

# WORK SCHEDULE: ENGLISH FIRST ADDITIONAL LANGUAGE GRADE 7

## TERM 1

**Content in Context:** Multi Media Texts

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

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

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

	<ul style="list-style-type: none"> <li>• uses language for a range of functions: expresses opinions and feelings, makes choices, gives advice and makes suggestions (e.g. 'I think you should...'), etc.;</li> <li>• takes part in a role-plays of different situations involving different kinds of language (e.g. formal and informal telephone conversations).</li> </ul> <p>AS 4</p> <p>Begins to debate social and ethical issues</p> <ul style="list-style-type: none"> <li>• shares out roles (e.g. chairperson, timekeeper, secretary);</li> <li>• brings people into the discussion (e.g. 'What do you think?', 'Don't you?');</li> <li>• interrupts politely (e.g. 'Excuse me ...');</li> <li>• expresses opinions and supports them with reasons (e.g. 'I'd just like to say that ... because ...');</li> <li>• expresses agreement ('You're right.') and disagreement ('Yes, but...');</li> <li>• switches languages where necessary.</li> </ul> <p style="text-align: center;"><b><u>LO 3 Reading &amp; Viewing</u></b></p> <p>AS 3</p> <p>Reads and responds to social texts (e.g. simple invitations, letters):</p> <ul style="list-style-type: none"> <li>• identifies purpose, audience and context</li> </ul> <p>AS 5</p> <p>Analyses advertisements and pamphlets:</p> <ul style="list-style-type: none"> <li>• identifies the audience ('At whom is this advertisement aimed?');</li> <li>• identifies the context (Where do you see advertisements like this?);</li> <li>• identifies the message;</li> <li>• identifies emotive language;</li> </ul>	<ul style="list-style-type: none"> <li>• Brochure</li> <li>• Crossword puzzle</li> <li>• Lab report</li> <li>• Letter</li> <li>• Magazine article</li> <li>• Memo</li> <li>• Newspaper article</li> <li>• Poem</li> <li>• Research report</li> <li>• Questionnaire</li> <li>• Other</li> </ul> <p><b><u>Oral Products:</u></b></p> <ul style="list-style-type: none"> <li>• Role play</li> <li>• Oral presentation</li> <li>• Vocabulary</li> <li>• Listening (Thinking &amp; Reasoning)</li> <li>• Reading</li> <li>• Debates</li> <li>• Demonstration</li> <li>• Audio tape</li> <li>• Discussion</li> <li>• Dramatization</li> <li>• Interview</li> <li>• Play</li> <li>• Poetry reading</li> <li>• Rap</li> <li>• Song</li> <li>• Teach a lesson</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Debates</li> <li>• Case study</li> </ul> <ul style="list-style-type: none"> <li>• Storytelling</li> <li>• Whole class activity</li> <li>• Individual activity</li> <li>• Group activity</li> <li>• Investigation</li> <li>• Problem solving activity</li> <li>• Games</li> <li>• Role play</li> <li>• Facilitating</li> <li>• Reading</li> </ul> <p>Other</p>
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- says how it makes self feel and why.

AS 6

Uses reading strategies:

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

### **LO 4 Writing**

AS 2

Writes for social purposes:

writes simple personal letters (e.g. accepts an invitation, responds to an advertisement), showing awareness of features of the text type

AS 3

Writes for personal reflection:

- writes a diary

AS 5

Designs media texts:

- using a frame, designs a simple advertisement
- using a frame, designs a simple brochure

AS 7

Uses developing knowledge of language structure and use:

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

### **Visual products:**

- Advertisement
- Banner
- Cartoon
- 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

## **LO 5 Thinking and Reasoning**

AS 2

Uses language for thinking:

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

AS 3

Collects and records information in different ways:

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

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

AS 4

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

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

AS 8

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

AS 9

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

**Content in Context:** Drama

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

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

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

## LO 2 Speaking

AS 2

Interacts in additional language:

- uses language for a range of functions: expresses opinions and feelings,

makes choices, gives advice and makes suggestions (e.g. 'I think you should...'), etc.

AS 3

Shows developing ability to use features of spoken language to communicate : word stress, weak vowels, intonation and rhythm.

