

## WORK SCHEDULE: ENGLISH FIRST ADDITIONAL LANGUAGE GRADE 6

**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>• notes relevant information (e.g. by filling in a chart);</li> <li>• responds personally;</li> <li>• connects the story to own life;</li> <li>• discusses social, ethical and critical issues (e.g. 'What kind of person is the hero?' 'How does s/he act?' 'Is s/he represented realistically or in a stereotyped way?'), codeswitching if necessary;</li> <li>• suggests an alternative ending to the story, codeswitching if necessary;</li> <li>• retells the story;</li> <li>• summarises the story.</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.</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> </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> </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>• sustains a conversation on a familiar topic;</li> <li>• expresses an opinion and gives reasons 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 an issue with preparation (e.g. how to save water);</li> </ul> <p>AS 4 Uses additional language creatively:</p> <ul style="list-style-type: none"> <li>• tells a story;</li> <li>• invents a game involving language;</li> <li>• imagines and describes possibilities.</li> </ul> <p style="text-align: center;"><b><u>LO3 Reading and Viewing</u></b></p> <p>AS 1 Understands some elements of stories:</p> <ul style="list-style-type: none"> <li>• notices how characters and plots are constructed to represent a particular view of the world (e.g. Are people of different races and/or cultures represented stereotypically or in realistic ways that show their diversity?);</li> <li>• notices the role that visual images play in the construction of meaning (e.g. How are people of different races and/or cultures represented?);</li> <li>• suggests alternative ways of representing characters and their actions.</li> </ul>	<ul style="list-style-type: none"> <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> <li>• Collage</li> <li>• Collection</li> <li>• Computer graphic</li> <li>• Construction</li> <li>• Design</li> </ul>	<ul style="list-style-type: none"> <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 5 Reads for pleasure and information:</p> <ul style="list-style-type: none"> <li>• reads fiction and non fiction books at an appropriate reading and language level</li> <li>• evaluates books in a book report</li> <li>• reads a very simple book review</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 3000 and 5000 common words.</li> </ul> <p style="text-align: center;"><b><u>LO4 Writing</u></b></p> <p>AS 1 Writes to communicate information:</p> <ul style="list-style-type: none"> <li>• expresses an opinion and gives reasons for it (e.g. why one poem is better than another);</li> <li>• writes a book review</li> </ul> <p>AS 3 Writes creatively:</p> <ul style="list-style-type: none"> <li>• shows development in the ability to write stories, play scripts and dialogues (e.g. by using poetic devices to create interesting titles, by including dialogue in a story).</li> </ul> <p>AS 5 Understands the writing process, and uses developing knowledge of language structure and use:</p> <ul style="list-style-type: none"> <li>• writes rough drafts, reads them critically, gets feedback from the teacher and classmates, and rewrites;</li> <li>• understands the difference between revising (changing content and structure) and editing (correcting mistakes);</li> </ul> <p>edits writing, using knowledge of structure (e.g. grammar, spelling, punctuation, grammatical differences between home and additional languages) and tools (e.g. a dictionary).</p>	<ul style="list-style-type: none"> <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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## **LO5 Thinking and Reasoning**

AS 2

Uses language for thinking:

- answers and asks some more complex questions (e.g. 'Can you think of another explanation for this?');
- sequences things according to criteria;
- analyses the features of things in order to classify them;
- identifies similarities and differences between things;
- distinguishes parts from the whole;
- expresses cause and effect;
- discusses advantages and disadvantages and writes about them;
- evaluates, makes choices and judgments, and gives reasons for them;
- writes definitions and gives examples.

## **LO6 Language Structure and Use**

AS 6

Develops own vocabulary:

- understands between 4000 and 5500 common spoken words in context by the end of Grade 6.

**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 and directions:</p> <ul style="list-style-type: none"> <li>• understands a complex sequence of instructions by responding physically (e.g. following instructions to set up a science experiment);</li> <li>• understands oral directions by noting them down and following them on a map.</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> <li>• answers questions.</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>• recounts a sequence of actions using connecting words;</li> <li>• gives a sequence of instructions;</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>

- describes a process;
- describes the purpose of something (e.g. a piece of equipment and what it is used for);
- talks about an issue with preparation (e.g. how to save water);
- carries out a class survey (e.g. interviews classmates), and records responses on chart or graph.

### **LO3 Reading and Viewing**

#### AS 3

Reads for information:

- follows instructions, recipes, maps and plans;
- scans timetables and television schedules for specific information;
- summarises a paragraph (e.g. identifies the main point and the topic sentence);
- 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
- reads a very simple book review

#### AS 6

Uses reference books and develops vocabulary:

- uses the contents page and index to find information;
- uses a dictionary;
- demonstrates a reading vocabulary of between 3000 and 5000 common words. Learners who will study other Learning Areas through their additional language should aim for 5000 words.

