge of grammar, spelling, etc., to edit;</li> <li>• pays some attention to design and layout.</li> </ul>	<p>AS 9</p> <ul style="list-style-type: none"> <li>• Develops a reading vocabulary of between 6000 and 7500 common words. Learners who will study other Learning Areas through their additional language, should aim for 7500 words.</li> </ul> <p style="text-align: center;"><b><u>LO 4 Writing</u></b></p> <p>AS 4</p> <p>Writes creatively:</p> <ul style="list-style-type: none"> <li>• shows development in the ability to write stories, poems and play-scripts (e.g. by working with design).</li> </ul> <p>AS 6</p> <p>Treats writing as a process:</p> <ul style="list-style-type: none"> <li>• drafts, reads and discusses own writing critically;</li> <li>• uses feedback to revise, edit and rewrite;</li> <li>• uses knowledge of grammar, spelling, etc., to edit;</li> <li>• plans the layout of a text, including how to incorporate graphs and pictures;</li> <li>• evaluates design and layout.</li> </ul>
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	<p>AS 7 Uses developing knowledge of language structure and use:</p> <ul style="list-style-type: none"> <li>• makes text cohesive (e.g. by using pronouns);</li> <li>• begins consciously to adopt a point of view in writing.</li> </ul> <p style="text-align: center;"><b><u>LO 5 Thinking &amp; Reasoning</u></b></p> <p>AS 2 Uses language for thinking:</p> <ul style="list-style-type: none"> <li>• asks and answers more complex questions (e.g. 'What would happen if ....?');</li> </ul> <p style="text-align: center;"><b><u>LO 6 Language Structure &amp; Use</u></b></p> <p>AS 2 Extends use of questions to include question tags</p>	<p>AS 7 Uses developing knowledge of language structure and use:</p> <ul style="list-style-type: none"> <li>• makes a text cohesive (e.g. using linking words to link paragraphs);</li> <li>• writes good paragraphs with one main idea, a topic sentence and supporting sentences, and is able to reflect on it;</li> <li>• writes introductions and conclusions;</li> <li>• adopts a point of view.</li> </ul> <p style="text-align: center;"><b><u>LO 5 Thinking &amp; Reasoning</u></b></p> <p>AS 2 Uses language for thinking:</p> <ul style="list-style-type: none"> <li>• asks and answers more complex questions (e.g. 'When this is changed, then what else would change?');</li> <li>• writes definitions, classifications and generalisations</li> </ul> <p style="text-align: center;"><b><u>LO 6 Language Structure &amp; Use</u></b></p> <p>As 6 Uses modals to express politeness ( e.g "Can /Could I borrow a pencil ?)</p>	<p>AS7 Uses developing knowledge of language structure and use:</p> <ul style="list-style-type: none"> <li>• shows an understanding of style and register (e.g. rewrites a story as a newspaper article);</li> <li>• shows an understanding of the information structure of texts;</li> <li>• writes coherent, longer pieces of writing, with introductions and conclusions;</li> <li>• critically evaluates own point of view; begins to see how own writing positions the reader.</li> </ul> <p style="text-align: center;"><b><u>LO 5 Thinking &amp; Reasoning</u></b></p> <p>AS 2 Uses language for thinking:</p> <ul style="list-style-type: none"> <li>• asks and answers more complex questions</li> </ul> <p style="text-align: center;"><b><u>LO 6 Language Structure &amp; Use</u></b></p>
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	<p>AS4 Understands and uses modals to express possibility a, probability and necessity ,for example</p> <ul style="list-style-type: none"> <li>• “IT will rain .” (certain-positive)</li> <li>• “IT should rain “( probable)</li> <li>• :IT may rain .”(possible )</li> <li>• “IT might rain .(unlikely)</li> <li>• “It will not rain .(certain-negative )</li> </ul> <p>AS 8 Expands vocabulary (e.g. by working with word families: happy, unhappy, happiness, unhappiness, happily).</p> <p>AS 9 Demonstrates an understanding of between 4000 and 6500 common spoken words in context by the end of Grade 7. Learners who will do some of their learning through their additional language, should aim for 6500 word</p>	<p>AS 9 Expands vocabulary (e.g by mind mapping related words ,such as words about war)</p> <p>AS 10 Demonstrates an understanding of between 5000 and 7500 common spoken words in context by the end of Grade 8. Learners, who will do some of their learning through their additional language, should aim for 7500 words.</p>	<p>AS 4 Expands use of modals</p> <ul style="list-style-type: none"> <li>• function (e.g. “You should /ought to .....)</li> <li>• form –common mistakes with modal verbs (e.g. “He can be able to do ...)</li> <li>• uses the modal verb “used to ).</li> </ul> <p>AS 9 Expands vocabulary( e.g. uses prefixes to form new words :autobank,autobiography, automatic)</p> <p>AS 10 Demonstrates an understanding of between 6000 and 8000 common spoken words in context by the end of Grade 9. Learners, who will do some of their learning through their additional language, should aim for 8000 words.</p>
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**Content in Context** : Multimedia Text (e.g. Magazine, Newspapers, Posters, Notices, Memo, Fax, Advertisement, Photographs etc)

**Integration Across:**

**Resources:** TELEVISION PROGRAMMES, WEATHER FORECASTS (excluding Grade 7), ADVERTISEMENTS, FILMS AND VIDEOS, CD-ROMS and INTERNET (where available). Newspapers, Magazines, Poems, Play-scripts, Diaries, Postcards and Letters, Procedural texts (e.g. instructions), Factual descriptions, Reports, Explanations, Textbooks from other Learning Areas, Advertisements, Notices, Posters, Book and Television reviews, Diagrams, Graphs and Charts, Reference books (e.g. encyclopaedias) Messages (e.g. phone messengers); Radio advertisements; Reports of events; Radio talks; Talk Shows

<p><b><u>Content:</u></b></p> <p>LO 1 AS 2          LO 2 AS 2, &amp; 4          LO 3 AS 3,5 &amp; 6          LO 4 AS 2,3 &amp;,5          LO 5 AS 2&amp;3          LO 6:4&amp; 6</p>	<p style="text-align: center;"><b><u>LO 1 Listening</u></b></p> <p>AS 2          Understands oral texts e.g. recounts, sports commentaries:</p> <ul style="list-style-type: none"> <li>• answers questions of growing complexity;</li> <li>• with support, retells and summarises.</li> </ul> <p style="text-align: center;"><b><u>LO 2 Speaking</u></b></p> <p>AS 2          Interacts in additional language:</p> <ul style="list-style-type: none"> <li>• uses language for a range of functions: expresses opinions and feelings, makes choices, gives advice and makes suggestions (e.g. 'I think you should...'), etc.;</li> <li>• takes part in a role-plays of different situations involving different kinds of</li> </ul>	<p style="text-align: center;"><b><u>LO 1 Listening</u></b></p> <p>AS 2          Understands oral texts (e.g. poems, radio plays):</p> <ul style="list-style-type: none"> <li>• answers questions of growing complexity</li> <li>• identifies point of view;</li> <li>• retells and summarises;</li> <li>• describes the features or characteristics of different kinds of oral texts (e.g. poem or factual text).</li> </ul> <p style="text-align: center;"><b><u>LO 2 Speaking</u></b></p> <p>AS 2          Interacts in additional language:</p> <ul style="list-style-type: none"> <li>• uses language for a range of functions: offers and invites ('Would you like ...?'), politely refuses ('I'm sorry ...'), etc.;</li> <li>• takes part in role-plays of different situations involving different kinds of language (e.g. reporting a crime to the police).</li> </ul>	<p style="text-align: center;"><b><u>LO 1 Listening</u></b></p> <p>AS 2          Understands oral texts (e.g. radio talk shows, texts with statistics):</p> <ul style="list-style-type: none"> <li>• answers questions;</li> <li>• retells and summarises;</li> <li>• identifies point of view and is able to offer an alternative point of view;</li> <li>• analyses the features of different kinds of oral texts (e.g. a conversation, a story).</li> </ul> <p style="text-align: center;"><b><u>LO 2 Speaking</u></b></p> <p>AS 2          Interacts in additional language:</p> <ul style="list-style-type: none"> <li>• uses language for a range of functions: makes polite requests and asks people not to do things ('Would you mind not ...'), asks for help from friends or strangers ('Excuse me ... I wonder if you could...'), etc.;</li> <li>• takes part in role-plays of different situations involving different kinds of</li> </ul>
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	<p>language (e.g. formal and informal telephone conversations).</p> <ul style="list-style-type: none"> <li>language (e.g. formal and informal telephone conversations).</li> </ul> <p>AS 4 Begins to debate social and ethical issues</p> <ul style="list-style-type: none"> <li>shares out roles (e.g. chairperson, timekeeper, secretary);</li> <li>brings people into the discussion (e.g. 'What do you think?', 'Don't you?');</li> <li>interrupts politely (e.g. 'Excuse me ...');</li> <li>expresses opinions and supports them with reasons (e.g. 'I'd just like to say that ... because ...');</li> <li>expresses agreement ('You're right.') and disagreement ('Yes, but...');</li> <li>switches languages where necessary.</li> </ul> <p><b><u>LO 3 Reading &amp; Viewing</u></b></p> <p>AS 3 Reads and responds to social texts (e.g. simple invitations, letters):</p> <ul style="list-style-type: none"> <li>identifies purpose, audience and context</li> </ul>	<p>AS 4 Debates social and ethical issues:</p> <ul style="list-style-type: none"> <li>shares roles (e.g. chairperson, timekeeper, secretary);</li> <li>brings people into the discussion (e.g. 'What do you think?', 'Don't you?');</li> <li>interrupts politely (e.g. 'Excuse me...');</li> <li>expresses opinions and supports them with reasons (e.g. 'I'd just like to say that ... because...');</li> <li>expresses agreement ('You're right.') and disagreement ('Yes, but...');</li> <li>switches languages where necessary.</li> </ul> <p><b><u>LO 3 Reading &amp; Viewing</u></b></p> <p>AS 3 Reads and responds to social texts (e.g. personal letters, notices):</p> <ul style="list-style-type: none"> <li>identifies purpose, audience and context;</li> <li>describes features of the type of text being read (e.g. a personal letter).</li> </ul>	<p>language (e.g. a job interview).</p> <p>AS 4 Debates social and ethical issues:</p> <ul style="list-style-type: none"> <li>shares roles (e.g. chairperson, timekeeper, secretary);</li> <li>brings people into the discussion (e.g. 'What do you think?', 'Don't you?');</li> <li>interrupts politely (e.g. 'Excuse me...');</li> <li>expresses opinions and supports them with reasons (e.g. 'I'd just like to say that ... because...');</li> <li>expresses agreement ('You're right.') and disagreement ('Yes, but...');</li> </ul> <p>switches languages where necessary.</p> <p><b><u>LO 3 Reading &amp; Viewing</u></b></p> <p>AS 3 Reads and responds to social texts (e.g. simple business letters):</p> <ul style="list-style-type: none"> <li>identifies purpose, audience and context;</li> <li>describes features of the type of text being read (e.g. a simple job advertisement);</li> <li>comments on register/style (formal or informal);</li> <li>analyses point of view, construction of meaning, way in which reader is positioned.</li> </ul>
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	<p>AS 5 Analyses advertisements and pamphlets:</p> <ul style="list-style-type: none"> <li>identifies the audience ('At whom is this advertisement aimed?');</li> <li>identifies the context (Where do you see advertisements like this?);</li> <li>identifies the message;</li> <li>identifies emotive language;</li> <li>says how it makes self feel and why.</li> </ul> <p>AS 6 Uses reading strategies:</p> <ul style="list-style-type: none"> <li>matches different ways of reading to different texts (e.g. reads instructions slowly and carefully);</li> <li>uses strategies to work out the meanings of words (e.g. reads the surrounding words, asks someone to translate them);</li> <li>begins to develop and evaluate reading speed</li> </ul> <p style="text-align: center;"><b><u>LO 4 Writing</u></b></p> <p>AS 2 Writes for social purposes: writes simple personal letters (e.g. accepts an invitation, responds to an advertisement), showing awareness of features of the text type</p>	<p>AS 5 Analyses photographs in texts (e.g. advertisements and newspapers):</p> <ul style="list-style-type: none"> <li>identifies the subject, context, audience and message of the photo,</li> <li>identifies from whose point of view the photo has been taken;</li> <li>identifies what has been left out of the photo and why; judges whether the photo is memorable and give reasons.</li> </ul> <p>AS 6 Uses reading strategies:</p> <ul style="list-style-type: none"> <li>matches different ways of reading to different texts (e.g. scans a telephone directory);</li> <li>develops and evaluates reading speed;</li> <li>uses strategies to work out the meanings of words (e.g. looks at illustrations or diagrams, and discusses the word in home language).</li> </ul> <p>AS 2 Writes for social purposes:</p> <ul style="list-style-type: none"> <li>writes personal letters (e.g. politely refusing an invitation), showing awareness of the text type, of purpose, audience and context, and of register/style;</li> <li>writes e-mail messages.</li> </ul> <p style="text-align: center;"><b><u>LO 4 Writing</u></b></p>	<p>AS 5 Critically analyses media texts (e.g. a short newspaper article);</p> <ul style="list-style-type: none"> <li>identifies subject, context, audience and message of written and visual text;</li> <li>analyses the type of text and register/style (e.g. newspaper articles have headlines, and use short</li> <li>sentences and paragraphs , direct speech, short and simple adjectives in order to get readers' attention).</li> </ul> <p>AS 6 Uses reading strategies:</p> <ul style="list-style-type: none"> <li>skims texts – identifies the topic and key points, and uses layout features (e.g. illustrations);</li> <li>matches different ways of reading to different texts (e.g. skims newspaper articles for main ideas);</li> <li>develops and evaluates reading speed;</li> <li>uses strategies to work out the meanings of words (e.g. discusses the word in home language).</li> </ul> <p style="text-align: center;"><b><u>LO 4 Writing</u></b></p> <p>AS 2 Writes for social purposes:</p> <ul style="list-style-type: none"> <li>writes a simple business letter (e.g. a job application and a CV);</li> <li>writes informal and more formal e-mail messages</li> <li>writes the minutes of a meeting (e.g. an SRC</li> </ul>
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	<p>AS 3 Writes for personal reflection:</p> <ul style="list-style-type: none"> <li>• writes a diary</li> </ul> <p>AS 5 Designs media texts:</p> <ul style="list-style-type: none"> <li>• using a frame, designs a simple advertisement</li> <li>• using a frame, designs a simple brochure</li> </ul> <p>AS 7 Uses developing knowledge of language structure and use:</p> <ul style="list-style-type: none"> <li>• makes text cohesive (e.g. by using pronouns);</li> <li>• begins consciously to adopt a point of view in writing.</li> </ul>	<p>AS 3 Writes for personal reflection:</p> <ul style="list-style-type: none"> <li>• writes a diary</li> </ul> <p>AS 5 Designs media texts:</p> <ul style="list-style-type: none"> <li>• designs a simple advertisement or pamphlet</li> <li>• writes a simple news report</li> </ul> <p>AS 7 Uses developing knowledge of language structure and use:</p> <ul style="list-style-type: none"> <li>• makes a text cohesive (e.g. using linking words to link paragraphs);</li> <li>• writes good paragraphs with one main idea, a topic sentence and supporting sentences, and is able to reflect on it;</li> <li>• writes introductions and conclusions;</li> <li>• adopts a point of view.</li> </ul>	<p>meeting);</p> <ul style="list-style-type: none"> <li>• shows awareness of text type, purpose, audience, context and register/style.</li> </ul> <p>AS 3 Writes for personal reflection:</p> <ul style="list-style-type: none"> <li>• writes a diary or journal</li> </ul> <p>AS 5 Designs media texts:</p> <ul style="list-style-type: none"> <li>• writes simple personal advertisements (e.g. advertising something for sale);</li> <li>• designs magazine, CD and book covers.</li> </ul> <p>AS 7 Uses developing knowledge of language structure and use:</p> <ul style="list-style-type: none"> <li>• shows an understanding of style and register (e.g. rewrites a story as a newspaper article);</li> <li>• shows an understanding of the information structure of texts;</li> <li>• writes coherent, longer pieces of writing, with introductions and conclusions;</li> <li>• critically evaluates own point of view;</li> <li>• begins to see how own writing positions the reader.</li> </ul>
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	<p style="text-align: center;"><b><u>LO 5 Thinking and Reasoning</u></b></p> <p>AS 2 Uses language for thinking:</p> <ul style="list-style-type: none"> <li>• asks and answers more complex questions (e.g. 'What would happen if ....?');</li> </ul> <p>AS 3 Collects and records information in different ways:</p> <ul style="list-style-type: none"> <li>• selects relevant material and takes notes (identifies key words and sentences, lists important points);</li> <li>• does simple research and writes a report using tools such as graphs, tables, diagrams and statistics;</li> <li>• transfers information from one mode to another (e.g. uses information from a visual or written text to create a graph or a chart, or to label a diagram).</li> </ul> <p style="text-align: center;"><b><u>LO 6 Language Structure and use</u></b></p> <p>AS 4 Understands and uses modals to express possibility, probability and necessity, for example:</p> <ul style="list-style-type: none"> <li>• 'It will rain.' (certain – positive);</li> <li>• 'It should rain.' (probable);</li> </ul>	<p style="text-align: center;"><b><u>LO 5 Thinking and Reasoning</u></b></p> <p>AS 2 Uses language for thinking:</p> <ul style="list-style-type: none"> <li>• asks and answers more complex questions (e.g. 'When this is changed, then what else would change?');</li> <li>• writes definitions, classifications and generalisations</li> </ul> <p>AS 3 Collects and records information in different ways:</p> <ul style="list-style-type: none"> <li>• selects relevant material and takes notes (organises points under headings; abbreviates words);</li> <li>• reads and synthesises information from two simple texts on the same topic;</li> <li>• transfers information from one mode to another by, for example, using mind maps.</li> </ul> <p style="text-align: center;"><b><u>LO 6 Language Structure and use</u></b></p> <p>As 6 Uses modals to express politeness ( e.g. "Can /Could I borrow a pencil ?)</p>	<p style="text-align: center;"><b><u>LO 5 Thinking and Reasoning</u></b></p> <p>AS 2 Uses language for thinking:</p> <ul style="list-style-type: none"> <li>• asks and answers more complex questions</li> </ul> <p>AS 3 Collects and records information in different ways:</p> <ul style="list-style-type: none"> <li>• selects relevant information and takes notes (organises key ideas under headings and sub-headings, uses layout such as capital letters and underlining);</li> <li>• reads and synthesises information from several texts on the same topic;</li> <li>• transfers information from one mode to another (e.g. uses statistics to write paragraphs, uses mind maps).</li> </ul> <p style="text-align: center;"><b><u>LO 6 Language Structure and use</u></b></p> <p>AS 4 Expands use of modals</p> <ul style="list-style-type: none"> <li>• function (e.g. "You should /ought to .....)</li> <li>• form –common mistakes with modal verbs (e.g. "He can be able to do ...)</li> </ul>
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	<ul style="list-style-type: none"> <li>• 'It may rain.' (possible);</li> <li>• 'It might rain.' (unlikely);</li> <li>• 'It will not rain.' (certain – negative).</li> </ul> <p>AS 8 Expands vocabulary (e.g. by working with word families: happy, unhappy, happiness, unhappiness, happily).</p> <p>AS 9 Demonstrates an understanding of between 4000 and 6500 common spoken words in context by the end of Grade 7. Learners who will do some of their learning through their additional language, should aim for 6500 word</p>	<p>AS 9 Expands vocabulary (e.g. by mind mapping related words, such as words about war).</p> <p>AS 10 Demonstrates an understanding of between 5000 and 7500 common spoken words in context by the end of Grade 8. Learners, who will do some of their learning through their additional language, should aim for 7500 words.</p>	<ul style="list-style-type: none"> <li>• uses the modal verb “used to ).</li> </ul> <p>AS 9 Expands vocabulary( e.g. uses prefixes to form new words :autobank,autobiography, automatic)</p> <p>AS 10 Demonstrates an understanding of between 6000 and 8000 common spoken words in context by the end of Grade 9. Learners, who will do some of their learning through their additional language, should aim for 8000</p>
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## WORK SCHEDULE: ENGLISH FIRST ADDITIONAL LANGUAGE GRADE 7