AS 4

Debates social and ethical issues:

- shares roles (e.g. chairperson, timekeeper, secretary);
- brings people into the discussion (e.g. 'What do you think?', 'Don't you?');
- interrupts politely (e.g. 'Excuse me...');
- expresses opinions and supports them with reasons (e.g. 'I'd just like to say that ... because...');
- expresses agreement ('You're right.') and disagreement ('Yes, but...');

switches languages where necessary

## LO 3 Reading and Viewing

AS 1

Reads a text (fiction or non-fiction):

- identifies purpose, audience and context;
- notices how the text is constructed to represent a particular view of the world (point of view);
- notices the role played by visual images in constructing meaning;

- 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

- Investigation
- Problem solving activity

- Games
- Role play
- Facilitating
- Reading

Other

- identifies main points;
- with fiction, demonstrates an understanding of character, plot and setting.

AS 6

Uses reading strategies:

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

AS 9

- Demonstrates a reading vocabulary of between 4000 and 5500 common words. Learners who will study other Learning Areas through their additional language, should aim for 5500 words.

## **LO 4 Writing**

AS 4

Writes creatively:

- shows development in the ability to write stories, poems and play-scripts (e.g. by including dialogue in a story )

AS 6

Treats writing as a process:

- drafts, reads and discusses own writing critically;
- uses feedback to revise, edit and rewrite;

- 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

- uses knowledge of grammar, spelling, etc., to edit;
- thinks about design and layout.

AS 7

Uses developing knowledge of language structure and use:

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

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

AS 2

Uses language for thinking:

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

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

AS 2

Extends use of questions to include question tags

AS4

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

- "IT will rain ." (certain-positive)
- "IT should rain "( probable)
- :IT may rain ."(possible )
- "IT might rain .(unlikely)
- "It will not rain .(certain-negative )
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AS 8

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

AS 9

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

## Content in Context: Poetry

### Integration Across:

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

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

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

AS 2

Understands in a simple way some elements of poetry (e.g. simile, rhyme, alliteration, personification), and understands some of the terms used to describe these elements (e.g. personification).

AS 6

Uses reading strategies:

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

AS 9

Demonstrates a reading vocabulary of between 4000 and 6500 common words. Learners, who will study other Learning Areas through their additional language, should aim for 6500 words.

### **LO 4 Writing**

AS 4

Writes creatively:

- shows development in the ability to write stories, poems and play-scripts (e.g. by including dialogue in a story).

AS 6

Treats writing as a process

- drafts, reads and discusses own writing critically
- uses feedback to revise, edit and rewrite
- use knowledge of grammar, spelling etc... To edit
- thinks about design and layout

- 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

- Games

- Role play
- Facilitating
- Reading
- Other

## **LO 5 Thinking & Reasoning**

AS 2

Uses language for thinking:

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

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

AS 8

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

AS 9

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

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

### **Method:**

- Self assessment
- Peer assessment
- Teacher assessment

### **Tool:**

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

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

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

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

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

- brings people to discussion (e.g. "What do you think ?", " Don't you ?)
- interrupts politely ( e.g. Excuse me .....)
- expresses opinions and support them with reasons ( e.g, " I'd just like to say that ... because...)
- expresses agreement ( e.g. "You 're right, but ..... ) disagreement (e.g. Yes ,but..... )
- switches language where necessary

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

#### AS 1

Reads a text (fiction or non-fiction):

- identifies purpose, audience and context;
- notices how the text is constructed to represent a particular view of the world (point of view);
- identifies main points.

#### AS 4

Reads for information:

- follows information texts (e.g. a description of a process like paper-making);
- reads simple diagrams, graphs and charts;
- summarises information.

#### AS 7

Reads for pleasure

- reads fiction and non-fiction books at an appropriate reading and language level
- reads some new kinds of books (e,g romances)
- evaluates books in a book report

- 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

- Problem solving activity

- Games
- Role play
- Facilitating
- Reading
- Other

- reads a simple book review
- solves word puzzles

S 8

Shows some understanding of how reference books work:

- uses contents page and index to find information;
- uses a dictionary: understands dictionary entry (spelling pronunciation, parts of speech, meaning);
- uses a simple thesaurus.

AS 9

- Demonstrates a reading vocabulary of between 4000 and 6500 common words. Learners who will study other Learning Areas through their additional language, should aim for 6500 words.

### **LO 4 Writing**

AS 1

Writes to communicate information:

- fills in forms and timetables;
- writes one or two paragraphs describing a process (e.g. 'How to change a car tyre');
- uses information from an interview to write a report or description;
- writes text types required in other Learning Areas (e.g. a report).