- 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

## **LO4 Writing**

AS 1

Writes to communicate information:

- draws and labels plans, maps, graphs and charts;
- writes a description of a person, object or simple process;
- using a frame or structure, writes a simple report (e.g. of a science experiment)
- expresses an opinion and gives reasons for it (e.g. why one poem is better than another);
- writes a book review

AS 5

Understands the writing process, and uses developing knowledge of language structure and use:

- writes rough drafts, reads them critically, gets feedback from the teacher and classmates, and rewrites;
- understands the difference between revising (changing content and structure) and editing (correcting mistakes);
- edits writing, using knowledge of structure (e.g. grammar, spelling, punctuation, grammatical differences between home and additional languages) and tools (e.g. a dictionary).

## **LO5 Thinking and Reasoning**

AS 1

Uses language across the curriculum:

- explains some concepts from other Learning Areas (e.g. entrepreneur);
- extracts information from materials used in Languages and other Learning Areas;
- knows and is able to use some of the vocabulary of other Learning Areas (e.g. Natural Science);
- understands and produces texts used in other Learning Areas (e.g. reads instructions for a simple scientific experiment and, with support, writes up the results).

- 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 3

Collects and records information in different ways:

- carries out some simple research (e.g. a traffic survey);
- designs, draws and labels maps, plans, charts, graphs and diagrams.

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 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 questions forms such as “Why do you think.....? “ Why doesn’t.....?”

AS 2

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

- uses tenses:
  - present and past passive,
  - past progressive/past perfect progressive (e.g. ‘I was watching TV when it happened.’ ‘She has been watching TV since ten o’clock.’);
- develops the use of conjunctions (e.g. since, during);

AS 6

Develops own vocabulary:

- understands between 4000 and 5500 common spoken words in context by the end of Grade 6.
- Learners who will study some of the other Learning Areas through their additional language should aim for 5500 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>AS 4 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</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 learner</li> <li>•</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>• sustains a conversation on a familiar topic;</li> <li>• expresses an opinion and gives reasons for it</li> <li>• expresses feelings.</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>

	<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 piece of equipment and what it is used for);</li> <li>• talks about an issue with preparation (e.g. how to save water);</li> <li>• carries out a class survey (e.g. interviews classmates), and records responses on chart or graph.</li> </ul> <p style="text-align: center;"><b><u>LO3 Reading and Viewing</u></b></p> <p>AS 4 Reads and responds to social texts (e.g. letters)</p> <p>AS 5 Identifies aspects of style related to audience (e.g. formal versus informal)</p> <p>AS 6 Reads media texts:</p> <ul style="list-style-type: none"> <li>• identifies how advertisements persuade readers, for example, by using: <ul style="list-style-type: none"> <li>- adjectives (e.g. new, amazing, fantastic),</li> <li>- poetic devices such as alliteration (e.g. 'Meal in a Minute'),</li> <li>- humour,</li> <li>- science or famous people to promote the product;</li> </ul> </li> <li>• understands the layout and design of a magazine, and compares it to a newspaper.</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 3000 and 5000 common words.</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> <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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## **LO4 Writing**

AS 2

Writes for social purposes:

- with a 'frame', writes a simple personal letter;
- identifies some differences between formal and informal style (e.g. word choice);
- identifies some differences between speech and writing;
- writes for personal reflection (e.g. a diary).

AS 4

Designs media texts:

- designs a poster, a simple advertisement and a simple questionnaire; writes a simple news report.

AS 5

Understands the writing process, and uses developing knowledge of language structure and use:

- writes rough drafts, reads them critically, gets feedback from the teacher and classmates, and rewrites;
- understands the difference between revising (changing content and structure) and editing (correcting mistakes);

edits writing, using knowledge of structure (e.g. grammar, spelling, punctuation, grammatical differences between home and additional languages) and tools (e.g. a dictionary).

## **LO5 Thinking and Reasoning**

AS 2

Uses language for thinking:

- answers and asks some more complex questions (e.g. 'Can you think of another explanation for this?');
- sequences things according to criteria;
- analyses the features of things in order to classify them;
- identifies similarities and differences between things;

- 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

- distinguishes parts from the whole;
- expresses cause and effect;
- discusses advantages and disadvantages and writes about them;

### **LO5 Language Structure and use**

AS 1

Understands and uses some question forms such as “Why do you think ...?” and ‘Why doesn’t ...?’

AS 2

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

- uses the negative concord (e.g. ‘I don’t have’, ‘she doesn’t have’);
- uses comparatives (e.g. as ... as, whereas);
- uses a conditional form to communicate orally and in writing (e.g. ‘If I won some money, I would buy food.’);
- extends use of prepositions, determiners and adjectives..

