

**WORK SCHEDULE: ENGLISH FIRST ADDITIONAL LANGUAGE****GRADE 4****Content in Context:** Suggested Context: Stories /Short stories /Short Novel /Folktales**Integration across :** ( Suggested) S.S:LO1, 1, 2, 3 (History): LO 1, 4 A&C, Tech: LO1**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

<b>Term</b>	<b>Learning Outcomes and Assessment Standards</b>	<b>Assessment</b>	<b>Teaching &amp; Learning Strategies</b>
<b>1&amp;2</b>	<p style="text-align: center;"><b><u>LO1 Listening</u></b></p> <p>AS 1 Understands stories (told or read to learners):</p> <ul style="list-style-type: none"> <li>• answers literal questions;</li> <li>• predicts what will happen next;</li> <li>• responds personally;</li> <li>• discusses ethical and social issues (e.g. whether something is just or fair), codeswitching if necessary;</li> <li>• retells the story in the right sequence;</li> <li>• summarises the story with teacher's support.</li> </ul> <p>AS 4 Understands recounted events:</p> <ul style="list-style-type: none"> <li>• answers questions about what happened first, second, etc.</li> </ul> <p>AS 5 Respects other learners:</p> <ul style="list-style-type: none"> <li>• gives them a chance to speak;</li> <li>• listens to them;</li> <li>• encourages their attempts to speak their additional language.</li> </ul>	<p><b>Form;</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> </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> </ul>

## LO2 Speaking

AS 1

Interacts in additional language:

- asks simple questions (e.g. asks for clarification);
- gives short answers to questions;  
takes part in a short conversation on a familiar topic

AS 3

Uses additional language to communicate information:

- recalls and describes (recounts) a sequence of actions using connecting words (e.g. first, then, next);
- describes people, objects and simple processes.

AS 4

Uses additional language creatively:

- tells a simple story;
- plays a game involving language.

## LO3 Reading and Viewing

AS 1

Understands in a simple way some elements of stories:

- notices how characters and plots are constructed to represent a particular view of the world (e.g. What roles do girls and boys play in the story? Are they stereotyped, or do boys and girls have the same possibilities?);
- notices the role that pictures play in the construction of meaning (e.g. How are boys and girls depicted in the pictures?).

AS 5

Reads for pleasure and information:

- reads fiction and non fiction books at an appropriate reading and language level
- evaluates books in a book report

- Memo
- Newspaper article
- Poem
- Research report
- Questionnaire
- Other

### Oral Products:

- Role play
- Oral presentation
- Vocabulary
- Listening (Thinking & Reasoning)
- Reading
- Debates
- Demonstration
- Audio tape
- Discussion
- Dramatization
- Interview
- Play
- Poetry reading
- Rap
- Song
- Teach a lesson
- Other

### Visual products:

- Advertisement
- Banner
- Cartoon
- Collage
- Collection
- Computer graphic
- Construction
- Design
- Diagram

- Group activity
- Investigation
- Problem solving activity
- Games
- Role play
- Facilitating
- Reading
- Other

AS 8

Uses reference books and develops vocabulary:

- uses a dictionary
- demonstrates a reading vocabulary of between 1000 and 2500 common words.

### **LO4 Writing**

AS 1

Writes to communicate information:

- writes a recount of events
- expresses an opinion in writing (e.g. whether a book was interesting or boring);
- using a frame or structure, writes a book review.

AS 3

Writes creatively:

- With structured support, writes 1 simple story

AS 5

Uses developing knowledge of language structure and use:

- Writes paragraphs with the support of a frame or structure
- spells familiar words correctly;
- begins to use a wider range of punctuation (e.g. apostrophes).

### **LO5 Thinking and Reasoning**

AS 2

Uses language for thinking:

- answers and begins to ask some more complex questions (e.g. 'Why...?' 'How do you think ...?');
- sequences things according to criteria (e.g. oldest to newest);
- classifies things (e.g. different kinds of vehicles) according to criteria (e.g. their purpose, capabilities);
- identifies similarities and differences between things (e.g. between a helicopter and an

- 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

- aeroplane);
- distinguishes parts from the whole (e.g. car: engine, steering wheel, tyres);
- expresses cause and effect;
- expresses an opinion and gives a reason for it;
- with support, discusses advantages and disadvantages (e.g. of traveling by taxi);
- with support, writes simple definitions and gives examples (e.g. matches a concept and its definition with an example)

### **LO6 Language Structure** **Use**

#### AS 3

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

- I can go to the party
- I can't go to the party
- I could go to the party
- She must go to the party
- She mustn't go to the party
- Smoking will damage your health
- Eating too much may damage your health.