### TERM 1

**Content in Context:** Multi Media Texts

**Integration Across:** (Suggested)LO :LO 1, A&C :LO 2, Maths :LO 3&4, Tech :LO 1&3,EMS :LO 1

**Resources:** TELEVISION PROGRAMMES, WEATHER FORECASTS (excluding Grade 7), ADVERTISEMENTS, FILMS AND VIDEOS, CD-ROMS and INTERNET (where available). Newspapers, Magazines, Poems, Play-scripts, Diaries, Postcards and Letters, Procedural texts (e.g. instructions), Factual descriptions, Reports, Explanations, Textbooks from other Learning Areas, Advertisements, Notices, Posters, Book and Television reviews, Diagrams, Graphs and Charts, Reference books (e.g. encyclopaedias) Messages (e.g. phone messengers); Radio advertisements; Reports of events; Radio talks; Talk Shows

Term	Learning Outcomes and Assessment Standards	Assessment	Teaching & Learning Strategies
1,2&3	<p><b><u>Multi Media Texts</u></b></p> <p><b><u>LO 1 Listening</u></b></p> <p>AS 2 Understands oral texts e.g. recounts, sports commentaries:</p> <ul style="list-style-type: none"> <li>• answers questions of growing complexity;</li> <li>• with support, retells and summarises.</li> </ul> <p><b><u>LO 2 Speaking</u></b></p> <p>AS 2 Interacts in additional language:</p>	<p><b><u>Form:</u></b></p> <p><b><u>Written Products:</u></b></p> <ul style="list-style-type: none"> <li>• Creative Writing</li> <li>• Tests and examination</li> <li>• Class work</li> <li>• Composition/ Essay Paragraphs</li> <li>• Exhibition and presentation</li> <li>• Journal writing</li> <li>• Project</li> <li>• Written Response to text</li> <li>• Language Structure</li> <li>• Advertisement</li> <li>• Book report/ review</li> </ul>	<ul style="list-style-type: none"> <li>• Round robin</li> <li>• Panels</li> <li>• Jigsaw</li> <li>• Numbered heads together</li> <li>• Buzz groups</li> <li>• Pairs</li> <li>• Brainstorming</li> <li>• Hot potato</li> <li>• Gallery walk</li> <li>• Rainbow groups</li> <li>• Role- play</li> <li>• Discussions</li> <li>• De Bono' s six thinking hats</li> <li>• Questions and answers</li> </ul>

	<ul style="list-style-type: none"> <li>• uses language for a range of functions: expresses opinions and feelings, makes choices, gives advice and makes suggestions (e.g. 'I think you should...'), etc.;</li> <li>• takes part in a role-plays of different situations involving different kinds of language (e.g. formal and informal telephone conversations).</li> </ul> <p>AS 4</p> <p>Begins to debate social and ethical issues</p> <ul style="list-style-type: none"> <li>• shares out roles (e.g. chairperson, timekeeper, secretary);</li> <li>• brings people into the discussion (e.g. 'What do you think?', 'Don't you?');</li> <li>• interrupts politely (e.g. 'Excuse me ...');</li> <li>• expresses opinions and supports them with reasons (e.g. 'I'd just like to say that ... because ...');</li> <li>• expresses agreement ('You're right.') and disagreement ('Yes, but...');</li> <li>• switches languages where necessary.</li> </ul> <p style="text-align: center;"><b><u>LO 3 Reading &amp; Viewing</u></b></p> <p>AS 3</p> <p>Reads and responds to social texts (e.g. simple invitations, letters):</p> <ul style="list-style-type: none"> <li>• identifies purpose, audience and context</li> </ul> <p>AS 5</p> <p>Analyses advertisements and pamphlets:</p> <ul style="list-style-type: none"> <li>• identifies the audience ('At whom is this advertisement aimed?');</li> <li>• identifies the context (Where do you see advertisements like this?);</li> <li>• identifies the message;</li> <li>• identifies emotive language;</li> </ul>	<ul style="list-style-type: none"> <li>• Brochure</li> <li>• Crossword puzzle</li> <li>• Lab report</li> <li>• Letter</li> <li>• Magazine article</li> <li>• Memo</li> <li>• Newspaper article</li> <li>• Poem</li> <li>• Research report</li> <li>• Questionnaire</li> <li>• Other</li> </ul> <p><b><u>Oral Products:</u></b></p> <ul style="list-style-type: none"> <li>• Role play</li> <li>• Oral presentation</li> <li>• Vocabulary</li> <li>• Listening (Thinking &amp; Reasoning)</li> <li>• Reading</li> <li>• Debates</li> <li>• Demonstration</li> <li>• Audio tape</li> <li>• Discussion</li> <li>• Dramatization</li> <li>• Interview</li> <li>• Play</li> <li>• Poetry reading</li> <li>• Rap</li> <li>• Song</li> <li>• Teach a lesson</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Debates</li> <li>• Case study</li> </ul> <ul style="list-style-type: none"> <li>• Storytelling</li> <li>• Whole class activity</li> <li>• Individual activity</li> <li>• Group activity</li> <li>• Investigation</li> <li>• Problem solving activity</li> <li>• Games</li> <li>• Role play</li> <li>• Facilitating</li> <li>• Reading</li> </ul> <p>Other</p>
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	<ul style="list-style-type: none"> <li>• says how it makes self feel and why.</li> </ul> <p>AS 6</p> <p>Uses reading strategies:</p> <ul style="list-style-type: none"> <li>• matches different ways of reading to different texts (e.g. reads instructions slowly and carefully);</li> <li>• uses strategies to work out the meanings of words (e.g. reads the surrounding words, asks someone to translate them);</li> <li>• begins to develop and evaluate reading speed</li> </ul> <p style="text-align: center;"><b><u>LO 4 Writing</u></b></p> <p>AS 2</p> <p>Writes for social purposes: writes simple personal letters (e.g. accepts an invitation, responds to an advertisement), showing awareness of features of the text type</p> <p>AS 3</p> <p>Writes for personal reflection:</p> <ul style="list-style-type: none"> <li>• writes a diary</li> </ul> <p>AS 5</p> <p>Designs media texts:</p> <ul style="list-style-type: none"> <li>• using a frame, designs a simple advertisement</li> <li>• using a frame, designs a simple brochure</li> </ul> <p>AS 7</p> <p>Uses developing knowledge of language structure and use:</p> <ul style="list-style-type: none"> <li>• makes text cohesive (e.g. by using pronouns);</li> <li>• begins consciously to adopt a point of view in writing.</li> </ul>	<p><b><u>Visual products:</u></b></p> <ul style="list-style-type: none"> <li>• Advertisement</li> <li>• Banner</li> <li>• Cartoon</li> <li>• Collage</li> <li>• Collection</li> <li>• Computer graphic</li> <li>• Construction</li> <li>• Design</li> <li>• Diagram</li> <li>• Display</li> <li>• Drawing</li> <li>• Graph</li> <li>• Map</li> <li>• Model</li> <li>• Painting</li> <li>• Photograph</li> <li>• Poster</li> <li>• Sculpture</li> <li>• Slide show</li> <li>• Story board</li> <li>• Video tape</li> </ul> <p><b><u>Method:</u></b></p> <ul style="list-style-type: none"> <li>• Self assessment</li> <li>• Peer assessment</li> <li>• Teacher assessment</li> </ul> <p><b><u>Tool:</u></b></p> <ul style="list-style-type: none"> <li>• Memorandum</li> <li>• Observation sheet/ book</li> <li>• Checklist</li> <li>• Rubric</li> <li>• Journal</li> <li>• Other</li> </ul>	
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## **LO 5 Thinking and Reasoning**

AS 2

Uses language for thinking:

- asks and answers more complex questions (e.g. 'What would happen if ....?');

AS 3

Collects and records information in different ways:

- selects relevant material and takes notes (identifies key words and sentences, lists important points);
- does simple research and writes a report using tools such as graphs, tables, diagrams and statistics;
- transfers information from one mode to another (e.g. uses information from a visual or written text to create a graph or a chart, or to label a diagram).

## **LO 6 Language Structure and use**

AS 4

Understands and uses modals to express possibility, probability and necessity, for example:

- 'It will rain.' (certain – positive);
- 'It should rain.' (probable);
- 'It may rain.' (possible);
- 'It might rain.' (unlikely);
- 'It will not rain.' (certain – negative).

AS 8

Expands vocabulary (e.g. by working with word families: happy, unhappy, happiness, unhappiness, happily).

AS 9

Demonstrates an understanding of between 4000 and 6500 common spoken words in context by the end of Grade 7. Learners who will do some of their learning through their additional language, should aim for 6500 word



**Content in Context:** Drama

**Integration Across:** (Suggested) NS :LO 1, Maths :LO1 A&C, LO 3&4 ,SS : LO 3, Tech : LO ,LO: LO 4, EMS : LO 3

**Resources:** Stories; Fables; Legends; Descriptions of people and objects; Conversations; Prepared Talks; Books (fiction and non-fiction); Textbooks; Book Reviews; Photographs; Word Puzzles; Reference books; (e.g. dictionaries, encyclopaedias) ; films and videos; CD-ROMS and INTERNET (where available).

Term	Learning Outcomes and Assessment Standards	Assessment	Teaching & Learning Strategies
1 & 4	<p style="text-align: center;"><b><u>LO 1 Listening</u></b></p> <p>AS 2 Understands oral texts (e.g. recounts, sport commentaries)</p> <ul style="list-style-type: none"> <li>• answers questions of growing complexity</li> <li>• Identifies point of view ( e.g. considers two accounts of the same incident)</li> <li>• With support ,retells and summarises</li> </ul> <p>AS 4 Listens actively in a discussion:</p> <ul style="list-style-type: none"> <li>• Responds to ideas and treats other views with respect;</li> <li>• Invites contributions from others and responds to their views;</li> <li>• Disagrees politely and does not interrupt others.</li> </ul>	<p><b><u>Form;</u></b> <b><u>Written Products:</u></b></p> <ul style="list-style-type: none"> <li>• Creative Writing</li> <li>• Tests and examination</li> <li>• Class work</li> <li>• Composition/ Essay Paragraphs</li> <li>• Exhibition and presentation</li> <li>• Journal writing</li> <li>• Project</li> <li>• Written Response to text</li> <li>• Language Structure</li> <li>• Advertisement</li> <li>• Book report/ review</li> <li>• Brochure</li> <li>• Crossword puzzle</li> <li>• Lab report</li> <li>• Letter</li> <li>• Magazine article</li> <li>• Memo</li> </ul>	<ul style="list-style-type: none"> <li>• Round robin</li> <li>• Panels</li> <li>• Jigsaw</li> <li>• Numbered heads together</li> <li>• Buzz groups</li> <li>• Pairs</li> <li>• Brainstorming</li> <li>• Hot potato</li> <li>• Gallery walk</li> <li>• Rainbow groups</li> <li>• Role- play</li> <li>• Discussions</li> <li>• De Bono' s six thinking hats</li> <li>• Questions and answers</li> <li>• Debates</li> <li>• Case study</li> <li>• Storytelling</li> <li>• Whole class activity</li> <li>• Individual activity</li> <li>• Group activity</li> </ul>

	<p style="text-align: center;"><b><u>LO 2 Speaking</u></b></p> <p>AS 2 Interacts in additional language: • uses language for a range of functions: expresses opinions and feelings,  makes choices, gives advice and makes suggestions (e.g. 'I think you should...'), etc.</p> <p>AS 3 Shows developing ability to use features of spoken language to communicate : word stress, weak vowels, intonation and rhythm.</p> <p>AS 4 Debates social and ethical issues: • shares roles (e.g. chairperson, timekeeper, secretary); • brings people into the discussion (e.g. 'What do you think?', 'Don't you?'); • interrupts politely (e.g. 'Excuse me...'); • expresses opinions and supports them with reasons (e.g. 'I'd just like to say that ... because...'); • expresses agreement ('You're right.') and disagreement ('Yes, but...'); switches languages where necessary</p> <p style="text-align: center;"><b><u>LO 3 Reading and Viewing</u></b></p> <p>AS 1 Reads a text (fiction or non-fiction): • identifies purpose, audience and context; • notices how the text is constructed to represent a particular view of the world (point of view); • notices the role played by visual images in constructing meaning;</p>	<ul style="list-style-type: none"> <li>• Newspaper article</li> <li>• Poem</li> <li>• Research report</li> <li>• Questionnaire</li> <li>• Other</li> </ul> <p><b><u>Oral Products:</u></b></p> <ul style="list-style-type: none"> <li>• Role play</li> <li>• Oral presentation</li> <li>• Vocabulary</li> <li>• Listening (Thinking &amp; Reasoning)</li> <li>• Reading</li> <li>• Debates</li> <li>• Demonstration</li> <li>• Audio tape</li> <li>• Discussion</li> <li>• Dramatization</li> <li>• Interview</li> <li>• Play</li> <li>• Poetry reading</li> <li>• Rap</li> <li>• Song</li> <li>• Teach a lesson</li> <li>• Other</li> </ul> <p><b><u>Visual products:</u></b></p> <ul style="list-style-type: none"> <li>• Advertisement</li> <li>• Banner</li> <li>• Cartoon</li> <li>• Collage</li> <li>• Collection</li> <li>• Computer graphic</li> <li>• Construction</li> <li>• Design</li> <li>• Diagram</li> </ul>	<ul style="list-style-type: none"> <li>• Investigation</li> <li>• Problem solving activity</li>   <li>• Games</li> <li>• Role play</li> <li>• Facilitating</li> <li>• Reading</li>   <li style="text-align: right;">Other</li> </ul>
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<ul style="list-style-type: none"> <li>• identifies main points;</li> <li>• with fiction, demonstrates an understanding of character, plot and setting.</li> </ul> <p>AS 6 Uses reading strategies:</p> <ul style="list-style-type: none"> <li>• matches different ways of reading to different texts (e.g. reads instructions slowly and carefully);</li> <li>• uses strategies to work out the meanings of words (e.g. reads the surrounding words, asks someone to translate THEM);</li> <li>• begins to develop and evaluate reading speed.</li> </ul> <p>AS 9</p> <ul style="list-style-type: none"> <li>• Demonstrates a reading vocabulary of between 4000 and 5500 common words. Learners who will study other Learning Areas through their additional language, should aim for 5500 words.</li> </ul> <p style="text-align: center;"><b><u>LO 4 Writing</u></b></p> <p>AS 4 Writes creatively:</p> <ul style="list-style-type: none"> <li>• shows development in the ability to write stories, poems and play-scripts (e.g. by including dialogue in a story )</li> </ul> <p>AS 6 Treats writing as a process:</p> <ul style="list-style-type: none"> <li>• drafts, reads and discusses own writing critically;</li> <li>• uses feedback to revise, edit and rewrite;</li> </ul>	<ul style="list-style-type: none"> <li>• Display</li> <li>• Drawing</li> <li>• Graph</li> <li>• Map</li> <li>• Model</li> <li>• Painting</li> <li>• Photograph</li> <li>• Poster</li> <li>• Sculpture</li> <li>• Slide show</li> <li>• Story board</li> <li>• Video tape</li> </ul> <p><b><u>Method:</u></b></p> <ul style="list-style-type: none"> <li>• Self assessment</li> <li>• Peer assessment</li> <li>• Teacher assessment</li> </ul> <p><b><u>Tool:</u></b></p> <ul style="list-style-type: none"> <li>• Memorandum</li> <li>• Observation sheet/ book</li> <li>• Checklist</li> <li>• Rubric</li> <li>• Journal</li> <li>• Other</li> </ul>	
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- uses knowledge of grammar, spelling, etc., to edit;
- thinks about design and layout.

AS 7

Uses developing knowledge of language structure and use:

- makes text cohesive (e.g. by using pronouns);
- begins consciously to adopt a point of view in writing.

### **LO 5 Thinking & Reasoning**

AS 2

Uses language for thinking:

- asks and answers more complex questions (e.g. 'What would happen if ....?');

### **LO 6 Language Structure & Use**

AS 2

Extends use of questions to include question tags

AS4

Understands and uses modals to express possibility a, probability and necessity ,for example

- "IT will rain ." (certain-positive)
- "IT should rain "( probable)
- :IT may rain ."(possible )
- "IT might rain .(unlikely)
- "It will not rain .(certain-negative )
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	<p>AS 8 Expands vocabulary (e.g. by working with word families: happy, unhappy, happiness, unhappiness, happily).</p> <p>AS 9 Demonstrates an understanding of between 4000 and 6500 common spoken words in context by the end of Grade 7. Learners who will do some of their learning through their additional language, should aim for 6500 word</p>		
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**Content in Context:** Poetry

**Integration Across:**

**Resources:** Poems; Instructions; Descriptions of people and objects; Conversations; Prepared Talks; Radio talk shows; Books (fiction and non-fiction); Newspapers; Magazines; Textbooks; Posters; Charts; Maps; Photographs; Reference books (e.g. dictionaries, encyclopaedias); Explanations; Television Programmes; Songs;

Term	Learning Outcomes and Assessment Standards	Assessment	Teaching & Learning Strategies
1,3&4	<p style="text-align: center;"><b><u>LO 1 Listening</u></b></p> <p>AS 2 Understands oral texts e.g. recounts, sports commentaries:</p> <ul style="list-style-type: none"> <li>• answers questions of growing complexity;</li> <li>• with support, retells and summarises.</li> </ul> <p>AS 4 Listens actively in a discussion:</p> <ul style="list-style-type: none"> <li>• responds to ideas and treats other views with respect;</li> <li>• invites contributions from others and responds to their views;</li> <li>• disagrees politely and does not interrupt others.</li> </ul> <p style="text-align: center;"><b><u>LO 2 Speaking</u></b></p> <p>AS 3 Shows developing ability to use features of spoken language to communicate: word stress, weak vowels, intonation and rhythm.</p> <p>AS 5 Demonstrate critical awareness of own language use</p> <ul style="list-style-type: none"> <li>• Uses language to include people, and not to exclude people</li> </ul>	<p><b><u>Form:</u></b></p> <p><b><u>Written Products:</u></b></p> <ul style="list-style-type: none"> <li>• Creative Writing</li> <li>• Tests and examination</li> <li>• Class work</li> <li>• Composition/ Essay Paragraphs</li> <li>• Exhibition and presentation</li> <li>• Journal writing</li> <li>• Project</li> <li>• Written Response to text</li> <li>• Language Structure</li> <li>• Advertisement</li> <li>• Book report/ review</li> <li>• Brochure</li> <li>• Crossword puzzle</li> <li>• Lab report</li> <li>• Letter</li> <li>• Magazine article</li> <li>• Memo</li> <li>• Newspaper article</li> <li>• Poem</li> </ul>	<ul style="list-style-type: none"> <li>• Round robin</li> <li>• Panels</li> <li>• Jigsaw</li> <li>• Numbered heads together</li> <li>• Buzz groups</li> <li>• Pairs</li> <li>• Brainstorming</li> <li>• Hot potato</li> <li>• Gallery walk</li> <li>• Rainbow groups</li> <li>• Role- play</li> <li>• Discussions</li> <li>• De Bono' s six thinking hats</li> <li>• Questions and answers</li> <li>• Debates</li> <li>• Case study</li> <li>• Storytelling</li> <li>• Whole class activity</li> <li>• Individual activity</li> <li>• Group activity</li> <li>• Investigation</li> <li>• Problem solving activity</li> </ul>

