

## WORK SCHEDULE: ENGLISH FIRST ADDITIONAL LANGUAGE GRADE 5

**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

Term	Learning Outcomes and Assessment Standards	Assessment	Teaching & Learning Strategies
1&2	<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>• responds personally;</li> <li>• notes relevant information (e.g. by labeling a simple diagram);</li> <li>• discusses ethical, social and critical issues (e.g. 'Is the moral of the story right in all circumstances?'),</li> <li>• codeswitching if necessary;</li> <li>• suggests an alternative ending for the story, codeswitching if necessary;</li> <li>• retells the story;</li> <li>• summarises the story with support.</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> </ul>

	<p>AS 4 Understands recounted events:</p> <ul style="list-style-type: none"> <li>• answers questions about what happened first, second, etc.;</li> <li>• recounts the same events with support.</li> </ul> <p>AS 5 Respects other learners:</p> <ul style="list-style-type: none"> <li>• gives other learners a chance to speak;</li> <li>• listens to them and encourages their attempts to speak their additional language;</li> <li>• encourages other group members to support fellow learners.</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 and answers questions;</li> <li>• takes part in a conversation on a familiar topic;</li> <li>• expresses an opinion and gives a reason for it;</li> <li>• expresses feelings.</li> </ul> <p>AS 3 Uses additional language to communicate information:</p> <ul style="list-style-type: none"> <li>• recounts a sequence of actions using connecting words;</li> <li>• talks about a familiar topic with preparation (e.g. my favourite sportsperson).</li> </ul> <p>AS 4 Uses additional language creatively:</p> <ul style="list-style-type: none"> <li>• tells a story;</li> <li>• plays games involving language;</li> <li>• imagines and describes possibilities (e.g. what learner would do with R100).</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> <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>• 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> <li>• Games</li> <li>• Role play</li> <li>• Facilitating</li> <li>• Reading</li> <li>• Other</li> </ul>
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### **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. Are old people and young people represented stereotypically or in realistic ways that show their diversity?);
- notices the role that visual images (pictures, photographs) play in the construction of meaning (e.g. How are old and young people represented 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
- reads a very simple book review

AS 8

Uses reference books and develops vocabulary:

- uses a dictionary
- demonstrates a reading vocabulary of between 2000 and 3500 common words.

### **LO4 Writing**

AS 1

Writes to communicate information:

- writes a recount of events;
- writes a short description of a person, object or simple process;
- expresses an opinion in writing and gives a reason for it (e.g. whether a book was interesting or boring);

- Collage
- Collection
- Computer graphic
- Construction
- Design
- Diagram
- 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

- writes a book review

AS 3

Writes creatively:

- writes a simple story;

AS .5

Treats writing as a process, and uses developing knowledge of language structure and use:

- writes rough drafts;
- reads them critically;
- gets feedback from the teacher and classmates;
- rewrites after feedback;
- begins to understand differences in writing style (e.g. spoken or informal style and written or formal style);
- spells familiar words correctly;
- uses a wider range of punctuation (e.g. inverted commas).

### **LO5 Thinking and Reasoning**

AS 2

Uses language for thinking:

- answers and begins to ask some more complex questions (e.g. 'Why didn't they...?' 'What would you do?');
- formulates questions about a written text;
- sequences things (e.g. the stages of a process);
- classifies things according to criteria (e.g. mammals and non-mammals);
- identifies similarities and differences between things;
- distinguishes parts from the whole;
- writes simple definitions and gives examples.
- expresses cause and effect;
- expresses opinions and gives reasons for them;
- discusses advantages and disadvantages;
- writes definitions and gives examples.

**LO6 Language Structure and Use**

AS 6

Develops own vocabulary:

- uses a personal dictionary
- understands between 3000 and 4500 common spoken words in context by the end of grade 5

**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 directions by following a route and locating a place on a map or plan.</p> <ul style="list-style-type: none"> <li>• understands a sequence of instructions by responding physically (e.g. following instructions for a classroom task);</li> <li>• understands oral directions by following a route and locating a place on a 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> <li>• notes relevant information (e.g. on a chart).</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> </ul>

## LO2 Speaking

AS 3

Uses additional language to communicate information:

- recounts a sequence of actions using connecting words;
- gives a sequence of instructions;
- describes a process;
- describes the purpose of something (e.g. a familiar tool and what it is used for);
- talks about a familiar topic with preparation (e.g. my favourite sportsperson).