#### AS 4

Understands and uses singular and plural forms of nouns:

- ordinary nouns (e.g. one shirt, two shirts);
- nouns which do not have plurals (e.g. soccer, cricket);
- nouns which only have plurals (e.g. scissors, trousers).

#### AS 6

Develops own vocabulary:

- uses a personal dictionary
- understands between 2000 and 3500 common spoken words in context by the end of grade 4

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

**Integration Across :** (Suggested) S.S: LO 1( HISTORY) ,LO 1(GEOGRAPHY) , LO 3 , MATHS ,NS : LO2

**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 &3	<p style="text-align: center;"><b><u>Lo1 Listening</u></b></p> <p>AS 2 Understands oral instructions, directions and descriptions:</p> <ul style="list-style-type: none"> <li>• responds physically to instructions (e.g. how to make something);</li> <li>• listens to simple oral directions and follows a route or locates a place on a simple map or plan.</li> </ul> <p>AS 3 Understands oral descriptions:</p> <ul style="list-style-type: none"> <li>• identifies people, objects or places;</li> <li>• labels a diagram.</li> </ul> <p style="text-align: center;"><b><u>Lo2 Speaking</u></b></p> <p>AS 3 Uses additional language to communicate information:</p> <ul style="list-style-type: none"> <li>• recalls and describes (recounts) a sequence of actions using connecting words (e.g. first, then, next);</li> <li>• gives simple instructions;</li> <li>• describes people, objects and simple processes.</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> </ul>

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

AS 3

Reads for information:

- reads simple maps and plans (e.g. follows a route);
- reads and follows texts involving procedures (e.g. a recipe);
- reads and follows timetables;
- reads diagrams, graphs and charts (e.g. a family tree);
- summarises a paragraph with support (e.g. fills in missing words in written summary);
- reads texts across the curriculum (e.g. textbooks in other Learning Areas).

AS 5

Reads for pleasure and information:

- reads fiction and non fiction books at an appropriate reading and language level
- evaluates books in a book report

AS 6

Uses reference books and develops vocabulary:

- uses a dictionary;
- demonstrates a reading vocabulary of between 1000 and 2500 common words. Learners who will study other Learning Areas through their additional language should aim for 2500 words

### **LO4 Writing**

AS 1

Writes to communicate information:

- draws and labels simple maps, diagrams, graphs and charts;
- writes lists with headings;
- writes simple instructions
- writes a recount of events
- expresses an opinion in writing (e.g. whether a a book was interesting or boring);
- using a frame or structure, writes a book review.

- Research report
- Questionnaire
- Other

#### **Oral Products:**

- Role play
- Oral presentation
- Vocabulary
- Listening (Thinking & Reasoning)
- Reading
- Debates
- Demonstration
- Audio tape
- Discussion
- Dramatization
- Interview
- Play
- Poetry reading
- Rap
- Song
- Teach a lesson
- Other

#### **Visual products:**

- Advertisement
- Banner
- Cartoon
- Collage
- Collection
- Computer graphic
- Construction
- Design
- Diagram
- Display
- Drawing
- Graph

- Problem solving activity
- Games
- Role play
- Facilitating
- Reading
- Other

AS 5

Uses developing knowledge of language structure and use:

- Writes paragraphs with the support of a frame or structure
- spells familiar words correctly;
- begins to use a wider range of punctuation (e.g. apostrophes)

### **LO5 Thinking and Reasoning**

AS 1

Uses language across the curriculum:

- explains some concepts used in other Learning Areas (e.g. nutrition in Life Skills);
- knows and is able to use some of the vocabulary of other Learning Areas;

AS 3

Collects and records information in different ways:

- describes a simple process orally and, with support, describes it in writing;
- designs, draws and labels simple maps, plans, charts, graphs and diagrams.