	<p style="text-align: center;"><b><u>LO 3 Reading and Viewing</u></b></p> <p>AS 2 Understands in a simple way some elements of poetry (e.g. simile, rhyme, alliteration, personification), and understands some of the terms used to describe these elements (e.g. personification).</p> <p>AS 6 Uses reading strategies:</p> <ul style="list-style-type: none"> <li>• matches different ways of reading to different texts (e.g. reads instructions slowly and carefully);</li> <li>• uses strategies to work out the meanings of words (e.g. reads the surrounding words, asks someone to translate THEM);</li> <li>• begins to develop and evaluate reading speed.</li> </ul> <p>AS 9 Demonstrates a reading vocabulary of between 4000 and 6500 common words. Learners, who will study other Learning Areas through their additional language, should aim for 6500 words.</p> <p><b><u>LO 4 Writing</u></b></p> <p>AS 4 Writes creatively:</p> <ul style="list-style-type: none"> <li>• shows development in the ability to write stories, poems and play-scripts (e.g. by including dialogue in a story).</li> </ul> <p>AS 6 Treats writing as a process</p> <ul style="list-style-type: none"> <li>• drafts, reads and discusses own writing critically</li> <li>• uses feedback to revise, edit and rewrite</li> <li>• use knowledge of grammar, spelling etc... To edit</li> <li>• thinks about design and layout</li> </ul>	<ul style="list-style-type: none"> <li>• Research report</li> <li>• Questionnaire</li> <li>• Other</li> </ul> <p><b><u>Oral Products:</u></b></p> <ul style="list-style-type: none"> <li>• Role play</li> <li>• Oral presentation</li> <li>• Vocabulary</li> <li>• Listening (Thinking &amp; Reasoning)</li> <li>• Reading</li> <li>• Debates</li> <li>• Demonstration</li> <li>• Audio tape</li> <li>• Discussion</li> <li>• Dramatization</li> <li>• Interview</li> <li>• Play</li> <li>• Poetry reading</li> <li>• Rap</li> <li>• Song</li> <li>• Teach a lesson</li> <li>• Other</li> </ul> <p><b><u>Visual products:</u></b></p> <ul style="list-style-type: none"> <li>• Advertisement</li> <li>• Banner</li> <li>• Cartoon</li> <li>• Collage</li> <li>• Collection</li> <li>• Computer graphic</li> <li>• Construction</li> <li>• Design</li> <li>• Diagram</li> <li>• Display</li> <li>• Drawing</li> </ul>	<ul style="list-style-type: none"> <li>• Games</li> <li>• Role play</li> <li>• Facilitating</li> <li>• Reading</li> <li>• Other</li> </ul>
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	<p><b><u>LO 5 Thinking &amp; Reasoning</u></b></p> <p>AS 2 Uses language for thinking:</p> <ul style="list-style-type: none"> <li>• asks and answers more complex questions (e.g. 'What would happen if ....?');</li> <li>• defines and classifies.</li> </ul> <p><b><u>LO 6 Language Structure &amp; Use</u></b></p> <p>AS 8 Expands vocabulary (e.g., by working with word families: happy ,unhappy,happiness,unhappiness,happily)</p> <p>AS 9 Demonstrates an understanding of between 4000 and 6500 common spoken words in context by the end of Grade 7. Learners who will do some of their learning through their additional language should aim for 6500 words.</p> <p>.</p>	<ul style="list-style-type: none"> <li>• Graph</li> <li>• Map</li> <li>• Model</li> <li>• Painting</li> <li>• Photograph</li> <li>• Poster</li> <li>• Sculpture</li> <li>• Slide show</li> <li>• Story board</li> <li>• Video tape</li> </ul> <p><b><u>Method:</u></b></p> <ul style="list-style-type: none"> <li>• Self assessment</li> <li>• Peer assessment</li> <li>• Teacher assessment</li> </ul> <p><b><u>Tool:</u></b></p> <ul style="list-style-type: none"> <li>• Memorandum</li> <li>• Observation sheet/ book</li> <li>• Checklist</li> <li>• Rubric</li> <li>• Journal</li> <li>• Other</li> </ul>	
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**Content in Context:** Text from other Learning Area

**Integration Across:** (Suggested) S.S: LO 1( History) ,LO 1(Geography) , LO 3 , Maths ,NS : LO2

**Resources:** Books (fiction and non-fiction), Newspapers, Magazines, Poems, Play-scripts, Diaries, Postcards, Procedural texts (instructions, recipes), Factual descriptions, Reports (e.g. Science), Explanations, Textbooks from other Learning Areas, Advertisements, Notices, Posters, Book and TV Reviews, Timetables and Schedules (e.g. television), Diagrams, Graphs and Charts, Posters, Word Puzzles, Cartoons, Reference books (e.g. dictionaries, encyclopaedias)

Term	Learning Outcomes and Assessment Standards	Assessment	Teaching & Learning Strategies
2 & 3	<p style="text-align: center;"><b><u>LO 1 Listening</u></b></p> <p>AS 3 Listens for specific information:</p> <ul style="list-style-type: none"> <li>• takes very simple notes (e.g. completes given notes, lists points);</li> <li>• uses information to complete a table or chart, or label a diagram.</li> </ul> <p style="text-align: center;"><b><u>LO 2 Speaking</u></b></p> <p>AS 2 Interacts in additional language:</p> <ul style="list-style-type: none"> <li>• uses language for a range of functions: expresses opinions and feelings, makes choices, gives advice and makes suggestions (e.g. 'I think you should...'), etc.</li> <li>• takes part in role-plays of different situations involving different kinds of language (e.g. formal and informal telephone conversations).</li> </ul> <p>AS 4 Begins to debate social and ethical issues</p> <ul style="list-style-type: none"> <li>• shares out roles ( e.g. chairperson, timekeeper, secretary)</li> </ul>	<p><b><u>Form:</u></b></p> <p><b><u>Written Products:</u></b></p> <ul style="list-style-type: none"> <li>• Creative Writing</li> <li>• Tests and examination</li> <li>• Class work</li> <li>• Composition/ Essay Paragraphs</li> <li>• Exhibition and presentation</li> <li>• Journal writing</li> <li>• Project</li> <li>• Written Response to text</li> <li>• Language Structure</li> <li>• Advertisement</li> <li>• Book report/ review</li> <li>• Brochure</li> <li>• Crossword puzzle</li> <li>• Lab report</li> <li>• Letter</li> <li>• Magazine article</li> <li>• Memo</li> <li>• Newspaper article</li> </ul>	<ul style="list-style-type: none"> <li>• Round robin</li> <li>• Panels</li> <li>• Jigsaw</li> <li>• Numbered heads together</li> <li>• Buzz groups</li> <li>• Pairs</li> <li>• Brainstorming</li> <li>• Hot potato</li> <li>• Gallery walk</li> <li>• Rainbow groups</li> <li>• Role- play</li> <li>• Discussions</li> <li>• De Bono' s six thinking hats</li> <li>• Questions and answers</li> <li>• Debates</li> <li>• Case study</li> <li>• Storytelling</li> <li>• Whole class activity</li> <li>• Individual activity</li> <li>• Group activity</li> <li>• Investigation</li> </ul>

	<ul style="list-style-type: none"> <li>• brings people to discussion (e.g. "What do you think ?", " Don't you ?)</li> <li>• interrupts politely ( e.g. Excuse me .....)</li> <li>• expresses opinions and support them with reasons ( e.g, " I'd just like to say that ... because...)</li> <li>• expresses agreement ( e.g. "You 're right, but ..... ) disagreement (e.g. Yes ,but..... )</li> <li>• switches language where necessary</li> </ul> <p style="text-align: center;"><b><u>LO 3 Reading and Viewing</u></b></p> <p>AS 1 Reads a text (fiction or non-fiction):</p> <ul style="list-style-type: none"> <li>• identifies purpose, audience and context;</li> <li>• notices how the text is constructed to represent a particular view of the world (point of view);</li> <li>• identifies main points.</li> </ul> <p>AS 4 Reads for information:</p> <ul style="list-style-type: none"> <li>• follows information texts (e.g. a description of a process like paper-making);</li> <li>• reads simple diagrams, graphs and charts;</li> <li>• summarises information.</li> </ul> <p>AS 7 Reads for pleasure</p> <ul style="list-style-type: none"> <li>• reads fiction and non-fiction books at an appropriate reading and language level</li> <li>• reads some new kinds of books (e,g romances)</li> <li>• evaluates books in a book report</li> </ul>	<ul style="list-style-type: none"> <li>• Poem</li> <li>• Research report</li> <li>• Questionnaire</li> <li>• Other</li> </ul> <p><b><u>Oral Products:</u></b></p> <ul style="list-style-type: none"> <li>• Role play</li> <li>• Oral presentation</li> <li>• Vocabulary</li> <li>• Listening (Thinking &amp; Reasoning)</li> <li>• Reading</li> <li>• Debates</li> <li>• Demonstration</li> <li>• Audio tape</li> <li>• Discussion</li> <li>• Dramatization</li> <li>• Interview</li> <li>• Play</li> <li>• Poetry reading</li> <li>• Rap</li> <li>• Song</li> <li>• Teach a lesson</li> <li>• Other</li> </ul> <p><b><u>Visual products:</u></b></p> <ul style="list-style-type: none"> <li>• Advertisement</li> <li>• Banner</li> <li>• Cartoon</li> <li>• Collage</li> <li>• Collection</li> <li>• Computer graphic</li> <li>• Construction</li> <li>• Design</li> <li>• Diagram</li> <li>• Display</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving activity</li> <li>• Games</li> <li>• Role play</li> <li>• Facilitating</li> <li>• Reading</li> <li>• Other</li> </ul>
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	<ul style="list-style-type: none"> <li>• reads a simple book review</li> <li>• solves word puzzles</li> </ul> <p>S 8 Shows some understanding of how reference books work:</p> <ul style="list-style-type: none"> <li>• uses contents page and index to find information;</li> <li>• uses a dictionary: understands dictionary entry (spelling pronunciation, parts of speech, meaning);</li> <li>• uses a simple thesaurus.</li> </ul> <p>AS 9</p> <ul style="list-style-type: none"> <li>• Demonstrates a reading vocabulary of between 4000 and 6500 common words. Learners who will study other Learning Areas through their additional language, should aim for 6500 words.</li> </ul> <p style="text-align: center;"><b><u>LO 4 Writing</u></b></p> <p>AS 1 Writes to communicate information:</p> <ul style="list-style-type: none"> <li>• fills in forms and timetables;</li> <li>• writes one or two paragraphs describing a process (e.g. 'How to change a car tyre');</li> <li>• uses information from an interview to write a report or description;</li> <li>• writes text types required in other Learning Areas (e.g. a report).</li> </ul> <p>AS 6 Treats writing as a process:</p> <ul style="list-style-type: none"> <li>• drafts, reads and discusses own writing critically;</li> <li>• uses feedback to revise, edit and rewrite;</li> <li>• uses knowledge of grammar, spelling, etc., to edit;</li> <li>• thinks about design and layout.</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing</li> <li>• Graph</li> <li>• Map</li> <li>• Model</li> <li>• Painting</li> <li>• Photograph</li> <li>• Poster</li> <li>• Sculpture</li> <li>• Slide show</li> <li>• Story board</li> <li>• Video tape</li> </ul> <p><b><u>Method:</u></b></p> <ul style="list-style-type: none"> <li>• Self assessment</li> <li>• Peer assessment</li> <li>• Teacher assessment</li> </ul> <p><b><u>Tool:</u></b></p> <ul style="list-style-type: none"> <li>• Memorandum</li> <li>• Observation sheet/ book</li> <li>• Checklist</li> <li>• Rubric</li> <li>• Journal</li> <li>• Other</li> </ul>	
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## **LO 5 Thinking and Reasoning**

AS 1

Uses language and literacy across the curriculum:

- understands some concepts from other Learning Areas and uses the vocabulary associated with them in the additional language (e.g. 'trade' in Economic and Management Sciences);
- understands and produces texts used in other Learning Areas (e.g. a factual description in Geography or a report in Natural Sciences).

AS 3

Collects and records information in different ways:

- selects relevant material and takes notes (identifies key words and sentences, lists important points);
- does simple research and writes a report using tools such as graphs, tables, diagrams and statistics;
- transfers information from one mode to another (e.g. uses information from a visual or written text to create a graph or a chart, or to label a diagram).

## **LO 6 Language Structure and use**

AS 1

Revises the grammar learned in the earlier grades

AS 7

Uses some language to talk about language (meta-language – terms such as verb, noun, adverb, adjective).

AS 8 Expands vocabulary (e.g. by working with word families: happy, unhappy, happiness, unhappiness, happily).

AS 9

Demonstrates an understanding of between 4000 and 6500 common spoken words in context by the end of Grade 7. Learners who will do some of their learning through their Additional Language.

## Content in Context : Short Stories/ Short Novel

**Integration Across:** S.S:LO1 Historical Enquiry

LO 2 Historical knowledge

LO 3 Historical interpretation

LO : LO I Health Promotion

A&C : LO 1 Creating and interpreting

LO 4 Expressing and communicating

Tech : LO 1 Structures ( case study)

**Resources:** Play-scripts, Books (fiction and non-fiction); Textbooks; Book Reviews, , Cartoons, Comics, Reference books (e.g. dictionaries, encyclopaedias); Conversations; Prepared Talks; Radio advertisements; Radio talk shows; Descriptions of people and objects; Reports of events; Jokes; Songs; Poems; Explanations; Songs; Instructions; Directions

Term	Learning Outcomes and Assessment Standards	Assessment	Teaching & Learning Strategies
2 & 4	<p style="text-align: center;"><b><u>LO 1 Listening</u></b></p> <p>AS 1 Understands and appreciates stories, including those told by other learners:</p> <ul style="list-style-type: none"> <li>• Responds personally and critically, asks and answers questions;</li> <li>• Evaluates the storytelling performance and gives feedback.</li> </ul> <p>AS 2 Understands oral texts e.g. recounts, sports commentaries:</p> <ul style="list-style-type: none"> <li>• answers questions of growing complexity;</li> <li>• with support, retells and summarises</li> </ul>	<p><b><u>Form;</u></b> <b><u>Written Products:</u></b></p> <ul style="list-style-type: none"> <li>• Creative Writing</li> <li>• Tests and examination</li> <li>• Class work</li> <li>• Composition/ Essay Paragraphs</li> <li>• Exhibition and presentation</li> <li>• Journal writing</li> <li>• Project</li> <li>• Written Response to text</li> <li>• Language Structure</li> <li>• Advertisement</li> <li>• Book report/ review</li> <li>• Brochure</li> </ul>	<ul style="list-style-type: none"> <li>• Round robin</li> <li>• Panels</li> <li>• Jigsaw</li> <li>• Numbered heads together</li> <li>• Buzz groups</li> <li>• Pairs</li> <li>• Brainstorming</li> <li>• Hot potato</li> <li>• Gallery walk</li> <li>• Rainbow groups</li> <li>• Role- play</li> <li>• Discussions</li> <li>• De Bono' s six thinking hats</li> <li>• Questions and answers</li> <li>• Debates</li> </ul>

	<p>AS 4 Listens actively in a discussion:</p> <ul style="list-style-type: none"> <li>• Responds to ideas and treats other views with respect;</li> <li>• Invites contributions from others and responds to their views;</li> <li>• Disagrees politely and does not interrupt others</li> </ul> <p style="text-align: center;"><b><u>LO 2 Speaking</u></b></p> <p>AS1 Translates:</p> <ul style="list-style-type: none"> <li>• tell stories from home language in the additional language.</li> </ul> <p>AS 3 Shows developing ability to use features of spoken language to communicate: word stress, weak vowels, intonation and rhythm.</p> <p>AS 5 Demonstrate critical awareness of own use</p> <ul style="list-style-type: none"> <li>• use language to include people, and not to exclude people</li> </ul> <p style="text-align: center;"><b><u>LO 3 Reading and Viewing</u></b></p> <p>AS 1 Reads a text (fiction or non-fiction):</p> <ul style="list-style-type: none"> <li>• identifies purpose, audience and context;</li> <li>• notices how the text is constructed to</li> </ul> <p>represent a particular view of the world (point of view);</p> <ul style="list-style-type: none"> <li>• notices the role played by visual images in constructing meaning;</li> <li>• identifies main points;</li> <li>• with fiction, demonstrates an understanding of character, plot and setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Crossword puzzle</li> <li>• Lab report</li> <li>• Letter</li> <li>• Magazine article</li> <li>• Memo</li> <li>• Newspaper article</li> <li>• Poem</li> <li>• Research report</li> <li>• Questionnaire</li> <li>• Other</li> </ul> <p><b><u>Oral Products:</u></b></p> <ul style="list-style-type: none"> <li>• Role play</li> <li>• Oral presentation</li> <li>• Vocabulary</li> <li>• Listening (Thinking &amp; Reasoning)</li> <li>• Reading</li> <li>• Debates</li> <li>• Demonstration</li> <li>• Audio tape</li> <li>• Discussion</li> <li>• Dramatization</li> <li>• Interview</li> <li>• Play</li> <li>• Poetry reading</li> <li>• Rap</li> <li>• Song</li> <li>• Teach a lesson</li> <li>• Other</li> </ul> <p><b><u>Visual products:</u></b></p> <ul style="list-style-type: none"> <li>• Advertisement</li> <li>• Banner</li> <li>• Cartoon</li> </ul>	<ul style="list-style-type: none"> <li>• Case study</li> <li>• Storytelling</li> <li>• Whole class activity</li> <li>• Individual activity</li> <li>• Group activity</li> <li>• Investigation</li> <li>• Problem solving activity</li> <li>• Games</li> <li>• Role play</li> <li>• Facilitating</li> <li>• Reading</li> <li>• Other</li> </ul>
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<p>AS 6 Uses reading strategies</p> <ul style="list-style-type: none"> <li>• matches different ways of reading to different texts (e.g. reads instructions slowly and carefully)</li> <li>• uses strategies to work out the meaning of words ( e.g. reads the surrounding words, asks someone to translate it )</li> <li>• begins to develop and evaluate reading speed</li> </ul> <p>AS 7 Reads for pleasure:</p> <ul style="list-style-type: none"> <li>• reads fiction and non-fiction books at an appropriate reading and language level;</li> <li>• reads some new kinds of books (e.g. romances);</li> <li>• reads a simple book review; solves word puzzles.</li> </ul> <p>AS 8 Shows some understanding of how reference books work:</p> <ul style="list-style-type: none"> <li>• uses contents page and index to find information;</li> <li>• uses a dictionary: understands dictionary entry (spelling pronunciation, parts of speech, meaning);</li> <li>• uses a simple thesaurus.</li> </ul> <p><b><u>LO 4 Writing</u></b></p> <p>AS 4 Writes creatively:</p> <ul style="list-style-type: none"> <li>• shows development in the ability to write stories, poems and play-scripts (e.g. by including dialogue in a story).</li> </ul> <p>AS 6 Treats writing as a process:</p> <ul style="list-style-type: none"> <li>• drafts, reads and discusses own writing critically;</li> </ul>	<ul style="list-style-type: none"> <li>• Collage</li> <li>• Collection</li> <li>• Computer graphic</li> <li>• Construction</li> <li>• Design</li> <li>• Diagram</li> <li>• Display</li> <li>• Drawing</li> <li>• Graph</li> <li>• Map</li> <li>• Model</li> <li>• Painting</li> <li>• Photograph</li> <li>• Poster</li> <li>• Sculpture</li> <li>• Slide show</li> <li>• Story board</li> <li>• Video tape</li> </ul> <p><b><u>Method:</u></b></p> <ul style="list-style-type: none"> <li>• Self assessment</li> <li>• Peer assessment</li> <li>• Teacher assessment</li> </ul> <p><b><u>Tool:</u></b></p> <ul style="list-style-type: none"> <li>• Memorandum</li> <li>• Observation sheet/ book</li> <li>• Checklist</li> <li>• Rubric</li> <li>• Journal</li> <li>• Other</li> </ul>	
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- uses feedback to revise, edit and rewrite;
- uses knowledge of grammar, spelling, etc., to edit;
- thinks about design and layout.

AS 7

Uses developing knowledge of language structure and use

- makes text cohesive (e.g. by using pronouns )
- begins consciously to adopt a point of view in writing)

### **LO 5 Thinking & Reasoning**

AS 2

Uses language for thinking:

- asks and answers more complex questions (e.g. 'What would happen if ....?');
- defines and classifies.