## LO3 Reading and Viewing

AS 3

Reads for information:

- reads simple maps and plans (e.g. finds a place);
- reads and follows texts involving procedures (e.g. instructions for a science experiment);
- reads diagrams, graphs and charts (e.g. a flow diagram);
- scans timetables and television schedules for specific information;
- summarises a paragraph with support (e.g. puts into sequence given sentences to make a summary);
- reads texts across the curriculum (e.g. textbooks in their 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
- reads a very simple book review

AS 6

Uses reference books and develops vocabulary:

- uses a dictionary;
- demonstrates a reading vocabulary of between 2000 and 3500

- 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
- Display

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

- common words. Learners who will study other Learning Areas through their additional language should aim for 3500 words.

### **LO4 Writing**

AS 1

Writes to communicate information:

- draws and labels simple maps, diagrams, graphs and charts;
- writes a sequence of instructions;
- writes a recount of events;
- writes a recipe
- writes a short description of a person, object or simple process;
- expresses an opinion in writing and gives a reason for it (e.g. whether a book was interesting or boring);
- writes a book review

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 from other Learning Areas (e.g. drought in Social Sciences);
- knows and is able to use some of the vocabulary of other school subjects (e.g. Natural Science);
- understands and produces texts used in other Learning Areas (e.g. a description of a simple process in Technology or Life Skills);
- reads and follows instructions for a simple scientific experiment.

AS 3

Collects and records information in different ways:

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

- 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 4

Transfers information from one mode to another:

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

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

AS 1

Understands and uses some question forms such as “Why couldn’t,,,,?”  
“What /How do you think ,,,,,,?”

AS 2

Uses language forms and structures to communicate orally and in writing:

- uses subject-verb concord (e.g. ‘I have/she has’);
- uses determiners to communicate orally and in writing (e.g. a, the, one, every, both, a few, several);
- uses some adjectives as comparatives and superlatives (e.g. bigger than, more expensive than, the biggest, the most expensive).

AS 6

Develops own vocabulary:

- uses a personal dictionary
- understands between 3000 and 4500 common spoken words in context by the end of grade 5
- Learners who will study some of the other Learning Areas through their additional language should aim for 4500 words.

## Content in Context: MULTI MEDIA TEXT

**Integration Across:** (Suggested)LO :LO 1, A&C :LO 2, Maths :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>AS4 Understands recounted events:</p> <ul style="list-style-type: none"> <li>• Answer questions about what happened first ,second etc</li> <li>• Recounts the same events with support</li> </ul> <p>AS 5 Respect other learners</p> <ul style="list-style-type: none"> <li>• Gives other learners a chance to speak</li> <li>• Listens to them and encourages their attempts to speak their additional language</li> <li>• Encourages other group members to support fellow learners</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 and answer questions</li> <li>• takes part in a conversation on a familiar topic</li> <li>• expresses an opinion and gives a reason for it</li> <li>• expresses feelings</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> </ul>

	<p>AS 3 Uses additional language to communicate information:</p> <ul style="list-style-type: none"> <li>• recounts a sequence of actions using connecting words;</li> <li>• gives a sequence of instructions;</li> <li>• describes a process;</li> <li>• describes the purpose of something (e.g. a familiar tool and what it is used for);</li> </ul> <p>talks about a familiar topic with preparation (e.g. my favourite sportsperson).</p> <p>AS 4 Reads and responds to social texts (e.g. invitations)</p> <p>AS 6 Reads media texts:</p> <ul style="list-style-type: none"> <li>• reads and understands the layout and design of a magazine (e.g. a school magazine or young people's magazine).</li> </ul> <p>AS 7 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 2000 and 3500 common words.</li> </ul> <p style="text-align: center;"><b><u>LO4 Writing</u></b></p> <p>AS 2 Writes for social purposes:</p> <ul style="list-style-type: none"> <li>• writes a short message such as a postcard.</li> </ul> <p>AS 4 Designs media texts:</p> <ul style="list-style-type: none"> <li>• designs a poster and/or notice</li> </ul> <p>AS .5 Treats writing as a process, and uses developing knowledge of language structure and use:</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> <li>• Graph</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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- writes rough drafts;
- reads them critically;
- gets feedback from the teacher and classmates;
- rewrites after feedback;
- begins to understand differences in writing style (e.g. spoken or informal style and written or formal style);
- spells familiar words correctly;
- uses a wider range of punctuation (e.g. inverted commas).