AS 4

Transfers information from one mode to another (e.g. chart to text):

- listens to a short talk and records information on a chart, or labels a diagram;
- uses information from a written text to create a graph or chart, or to label a diagram;
- uses information from a chart, graph or diagram to write a short text.

- 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

## **LO6 Language Structure and use**

### AS 1

Understands and uses some question forms such as “Why didn’t,,,,,,? Have you ever ,,,,,,,? Do you think,,,,?”

### AS 2

Uses the tenses introduced in the Foundation Phase to communicate orally and in writing, for example:

- simple present (e.g. ‘She likes school.’);
- present progressive (e.g. ‘He is reading.’);
- present perfect (e.g. ‘I have finished.’);
- simple past (e.g. ‘I saw him yesterday.’);
- future (e.g. ‘I will see him tomorrow.’ ‘I’m going to see him tomorrow.’)
- understands and uses adverbs of frequency (e.g. ‘She hardly ever visits me.’).

### AS 6

Develops own vocabulary:

- uses a personal dictionary
- understands between 2000 and 3500 common spoken words in context by the end of grade 4 Learners who will study some of the other Learning Areas through their additional language should aim for 3500 words.



## Content in Context: MULTI MEDIA TEXT

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

**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
2& 4	<p style="text-align: center;"><b><u>LO1 Listening</u></b></p> <p>AS 4 Understands recounted events</p> <ul style="list-style-type: none"> <li>• answer questions about what happened first, second etc</li> </ul> <p>AS 5 Respect other learners</p> <ul style="list-style-type: none"> <li>• gives them a chance to speak</li> <li>• listens to them</li> <li>• encourages their attempts to speak their additional language</li> </ul> <p style="text-align: center;"><b><u>LO2 Speaking</u></b></p> <p>AS 1 Interacts in additional language :</p> <ul style="list-style-type: none"> <li>• asks simple questions ( asks for clarification)</li> <li>• gives short answers to questions</li> <li>• takes part in a short conversation on a familiar topic</li> </ul> <p>AS 3 Uses additional language to communicate information</p> <ul style="list-style-type: none"> <li>• recalls and describes (recounts ) a sequence of actions using</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> </ul>

- connecting words (e.g. first,then,next )

### **LO3 Reading and Viewing**

AS 6

Reads media texts:

- understands the layout and design of a poster or public notice.

AS 6

Uses reference books and develops vocabulary:

- uses a dictionary;
- demonstrates a reading vocabulary of between 1000 and 2500 common words.

### **LO4 Writing**

AS 2

Writes for social purposes:

- writes a simple note or message.

AS 4

Designs media texts:

- designs a simple poster

AS 5

Uses developing knowledge of language structure and use:

- Writes paragraphs with the support of a frame or structure
- spells familiar words correctly;
- begins to use a wider range of punctuation (e.g. apostrophes).

- Research report

- Questionnaire
- Other

#### **Oral Products:**

- Role play
- Oral presentation
- Vocabulary
- Listening (Thinking & Reasoning)
- Reading
- Debates
- Demonstration
- Audio tape
- Discussion
- Dramatization
- Interview
- Play
- Poetry reading
- Rap
- Song
- Teach a lesson
- Other

#### **Visual products:**

- Advertisement
- Banner
- Cartoon
- Collage
- Collection
- Computer graphic
- Construction
- Design
- Diagram
- Display
- Drawing

- Investigation
- Problem solving activity

- Games
- Role play
- Facilitating
- Reading
- Other

## **LO5 Thinking and Reasoning**

AS 2

Uses language for thinking:

- answers and begins to ask some more complex questions (e.g. 'Why...?' 'How do you think ...?');
  - sequences things according to criteria (e.g. oldest to newest);
  - classifies things (e.g. different kinds of vehicles) according to criteria (e.g. their purpose, capabilities);
  - identifies similarities and differences between things (e.g. between a helicopter and an aeroplane);
  - distinguishes parts from the whole (e.g. car: engine, steering wheel, tyres);
  - expresses cause and effect;
  - expresses an opinion and gives a reason for it;
  - with support, discusses advantages and disadvantages (e.g. of traveling by taxi);
- with support, writes simple definitions and gives examples (e.g. matches a concept)

## **LO6 Language Structure and use**

AS 1

Understands and uses some question forms, such as 'Why didn't ...?', 'Have you ever ...?', 'Do you think ...?'.