### **LO 6 Language Structure & Use**

AS 1

Revises the grammar learned in the earlier grades.

AS3

Extends use of prepositions, determiners, adjectives and adverbs.

AS 6

Understands and uses the first conditional (e.g. 'If the lens is dirty, the camera won't work.').

AS 7 Uses some language to talk about language (meta-language – terms such as verb, noun, adverb, adjective).



AS 8 Expands vocabulary (e.g. by working with word families: happy, unhappy, happiness, unhappiness, happily).

AS 9

Demonstrates an understanding of between 4000 and 6500 common spoken words in context by the end of Grade 7. . Learners who will do some of their learning through their additional language, should aim for 7500 words.

**WORK SCHEDULE: ENGLISH FIRST ADDITIONAL LANGUAGE**

**GRADE 7**

<p><b>TERM 1</b></p>	<p><u>Context:</u> Multi Media Text Week: 1-4</p> <p><u>Content:</u> LO 1 AS 2 LO 2 AS 2, &amp; 4 LO 3 AS 3,5 &amp; 6 LO 4 AS 2,3 &amp; 5 LO 5 AS 2&amp;3 LO 6:4&amp; 6</p>	<p><u>Context:</u> Drama/ Play Week: 5-9</p> <p><u>Content:</u> LO1 AS 2 &amp; 4 LO 2 AS 2,3 &amp; 4 LO 3 AS1,6 &amp; 9 LO 4 AS 4,6&amp;7 LO 5 AS 2 LO 6: AS 2,4,5 &amp; 6</p>	<p><u>Context:</u> Poetry Week: 10-11</p> <p><u>Content:</u> LO 1 AS 2 &amp; 4 LO 2 AS 3&amp; 5 LO 3 AS 2,6 &amp; 9 LO 4 AS 4&amp; 6 LO 5 AS 2 LO 6: AS 7&amp;8</p>	
<p><b>TERM 2</b></p>	<p><u>Context:</u> Text from other Learning Area Week: 1-4</p> <p><u>Content:</u> LO 1 AS 3 LO 2 AS 2 &amp; 4 LO 3 AS 1,4,7,8,9 LO 4 AS 1 &amp; 6 LO 5 AS 1&amp; 3 LO 6: 1,7,8,&amp; 9</p>	<p><u>Context:</u> Stories/Novel Week: 5-8</p> <p><u>Content:</u> LO 1 AS 1,2 &amp; 4 LO 2 AS 1 ,3 &amp; 5 LO 3 AS 1, 6,7&amp; 8 LO 4 AS 4 ,6 &amp; 7 LO 5 AS 2 LO 6:1,3,7 &amp; 9</p>	<p><u>Context:</u> Multi Media Text Week: 9-11</p> <p><u>Content:</u> LO 1 AS 2 LO 2 AS 2, &amp; 4 LO 3 AS 3,5 &amp; 6 LO 4 AS 2,3 &amp; 5 LO 5 AS 2&amp;3 LO 6:4&amp; 6</p>	

## WORK SCHEDULE: ENGLISH FIRST ADDITIONAL LANGUAGE

## GRADE 7

<b>TERM 3</b>	<p><u>Context:</u> Text from other Learning Area Week: 1-5 <u>Content:</u></p> <p>LO 1 AS 3 LO 2 AS 2 &amp; 4 LO 3 AS 1,4,7,8,9 LO 4 AS 1 &amp; 6 LO 5 AS 1&amp; 3 LO 6: 1,7,8,&amp; 9</p>	<p><u>Context:</u> Poetry Week: 6-7 <u>Content:</u></p> <p>LO 1 AS 2 &amp; 4 LO 2 AS 3&amp; 5 LO 3 AS 2,6 &amp; 9 LO 4 AS 4&amp; 6 LO 5 AS 2 LO 6: AS 7&amp;8</p>	<p><u>Context:</u> Multi Media Text Week: 8-10 <u>Content:</u></p> <p>LO 1 AS 2 LO 2 AS 2, &amp; 4 LO 3 AS 3,5 &amp; 6 LO 4 AS 2,3 &amp;,5 LO 5 AS 2&amp;3 LO 6:4&amp; 6</p>	
<b>TERM 4</b>	<p><u>Context:</u> Drama/ Play Week: 1-4  <u>Content:</u></p> <p>LO1 AS 2 &amp; 4 LO 2 AS 2,3 &amp; 4 LO 3 AS1,6 &amp; 9 LO 4 AS 4,6&amp;7 LO 5 AS 2 LO 6: AS 2,4,5 &amp;6</p>	<p><u>Context:</u> Poetry Week: 5-6  <u>Content:</u></p> <p>LO 1 AS 2 &amp; 4 LO 2 AS 3&amp; 5 LO 3 AS 2,6 &amp; 9 LO 4 AS 4&amp; 6 LO 5 AS 2 LO 6: AS 7&amp;8</p>	<p><u>Context:</u> Stories/Novel Week: 7-10  <u>Content:</u></p> <p>LO 1 AS 1,2 &amp; 4 LO 2 AS 1 ,3 &amp; 5 LO 3 AS 1, 6,7&amp; 8 LO 4 AS 4 ,6 &amp;7 LO 5 AS 2 LO 6:1,3,7 &amp;9</p>	

## WORK SCHEDULE: ENGLISH FIRST ADDITIONAL LANGUAGE GRADE 8

### TERM 1

**Content in Context:** Multi Media Texts

**Integration Across:**

**Resources:** TELEVISION PROGRAMMES, WEATHER FORECASTS (excluding Grade 7), ADVERTISEMENTS, FILMS AND VIDEOS, CD-ROMS and INTERNET (where available). Newspapers, Magazines, Poems, Play-scripts, Diaries, Postcards and Letters, Procedural texts (e.g. instructions), Factual descriptions, Reports, Explanations, Textbooks from other Learning Areas, Advertisements, Notices, Posters, Book and Television reviews, Diagrams, Graphs and Charts, Reference books (e.g. encyclopaedias) Messages (e.g. phone messengers); Radio advertisements; Reports of events; Radio talks; Talk Shows

Term	Learning Outcomes and Assessment Standards	Assessment	Teaching & Learning Strategies
1,2&3	<p style="text-align: center;"><b><u>Multi Media Texts</u></b> <b><u>LO 1 Listening</u></b></p> <p>AS 2 Understands oral texts (e.g. poems, radio plays):</p> <ul style="list-style-type: none"> <li>• answers questions of growing complexity</li> <li>• identifies point of view;</li> <li>• retells and summarises;</li> <li>• describes the features or characteristics of different kinds of oral texts (e.g. poem or factual text).</li> </ul>	<p><b><u>Form:</u></b></p> <p><b><u>Written Products:</u></b></p> <ul style="list-style-type: none"> <li>• Creative Writing</li> <li>• Tests and examination</li> <li>• Class work</li> <li>• Composition/ Essay Paragraphs</li> <li>• Exhibition and presentation</li> <li>• Journal writing</li> <li>• Project</li> <li>• Written Response to text</li> <li>• Language Structure</li> <li>• Advertisement</li> <li>• Book report/ review</li> </ul>	<ul style="list-style-type: none"> <li>• Round robin</li> <li>• Panels</li> <li>• Jigsaw</li> <li>• Numbered heads together</li> <li>• Buzz groups</li> <li>• Pairs</li> <li>• Brainstorming</li> <li>• Hot potato</li> <li>• Gallery walk</li> <li>• Rainbow groups</li> <li>• Role- play</li> <li>• Discussions</li> <li>• De Bono' s six thinking hats</li> <li>• Questions and answers</li> <li>• Debates</li> <li>• Case study</li> </ul>

	<p style="text-align: center;"><b><u>LO 2 Speaking</u></b></p> <p>AS 2 Interacts in additional language:</p> <ul style="list-style-type: none"> <li>• uses language for a range of functions: offers and invites ('Would you like ...?'), politely refuses ('I'm sorry ...'), etc.;</li> <li>• takes part in role-plays of different situations involving different kinds of language (e.g. reporting a crime to the police).</li> </ul> <p>AS 4 Debates social and ethical issues:</p> <ul style="list-style-type: none"> <li>• shares roles (e.g. chairperson, timekeeper, secretary);</li> <li>• brings people into the discussion (e.g. 'What do you think?', 'Don't you?');</li> <li>• interrupts politely (e.g. 'Excuse me...');</li> <li>• expresses opinions and supports them with reasons (e.g. 'I'd just like to say that ... because...');</li> <li>• expresses agreement ('You're right.') and disagreement ('Yes, but...');</li> <li>• switches languages where necessary.</li> </ul> <p style="text-align: center;"><b><u>LO 3 Reading &amp; Viewing</u></b></p> <p>AS 3 Reads and responds to social texts (e.g. personal letters, notices):</p> <ul style="list-style-type: none"> <li>• identifies purpose, audience and context;</li> <li>• describes features of the type of text being read (e.g. a personal letter).</li> </ul>	<ul style="list-style-type: none"> <li>• Brochure</li> <li>• Crossword puzzle</li> <li>• Lab report</li> <li>• Letter</li> <li>• Magazine article</li> <li>• Memo</li> <li>• Newspaper article</li> <li>• Poem</li> <li>• Research report</li> <li>• Questionnaire</li> <li>• Other</li> </ul> <p><b><u>Oral Products:</u></b></p> <ul style="list-style-type: none"> <li>• Role play</li> <li>• Oral presentation</li> <li>• Vocabulary</li> <li>• Listening (Thinking &amp; Reasoning)</li> <li>• Reading</li> <li>• Debates</li> <li>• Demonstration</li> <li>• Audio tape</li> <li>• Discussion</li> <li>• Dramatization</li> <li>• Interview</li> <li>• Play</li> <li>• Poetry reading</li> <li>• Rap</li> <li>• Song</li> <li>• Teach a lesson</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Storytelling</li> <li>• Whole class activity</li> <li>• Individual activity</li> <li>• Group activity</li> <li>• Investigation</li> <li>• Problem solving activity</li> <li>• Games</li> <li>• Role play</li> <li>• Facilitating</li> <li>• Reading</li> </ul> <p>Other</p>
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	<p>AS 5 Analyses photographs in texts (e.g. advertisements and newspapers); identifies the subject, context, audience and message of the photo, identifies from whose point of view the photo has been taken; identifies what has been left out of the photo and why; judges whether the photo is memorable and gives reasons.</p> <p>AS 6 Uses reading strategies:</p> <ul style="list-style-type: none"> <li>• matches different ways of reading to different texts (e.g. scans a telephone directory);</li> <li>• develops and evaluates reading speed;</li> <li>• uses strategies to work out the meanings of words (e.g. looks at illustrations or diagrams, and discusses the word in home language).</li> </ul> <p style="text-align: center;"><b><u>LO 4 Writing</u></b></p> <p>AS 2 Writes for social purposes:</p> <ul style="list-style-type: none"> <li>• writes personal letters (e.g. politely refusing an invitation), showing awareness of the text type, of purpose, audience and context, and of register/style;</li> <li>• writes e-mail messages.</li> </ul> <p>AS 3 Writes for personal reflection:</p> <ul style="list-style-type: none"> <li>• writes a diary</li> </ul> <p>AS 5 Designs media texts:</p> <ul style="list-style-type: none"> <li>• designs a simple advertisement or pamphlet</li> </ul>	<p><b><u>Visual products:</u></b></p> <ul style="list-style-type: none"> <li>• Advertisement</li> <li>• Banner</li> <li>• Cartoon</li> <li>• Collage</li> <li>• Collection</li> <li>• Computer graphic</li> <li>• Construction</li> <li>• Design</li> <li>• Diagram</li> <li>• Display</li> <li>• Drawing</li> <li>• Graph</li> <li>• Map</li> <li>• Model</li> <li>• Painting</li> <li>• Photograph</li> <li>• Poster</li> <li>• Sculpture</li> <li>• Slide show</li> <li>• Story board</li> <li>• Video tape</li> </ul> <p><b><u>Method:</u></b></p> <ul style="list-style-type: none"> <li>• Self assessment</li> <li>• Peer assessment</li> <li>• Teacher assessment</li> </ul> <p><b><u>Tool:</u></b></p> <ul style="list-style-type: none"> <li>• Memorandum</li> <li>• Observation sheet/ book</li> <li>• Checklist</li> <li>• Rubric</li> <li>• Journal</li> </ul>	
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	<ul style="list-style-type: none"> <li>• writes a simple news report</li> </ul> <p>AS 7</p> <p>Uses developing knowledge of language structure and use:</p> <ul style="list-style-type: none"> <li>• makes a text cohesive (e.g. using linking words to link paragraphs);</li> <li>• writes good paragraphs with one main idea, a topic sentence and supporting sentences, and is able to reflect on it;</li> <li>• writes introductions and conclusions;</li> <li>• adopts a point of view.</li> </ul> <p style="text-align: center;"><b><u>LO 5 Thinking and Reasoning</u></b></p> <p>AS 2</p> <p>Uses language for thinking:</p> <ul style="list-style-type: none"> <li>• asks and answers more complex questions (e.g. 'When this is changed, then what else would change?');</li> <li>• writes definitions, classifications and generalisations</li> </ul> <p>AS 3</p> <p>Collects and records information in different ways:</p> <ul style="list-style-type: none"> <li>• selects relevant material and takes notes (organises points under headings; abbreviates words);</li> <li>• reads and synthesises information from two simple texts on the same topic;</li> <li>• transfers information from one mode to another by, for example, using mind maps.</li> </ul>	<ul style="list-style-type: none"> <li>• Other</li> </ul>	
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**LO 6 Language Structure and use**

As 6

Uses modals to express politeness ( e.g. "Can /Could I borrow a pencil ?)

AS 9

Expands vocabulary (e.g. by mind mapping related words, such as words about war).

AS 10

Demonstrates an understanding of between 5000 and 7500 common spoken words in context by the end of Grade 8. Learners, who will do someof their learning through their additional language, should aim for 7500 words.



## Content in Context: Stories

### Integration Across:

**Resources:** Stories; Fables; Legends; Descriptions of people and objects; Conversations; Prepared Talks; Books (fiction and non-fiction); Textbooks; Book Reviews; Photographs; Word Puzzles; Reference books; (e.g. dictionaries, encyclopaedias) ; films and videos; CD-ROMS and INTERNET (where available).

Term	Learning Outcomes and Assessment Standards	Assessment	Teaching & Learning Strategies
1 & 4	<p style="text-align: center;"><b><u>LO 1 Listening</u></b></p> <p>AS 1 Understands and appreciates stories, including those told by other learners:</p> <ul style="list-style-type: none"> <li>• Responds personally and critically, asks and answers questions;</li> <li>• Evaluates the storytelling technique and performance, and gives feedback.</li> </ul> <p>AS 2 Understands oral texts (e.g. poems, radio plays):</p> <ul style="list-style-type: none"> <li>• answers questions of growing complexity;</li> <li>• identifies point of view;</li> <li>• retells and summarises.</li> </ul> <p>AS 4 Listens actively in discussion:</p> <ul style="list-style-type: none"> <li>• Shows openness to ideas and treats the views of others with respect;</li> <li>• Invites contributions from others and responds to their views;</li> <li>• Is prepared to challenge others but does so politely and does not interrupt them;</li> <li>• Criticises the ideas and not the person.</li> </ul>	<p><b><u>Form;</u></b> <b><u>Written Products:</u></b></p> <ul style="list-style-type: none"> <li>• Creative Writing</li> <li>• Tests and examination</li> <li>• Class work</li> <li>• Composition/ Essay Paragraphs</li> <li>• Exhibition and presentation</li> <li>• Journal writing</li> <li>• Project</li> <li>• Written Response to text</li> <li>• Language Structure</li> <li>• Advertisement</li> <li>• Book report/ review</li> <li>• Brochure</li> <li>• Crossword puzzle</li> <li>• Lab report</li> <li>• Letter</li> <li>• Magazine article</li> <li>• Memo</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Round robin</li> <li>• Panels</li> <li>• Jigsaw</li> <li>• Numbered heads together</li> <li>• Buzz groups</li> <li>• Pairs</li> <li>• Brainstorming</li> <li>• Hot potato</li> <li>• Gallery walk</li> <li>• Rainbow groups</li> <li>• Role- play</li> <li>• Discussions</li> <li>• De Bono' s six thinking hats</li> <li>• Questions and answers</li> <li>• Debates</li> <li>• Case study</li> <li>• Storytelling</li> <li>• Whole class activity</li> <li>• Individual activity</li> <li>• Group activity</li> <li>• Investigation</li> <li>• Problem solving activity</li> </ul>

	<p style="text-align: center;"><b><u>LO 2 Speaking</u></b></p> <p>AS 1 Translates and interprets:</p> <ul style="list-style-type: none"> <li>tells stories from home language in the additional language; translates or interprets messages</li> </ul> <p>AS 3 Shows developing ability to use features of spoken language to communicate: word stress, weak vowels, intonation and rhythm.</p> <p>AS 5 Demonstrate critical awareness for own language use:</p> <ul style="list-style-type: none"> <li>uses language to include rather than exclude people</li> <li>is strategic about when to use additional language and when to use home language</li> </ul> <p style="text-align: center;"><b><u>LO 3 Reading and Viewing</u></b></p> <p>AS 1 Reads a text (fiction or non-fiction):</p> <ul style="list-style-type: none"> <li>identifies purpose, audience and context;</li> <li>infers meaning (things which cannot be found directly in the text);</li> <li>explains and assesses point of view in both the written and visual parts of the text (e.g. says whether the view of the world represented is fair or stereotypical);</li> <li>distinguishes main points from supporting detail;</li> <li>with fiction, demonstrates an understanding of character, plot and setting.</li> </ul>	<ul style="list-style-type: none"> <li>Newspaper article</li> <li>Poem</li> <li>Research report</li> <li>Questionnaire</li> <li>Other</li> </ul> <p><b><u>Oral Products:</u></b></p> <ul style="list-style-type: none"> <li>Role play</li> <li>Oral presentation</li> <li>Vocabulary</li> <li>Listening (Thinking &amp; Reasoning)</li> <li>Reading</li> <li>Debates</li> <li>Demonstration</li> <li>Audio tape</li> <li>Discussion</li> <li>Dramatization</li> <li>Interview</li> <li>Play</li> <li>Poetry reading</li> <li>Rap</li> <li>Song</li> <li>Teach a lesson</li> <li>Other</li> </ul> <p><b><u>Visual products:</u></b></p> <ul style="list-style-type: none"> <li>Advertisement</li> <li>Banner</li> <li>Cartoon</li> <li>Collage</li> <li>Collection</li> <li>Computer graphic</li> <li>Construction</li> <li>Design</li> <li>Diagram</li> </ul>	<ul style="list-style-type: none"> <li>Games</li> <li>Role play</li> <li>Facilitating</li> <li>Reading</li> <li>Other</li> </ul>
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	<p>AS 6 Uses reading strategies</p> <ul style="list-style-type: none"> <li>• matches different ways of different texts ( e.g. scans a telephone directory)</li> <li>• develops and evaluates reading speed</li> <li>• uses strategies to work out the meaning of words ( looks at illustrations or diagrams and discusses the word in home language)</li> </ul> <p>AS 7 Reads for pleasure:</p> <ul style="list-style-type: none"> <li>• reads fiction and non-fiction books at an appropriate reading and language level;</li> <li>• reads some new kinds of books (e.g. crime thrillers);</li> </ul> <p>reads and writes book reviews</p> <p>AS 8 Shows some understanding of how reference books work:</p> <ul style="list-style-type: none"> <li>• uses contents page and index to find information;</li> <li>• uses a dictionary and a simple thesaurus.</li> </ul> <p style="text-align: center;"><b><u>LO 4 Writing</u></b></p> <p>AS 4 Writes creatively:</p> <ul style="list-style-type: none"> <li>• shows development in the ability to write stories, poems and play-scripts (e.g. by using figurative language);</li> </ul> <p>AS 6 Treats writing as a process:</p> <ul style="list-style-type: none"> <li>• drafts, reads and discusses own writing critically;</li> </ul>	<ul style="list-style-type: none"> <li>• Display</li> <li>• Drawing</li> <li>• Graph</li> <li>• Map</li> <li>• Model</li> <li>• Painting</li> <li>• Photograph</li> <li>• Poster</li> <li>• Sculpture</li> <li>• Slide show</li> <li>• Story board</li> <li>• Video tape</li> </ul> <p><b><u>Method:</u></b></p> <ul style="list-style-type: none"> <li>• Self assessment</li> <li>• Peer assessment</li> <li>• Teacher assessment</li> </ul> <p><b><u>Tool:</u></b></p> <ul style="list-style-type: none"> <li>• Memorandum</li> <li>• Observation sheet/ book</li> <li>• Checklist</li> <li>• Rubric</li> <li>• Journal</li> <li>• Other</li> </ul>	
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- uses feedback to revise, edit and rewrite;
- uses knowledge of grammar, spelling, etc., to edit;
- pays some attention to design and layout

AS 7

Uses developing knowledge of language structure and use

- makes a text cohesive (e.g. using linking words to link paragraphs)
- write good paragraphs with one main idea ,a topic sentence and supporting sentences ,and is able to reflect on it )
- write introductions and conclusions
- adopts a point of view

### **LO 5 Thinking & Reasoning**

AS 2

Uses language for thinking:

- asks and answers more complex questions (e.g. 'When this is changed, then what else would change?');
- writes definitions, classifications and generalisations;

### **LO 6 Language Structure & Use**

AS 1

Distinguishes between verbs that can and cannot take the progressive ( e.g. " I have a problem ".. not " I am having a problem.")