**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 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 people</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>• sustains a conversation on a familiar topic;</li> <li>• expresses an opinion and gives reasons for it;</li> <li>• expresses feelings.</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 poems, songs and simple plays;</li> <li>• invents a game involving language;</li> <li>• imagines and describes possibilities.</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</li> <li>• Talking about a thing (e.g. the sun) as if it is a person (e.g. The sun is smiling);</li> <li>• Some terms to describe these elements (meta-language)- alliteration, onomatopoeia.</li> </ul> <p>AS 8 Uses reference books and develops vocabulary:</p> <ul style="list-style-type: none"> <li>• uses the contents page and index to find information;</li> <li>• uses a dictionary;</li> <li>• demonstrates a reading vocabulary of between 3000 and 5000 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>• shows development in the ability to write stories, play scripts and dialogues (e.g. by using poetic devices to create interesting titles, by including dialogue in a story).</li> </ul> <p>AS 5 Understands the writing process ,and uses developing knowledge of language 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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- writes rough drafts, reads them critically, gets feedback from the teacher and classmates and rewrites
- understands the differences between revising (changing content and structure) and editing (correcting mistakes)
- edits writing, using knowledge of structure (e.g. grammar, spelling, punctuation, grammatical differences between home and additional language) and tools (e.g. a dictionary)

### **LO5 Thinking and Reasoning**

AS 2

Uses language for thinking:

- answers and asks some more complex questions (e.g. 'Can you think of another explanation for this?');
- sequences things according to criteria;
- analyses the features of things in order to classify them;
- identifies similarities and differences between things;
- distinguishes parts from the whole;
- expresses cause and effect;
- discusses advantages and disadvantages and writes about them;
- evaluates, makes choices and judgments, and gives reasons for them;
- writes definitions and gives examples.

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

AS 6

Develops own vocabulary:

- understands between 4000 and 5500 common spoken words in context by the end of Grade 6.

- 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; 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>• answers questions about what happened first, second, etc.;</li> <li>• recounts the same events</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</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 using appropriate language and actions;</li> <li>• shows an awareness of the common values expressed in different ways in different languages (e.g. 'Ndicela ...' and 'Please ...' are different ways of expressing the same value of politeness and respect for</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>



others);

- switches from one language to another where appropriate (e.g. to show respect for someone else's language).

AS 4

Uses additional language creatively:

- performs poems, songs and simple plays;
- invents a game involving language; imagines and describes possibilities

AS 5

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

- begins to look critically at naming practices (e.g. how slaves and workers were named by owners/employers, women taking their husbands' surnames, newly married women being renamed by their husbands' families, naming people as 'makwerekwere').

### **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
- reads a very simple book review

AS 6

Uses reference books and develops vocabulary:

- uses a dictionary demonstrates a reading vocabulary of between 3000 and 5000 common words.

- 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

- Investigation
- Problem solving activity

- Games
- Role play
- Facilitating
- Reading
- Other

## **LO4 Writing**

AS 3

Writes creatively:

- shows development in the ability to write stories, play scripts and dialogues (e.g. by using poetic devices to create interesting titles, by including dialogue in a story).

AS 5

Understands the writing process, and uses developing knowledge of language structure and use:

- writes rough drafts, reads them critically, gets feedback from the teacher and classmates, and rewrites;
- understands the difference between revising (changing content and structure) and editing (correcting mistakes);

edits writing, using knowledge of structure (e.g. grammar, spelling, punctuation, grammatical differences between home and additional languages) and tools (e.g. a dictionary).

## **LO5 Thinking and Reasoning**

AS 2

Uses language for thinking:

- answers and asks some more complex questions (e.g. 'Can you think of another explanation for this?');
- sequences things according to criteria;
- analyses the features of things in order to classify them;
- identifies similarities and differences between things;
- distinguishes parts from the whole;
- expresses cause and effect;
- discusses advantages and disadvantages and writes about them;

- 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

## **LO6 Language Structure and use**

AS 2

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

- uses the negative concord (e.g. 'I don't have', 'she doesn't have');
- uses comparatives (e.g. as ... as, whereas);
- uses a conditional form to communicate orally and in writing (e.g. 'If I won some money, I would buy food.');
- extends use of prepositions, determiners and adjectives..

**WORK SCHEDULE: ENGLISH FIRST ADDITIONAL LANGUAGE****GRADE 6**

<b>TERM 1</b>	<u>Context:</u> Stories/Novel/Folk Tale Week: 1-6  <u>Content:</u> 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	<u>Context:</u> Text from other Learning Area Week: 7-11  <u>Content:</u> 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 <ul style="list-style-type: none"> <li>• Stories/ novel/ folk tale</li> <li>• Text from other Learning Area</li> </ul>			
<b>TERM 2</b>	<u>Context:</u> Multi Media Text Week: 1-3  <u>Content:</u> 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&2	<u>Context:</u> Poetry Week: 4-5  <u>Content:</u> 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 6	<u>Context:</u> Stories/Novel/Folk Tale Week: 6-11  <u>Content:</u> 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 6**

<p><b>TERM</b> <b>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</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>	
<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</b> <b>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>