AS 2

Uses the tenses introduced in the Foundation Phase to communicate orally and in writing, for example:

- simple present (e.g. 'She likes school.');
- present progressive (e.g. 'He is reading.');

- 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

- |  |   |  |  |
|--|---|--|--|
|  | <ul style="list-style-type: none"><li>• present perfect (e.g. 'I have finished.');</li><li>• simple past (e.g. 'I saw him yesterday.');</li><li>• future (e.g. 'I will see him tomorrow.' 'I'm going to see him tomorrow.')</li><br/><li>• understands and uses adverbs of frequency (e.g. 'She hardly ever visits me.').</li></ul> |  |  |
|--|---|--|--|

**Content in Context:** Poetry

**Integration Across:** LO: LO 1 : A&C: LO 2 : SS :LO 2 :

**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)

<b>Term</b>	<b>Learning Outcomes and Assessment Standards</b>	<b>Assessment</b>	<b>Teaching &amp; Learning Strategies</b>
2&4	<p><b><u>Listening</u></b></p> <p>AS 3 Understands oral descriptions:</p> <ul style="list-style-type: none"> <li>• Identifies people, objects or places</li> <li>• Labels diagram</li> </ul> <p>AS 5 Respects other learners:</p> <ul style="list-style-type: none"> <li>• gives them a chance to speak;</li> <li>• listens to them;</li> <li>• encourages their attempts to speak their additional language</li> </ul> <p style="text-align: center;"><b><u>LO1Speaking</u></b></p> <p>AS 1 Interacts in additional language:</p> <ul style="list-style-type: none"> <li>• asks simple questions (e.g. asks for clarification);</li> <li>• gives short answers to questions;</li> <li>• takes part in a short conversation on a familiar topic.</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> </ul>

	<p>AS 4 Uses additional language creatively:</p> <ul style="list-style-type: none"> <li>• performs a familiar short rhyme, poem or song;</li> <li>• plays a game involving language.</li> </ul> <p style="text-align: center;"><b><u>LO3 Reading and Viewing</u></b></p> <p>AS 2 Understands, in a very simple way, some elements of poetry:</p> <ul style="list-style-type: none"> <li>• rhyme (e.g. ring, sing);</li> <li>• words which begin with the same sound (e.g. 'Naughty Nomsa never listens.');</li> <li>• words which imitate their sound (e.g. swish, swish);</li> <li>• differences in the way languages represent these sounds (e.g. 'cluck cluck' and 'kri kri').</li> </ul> <p>AS 8 Uses reference books and develops vocabulary:</p> <ul style="list-style-type: none"> <li>• uses a dictionary;</li> <li>• demonstrates a reading vocabulary of between 1000 and 2500 common words.</li> </ul> <p style="text-align: center;"><b><u>LO4 Writing</u></b></p> <p>AS 3 Writes creatively:</p> <ul style="list-style-type: none"> <li>• uses some techniques for creative writing: <ul style="list-style-type: none"> <li>- words which imitate their sound (e.g. swish),</li> <li>- words beginning with the same sound (e.g. 'Naughty Nomsa'),</li> <li>- repeating the same structure to create a poetic rhythm and pattern, for example:</li> </ul> <p style="margin-left: 40px;">"The wind blows      Leaves flutter              The grass sings Autumn calls";</p> </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>• 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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AS 5

Uses developing knowledge of language structure and use:

- writes paragraphs with the support of a "frame" or structure
- spells familiar words
- begins to use a wider range of punctuation (e.g. apostrophes)

### **LO5 Thinking and Reasoning**

AS 2

Uses language for thinking:

- answers and begins to ask some more complex questions (e.g. 'Why...?' 'How do you think ...?');
- sequences things according to criteria (e.g. oldest to newest);
- classifies things (e.g. different kinds of vehicles) according to criteria (e.g. their purpose, capabilities);
- identifies similarities and differences between things (e.g. between a helicopter and an aeroplane);
- distinguishes parts from the whole (e.g. car: engine, steering wheel, tyres);
- expresses cause and effect;
- expresses an opinion and gives a reason for it;
- with support, discusses advantages and disadvantages (e.g. of traveling by taxi);