AS 8

Uses some language to talk about language (meta-language – terms such as 'pronunciation').

AS 9

Expands vocabulary (e.g. by mind mapping related words, such as words about war).

	<p>AS 10 Demonstrates an understanding of between 5000 and 7500 common spoken words in context by the end of Grade 8. Learners who will do some of their learning through their additional language, should aim for 7500 words.</p>		
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**Content in Context:** Poetry

**Integration Across:**

**Resources:** Poems; Instructions; Descriptions of people and objects; Conversations; Prepared Talks; Radio talk shows; Books (fiction and non-fiction); Newspapers; Magazines; Textbooks; Posters; Charts; Maps; Photographs; Reference books (e.g. dictionaries, encyclopaedias); Explanations; Television Programmes; Songs;

Term	Learning Outcomes and Assessment Standards	Assessment	Teaching & Learning Strategies
1&4	<p style="text-align: center;"><b><u>LO 1 Listening</u></b></p> <p>AS 2 Understands oral texts (e.g. poems, radio plays):</p> <ul style="list-style-type: none"> <li>• answers questions of growing complexity;</li> <li>• identifies point of view;</li> <li>• retells and summarises.</li> </ul> <p>AS 4 Listens actively in discussion:</p> <ul style="list-style-type: none"> <li>• shows openness to ideas and treats the views of others with respect;</li> <li>• invites contributions from others and responds to their views;</li> <li>• is prepared to challenge others but does so politely and does not interrupt them;</li> <li>• criticises the ideas and not the person.</li> </ul> <p style="text-align: center;"><b><u>LO 2 Speaking</u></b></p> <p>AS 3 Shows developing ability to use features of spoken language to communicate: word stress, weak vowels, intonation and rhythm.</p>	<p><b><u>Form;</u></b> <b><u>Written Products:</u></b></p> <ul style="list-style-type: none"> <li>• Creative Writing</li> <li>• Tests and examination</li> <li>• Class work</li> <li>• Composition/ Essay Paragraphs</li> <li>• Exhibition and presentation</li> <li>• Journal writing</li> <li>• Project</li> <li>• Written Response to text</li> <li>• Language Structure</li> <li>• Advertisement</li> <li>• Book report/ review</li> <li>• Brochure</li> <li>• Crossword puzzle</li> <li>• Lab report</li> <li>• Letter</li> <li>• Magazine article</li> <li>• Memo</li> <li>• Newspaper article</li> <li>• Poem</li> </ul>	<ul style="list-style-type: none"> <li>• Round robin</li> <li>• Panels</li> <li>• Jigsaw</li> <li>• Numbered heads together</li> <li>• Buzz groups</li> <li>• Pairs</li> <li>• Brainstorming</li> <li>• Hot potato</li> <li>• Gallery walk</li> <li>• Rainbow groups</li> <li>• Role- play</li> <li>• Discussions</li> <li>• De Bono' s six thinking hats</li> <li>• Questions and answers</li> <li>• Debates</li> <li>• Case study</li> <li>• Storytelling</li> <li>• Whole class activity</li> <li>• Individual activity</li> <li>• Group activity</li> <li>• Investigation</li> <li>• Problem solving activity</li> </ul>

	<p>AS 5 Demonstrate critical awareness of own language use</p> <ul style="list-style-type: none"> <li>• uses language to include rather exclude people</li> <li>• is strategic about when to use additional language and when to use home language</li> </ul> <p style="text-align: center;"><b><u>LO 3 Reading and Viewing</u></b></p> <p>AS 2 Understands some elements of poetry (e.g. simile, rhythm), and understands some of the terms used to describe this language (e.g. simile).</p> <p>AS 6 Uses reading strategies:</p> <ul style="list-style-type: none"> <li>• matches different ways of reading to different texts (e.g. scans a telephone directory);</li> <li>• develops and evaluates reading speed;</li> <li>• uses strategies to work out the meanings of words (e.g. looks at illustrations or diagrams, and discusses the words in home language).</li> </ul> <p>AS 9 Demonstrates a reading vocabulary of between 5000 and 7500 common words. Learners who will study other Learning Areas through their additional language, should aim for 7500 words</p> <p style="text-align: center;"><b><u>LO 4 Writing</u></b></p> <p>AS 4 Writes creatively:</p> <ul style="list-style-type: none"> <li>• shows development in the ability to write stories, poems and play-scripts (e.g. by using figurative language);</li> </ul> <p>AS 6 Treats writing as a process</p> <ul style="list-style-type: none"> <li>• draft, reads and discusses own writing critically</li> </ul>	<ul style="list-style-type: none"> <li>• Research report</li> <li>• Questionnaire</li> <li>• Other</li> </ul> <p><b><u>Oral Products:</u></b></p> <ul style="list-style-type: none"> <li>• Role play</li> <li>• Oral presentation</li> <li>• Vocabulary</li> <li>• Listening (Thinking &amp; Reasoning)</li> <li>• Reading</li> <li>• Debates</li> <li>• Demonstration</li> <li>• Audio tape</li> <li>• Discussion</li> <li>• Dramatization</li> <li>• Interview</li> <li>• Play</li> <li>• Poetry reading</li> <li>• Rap</li> <li>• Song</li> <li>• Teach a lesson</li> <li>• Other</li> </ul> <p><b><u>Visual products:</u></b></p> <ul style="list-style-type: none"> <li>• Advertisement</li> <li>• Banner</li> <li>• Cartoon</li> <li>• Collage</li> <li>• Collection</li> <li>• Computer graphic</li> <li>• Construction</li> <li>• Design</li> <li>• Diagram</li> <li>• Display</li> <li>• Drawing</li> </ul>	<ul style="list-style-type: none"> <li>• Games</li> <li>• Role play</li> <li>• Facilitating</li> <li>• Reading</li> </ul> <p style="text-align: right;">Other</p>
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- uses feedback to revise, edit and rewrite
- uses knowledge of grammar, spelling ect.,to edit
- pays some attention to design and layout

### **LO 5 Thinking & Reasoning**

AS 2

Uses language for thinking:

- asks and answers more complex questions (e.g. 'When this is changed, then what else would change?');
- writes definitions, classifications and generalisations

### **LO 6 Language Structure & Use**

AS 9

Expands vocabulary (e.g by mind mapping related words ,such as words about war)

AS 10

Demonstrates an understanding of between 5000 and 7500 common spoken words in context by the end of Grade 8. Learners, who will do some of their learning through their additional language, should aim for 7500 words.

- Graph
- Map
- Model
- Painting
- Photograph
- Poster
- Sculpture
- Slide show
- Story board
- Video tape

#### **Method:**

- Self assessment
- Peer assessment
- Teacher assessment

#### **Tool:**

- Memorandum
- Observation sheet/ book
- Checklist
- Rubric
- Journal
- Other



**Content in Context:** Text from other Learning Area

**Integration Across:**

**Resources:** Books (fiction and non-fiction), Newspapers, Magazines, Poems, Play-scripts, Diaries, Postcards, Procedural texts (instructions, recipes), Factual descriptions, Reports (e.g. Science), Explanations, Textbooks from other Learning Areas, Advertisements, Notices, Posters, Book and TV Reviews, Timetables and Schedules (e.g. television), Diagrams, Graphs and Charts, Posters, Word Puzzles, Cartoons, Reference books (e.g. dictionaries, encyclopaedias)

Term	Learning Outcomes and Assessment Standards	Assessment	Teaching & Learning Strategies
2 & 3	<p style="text-align: center;"><b><u>LO 1 Listening</u></b></p> <p>AS 3 Listens for specific information:</p> <ul style="list-style-type: none"> <li>takes own simple notes;</li> </ul> <p>uses information to complete a table or chart, or label a diagram</p> <p style="text-align: center;"><b><u>LO 2 Speaking</u></b></p> <p>AS 2 Interacts in additional language:</p> <ul style="list-style-type: none"> <li>uses language for a range of functions: offers and invites ('Would you like ...?'), politely refuses ('I'm sorry ...'), etc.;</li> <li>takes part in role-plays of different situations involving different kinds of language (e.g. reporting a crime to the police).</li> </ul> <p>AS 4 Debate social and ethical issues</p> <ul style="list-style-type: none"> <li>shares roles ( e.g. chairperson,timekeeper,secretary)</li> </ul>	<p><b><u>Form:</u></b></p> <p><b><u>Written Products:</u></b></p> <ul style="list-style-type: none"> <li>Creative Writing</li> <li>Tests and examination</li> <li>Class work</li> <li>Composition/ Essay Paragraphs</li> <li>Exhibition and presentation</li> <li>Journal writing</li> <li>Project</li> <li>Written Response to text</li> <li>Language Structure</li> <li>Advertisement</li> <li>Book report/ review</li> <li>Brochure</li> <li>Crossword puzzle</li> <li>Lab report</li> <li>Letter</li> <li>Magazine article</li> <li>Memo</li> <li>Newspaper article</li> </ul>	<ul style="list-style-type: none"> <li>Round robin</li> <li>Panels</li> <li>Jigsaw</li> <li>Numbered heads together</li> <li>Buzz groups</li> <li>Pairs</li> <li>Brainstorming</li> <li>Hot potato</li> <li>Gallery walk</li> <li>Rainbow groups</li> <li>Role- play</li> <li>Discussions</li> <li>De Bono' s six thinking hats</li> <li>Questions and answers</li> <li>Debates</li> <li>Case study</li> <li>Storytelling</li> <li>Whole class activity</li> <li>Individual activity</li> <li>Group activity</li> <li>Investigation</li> </ul>

	<ul style="list-style-type: none"> <li>• brings people to discussion (e.g. “What do you think ?, “ Don't you ?)</li> <li>• interrupts politely ( e.g. Excuse me .....)</li> <li>• expresses opinions and support them with reasons ( e.g, “ I'd just like to say that ... because...)</li> <li>• expresses agreement ( e.g. “You ‘re right, but ..... ) disagreement (e.g. Yes ,but..... )</li> <li>• switches language where necessary</li> </ul> <p style="text-align: center;"><b><u>LO 3 Reading and Viewing</u></b></p> <p>AS 1 Reads a text (fiction or non-fiction):</p> <ul style="list-style-type: none"> <li>• identifies purpose, audience and context;</li> <li>• infers meaning (things which cannot be found directly in the text);</li> <li>• explains and assesses point of view in both the written and visual parts of the text (e.g. says whether the view of the world represented is fair or stereotypical);</li> <li>• distinguishes main points from supporting detail;</li> <li>• with fiction, demonstrates an understanding of character, plot and setting.</li> </ul> <p>AS 4 Reads for information:</p> <ul style="list-style-type: none"> <li>• follows information texts (e.g. an explanation of how something works, like our kidneys);</li> <li>• reads diagrams, graphs and charts of increasing complexity;</li> <li>• summarises information.</li> </ul> <p>AS 7 Reads for pleasure</p> <ul style="list-style-type: none"> <li>• reads fiction and non-fiction books at an appropriate reading and language level</li> </ul>	<ul style="list-style-type: none"> <li>• Poem</li> <li>• Research report</li> <li>• Questionnaire</li> <li>• Other</li> </ul> <p><b><u>Oral Products:</u></b></p> <ul style="list-style-type: none"> <li>• Role play</li> <li>• Oral presentation</li> <li>• Vocabulary</li> <li>• Listening (Thinking &amp; Reasoning)</li> <li>• Reading</li> <li>• Debates</li> <li>• Demonstration</li> <li>• Audio tape</li> <li>• Discussion</li> <li>• Dramatization</li> <li>• Interview</li> <li>• Play</li> <li>• Poetry reading</li> <li>• Rap</li> <li>• Song</li> <li>• Teach a lesson</li> <li>• Other</li> </ul> <p><b><u>Visual products:</u></b></p> <ul style="list-style-type: none"> <li>• Advertisement</li> <li>• Banner</li> <li>• Cartoon</li> <li>• Collage</li> <li>• Collection</li> <li>• Computer graphic</li> <li>• Construction</li> <li>• Design</li> <li>• Diagram</li> <li>• Display</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving activity</li> <li>• Games</li> <li>• Role play</li> <li>• Facilitating</li> <li>• Reading</li> <li>• Other</li> </ul>
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	<ul style="list-style-type: none"> <li>• reads some new kinds of books ( e.g. crime thrillers )</li> <li>• reads and writes book reviews</li> </ul> <p>AS 8 Shows some understanding of how reference books work:</p> <ul style="list-style-type: none"> <li>• uses contents page and index to find information;</li> <li>• uses a dictionary and a simple thesaurus.</li> </ul> <p>AS 9</p> <ul style="list-style-type: none"> <li>• Demonstrates a reading vocabulary of between 5000 and 6500 common words. Learners who will study other Learning Areas through their additional language, should aim for 6500 words</li> </ul> <p style="text-align: center;"><b><u>LO 4 Writing</u></b></p> <p>AS 1 Writes to communicate information:</p> <ul style="list-style-type: none"> <li>• writes a short explanation of how or why something happens (e.g. how an electric circuit works);</li> <li>• writes one or two paragraphs about the advantages and disadvantages of something (e.g. cars as a form of transport);</li> <li>• uses information from a survey to write a report (including heading, introduction, how the research was carried out, the results, and recommendations);</li> </ul> <p>writes text types required in other Learning Areas (e.g. a historical narrative).</p>	<ul style="list-style-type: none"> <li>• Drawing</li> <li>• Graph</li> <li>• Map</li> <li>• Model</li> <li>• Painting</li> <li>• Photograph</li> <li>• Poster</li> <li>• Sculpture</li> <li>• Slide show</li> <li>• Story board</li> <li>• Video tape</li> </ul> <p><b><u>Method:</u></b></p> <ul style="list-style-type: none"> <li>• Self assessment</li> <li>• Peer assessment</li> <li>• Teacher assessment</li> </ul> <p><b><u>Tool:</u></b></p> <ul style="list-style-type: none"> <li>• Memorandum</li> <li>• Observation sheet/ book</li> <li>• Checklist</li> <li>• Rubric</li> <li>• Journal</li> <li>• Other</li> </ul>	
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AS 6

Treats writing as a process:

- drafts, reads and discusses own writing critically;
- uses feedback to revise, edit and rewrite;
- uses knowledge of grammar, spelling, etc., to edit;
- pays some attention to design and layout.

### **LO 5 Thinking and Reasoning**

AS 1

Uses language and literacy across the curriculum:

- understands some concepts from other Learning Areas and uses the vocabulary associated with them in their additional language (e.g. 'symptom' in Life Orientation);
- understands and produces texts used in other Learning Areas (e.g. an explanation of how the kidneys work, or the production of a report in Natural Sciences);
- produces visual or graphic material to support texts (e.g. a diagram for an explanation).

AS 3

Collects and records information in different ways:

- selects relevant material and takes notes (organises points under headings; abbreviates words);
- reads and synthesises information from two simple texts on the same topic;
- transfers information from one mode to another by, for example, using mind maps.

**LO 6 Language Structure and**

AS 1

Distinguishes between verbs that can and cannot take the progressive (e.g., "I have a problem" "I am having a problem")

AS 8

Uses some language to talk about language (meta-language – terms such as 'pronunciation').

AS 9

Expands vocabulary (e.g by mind mapping related words ,such as words about war)

AS 10

Demonstrates an understanding of between 5000 and 7500 common spoken words in context by the end of Grade 8. Learners, who will do some of their learning through their additional language, should aim for 7500 words.

## Content in Context : Drama

### Integration Across:

**Resources:** Play-scripts, Books (fiction and non-fiction); Textbooks; Book Reviews, , Cartoons, Comics, Reference books (e.g. dictionaries, encyclopaedias); Conversations; Prepared Talks; Radio advertisements; Radio talk shows; Descriptions of people and objects; Reports of events; Jokes; Songs; Poems; Explanations; Songs; Instructions; Directions

Term	Learning Outcomes and Assessment Standards	Assessment	Teaching & Learning Strategies
2,3&4	<p style="text-align: center;"><b><u>LO 1 Listening</u></b></p> <p>AS 2 Understands oral texts (e.g. poems, radio plays)</p> <ul style="list-style-type: none"> <li>• answers questions of growing complexity</li> <li>• identifies point of view</li> <li>• retells and summarises</li> <li>• describe the features or characteristics of different kinds of oral texts (e.g. poem or factual text)</li> </ul> <p>AS 4 Listens actively in discussion:</p> <ul style="list-style-type: none"> <li>• Shows openness to ideas and treats the views of others with respect;</li> <li>• Invites contributions from others and responds to their views;</li> <li>• Is prepared to challenge others but does so politely and does not interrupt them;</li> <li>• Criticises the ideas and not the person.</li> </ul>	<p><b><u>Form;</u></b> <b><u>Written Products:</u></b></p> <ul style="list-style-type: none"> <li>• Creative Writing</li> <li>• Tests and examination</li> <li>• Class work</li> <li>• Composition/ Essay Paragraphs</li> <li>• Exhibition and presentation</li> <li>• Journal writing</li> <li>• Project</li> <li>• Written Response to text</li> <li>• Language Structure</li> <li>• Advertisement</li> <li>• Book report/ review</li> <li>• Brochure</li> <li>• Crossword puzzle</li> <li>• Lab report</li> <li>• Letter</li> <li>• Magazine article</li> <li>• Memo</li> <li>• Newspaper article</li> <li>• Poem</li> </ul>	<ul style="list-style-type: none"> <li>• Round robin</li> <li>• Panels</li> <li>• Jigsaw</li> <li>• Numbered heads together</li> <li>• Buzz groups</li> <li>• Pairs</li> <li>• Brainstorming</li> <li>• Hot potato</li> <li>• Gallery walk</li> <li>• Rainbow groups</li> <li>• Role- play</li> <li>• Discussions</li> <li>• De Bono' s six thinking hats</li> <li>• Questions and answers</li> <li>• Debates</li> <li>• Case study</li> <li>• Storytelling</li> <li>• Whole class activity</li> <li>• Individual activity</li> <li>• Group activity</li> <li>• Investigation</li> <li>• Problem solving activity</li> </ul>