### **LO5 Thinking and Reasoning**

AS 2

Uses language for thinking:

- answers and begins to ask some more complex questions (e.g. 'Why didn't they...?' 'What would you do?');
- formulates questions about a written text;
- sequences things (e.g. the stages of a process);
- classifies things according to criteria (e.g. mammals and non-mammals);
- identifies similarities and differences between things;
- distinguishes parts from the whole;
- writes simple definitions and gives examples.

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

AS 1

Understands and uses some question forms, such as 'Why couldn't ...?' and 'What/How do you think ...?'.

AS 2

Uses language forms and structures to communicate orally and in writing:

- uses the tenses introduced in previous grades to communicate orally and in writing;
- uses the passive voice to communicate orally and in writing:
  - present passive (e.g. 'Gold is mined in South Africa.'),

- 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>○ past passive (e.g. 'The telephone was invented in the 20th century.');</li><li>• uses a conditional form to communicate orally and in writing (e.g. 'If she works hard, she will be successful.');</li><li>• uses some prepositions to communicate orally and in writing (e.g. prepositions of place such as: at, in, on, between);</li></ul>		
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**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)

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 3 Understands oral descriptions :</p> <ul style="list-style-type: none"> <li>• Identifies people, objects or places</li> <li>• Labels diagram</li> <li>• Notes relevant information(e.g. on a chart)</li> </ul> <p>AS 5 Respects other learners:</p> <ul style="list-style-type: none"> <li>• gives other learners a chance to speak;</li> <li>• listens to them and encourages their attempts to speak their additional language;</li> <li>• encourages other group members to support fellow learners.</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 and answers questions;</li> <li>• takes part in a conversation on a familiar topic;</li> <li>• expresses an opinion and gives a reason for it;</li> <li>• expresses feelings.</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> </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 poems, songs and simple plays;</li> <li>• plays games involving language;</li> <li>• imagines and describes possibilities (e.g. what learner would do with R100).</li> </ul> <p style="text-align: center;"><b><u>LO3 Reading and Viewing</u></b></p> <p>AS 2 Understands, in a simple way, some elements of poetry:</p> <ul style="list-style-type: none"> <li>• rhyme;</li> <li>• words which begin with the same sound;</li> <li>• words which imitate their sound;</li> <li>• comparisons (e.g. 'He sings like a bird.' 'She is a star.'</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 2000 and 3500 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,</li> <li>- words beginning with the same sound</li> </ul> </li> <li>• making a thing (e.g. the grass) sound like a person (e.g. the grass sings),</li> <li>• repeating the same structure to create a poetic rhythm and pattern.</li> </ul> <p>AS 5 Treats writing as process, and uses developing knowledge structure and use:</p>	<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>• 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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- write rough drafts
- reads them critically
- gets feedback from the teacher and classmates
- rewrites after feedback
- begins to understand differences in writing style(e.g. spoken or informal style and written or formal style)
- spells familiar words correctly
- uses a wider range of punctuation (e.g. inverted

### **LO5 Thinking and Reasoning**

AS 2

Uses language for thinking:

- answers and begins to ask some more complex questions (e.g. 'Why didn't they...?' 'What would you do?');
- formulates questions about a written text;
- sequences things (e.g. the stages of a process);
- classifies things according to criteria (e.g. mammals and non-mammals);
- identifies similarities and differences between things;
- distinguishes parts from the whole;
- writes simple definitions and gives examples.
- expresses cause and effect;
- expresses opinions and gives reasons for them;
- discusses advantages and disadvantages;
- writes definitions and gives examples.