### **LO6 Language Structure and use**

AS 6

Develops own vocabulary:

- uses a personal dictionary
- understands between 2000 and 3500 common spoken words in context by the end of grade 4

- 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

**Content in Context:** : Drama / Play / Script / Dialogue

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

**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
3 & 4	<p style="text-align: center;"><b><u>LO1 Listening</u></b></p> <p>AS 4 Understands recounted events</p> <ul style="list-style-type: none"> <li>• Answer questions about what happened first, second etc</li> </ul> <p>AS 5 Respects other learners:</p> <ul style="list-style-type: none"> <li>• gives them a chance to speak;</li> <li>• listens to them;</li> <li>• encourages their attempts to speak their additional language.</li> </ul> <p style="text-align: center;"><b><u>LO2 Speaking</u></b></p> <p>AS 2 Acts in culturally appropriate ways:</p> <ul style="list-style-type: none"> <li>• role-plays some familiar situations (e.g. giving directions);</li> <li>• shows some awareness of social and cultural differences (e.g. how to</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</li> <li>• 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> </ul>



- express politeness in the additional language);
- switches from one language to another where appropriate (e.g. greeting a stranger who does not speak own language).

AS 4

Uses additional language creatively:

- creates and performs simple play scripts;
- plays a game involving language.

AS 5

Shows awareness of the way language constructs knowledge and identity and positions people:

- resists name-calling of any kind (e.g. cruel names, racist names, xenophobic names).

### **LO3 Reading and Viewing**

AS 5

Reads for pleasure and information:

- reads fiction and non fiction books at an appropriate reading and language level
- evaluates books in a book report

AS 6

Uses reference books and develops vocabulary:

- uses a dictionary
- demonstrates a reading vocabulary of between 1000 and 2500 common words.

### **LO4 Writing**

AS3

Writes creatively:

With structured support writes a simple play script or dialogue

- Research report
- Questionnaire
- Other

#### **Oral Products:**

- Role play
- Oral presentation
- Vocabulary
- Listening (Thinking & Reasoning)
- Reading
- Debates
- Demonstration
- Audio tape
- Discussion
- Dramatization
- Interview
- Play
- Poetry reading
- Rap
- Song
- Teach a lesson
- Other

#### **Visual products:**

- Advertisement
- Banner
- Cartoon
- Collage
- Collection
- Computer graphic
- Construction
- Design
- Diagram
- Display
- Drawing
- Graph

- Investigation
- Problem solving activity
- Games
- Role play
- Facilitating
- Reading
- Other

AS 5

Uses developing knowledge of language structure and use:

- Writes paragraphs with the support of a frame or structure
- spells familiar words correctly;
- begins to use a wider range of punctuation (e.g. apostrophes).

### **LO5 Thinking and Reasoning**

AS 2

Uses language for thinking:

- answers and begins to ask some more complex questions (e.g. 'Why...?' 'How do you think ...?');
- sequences things according to criteria (e.g. oldest to newest);
- classifies things (e.g. different kinds of vehicles) according to criteria (e.g. their purpose, capabilities);
- identifies similarities and differences between things (e.g. between a helicopter and an aeroplane);
- distinguishes parts from the whole (e.g. car: engine, steering wheel, tyres);
- expresses cause and effect;
- expresses an opinion and gives a reason for it;
- with support, discusses advantages and disadvantages (e.g. of traveling by taxi);
- with support, writes simple definitions and gives examples (e.g. matches a concept and its definition with an example)

### **LO6 Language Structure and use**

AS 2

Uses the tenses introduced in the Foundation Phase to communicate orally and in writing, for example:

- simple present (e.g. 'She likes school.');
- present progressive (e.g. 'He is reading.');
- present perfect (e.g. 'I have finished.');

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

### **Method:**

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### **Tool:**

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- Other

- simple past (e.g. 'I saw him yesterday.');
- future (e.g. 'I will see him tomorrow.' 'I'm going to see him tomorrow.')
- understands and uses adverbs of frequency (e.g. 'She hardly ever visits me.').