	<p style="text-align: center;"><b><u>LO 2 Speaking</u></b></p> <p>AS 2 Interacts in additional language:</p> <ul style="list-style-type: none"> <li>• uses language for a range of functions: offers and invites ('Would you like ...?'), politely refuses ('I'm sorry ...'), etc.</li> </ul> <p>AS 3 Shows developing ability to use features of spoken language to communicate : word stress, weak vowels, intonation and rhythm.</p> <p>AS 4 Debates social and ethical issues:</p> <ul style="list-style-type: none"> <li>• shares roles (e.g. chairperson, timekeeper, secretary);</li> <li>• brings people into the discussion (e.g. 'What do you think?', 'Don't you?');</li> <li>• interrupts politely (e.g. 'Excuse me...');</li> <li>• expresses opinions and supports them with reasons (e.g. 'I'd just like to say that ... because...');</li> <li>• expresses agreement ('You're right.') and disagreement ('Yes, but...');</li> </ul> <p>switches languages where necessary</p> <p style="text-align: center;"><b><u>LO 3 Reading and Viewing</u></b></p> <p>AS 1 Reads a text (fiction or non-fiction):</p> <ul style="list-style-type: none"> <li>• identifies purpose, audience and context;</li> <li>• infers meaning (things which cannot be found directly in the text);</li> <li>• explains and assesses point of view in both the written and visual parts of the text (e.g. says whether the view of the world represented is fair or stereotypical);</li> <li>• distinguishes main points from supporting detail;</li> </ul>	<ul style="list-style-type: none"> <li>• Research report</li> <li>• Questionnaire</li> <li>• Other</li> </ul> <p><b><u>Oral Products:</u></b></p> <ul style="list-style-type: none"> <li>• Role play</li> <li>• Oral presentation</li> <li>• Vocabulary</li> <li>• Listening (Thinking &amp; Reasoning)</li> <li>• Reading</li> <li>• Debates</li> <li>• Demonstration</li> <li>• Audio tape</li> <li>• Discussion</li> <li>• Dramatization</li> <li>• Interview</li> <li>• Play</li> <li>• Poetry reading</li> <li>• Rap</li> <li>• Song</li> <li>• Teach a lesson</li> <li>• Other</li> </ul> <p><b><u>Visual products:</u></b></p> <ul style="list-style-type: none"> <li>• Advertisement</li> <li>• Banner</li> <li>• Cartoon</li> <li>• Collage</li> <li>• Collection</li> <li>• Computer graphic</li> <li>• Construction</li> <li>• Design</li> <li>• Diagram</li> <li>• Display</li> <li>• Drawing</li> </ul>	<ul style="list-style-type: none"> <li>• Games</li> <li>• Role play</li> <li>• Facilitating</li> <li>• Reading</li> <li>• Other</li> </ul>
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	<ul style="list-style-type: none"> <li>• with fiction, demonstrates an understanding of character, plot and setting.</li> </ul> <p>AS 6 Uses reading strategies:</p> <ul style="list-style-type: none"> <li>• matches different ways of reading to different texts (e.g. scans a telephone directory);</li> <li>• develops and evaluates reading speed;</li> <li>• uses strategies to work out the meanings of words (e.g. looks at illustrations or diagrams, and discusses the words in home language).</li> </ul> <p>AS 9</p> <ul style="list-style-type: none"> <li>• Demonstrates a reading vocabulary of between 5000 and 6500 common words. Learners who will study other Learning Areas through their additional language, should aim for 6500 words.</li> </ul> <p style="text-align: center;"><b><u>LO 4 Writing</u></b></p> <p>AS 4 Writes creatively:</p> <ul style="list-style-type: none"> <li>• shows development in the ability to write stories, poems and play-scripts (e.g. by using figurative language);</li> <li>• translates stories (and other texts) from home language.</li> </ul> <p>AS 6 Treats writing as a process:</p> <ul style="list-style-type: none"> <li>• drafts, reads and discusses own writing critically;</li> <li>• uses feedback to revise, edit and rewrite;</li> <li>• uses knowledge of grammar, spelling, etc., to edit;</li> <li>• pays some attention to design and layout.</li> </ul>	<ul style="list-style-type: none"> <li>• Graph</li> <li>• Map</li> <li>• Model</li> <li>• Painting</li> <li>• Photograph</li> <li>• Poster</li> <li>• Sculpture</li> <li>• Slide show</li> <li>• Story board</li> <li>• Video tape</li> </ul> <p><b><u>Method:</u></b></p> <ul style="list-style-type: none"> <li>• Self assessment</li> <li>• Peer assessment</li> <li>• Teacher assessment</li> </ul> <p><b><u>Tool:</u></b></p> <ul style="list-style-type: none"> <li>• Memorandum</li> <li>• Observation sheet/ book</li> <li>• Checklist</li> <li>• Rubric</li> <li>• Journal</li> <li>• Other</li> </ul>	
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AS 7

Uses developing knowledge of language structure and use:

- makes a text cohesive (e.g. using linking words to link paragraphs);
- writes good paragraphs with one main idea, a topic sentence and supporting sentences, and is able to reflect on it;
- writes introductions and conclusions;
- adopts a point of view.

### **LO 5 Thinking & Reasoning**

AS 2

Uses language for thinking:

- asks and answers more complex questions (e.g. 'When this is changed, then what else would change?');
- writes definitions, classifications and generalisations

### **LO 6 Language Structure & Use**

As 6

Uses modals to express politeness ( e.g. "Can /Could I borrow a pencil ?)

## WORK SCHEDULE: ENGLISH FIRST ADDITIONAL LANGUAGE

**GRADE 8**

<b>TERM 1</b>	<p><u>Context:</u> Multi Media Text Week: 1-4</p> <p><u>Content:</u>  LO 1 AS 2 LO 2 AS 2, &amp; 4 LO 3 AS 3,5 &amp; 6 LO 4 AS 2,3 &amp;,5 LO 5 AS 2&amp;3 LO 6:4&amp; 6</p>	<p><u>Context:</u> Stories/Novel Week: 5-9</p> <p><u>Content:</u>  LO 1 AS 1,2 &amp; 4 LO 2 AS 1, 3 &amp; 5 LO 3 AS 1, 6,7&amp; 8 LO 4 AS 4,6 &amp;7 LO 5 AS 2 LO 6:1,3,7 &amp;9</p>	<p><u>Context:</u> Poetry Week: 10-11</p> <p><u>Content:</u>  LO 1 AS 2 &amp; 4 LO 2 AS 3&amp; 5 LO 3 AS 2,6 &amp; 9 LO 4 AS 4&amp; 6 LO 5 AS 2 LO 6: AS 7&amp;8</p>	
<b>TERM 2</b>	<p><u>Context:</u> Text from other Learning Area Week: 1-4</p> <p><u>Content:</u>  LO 1 AS 3 LO 2 AS 2 &amp; 4 LO 3 AS 1,4,7,8,9 LO 4 AS 1 &amp; 6 LO 5 AS 1&amp; 3 LO 6: 1,7,8,&amp; 9</p>	<p><u>Context:</u> Drama/ Play Week: 5-8</p> <p><u>Content:</u>  LO1 AS 2 &amp; 4 LO 2 AS 2,3 &amp; 4 LO 3 AS1,6 &amp; 9 LO 4 AS 4,6&amp;7 LO 5 AS 2 LO 6: AS 2,4,5 &amp;6</p>	<p><u>Context:</u> Multi Media Text Week: 9-11</p> <p><u>Content:</u>  LO 1 AS 2 LO 2 AS 2, &amp; 4 LO 3 AS 3,5 &amp; 6 LO 4 AS 2,3 &amp;,5 LO 5 AS 2&amp;3 LO 6:4&amp; 6</p>	

**WORK SCHEDULE: ENGLISH FIRST ADDITIONAL LANGUAGE**

**GRADE 8**

<p><b>TERM 3</b></p>	<p><u>Context:</u> Text from other Learning Area Week: 1-4</p> <p><u>Content:</u> LO 1 AS 3 LO 2 AS 2 &amp; 4 LO 3 AS 1,4,7,8,9 LO 4 AS 1 &amp; 6 LO 5 AS 1&amp; 3 LO 6: 1,7,8,&amp; 9</p>	<p><u>Context:</u> Multi Media Text Week: 5-6</p> <p><u>Content:</u> LO 1 AS 2 LO 2 AS 2, &amp; 4 LO 3 AS 3,5 &amp; 6 LO 4 AS 2,3 &amp; 5 LO 5 AS 2&amp;3 LO 6:4&amp; 6</p>	<p><u>Context:</u> Drama/ Play Week: 7-10</p> <p><u>Content:</u> LO1 AS 2 &amp; 4 LO 2 AS 2,3 &amp; 4 LO 3 AS1,6 &amp; 9  LO 4 AS 4,6&amp;7 LO 5 AS 2 LO 6: AS 2,4,5 &amp;6</p>	
<p><b>TERM 4</b></p>	<p><u>Context:</u> Drama/ Play Week: 1-4</p> <p><u>Content:</u> LO1 AS 2 &amp; 4 LO 2 AS 2,3 &amp; 4 LO 3 AS1,6 &amp; 9 LO 4 AS 4,6&amp;7 LO 5 AS 2 LO 6: AS 2,4,5 &amp;6</p>	<p><u>Context:</u> Poetry Week: 5-6</p> <p><u>Content:</u> LO 1 AS 2 &amp; 4 LO 2 AS 3&amp; 5 LO 3 AS 2,6 &amp; 9 LO 4 AS 4&amp; 6 LO 5 AS 2 LO 6: AS 7&amp;8</p>	<p><u>Context:</u> Stories/Novel Week: 7-10</p> <p><u>Content:</u> LO 1 AS 1,2 &amp; 4 LO 2 AS 1 ,3 &amp; 5 LO 3 AS 1, 6,7&amp; 8 LO 4 AS 4 ,6 &amp;7 LO 5 AS 2 LO 6:1,3,7 &amp;9</p>	

# WORK SCHEDULE: ENGLISH FIRST ADDITIONAL LANGUAGE GRADE 9

## TERM 1

**Content in Context:** Multi Media Texts

**Integration Across:**

**Resources:** TELEVISION PROGRAMMES, WEATHER FORECASTS (excluding Grade 7), ADVERTISEMENTS, FILMS AND VIDEOS, CD-ROMS and INTERNET (where available). Newspapers, Magazines, Poems, Play-scripts, Diaries, Postcards and Letters, Procedural texts (e.g. instructions), Factual descriptions, Reports, Explanations, Textbooks from other Learning Areas, Advertisements, Notices, Posters, Book and Television reviews, Diagrams, Graphs and Charts, Reference books (e.g. encyclopaedias) Messages (e.g. phone messengers); Radio advertisements; Reports of events; Radio talks; Talk Shows

Term	Learning Outcomes and Assessment Standards	Assessment	Teaching & Learning Strategies
1,2&3	<p style="text-align: center;"><b><u>Multi Media Texts</u></b> <b><u>LO 1 Listening</u></b></p> <p>AS 2 Understands oral texts (e.g. radio talk shows, texts with statistics):</p> <ul style="list-style-type: none"> <li>• answers questions;</li> <li>• retells and summarises;</li> <li>• identifies point of view and is able to offer an alternative point of view;</li> <li>• analyses the features of different kinds of oral texts (e.g. a conversation, a story).</li> </ul>	<p><b><u>Form:</u></b> <b><u>Written Products:</u></b></p> <ul style="list-style-type: none"> <li>• Creative Writing</li> <li>• Tests and examination</li> <li>• Class work</li> <li>• Composition/ Essay Paragraphs</li> <li>• Exhibition and presentation</li> <li>• Journal writing</li> <li>• Project</li> <li>• Written Response to text</li> <li>• Language Structure</li> </ul>	<ul style="list-style-type: none"> <li>• Round robin</li> <li>• Panels</li> <li>• Jigsaw</li> <li>• Numbered heads together</li> <li>• Buzz groups</li> <li>• Pairs</li> <li>• Brainstorming</li> <li>• Hot potato</li> <li>• Gallery walk</li> <li>• Rainbow groups</li> <li>• Role- play</li> <li>• Discussions</li> </ul>

	<p style="text-align: center;"><b><u>LO 2 Speaking</u></b></p> <p>AS 2 Interacts in additional language:</p> <ul style="list-style-type: none"> <li>• uses language for a range of functions: makes polite requests and asks people not to do things ('Would you mind not ...'), asks for help from friends or strangers ('Excuse me ... I wonder if you could...'), etc.;</li> <li>• takes part in role-plays of different situations involving different kinds of language (e.g. a job interview).</li> </ul> <p>AS 4 Debates social and ethical issues:</p> <ul style="list-style-type: none"> <li>• shares roles (e.g. chairperson, timekeeper, secretary);</li> <li>• brings people into the discussion (e.g. 'What do you think?', 'Don't you?');</li> <li>• interrupts politely (e.g. 'Excuse me...');</li> <li>• expresses opinions and supports them with reasons (e.g. 'I'd just like to say that ... because...');</li> <li>• expresses agreement ('You're right.') and disagreement ('Yes, but...');</li> </ul> <p>switches languages where necessary.</p> <p style="text-align: center;"><b><u>LO 3 Reading &amp; Viewing</u></b></p> <p>AS 3 Reads and responds to social texts (e.g. simple business letters):</p> <ul style="list-style-type: none"> <li>• identifies purpose, audience and context;</li> <li>• describes features of the type of text being read (e.g. a simple job advertisement);</li> <li>• comments on register/style (formal or informal);</li> <li>• analyses point of view, construction of meaning, way in which reader is positioned.</li> </ul>	<ul style="list-style-type: none"> <li>• Advertisement</li> <li>• Book report/ review</li> <li>• Brochure</li> <li>• Crossword puzzle</li> </ul> <ul style="list-style-type: none"> <li>• Lab report</li> <li>• Letter</li> <li>• Magazine article</li> <li>• Memo</li> <li>• Newspaper article</li> <li>• Poem</li> <li>• Research report</li> <li>• Questionnaire</li> <li>• Other</li> </ul> <p><b><u>Oral Products:</u></b></p> <ul style="list-style-type: none"> <li>• Role play</li> <li>• Oral presentation</li> <li>• Vocabulary</li> <li>• Listening (Thinking &amp; Reasoning)</li> <li>• Reading</li> <li>• Debates</li> <li>• Demonstration</li> <li>• Audio tape</li> <li>• Discussion</li> <li>• Dramatization</li> <li>• Interview</li> <li>• Play</li> <li>• Poetry reading</li> <li>• Rap</li> <li>• Song</li> <li>• Teach a lesson</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• De Bono' s six thinking hats</li> <li>• Questions and answers</li> <li>• Debates</li> <li>• Case study</li> </ul> <ul style="list-style-type: none"> <li>• Storytelling</li> <li>• Whole class activity</li> <li>• Individual activity</li> <li>• Group activity</li> <li>• Investigation</li> <li>• Problem solving activity</li> <li>• Games</li> <li>• Role play</li> <li>• Facilitating</li> <li>• Reading</li> </ul> <p>Other</p>
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	<p>AS 5 Critically analyses media texts (e.g. a short newspaper article);</p> <ul style="list-style-type: none"> <li>identifies subject, context, audience and message of written and visual text;</li> <li>analyses the type of text and register/style (e.g. newspaper articles have headlines, and use short sentences and paragraphs , direct speech, short and simple adjectives in order to get readers' attention).</li> </ul> <p>AS 6 Uses reading strategies:</p> <ul style="list-style-type: none"> <li>skims texts – identifies the topic and key points, and uses layout features (e.g. illustrations);</li> <li>matches different ways of reading to different texts (e.g. skims newspaper articles for main ideas);</li> <li>develops and evaluates reading speed;</li> <li>uses strategies to work out the meanings of words (e.g. discusses the word in home language).</li> </ul> <p style="text-align: center;"><b><u>LO 4 Writing</u></b></p> <p>AS 2 Writes for social purposes:</p> <ul style="list-style-type: none"> <li>writes a simple business letter (e.g. a job application and a CV);</li> <li>writes informal and more formal e-mail messages</li> <li>writes the minutes of a meeting (e.g. an SRC meeting);</li> <li>shows awareness of text type, purpose, audience, context and register/style.</li> </ul>	<p><b><u>Visual products:</u></b></p> <ul style="list-style-type: none"> <li>Advertisement</li> <li>Banner</li> <li>Cartoon</li> <li>Collage</li> <li>Collection</li> <li>Computer graphic</li> <li>Construction</li> <li>Design</li> <li>Diagram</li> <li>Display</li> <li>Drawing</li> <li>Graph</li> <li>Map</li> <li>Model</li> <li>Painting</li> <li>Photograph</li> <li>Poster</li> <li>Sculpture</li> <li>Slide show</li> <li>Story board</li> <li>Video tape</li> </ul> <p><b><u>Method:</u></b></p> <ul style="list-style-type: none"> <li>Self assessment</li> <li>Peer assessment</li> <li>Teacher assessment</li> </ul> <p><b><u>Tool:</u></b></p> <ul style="list-style-type: none"> <li>Memorandum</li> <li>Observation sheet/ book</li> <li>Checklist</li> <li>Rubric</li> <li>Journal</li> </ul>	
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<p>AS 3 Writes for personal reflection:</p> <ul style="list-style-type: none"> <li>○ writes a diary or journal</li> </ul> <p>AS 5 Designs media texts:</p> <ul style="list-style-type: none"> <li>• writes simple personal advertisements (e.g. advertising something for sale);</li> <li>• designs magazine, CD and book covers.</li> </ul> <p>AS 7 Uses developing knowledge of language structure and use:</p> <ul style="list-style-type: none"> <li>• shows an understanding of style and register (e.g. rewrites a story as a newspaper article);</li> <li>• shows an understanding of the information structure of texts;</li> <li>• writes coherent, longer pieces of writing, with introductions and conclusions;</li> <li>• critically evaluates own point of view;</li> <li>• begins to see how own writing positions the reader.</li> </ul> <p style="text-align: center;"><b><u>LO 5 Thinking and Reasoning</u></b></p> <p>AS 2 Uses language for thinking:</p> <ul style="list-style-type: none"> <li>• asks and answers more complex questions</li> </ul> <p>AS 3 Collects and records information in different ways:</p> <ul style="list-style-type: none"> <li>• selects relevant information and takes notes (organises key ideas under headings and sub-headings, uses layout such as capital letters and underlining);</li> </ul>	<ul style="list-style-type: none"> <li>• Other</li> </ul>	
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- reads and synthesises information from several texts on the same topic;
- transfers information from one mode to another (e.g. uses statistics to write paragraphs, uses mind maps).

### **LO 6 Language Structure and use**

AS 4

Expands use of modals

- function (e.g. "You should /ought to .....)
- form –common mistakes with modal verbs (e.g. "He can be able to do ...)
- uses the modal verb "used to ).

AS 9

Expands vocabulary( e.g. uses prefixes to form new words :autobank,autobiography, automatic)

AS 10

Demonstrates an understanding of between 6000 and 8000 common spoken words in context by the end of Grade 9. Learners, who will do some of their learning through their additional language, should aim for 8000



**Content in Context:** Drama

**Integration Across:**

**Resources:** Stories; Fables; Legends; Descriptions of people and objects; Conversations; Prepared Talks; Books (fiction and non-fiction); Textbooks; Book Reviews; Photographs; Word Puzzles; Reference books; (e.g. dictionaries, encyclopaedias) ; films and videos; CD-ROMS and INTERNET (where available).