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

AS 6

Develops own vocabulary:

- uses a personal dictionary
- understands between 3000 and 4500 common spoken words in context by the end of grade 5

- 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 3 Understands oral descriptions :</p> <ul style="list-style-type: none"> <li>• Identifies people, objects or places</li> <li>• Labels diagram</li> <li>• Notes relevant information(e.g. on a chart)</li> </ul> <p>AS 5 Respects other learners:</p> <ul style="list-style-type: none"> <li>• gives other learners a chance to speak;</li> <li>• listens to them and encourages their attempts to speak their additional language;</li> <li>• encourages other group members to support fellow learners.</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 and answers questions;</li> <li>• takes part in a conversation on a familiar topic;</li> <li>• expresses an opinion and gives a reason for it;</li> <li>• expresses feelings.</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> </ul>

AS 4

Uses additional language creatively:

- performs poems, songs and simple plays;
- plays games involving language;
- imagines and describes possibilities (e.g. what learner would do with R100).

### **LO3 Reading and Viewing**

AS 2

Understands, in a simple way, some elements of poetry:

- rhyme;
- words which begin with the same sound;
- words which imitate their sound;
- comparisons (e.g. 'He sings like a bird.' 'She is a star.'

AS 8

Uses reference books and develops vocabulary:

- uses a dictionary;
- demonstrates a reading vocabulary of between 2000 and 3500 common words.

### **LO4 Writing**

AS 3

Writes creatively:

- uses some techniques for creative writing:
  - words which imitate their sound,
  - words beginning with the same sound
- making a thing (e.g. the grass) sound like a person (e.g. the grass sings),
- repeating the same structure to create a poetic rhythm and pattern.

- 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

Treats writing as process, and uses developing knowledge structure and use:

- write rough drafts
- reads them critically
- gets feedback from the teacher and classmates
- rewrites after feedback
- begins to understand differences in writing style(e.g. spoken or informal style and written or formal style)
- spells familiar words correctly
- uses a wider range of punctuation (e.g. inverted)

### **LO5 Thinking and Reasoning**

AS 2

Uses language for thinking:

- answers and begins to ask some more complex questions (e.g. 'Why didn't they...?' 'What would you do?');
- formulates questions about a written text;
- sequences things (e.g. the stages of a process);
- classifies things according to criteria (e.g. mammals and non-mammals);
- identifies similarities and differences between things;
- distinguishes parts from the whole;
- writes simple definitions and gives examples.
- expresses cause and effect;
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- 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 6

Develops own vocabulary:

- uses a personal dictionary
- understands between 3000 and 4500 common spoken words in context by the end of grade 5

## WORK SCHEDULE: ENGLISH FIRST ADDITIONAL LANGUAGE GRADE 5

<b>TERM 1</b>	<p><u>Context:</u> Stories/Novel/Folk Tale Week: 1-6</p> <p><u>Content:</u> LO 1 AS 1, 4 &amp;5 LO 2 AS 1,3 &amp; 4 LO 3 AS 1,5 &amp; 6 LO 4 AS 1,3 &amp; 5 LO 5 AS 2 LO 6:AS 3,4&amp;6</p>	<p><u>Context:</u> Text from other Learning Area Week: 7-11</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>
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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

<b>TERM 2</b>	<p><u>Context:</u> Multi Media Text Week: 1-3</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: 4-5</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> Stories/Novel/Folk Tale Week: 6-11</p> <p><u>Content:</u>  LO 1 AS 1, 4 &amp;5 LO 2 AS 1,3 &amp; 4 LO 3 AS 1,5 &amp; 6 LO 4 AS 1,3 &amp; 5 LO 5 AS 2 LO 6:AS 3,4&amp;6</p>
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**WORK SCHEDULE: ENGLISH FIRST ADDITIONAL LANGUAGE GRADE 5**

<b>TERM 3</b>	<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</p> <p>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>
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Formal assessment tasks to be preceded by informal assessment tasks using the same contexts but other texts

- Text from other Learning Area
- Drama

<b>TERM 4</b>	<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>
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