AS 3

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

- I can go to the party;
- I can't go to the party;
- I could go to the party;
- She must go to the party;
- She mustn't go to the party;
- Smoking will damage your health;
- Eating too much may damage your health.

**WORK SCHEDULE: ENGLISH FIRST ADDITIONAL LANGUAGE****GRADE 4****TERM  
1**Context:  
Stories/Novel/Folk Tale  
Week: 1-6Content:  
LO 1 AS 1, 4 & 5  
LO 2 AS 1,3 & 4  
LO 3 AS 1,5 & 6  
LO 4 AS 1,3 & 5  
LO 5 AS 2  
LO 6:AS 3,4&6Context:  
Text from other Learning Area  
Week: 7-11Content:  
LO 1 AS 2 & 3  
LO 2 AS 3  
LO 3 AS 3,5 & 6  
LO 4 AS 1 & 5  
LO 5 AS 1,3 & 4  
LO 6:AS1,2&6

Formal assessment tasks to be preceded by informal assessment tasks using the same contexts but other texts

- Stories/ novel/ folk tale
- Text from other Learning Area

**TERM  
2**Context:  
Multi Media Text  
Week: 1-3Content:  
LO 1 AS 4&5  
LO 2 AS 1&3  
LO 3 AS4&6  
LO 4 AS 2, 4 & 5  
LO 5 AS 2  
LO 6: AS 1&2Context:  
Poetry  
Week: 4-5Content:  
LO 1 AS 3 & 5  
LO 2 AS 1 & 4  
LO 3 AS 2 & 6  
LO 4 AS 3 & 5  
LO 5 AS 2  
LO 6: AS 6Context:  
Stories/Novel/Folk Tale  
Week: 6-11Content:  
LO 1 AS 1, 4 & 5  
LO 2 AS 1,3 & 4  
LO 3 AS 1,5 & 6  
LO 4 AS 1,3 & 5  
LO 5 AS 2  
LO 6:AS 3,4&6

**WORK SCHEDULE: ENGLISH FIRST ADDITIONAL LANGUAGE  
GRADE 4**

<p><b>TERM 3</b></p>	<p><u>Context:</u> Text from other Learning Area Week: 1-5</p> <p><u>Content:</u> LO 1 AS 2 &amp; 3 LO 2 AS 3 LO 3 AS 3,5 &amp; 6 LO 4 AS 1 &amp; 5 LO 5 AS 1,3 &amp; 4 LO 6:AS1,2&amp;6</p>	<p><u>Context:</u> Drama Week: 6-10</p> <p><u>Content:</u> LO 1 AS 1 &amp; 5 LO 2 AS1,2,4&amp;5 LO 3 AS 5 &amp; 6 LO 4 AS 3 &amp; 5 LO 5 AS 2 LO 6:AS 2&amp;3</p>	
<p>Formal assessment tasks to be preceded by informal assessment tasks using the same contexts but other texts</p> <ul style="list-style-type: none"> <li>• Text from other Learning Area</li> <li>• Drama</li> </ul>			
<p><b>TERM 4</b></p>	<p><u>Context:</u> Multi Media Text Week: 1-4</p> <p><u>Content:</u> LO 1 AS 4&amp;5 LO 2 AS 1&amp;3 LO 3 AS4&amp;6 LO 4 AS 2, 4 &amp; 5 LO 5 AS 2 LO 6: AS 1&amp;2</p>	<p><u>Context:</u> Poetry Week: 5-6</p> <p><u>Content:</u> LO 1 AS 3 &amp; 5 LO 2 AS 1 &amp; 4 LO 3 AS 2 &amp; 6 LO 4 AS 3 &amp; 5 LO 5 AS 2 LO 6: AS 6</p>	<p><u>Context:</u> Drama Week: 7-10</p> <p><u>Content:</u> LO 1 AS 1 &amp; 5 LO 2 AS1,2,4&amp;5 LO 3 AS 5 &amp; 6 LO 4 AS 3 &amp; 5 LO 5 AS 2 LO 6:AS 2&amp;3</p>