Term	Learning Outcomes and Assessment Standards	Assessment	Teaching & Learning Strategies
1 & 4	<p style="text-align: center;"><b><u>LO 1 Listening</u></b></p> <p>AS 2 Understands oral texts (e.g. radio talk show ,texts with statistics )</p> <ul style="list-style-type: none"> <li>• Answers questions</li> <li>• Retells and summarises</li> <li>• Identifies point of view and is able to offer an alternatives point of view</li> <li>• Analyses the features of different kinds of oral text (e.g. a conversation a story )</li> </ul> <p>AS4 Listens actively in discussion:</p> <ul style="list-style-type: none"> <li>• Shows openness to ideas and treats the views of others critically, but with respect;</li> <li>• Invites contributions from others and responds to their views;</li> </ul> <p>• Is prepared to challenge others but does so politely and does not interrupt them;</p>	<p><b><u>Form:</u></b> <b><u>Written Products:</u></b></p> <ul style="list-style-type: none"> <li>• Creative Writing</li> <li>• Tests and examination</li> <li>• Class work</li> <li>• Composition/ Essay Paragraphs</li> <li>• Exhibition and presentation</li> <li>• Journal writing</li> <li>• Project</li> <li>• Written Response to text</li> <li>• Language Structure</li> <li>• Advertisement</li> <li>• Book report/ review</li> <li>• Brochure</li> <li>• Crossword puzzle</li> <li>• Lab report</li> <li>• Letter</li> <li>• Magazine article</li> <li>• Memo</li> </ul>	<ul style="list-style-type: none"> <li>• Round robin</li> <li>• Panels</li> <li>• Jigsaw</li> <li>• Numbered heads together</li> <li>• Buzz groups</li> <li>• Pairs</li> <li>• Brainstorming</li> <li>• Hot potato</li> <li>• Gallery walk</li> <li>• Rainbow groups</li> <li>• Role- play</li> <li>• Discussions</li> <li>• De Bono' s six thinking hats</li> <li>• Questions and answers</li> <li>• Debates</li> <li>• Case study</li> <li>• Storytelling</li> <li>• Whole class activity</li> <li>• Individual activity</li> <li>• Group activity</li> <li>• Investigation</li> <li>• Problem solving activity</li> </ul>

	<ul style="list-style-type: none"> <li>• Criticises the ideas and not the person.</li> </ul> <p style="text-align: center;"><b><u>LO 2 Speaking</u></b></p> <p>AS 2 Interacts in additional language:</p> <ul style="list-style-type: none"> <li>• uses language for a range of functions: makes polite requests and asks people not to do things ('Would you mind not ...'), asks for help from friends or strangers ('Excuse me ... I wonder if you could...'), etc.</li> </ul> <p>AS 3 Shows developing ability to use features of spoken language to communicate : word stress, weak vowels, intonation and rhythm.</p> <p>AS 4 Debates social and ethical issues:</p> <ul style="list-style-type: none"> <li>• shares roles (e.g. chairperson, timekeeper, secretary);</li> <li>• brings people into the discussion (e.g. 'What do you think?', 'Don't you?');</li> <li>• interrupts politely (e.g. 'Excuse me...');</li> <li>• expresses opinions and supports them with reasons (e.g. 'I'd just like to say that ... because...');</li> <li>• expresses agreement ('You're right.') and disagreement ('Yes, but...');</li> </ul> <p>switches languages where necessary</p>	<ul style="list-style-type: none"> <li>• Newspaper article</li> <li>• Poem</li> <li>• Research report</li> <li>• Questionnaire</li> <li>• Other</li> </ul> <p><b><u>Oral Products:</u></b></p> <ul style="list-style-type: none"> <li>• Role play</li> <li>• Oral presentation</li> <li>• Vocabulary</li> <li>• Listening (Thinking &amp; Reasoning)</li> <li>• Reading</li> <li>• Debates</li> <li>• Demonstration</li> <li>• Audio tape</li> <li>• Discussion</li> <li>• Dramatization</li> <li>• Interview</li> <li>• Play</li> <li>• Poetry reading</li> <li>• Rap</li> <li>• Song</li> <li>• Teach a lesson</li> <li>• Other</li> </ul> <p><b><u>Visual products:</u></b></p> <ul style="list-style-type: none"> <li>• Advertisement</li> <li>• Banner</li> <li>• Cartoon</li> <li>• Collage</li> <li>• Collection</li> <li>• Computer graphic</li> <li>• Construction</li> <li>• Design</li> <li>• Diagram</li> </ul>	<ul style="list-style-type: none"> <li>• Games</li> <li>• Role play</li> <li>• Facilitating</li> <li>• Reading</li> </ul> <p style="text-align: right;">Other</p>
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### **LO 3 Reading and Viewing**

AS 1

Reads a text (fiction or non-fiction):

- identifies purpose, audience and context;
- infers meaning;
- identifies what is not said in a text;
- identifies the register/style (formal or informal);
- explains and assesses point of view in both written and visual parts of the text, and offers alternative points of view;
- shows understanding of the way in which texts position readers (e.g. by using the inclusive pronoun 'we');
- identifies topic sentences, distinguishes main points from supporting detail;
- with fiction, demonstrates an understanding of character, plot, setting and narrator;
- compares different kind of texts and matches them with their purpose (e.g. instructing, persuading).

AS 6

Uses reading strategies:

- skims texts – identifies the topic and key points, and uses layout features (e.g. illustrations);
- matches different ways of reading to different texts (e.g. skims newspaper articles for main ideas);
- develops and evaluates reading speed;
- uses strategies to work out the meanings of words (e.g. discusses the words in home language).

- Display
- Drawing
- Graph
- Map
- Model
- Painting
- Photograph
- Poster
- Sculpture
- Slide show
- Story board
- Video tape

#### **Method:**

- Self assessment
- Peer assessment
- Teacher assessment

#### **Tool:**

- Memorandum
- Observation sheet/ book
- Checklist
- Rubric
- Journal
- Other

AS 9

- Develops a reading vocabulary of between 6000 and 7500 common words. Learners who will study other Learning Areas through their additional language, should aim for 7500 words.

### **LO 4 Writing**

AS 4

Writes creatively:

- shows development in the ability to write stories, poems and play-scripts (e.g. by working with design).

AS 6

Treats writing as a process:

- drafts, reads and discusses own writing critically;
- uses feedback to revise, edit and rewrite;
- uses knowledge of grammar, spelling, etc., to edit;
- plans the layout of a text, including how to incorporate graphs and pictures;
- evaluates design and layout.

AS7

Uses developing knowledge of language structure and use:

- shows an understanding of style and register (e.g. rewrites a story as a newspaper article);
- shows an understanding of the information structure of texts;
- writes coherent, longer pieces of writing, with introductions and conclusions;
- critically evaluates own point of view; begins to see how own writing positions the reader.

## **LO 5 Thinking & Reasoning**

AS 2

Uses language for thinking:

- asks and answers more complex questions

## **LO 6 Language Structure & Use**

AS 4

Expands use of modals

- function (e.g. "You should /ought to .....")
- form –common mistakes with modal verbs (e.g. "He can be able to do ...")
- uses the modal verb "used to ).

AS 9

Expands vocabulary( e.g. uses prefixes to form new words

:autobank,autobiography,  
automatic)

AS 10

Demonstrates an understanding of between 6000 and 8000 common spoken words in context by the end of Grade 9. Learners, who will do some of their learning through their additional language, should aim for 8000 words.

**Content in Context:** Poetry

**Integration Across:**

**Resources:** Poems; Instructions; Descriptions of people and objects; Conversations; Prepared Talks; Radio talk shows; Books (fiction and non-fiction); Newspapers; Magazines; Textbooks; Posters; Charts; Maps; Photographs; Reference books (e.g. dictionaries, encyclopaedias); Explanations; Television Programmes; Songs;

Term	Learning Outcomes and Assessment Standards	Assessment	Teaching & Learning Strategies
1&3	<p style="text-align: center;"><b><u>LO 1 Listening</u></b></p> <p>AS 2 Understands oral texts (e.g. radio talk shows, texts with statistics):</p> <ul style="list-style-type: none"> <li>• answers questions;</li> <li>• retells and summarises;</li> <li>• identifies point of view and is able to offer an alternative point of view;</li> </ul> <p>AS 4 Listens actively in discussion:</p> <ul style="list-style-type: none"> <li>• shows openness to ideas and treats the views of others critically but with respect;</li> <li>• invites contributions from others and responds to their views;</li> <li>• is prepared to challenge others but does so politely and does not interrupt them;</li> <li>• criticises the ideas and not the person.</li> </ul>	<p><b><u>Form;</u></b> <b><u>Written Products:</u></b></p> <ul style="list-style-type: none"> <li>• Creative Writing</li> <li>• Tests and examination</li> <li>• Class work</li> <li>• Composition/ Essay Paragraphs</li> <li>• Exhibition and presentation</li> <li>• Journal writing</li> <li>• Project</li> <li>• Written Response to text</li> <li>• Language Structure</li> <li>• Advertisement</li> <li>• Book report/ review</li> <li>• Brochure</li> <li>• Crossword puzzle</li> <li>• Lab report</li> <li>• Letter</li> <li>• Magazine article</li> <li>• Memo</li> <li>• Newspaper article</li> <li>• Poem</li> </ul>	<ul style="list-style-type: none"> <li>• Round robin</li> <li>• Panels</li> <li>• Jigsaw</li> <li>• Numbered heads together</li> <li>• Buzz groups</li> <li>• Pairs</li> <li>• Brainstorming</li> <li>• Hot potato</li> <li>• Gallery walk</li> <li>• Rainbow groups</li> <li>• Role- play</li> <li>• Discussions</li> <li>• De Bono' s six thinking hats</li> <li>• Questions and answers</li> <li>• Debates</li> <li>• Case study</li> <li>• Storytelling</li> <li>• Whole class activity</li> <li>• Individual activity</li> <li>• Group activity</li> <li>• Investigation</li> <li>• Problem solving activity</li> </ul>

	<p style="text-align: center;"><b><u>LO 2 Speaking</u></b></p> <p>AS 3 Shows developing ability to use features of spoken language to communicate: word stress, weak vowels, intonation and rhythm.</p> <p>AS 5 Demonstrate critical awareness of own language use</p> <ul style="list-style-type: none"> <li>• uses language to include rather than to exclude people</li> <li>• is strategic about when to use additional language and when to use home language</li> </ul> <p style="text-align: center;"><b><u>LO 3 Reading and Viewing</u></b></p> <p>AS 2 Understands some elements of poetry (e.g. metaphor, rhythm), and understands some of the terms used to describe this language (e.g.</p> <p>AS 6 Uses reading strategies:</p> <ul style="list-style-type: none"> <li>• skims texts – identifies the topic and key points, and uses layout features (e.g. illustrations);</li> <li>• matches different ways of reading to different texts (e.g. skims newspaper articles for main ideas);</li> <li>• develops and evaluates reading speed;</li> <li>• uses strategies to work out the meanings of words (e.g. discusses the words in home language).</li> </ul> <p>AS 9 Develops a reading vocabulary of between 6000 and 8000 common words. Learners who will study other Learning Areas through their additional language, should aim for 8000 words.</p>	<ul style="list-style-type: none"> <li>• Research report</li> <li>• Questionnaire</li> <li>• Other</li> </ul> <p><b><u>Oral Products:</u></b></p> <ul style="list-style-type: none"> <li>• Role play</li> <li>• Oral presentation</li> <li>• Vocabulary</li> <li>• Listening (Thinking &amp; Reasoning)</li> <li>• Reading</li> <li>• Debates</li> <li>• Demonstration</li> <li>• Audio tape</li> <li>• Discussion</li> <li>• Dramatization</li> <li>• Interview</li> <li>• Play</li> <li>• Poetry reading</li> <li>• Rap</li> <li>• Song</li> <li>• Teach a lesson</li> <li>• Other</li> </ul> <p><b><u>Visual products:</u></b></p> <ul style="list-style-type: none"> <li>• Advertisement</li> <li>• Banner</li> <li>• Cartoon</li> <li>• Collage</li> <li>• Collection</li> <li>• Computer graphic</li> <li>• Construction</li> <li>• Design</li> <li>• Diagram</li> <li>• Display</li> <li>• Drawing</li> </ul>	<ul style="list-style-type: none"> <li>• Games</li> <li>• Role play</li> <li>• Facilitating</li> <li>• Reading</li> </ul> <p style="text-align: right;">Other</p>
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	<p style="text-align: center;"><b><u>LO 4 Writing</u></b></p> <p>AS 4 Writes creatively:</p> <ul style="list-style-type: none"> <li>• shows development in the ability to write stories, poems and play-scripts (e.g. by working with design).</li> </ul> <p>AS Treats writing as a process</p> <ul style="list-style-type: none"> <li>• draft ,reads and discusses own writing critically</li> <li>• uses feedback to revise, edit and rewrite</li> <li>• uses knowledge of grammar,speling etc.. to edit</li> <li>• plans the layout of a text ,including how to incorporate graphs and pictures</li> <li>• evaluate design and layout</li> </ul> <p style="text-align: center;"><b><u>LO 5 Thinking &amp; Reasoning</u></b></p> <p>AS 2 Uses language for thinking:</p> <ul style="list-style-type: none"> <li>• asks and answers more complex questions</li> </ul> <p style="text-align: center;"><b><u>LO 6 Language Structure &amp; Use</u></b></p> <p>AS 9 Expands vocabulary ( e.g. uses prefixes to form new words : aoutbank,aoutobiography,automatic)</p> <p>AS 10 Demonstrates an understanding of between 6000 and 8000 common spoken words in context by the end of Grade 9. Learners, who will do some of their learning through their additional language, should aim for 8000 words.</p>	<ul style="list-style-type: none"> <li>• Graph</li> <li>• Map</li> <li>• Model</li> <li>• Painting</li> <li>• Photograph</li> <li>• Poster</li> <li>• Sculpture</li> <li>• Slide show</li> <li>• Story board</li> <li>• Video tape</li> </ul> <p><b><u>Method:</u></b></p> <ul style="list-style-type: none"> <li>• Self assessment</li> <li>• Peer assessment</li> <li>• Teacher assessment</li> </ul> <p><b><u>Tool:</u></b></p> <ul style="list-style-type: none"> <li>• Memorandum</li> <li>• Observation sheet/ book</li> <li>• Checklist</li> <li>• Rubric</li> <li>• Journal</li> <li>• Other</li> </ul>	
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**Content in Context:** Text from other Learning Area

**Integration Across:**

**Resources:** Books (fiction and non-fiction), Newspapers, Magazines, Poems, Play-scripts, Diaries, Postcards, Procedural texts (instructions, recipes), Factual descriptions, Reports (e.g. Science), Explanations, Textbooks from other Learning Areas, Advertisements, Notices, Posters, Book and TV Reviews, Timetables and Schedules (e.g. television), Diagrams, Graphs and Charts, Posters, Word Puzzles, Cartoons, Reference books (e.g. dictionaries, encyclopaedias)

Term	Learning Outcomes and Assessment Standards	Assessment	Teaching & Learning Strategies
2 & 4	<p style="text-align: center;"><b><u>LO 2 Listening</u></b></p> <p>AS 3 Listens for specific information:</p> <ul style="list-style-type: none"> <li>• takes own simple notes;</li> </ul> <p>uses information to complete a table or chart, or label a diagram</p> <p style="text-align: center;"><b><u>LO 2 Speaking</u></b></p> <p>AS 2 Interacts in additional language:</p> <ul style="list-style-type: none"> <li>• uses language for a range of functions: makes polite requests and asks people not to do things ('Would you mind not ...'), asks for help from friends or strangers ('Excuse me ... I wonder if you could...'), etc.;</li> <li>• takes part in role-plays of different situations involving different kinds of language (e.g. a job interview).</li> </ul> <p>AS 4 Debate social and ethical issues by arguing persuasively and responding critically</p>	<p><b><u>Form:</u></b></p> <p><b><u>Written Products:</u></b></p> <ul style="list-style-type: none"> <li>• Creative Writing</li> <li>• Tests and examination</li> <li>• Class work</li> <li>• Composition/ Essay Paragraphs</li> <li>• Exhibition and presentation</li> <li>• Journal writing</li> <li>• Project</li> <li>• Written Response to text</li> <li>• Language Structure</li> <li>• Advertisement</li> <li>• Book report/ review</li> <li>• Brochure</li> <li>• Crossword puzzle</li> <li>• Lab report</li> <li>• Letter</li> <li>• Magazine article</li> <li>• Memo</li> <li>• Newspaper article</li> </ul>	<ul style="list-style-type: none"> <li>• Round robin</li> <li>• Panels</li> <li>• Jigsaw</li> <li>• Numbered heads together</li> <li>• Buzz groups</li> <li>• Pairs</li> <li>• Brainstorming</li> <li>• Hot potato</li> <li>• Gallery walk</li> <li>• Rainbow groups</li> <li>• Role- play</li> <li>• Discussions</li> <li>• De Bono' s six thinking hats</li> <li>• Questions and answers</li> <li>• Debates</li> <li>• Case study</li> <li>• Storytelling</li> <li>• Whole class activity</li> <li>• Individual activity</li> <li>• Group activity</li> <li>• Investigation</li> </ul>

	<ul style="list-style-type: none"> <li>• shares roles ( e.g. chairperson,timekeeper,secretary)</li> <li>• brings people to discussion (e.g. “What do you think ?, “ Don’t you ?)</li> <li>• interrupts politely ( e.g. Excuse me .....)</li> <li>• expresses opinions and support them with reasons ( e.g. “ I’d just like to say that ... because...)</li> <li>• expresses agreement ( e.g. “You ‘re right, but ..... ) disagreement (e.g. Yes ,but..... )</li> <li>• switches language where necessary</li> </ul> <p style="text-align: center;"><b><u>LO 3 Reading and Viewing</u></b></p> <p>AS 1 Reads a text (fiction or non-fiction):</p> <ul style="list-style-type: none"> <li>• identifies purpose, audience and context;</li> <li>• infers meaning;</li> <li>• identifies what is not said in a text;</li> <li>• identifies the register/style (formal or informal);</li> <li>• explains and assesses point of view in both written and visual parts of the text, and offers alternative points of view;</li> <li>• identifies topic sentences, distinguishes main points from supporting detail.</li> </ul> <p>AS 4 Reads for information:</p> <ul style="list-style-type: none"> <li>• reads information texts (e.g. a short newspaper article);</li> <li>• reads diagrams, graphs and charts of increasing complexity;</li> <li>• reads texts with statistics;</li> <li>• summarises information.</li> </ul>	<ul style="list-style-type: none"> <li>• Poem</li> <li>• Research report</li> <li>• Questionnaire</li> <li>• Other</li> </ul> <p><b><u>Oral Products:</u></b></p> <ul style="list-style-type: none"> <li>• Role play</li> <li>• Oral presentation</li> <li>• Vocabulary</li> <li>• Listening (Thinking &amp; Reasoning)</li> <li>• Reading</li> <li>• Debates</li> <li>• Demonstration</li> <li>• Audio tape</li> <li>• Discussion</li> <li>• Dramatization</li> <li>• Interview</li> <li>• Play</li> <li>• Poetry reading</li> <li>• Rap</li> <li>• Song</li> <li>• Teach a lesson</li> <li>• Other</li> </ul> <p><b><u>Visual products:</u></b></p> <ul style="list-style-type: none"> <li>• Advertisement</li> <li>• Banner</li> <li>• Cartoon</li> <li>• Collage</li> <li>• Collection</li> <li>• Computer graphic</li> <li>• Construction</li> <li>• Design</li> <li>• Diagram</li> <li>• Display</li> <li>• Drawing</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving activity</li> <li>• Games</li> <li>• Role play</li> <li>• Facilitating</li> <li>• Reading</li> <li>• Other</li> </ul>
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	<p>As 7 Reads for pleasure</p> <ul style="list-style-type: none"> <li>• reads fiction and non-fiction books at an appropriate reading level</li> <li>• reads some new kinds of books (e.g. science fiction)</li> <li>• reads and writes book reviews</li> </ul> <p>AS 8 Shows some understanding of how reference books work:</p> <ul style="list-style-type: none"> <li>• evaluates and selects books, using contents pages and indexes;</li> <li>• uses a dictionary, a simple thesaurus and an encyclopaedia.</li> </ul> <p>AS 9</p> <ul style="list-style-type: none"> <li>• Demonstrates a reading vocabulary of between 6000 and 7500 common words. Learners who will study other Learning Areas through their additional language, should aim for 7500 words.</li> </ul> <p style="text-align: center;"><b><u>LO 4 Writing</u></b></p> <p>AS 1 Writes to communicate information:</p> <ul style="list-style-type: none"> <li>• writes longer texts of several paragraphs describing processes and procedures, giving explanations, giving advantages and disadvantages, arguing for and against;</li> <li>• writes texts that include graphs and statistics;</li> <li>• does a survey and writes it up (e.g. as a report or a newspaper article);</li> </ul> <p>writes text types required in other Learning Areas (e.g. an explanation of how a circuit works for Technology).</p>	<ul style="list-style-type: none"> <li>• Graph</li> <li>• Map</li> <li>• Model</li> <li>• Painting</li> <li>• Photograph</li> <li>• Poster</li> <li>• Sculpture</li> <li>• Slide show</li> <li>• Story board</li> <li>• Video tape</li> </ul> <p><b><u>Method:</u></b></p> <ul style="list-style-type: none"> <li>• Self assessment</li> <li>• Peer assessment</li> <li>• Teacher assessment</li> </ul> <p><b><u>Tool:</u></b></p> <ul style="list-style-type: none"> <li>• Memorandum</li> <li>• Observation sheet/ book</li> <li>• Checklist</li> <li>• Rubric</li> <li>• Journal</li> <li>• Other</li> </ul>	
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AS 6

Treats writing as a process:

- drafts, reads and discusses own writing critically;
- uses feedback to revise, edit and rewrite;
- uses knowledge of grammar, spelling, etc., to edit;
- plans the layout of a text, including how to incorporate graphs and pictures;
- evaluates design and layout.