AS 6

Treats writing as a process:

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

- 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

## **LO 5 Thinking and Reasoning**

AS 1

Uses language and literacy across the curriculum:

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

AS 3

Collects and records information in different ways:

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

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

AS 1

Revises the grammar learned in the earlier grades

AS 7

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

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

AS 9

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



## Content in Context : Short Stories/ Short Novel

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

LO 2 Historical knowledge

LO 3 Historical interpretation

LO : LO I Health Promotion

A&C : LO 1 Creating and interpreting

LO 4 Expressing and communicating

Tech : LO 1 Structures ( case study)

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

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

AS 4 Listens actively in a discussion:

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

## **LO 2 Speaking**

AS1

Translates:

- tell stories from home language in the additional language.

AS 3

Shows developing ability to use features of spoken language to communicate: word stress, weak vowels, intonation and rhythm.

AS 5

Demonstrate critical awareness of own use

- use language to include people, and not to exclude people

## **LO 3 Reading and Viewing**

AS 1

Reads a text (fiction or non-fiction):

- identifies purpose, audience and context;
- notices how the text is constructed to

represent a particular view of the world (point of view);

- notices the role played by visual images in constructing meaning;
- identifies main points;
- with fiction, demonstrates an understanding of character, plot and setting.

- Crossword puzzle

- Lab report
- Letter
- Magazine article
- 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

- Case study

- Storytelling
- Whole class activity
- Individual activity
- Group activity
- Investigation
- Problem solving activity
- Games

- Role play
- Facilitating
- Reading
- Other

<p>AS 6 Uses reading strategies</p> <ul style="list-style-type: none"> <li>• matches different ways of reading to different texts (e.g. reads instructions slowly and carefully)</li> <li>• uses strategies to work out the meaning of words ( e.g. reads the surrounding words, asks someone to translate it )</li> <li>• begins to develop and evaluate reading speed</li> </ul> <p>AS 7 Reads for pleasure:</p> <ul style="list-style-type: none"> <li>• reads fiction and non-fiction books at an appropriate reading and language level;</li> <li>• reads some new kinds of books (e.g. romances);</li> <li>• reads a simple book review; solves word puzzles.</li> </ul> <p>AS 8 Shows some understanding of how reference books work:</p> <ul style="list-style-type: none"> <li>• uses contents page and index to find information;</li> <li>• uses a dictionary: understands dictionary entry (spelling pronunciation, parts of speech, meaning);</li> <li>• uses a simple thesaurus.</li> </ul> <p><b><u>LO 4 Writing</u></b></p> <p>AS 4 Writes creatively:</p> <ul style="list-style-type: none"> <li>• shows development in the ability to write stories, poems and play-scripts (e.g. by including dialogue in a story).</li> </ul> <p>AS 6 Treats writing as a process:</p> <ul style="list-style-type: none"> <li>• drafts, reads and discusses own writing critically;</li> </ul>	<ul style="list-style-type: none"> <li>• Collage</li> <li>• Collection</li> <li>• Computer graphic</li> <li>• Construction</li> <li>• Design</li> <li>• Diagram</li> <li>• Display</li> <li>• Drawing</li> <li>• Graph</li> <li>• Map</li> <li>• Model</li> <li>• Painting</li> <li>• Photograph</li> <li>• Poster</li> <li>• Sculpture</li> <li>• Slide show</li> <li>• Story board</li> <li>• Video tape</li> </ul> <p><b><u>Method:</u></b></p> <ul style="list-style-type: none"> <li>• Self assessment</li> <li>• Peer assessment</li> <li>• Teacher assessment</li> </ul> <p><b><u>Tool:</u></b></p> <ul style="list-style-type: none"> <li>• Memorandum</li> <li>• Observation sheet/ book</li> <li>• Checklist</li> <li>• Rubric</li> <li>• Journal</li> <li>• Other</li> </ul>	
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- uses feedback to revise, edit and rewrite;
- uses knowledge of grammar, spelling, etc., to edit;
- thinks about design and layout.

AS 7

Uses developing knowledge of language structure and use

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

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

AS 2

Uses language for thinking:

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

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

AS 1

Revises the grammar learned in the earlier grades.

AS3

Extends use of prepositions, determiners, adjectives and adverbs.

AS 6

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

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

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

AS 9

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

## WORK SCHEDULE: ENGLISH FIRST ADDITIONAL LANGUAGE

**GRADE 7**

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

**WORK SCHEDULE: ENGLISH FIRST ADDITIONAL LANGUAGE****GRADE 7**

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