### **LO 5 Thinking and Reasoning**

AS 1 Uses language and literacy across the curriculum:

- understands some concepts from other Learning Areas and uses the vocabulary associated with them in the additional language (e.g. 'xenophobia' in Social Sciences);
- writes texts required in other Learning Areas (e.g. reports and explanations in Natural Sciences);
- produces visual or graphic material to support texts (e.g. diagrams for explanations and reports).

AS 3

Collects and records information in different ways:

- selects relevant information and takes notes (organises key ideas under headings and sub-headings, uses layout such as capital letters and underlining);
- reads and synthesises information from several texts on the same topic;
- transfers information from one mode to another (e.g. uses statistics to write paragraphs, uses **mind maps**).

## **LO 6 Language Structure and use**

AS 1

Understands and uses different ways of Talking about the future ( e.g. "I am going to see him tomorrow " "I will see him tomorrow . " "I am seeing him tomorrow." " He flies to Cape Town tomorrow " )

AS 8

Uses language to talk about language ( meta language – terms such as paragraphs )

AS 9

Expands vocabulary( e.g. uses prefixes to form new words :autobank,autobiography, automatic)

AS 10

Demonstrates an understanding of between 6000 and 8000 common spoken words in context by the end of Grade 9. Learners who will do some of their learning through

## Content in Context : Novel

### Integration Across:

**Resources:** Play-scripts, Books (fiction and non-fiction); Textbooks; Book Reviews, , Cartoons, Comics, Reference books (e.g. dictionaries, encyclopaedias); Conversations; Prepared Talks; Radio advertisements; Radio talk shows; Descriptions of people and objects; Reports of events; Jokes; Poems; Explanations; Songs; Instructions; Directions

Term	Learning Outcomes and Assessment Standards	Assessment	Teaching & Learning Strategies
2 & 3	<p style="text-align: center;"><b><u>LO 1 Listening</u></b></p> <p>AS 1 Understands and appreciates stories, including those told by other learners:</p> <ul style="list-style-type: none"> <li>• Responds personally and critically, asks and answers questions;</li> <li>• Evaluates the storytelling technique and performance and gives feedback.</li> </ul> <p>AS 2 Understands oral texts (e.g. radio talk shows, texts with statistics):</p> <ul style="list-style-type: none"> <li>• answers questions;</li> <li>• retells and summarises;</li> <li>• identifies point of view and is able to offer an alternative point of view;</li> </ul> <p>AS 4 Listens actively in discussion:</p> <ul style="list-style-type: none"> <li>• Shows openness to ideas and treats the views of others critically, but with respect;</li> <li>• Invites contributions from others and responds to their views;</li> </ul>	<p><b><u>Form;</u></b> <b><u>Written Products:</u></b></p> <ul style="list-style-type: none"> <li>• Creative Writing</li> <li>• Tests and examination</li> <li>• Class work</li> <li>• Composition/ Essay Paragraphs</li> <li>• Exhibition and presentation</li> <li>• Journal writing</li> <li>• Project</li> <li>• Written Response to text</li> <li>• Language Structure</li> <li>• Advertisement</li> <li>• Book report/ review</li> <li>• Brochure</li> <li>• Crossword puzzle</li> <li>• Lab report</li> <li>• Letter</li> <li>• Magazine article</li> <li>• Memo</li> <li>• Newspaper article</li> <li>• Poem</li> </ul>	<ul style="list-style-type: none"> <li>• Round robin</li> <li>• Panels</li> <li>• Jigsaw</li> <li>• Numbered heads together</li> <li>• Buzz groups</li> <li>• Pairs</li> <li>• Brainstorming</li> <li>• Hot potato</li> <li>• Gallery walk</li> <li>• Rainbow groups</li> <li>• Role- play</li> <li>• Discussions</li> <li>• De Bono' s six thinking hats</li> <li>• Questions and answers</li> <li>• Debates</li> <li>• Case study</li> <li>• Storytelling</li> <li>• Whole class activity</li> <li>• Individual activity</li> <li>• Group activity</li> <li>• Investigation</li> <li>• Problem solving activity</li> </ul>

	<ul style="list-style-type: none"> <li>• Is prepared to challenge others but does so politely and does not interrupt them;</li> <li>• Criticises the ideas and not the person</li> </ul> <p style="text-align: center;"><b><u>LO 2 Speaking</u></b></p> <p>AS 1 Translates and interprets:</p> <ul style="list-style-type: none"> <li>• tells stories from home language in the additional language;</li> <li>• translates or interprets messages;</li> <li>• translates or interprets where necessary in a conversation.</li> </ul> <p>AS .3 Shows developing ability to use features of spoken language to communicate: word stress, weak vowels, intonation and rhythm.</p> <p>AS 5 Demonstrate critical awareness of own language use:</p> <ul style="list-style-type: none"> <li>• uses language to include rather exclude people</li> <li>• is strategic about when to use additional language and when to use home language</li> <li>• shows awareness of the way</li> </ul> <p>language constructs people ( e.g when giving a talk about HIV /AIDS)</p> <p style="text-align: center;"><b><u>LO 3 Reading and Viewing</u></b></p> <p>AS 1 Reads a text (fiction or non-fiction):</p> <ul style="list-style-type: none"> <li>• identifies purpose, audience and context;</li> <li>• infers meaning;</li> <li>• identifies what is not said in a text;</li> </ul>	<ul style="list-style-type: none"> <li>• Research report</li> <li>• Questionnaire</li> <li>• Other</li> </ul> <p><b><u>Oral Products:</u></b></p> <ul style="list-style-type: none"> <li>• Role play</li> <li>• Oral presentation</li> <li>• Vocabulary</li> <li>• Listening (Thinking &amp; Reasoning)</li> <li>• Reading</li> <li>• Debates</li> <li>• Demonstration</li> <li>• Audio tape</li> <li>• Discussion</li> <li>• Dramatization</li> <li>• Interview</li> <li>• Play</li> <li>• Poetry reading</li> <li>• Rap</li> <li>• Song</li> <li>• Teach a lesson</li> <li>• Other</li> </ul> <p><b><u>Visual products:</u></b></p> <ul style="list-style-type: none"> <li>• Advertisement</li> <li>• Banner</li> <li>• Cartoon</li> <li>• Collage</li> <li>• Collection</li> <li>• Computer graphic</li> <li>• Construction</li> <li>• Design</li> <li>• Diagram</li> <li>• Display</li> <li>• Drawing</li> </ul>	<ul style="list-style-type: none"> <li>• Games</li> <li>• Role play</li> <li>• Facilitating</li> <li>• Reading</li> <li>• Other</li> </ul>
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<ul style="list-style-type: none"> <li>• identifies the register/style (formal or informal);</li> <li>• explains and assesses point of view in both written and visual parts of the text, and offers alternative points of view;</li> <li>• shows understanding of the way in which texts position readers (e.g. by using the inclusive pronoun 'we');</li> <li>• identifies topic sentences, distinguishes main points from supporting detail;</li> <li>• with fiction, demonstrates an understanding of character, plot, setting and narrator;</li> <li>• compares different kind of texts and matches them with their purpose (e.g. instructing, persuading).</li> </ul> <p>AS 6 Uses reading strategies</p> <ul style="list-style-type: none"> <li>• skims texts- identifies the topic and key points ,and uses layout features (e.g illustrations)</li> <li>• matches different ways of reading to different texts ( e.g, skims newspaper articles for main ideas )</li> <li>• develops and evaluates reading speed</li> <li>• uses strategies to work out the meaning of words ( e.g. discusses the words in home language )</li> </ul> <p>AS 7 Reads for pleasure:</p> <ul style="list-style-type: none"> <li>• reads fiction and non-fiction books at an appropriate reading and language level;</li> <li>• reads some new kinds of books (e.g. science fiction);</li> </ul> <p>reads and writes book reviews</p> <p>AS 8 Shows some understanding of how reference books work:</p> <ul style="list-style-type: none"> <li>• evaluates and selects books, using contents pages and indexes;</li> <li>• uses a dictionary, a simple thesaurus and an encyclopaedia.</li> </ul>	<ul style="list-style-type: none"> <li>• Graph</li> <li>• Map</li> <li>• Model</li> <li>• Painting</li> <li>• Photograph</li> <li>• Poster</li> <li>• Sculpture</li> <li>• Slide show</li> <li>• Story board</li> <li>• Video tape</li> </ul> <p><b><u>Method:</u></b></p> <ul style="list-style-type: none"> <li>• Self assessment</li> <li>• Peer assessment</li> <li>• Teacher assessment</li> </ul> <p><b><u>Tool:</u></b></p> <ul style="list-style-type: none"> <li>• Memorandum</li> <li>• Observation sheet/ book</li> <li>• Checklist</li> <li>• Rubric</li> <li>• Journal</li> <li>• Other</li> </ul>	
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## **LO 4 Writing**

AS 4

Writes creatively:

- shows development in the ability to write stories, poems and play-scripts (e.g. by working with design).

AS 6

Treats writing as a process:

- drafts, reads and discusses own writing critically;
- uses feedback to revise, edit and rewrite;
- uses knowledge of grammar, spelling, etc., to edit;
- plans the layout of a text, including how to incorporate graphs and pictures;
- evaluates design and layout.

AS 7

Uses developing knowledge of language structure and use

- shows an understanding of style and register (e.g. rewrites a story as a newspaper article )
- shows an understanding of the information structure of texts
- writes coherent ,longer pieces of writing .with introductions and conclusions
- critically evaluates own writing positions the reader

## **LO 5 Thinking & Reasoning**

AS 2

Uses language for thinking:

- asks and answers more complex questions.
  - Expands generalisations ,definitions and classifications into paragraphs.

## **LO 6 Language Structure & Use**

AS 1

Understands and uses different ways of Talking about the future ( e.g. "I am going to see him tomorrow " "I will see him tomorrow . " "I am seeing him tomorrow." " He flies to Cape Town tomorrow " )

AS 8

Uses language to talk about language ( meta language – terms such as paragraphs )

AS 9

Expands vocabulary( e.g. uses prefixes to form new words :autobank,autobiography, automatic)

AS 10

Demonstrates an understanding of between 6000 and 8000 common spoken words in context by the end of Grade 9. Learners who will do some of their learning through their additional language, should aim for 8000 words.

**WORK SCHEDULE: ENGLISH FIRST ADDITIONAL LANGUAGE**

**GRADE 9**

<p><b>TERM 1</b></p>	<p><u>Context:</u> Multi Media Text Week: 1-4</p> <p><u>Content:</u> LO 1 AS 2 LO 2 AS 2, &amp; 4 LO 3 AS 3,5 &amp; 6 LO 4 AS 2,3 &amp;5 LO 5 AS 2&amp;3 LO 6:4&amp; 6</p>	<p><u>Context:</u> Drama Week: 5-9</p> <p><u>Content:</u> LO1 AS 2 &amp; 4 LO 2 AS 2,3 &amp; 4 LO 3 AS1,6 &amp; 9 LO 4 AS 4,6&amp;7 LO 5 AS 2 LO 6: AS 2,4,5 &amp;6</p>	<p><u>Context:</u> Poetry Week: 10-11</p> <p><u>Content:</u> LO 1 AS 2 &amp; 4 LO 2 AS 3&amp; 5 LO 3 AS 2,6 &amp; 9 LO 4 AS 4&amp; 6 LO 5 AS 2 LO 6: AS 7&amp;8</p>	
<p><b>TERM 2</b></p>	<p><u>Context:</u> Text from other Learning Area Week: 1-4</p> <p><u>Content:</u> LO 1 AS 3 LO 2 AS 2 &amp; 4 LO 3 AS 1,4,7,8,9 LO 4 AS 1 &amp; 6 LO 5 AS 1&amp; 3 LO 6: 1,7,8,&amp; 9</p>	<p><u>Context:</u> Multi Media Week: 5-7</p> <p><u>Content:</u> LO 1 AS 2 LO 2 AS 2, &amp; 4 LO 3 AS 3,5 &amp; 6 LO 4 AS 2,3 &amp;5 LO 5 AS 2&amp;3 LO 6:4&amp; 6</p>	<p><u>Context:</u> Novel Week: 8-11</p> <p><u>Content:</u> LO 1 AS 1,2 &amp; 4 LO 2 AS 1 ,3 &amp; 5 LO 3 AS 1, 6,7&amp; 8 LO 4 AS 4 ,6 &amp;7 LO 5 AS 2 LO 6:1,3,7 &amp;9</p>	

**WORK SCHEDULE: ENGLISH FIRST ADDITIONAL LANGUAGE**

**GRADE 9**

<p><b>TERM 3</b></p>	<p><u>Context:</u> Multi Media Week: 1-3</p> <p><u>Content:</u> LO 1 AS 2 LO 2 AS 2, &amp; 4 LO 3 AS 3,5 &amp; 6 LO 4 AS 2,3 &amp;,5 LO 5 AS 2&amp;3 LO 6:4&amp; 6</p>	<p><u>Context:</u> Poetry Week: 4-5</p> <p><u>Content:</u> LO 1 AS 2 &amp; 4 LO 2 AS 3&amp; 5 LO 3 AS 2,6 &amp; 9 LO 4 AS 4&amp; 6 LO 5 AS 2 LO 6: AS 7&amp;8</p>	<p><u>Context:</u> Novel Week: 6-10</p> <p><u>Content:</u> LO 1 AS 1,2 &amp; 4 LO 2 AS 1 ,3 &amp; 5 LO 3 AS 1, 6,7&amp; 8 LO 4 AS 4 ,6 &amp;7 LO 5 AS 2 LO 6:1,3,7 &amp;9</p>	
<p><b>TERM 4</b></p>	<p><u>Context:</u> Text from other LA Week: 1-3</p> <p><u>Content:</u> LO 1 AS 3 LO 2 AS 2 &amp; 4 LO 3 AS 1,4,7,8,9 LO 4 AS 1 &amp; 6 LO 5 AS 1&amp; 3 LO 6: 1,7,8,&amp; 9</p>	<p><u>Context:</u> Drama Week: 4-6</p> <p><u>Content:</u> LO1 AS 2 &amp; 4 LO 2 AS 2,3 &amp; 4 LO 3 AS1,6 &amp; 9 LO 4 AS 4,6&amp;7 LO 5 AS 2 LO 6: AS 2,4,5 &amp;6</p>	<p>CTA</p>	

<p><b>LO 2 Speaking</b>  <b>AS 3</b> Shows developing ability to use features of spoken language to communicate</p> <p><b>LO 3 Reading and viewing</b>  <b>As 6</b> Uses reading strategies</p> <p><b>LO 1 Listening</b>  <b>AS 3</b> Listens for specific information</p> <p><b>LO 5 Thinking and reasoning</b>  <b>AS 2</b> Uses Language for thinking</p>	<p><b>Activity four</b>  Learners are also expected to make a prepared <b>verbal/ oral presentation</b> as part of their group presentation to assess their progress in communication skills.</p> <p><b>Activity five</b>  <b>Reading aloud:</b>  Learners are expected to showcase different <b>ways of reading</b> different texts;  They are also expected to develop and evaluate reading speed</p> <p><b>Activity six</b>  As groups are giving their oral/ verbal presentations or reading the observations of their research other take very <b>simple notes</b> and uses information to complete table or chart</p>	<p><u>Form:</u> Oral presentation</p> <p><u>Method:</u> Teacher assessment</p> <p><u>Tool:</u> Rubric</p> <p><u>Form:</u> Unprepared reading aloud</p> <p><u>Method:</u> Teacher assessment</p> <p><u>Tool:</u> Rubric</p> <p><u>Form:</u> Note taking</p> <p><u>Method:</u> Peer assessment</p> <p><u>Tool:</u> Checklist</p> <p><u>Form:</u> Multiple choice questionnaire</p> <p><u>Method:</u> Teacher assessment</p> <p><u>Tool:</u> Assessment scale</p>	
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	<p><b>Activity seven</b> At the end of the oral presentation the groups will each make up five questions on the content they have covered. A <b>multiple choice Questionnaire</b> will be made up from these questions. The purpose is to reinforce learners' knowledge of the spider.</p> <p><b>Activity eight</b> Groups are asked to talk about the following:</p> <ul style="list-style-type: none"> <li>• How do you think you worked together?</li> <li>• What is <u>one</u> you could do to improve your groups cooperation?</li> </ul> <p><b>Activity nine</b> Learners are expected to do some reflective thinking and to write in their journal about:</p> <ul style="list-style-type: none"> <li>• What did you dislike about the activity?</li> <li>• What would you like to do better next time?</li> </ul>	<p><u>Form</u>: Ability to work in groups</p> <p><u>Method</u>: Peer assessment</p> <p><u>Tool</u>: Simple rubric with assessment scale</p> <p><u>Form</u>: Self reflection</p> <p><u>Method</u>: Self assessment</p> <p><u>Tool</u>: Journal</p>	<p>Slow learners will be given opportunities To do the questionnaire more than once if necessary</p>
<p><b>Resources:</b> Text Book; Locusts collected; School grounds; Experts interviewed; Reference books</p>			
<p><b>Teacher reflection:</b> Example: Learners experienced difficulty to locate appropriate books on the topic provided. Support to be provided. Not all learners participated in the group activity.</p> <p><b>Expanded opportunities:</b> More competent learners could be asked to provide more details</p>			

Assessment Tools:

Activity 2

Assessment rubric for an investigation in additional language on page 73 of the National Assessment Guideline Document for Languages InterSen could be used

Activity 4

Assessment rubric for an prepared speech in additional language on page 41 of the National Assessment Guideline Document for Languages InterSen could be used

Activity 5

Rubric for this activity is attached underneath

Activity 7

Use the following assessment scale:

Accomplished
Developing
Beginning

Activity 8

The following simple rubric could be used

Assessment scale:

C	Comfortable
NC	Not comfortable

Activity 9

Learners write their responses to questions in their journals to develop reflective thinking

**ACTIVITY 5**

**ASSESSMENT RUBRIC FOR READING ALOUD (UNPREPARED)**

Reading level: Tick the correct box below

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
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CRITERIA	LEVEL 4 OUTSTANDING 7-10	LEVEL 3 SATISFACTORY 5-6	LEVEL 2 ACCEPTABLE 3-4	LEVEL 1 UNACCEPTABLE 1-2	MARK OBTAINED
<b>Audience Reaction</b>	Audience reaction shows a high degree of interest in the text	Audience reaction showing interest in the text	Some members of the audience show interest	Very little audience interest	
<b>Fluency</b>	Fluent, very entertaining reading	Reading with an effort at fluency	Reads with limited fluency	Halting reading	
<b>Voice Projection</b>	Excellent voice projection and diction which enhances meaning	Good voice projection and diction which enhances meaning.	Reading is audible and pronunciation does not affect meaning.	Poor pronunciation and poor delivery making the reading almost incomprehensible	
<b>Body Language</b>	Altogether excellent and appropriate use of eye contact, gestures, facial expressions to enhance meaning	Good eye contact, gestures, facial expressions used to convey meaning	Adequate eye contact, gestures, facial expressions used some of the time	Almost no eye contact. Distracting gestures and inappropriate body language. Extremely nervous	