TERM 03

FIRST ADDITIONAL LANGUAGE LESSON PLAN EXAMPLER

DURATION: 1-4 WEEKS

GRADE: 07

CONTENT IN CONTEXT : MULTI-MEDIA TEXT TOPIC : COMPREHENTION

LO's and ASs	TEACHER ACTIVITY	LEARNER ACTIVITY	ASSESSMENT
 LO 1: LISTENING AS 2: Understands oral texts(e.g. recounts sport commentaries) Answer questions of growing complexity Identifies point of view e.g. considers two accounts of the same incident) 	 Activity 01 Teacher reads the comprehension to the learners and asks questions The teacher asks learners to write difficult words in their books for later use and explanation. 	 Activity 01 Learners respond orally Learners write down difficult words and or those they do not understand. 	Form • Oral presentation <u>Method</u> • Teacher • Group <u>Tool</u> • Observation sheet
 LO 2: SPEAKING AS1: Interacts in additional language Uses language for a range of functions, express opinions; feelings; make choices, give advice and make suggestions. 	 Activity 02 Teacher ask learners to express opinions about the comprehension with paragraphs that have main ideas and summarise 	 Activity 02 Learners express opinions about the text that they were exposed to Identify all main ideas in all paragraphs in the article. Retells and summaries the story orally. 	Form Discussions <u>Method</u> Teacher Pair <u>Tool</u> Rubric
 LO 3: READING AND VIEWING AS 3: Reads and respond to social text Identifies purpose, audience and context Describes features of the type of text being read 	 Activity 03 In groups the teacher asks learners to analyse the comprehension. 	 Activity 03 Learners read and interpret the text by identifying purpose, audience, context and features. 	Form Class work <u>Method</u> Group <u>Tool</u> Memorandum

 LO 4: WRITING AS 2: Writes for social purposes Writes a simple letter showing awareness of features of the text type. AS 3: Writes for personal reflection Writes a diary. AS 5: Design media text (e.g. simple advertisement.) 	 Activity 04 Teacher gives learners difficult words that they have identified to use in making sentences and to write paragraphs. 	 Activity 04 Learners make sentences using the difficult words that they identified. Learners write paragraphs featuring main ideas. Learners write a letter. Make diary entries Design an advertisement. 	Form Informal letter Diary entries Advertisement <u>Method</u> Teacher Group <u>Tool</u> Rubric
 LO 5: THINKING AND REASONING AS 2: Uses language for thinking Asks and answer more complex questions (e. g. "What would happen if?) AS 3: Collects and records information in different ways: Transfers information from one mode to another e g Uses information from visual to written text.) 	 Activity 05 Teacher gives the learners the opportunity to show how much they understood the content of the comprehension by answering questions individually. 	 Activity 05 Learners have the opportunity to show how much they understood the content of the text by answering questions individually. Transfer comprehension information. 	Form: Class work <u>Method</u> Group <u>Tool</u> Memorandum
LO 6: LANGUAGE STRUCTURE AND USE AS 4: Understands and uses to express possibility ,probability and necessity ,for example("will, should ,may, might, will not) AS 2: Extends use of questions to include questions tags. AS 5: Understands and uses the first conditional (e.g. 'If the lens is dirty, the camera won't work)	 Activity 06 Teachers allows learners to choose sentences and change the tense of each verb in paragraphs Teacher asks learners the questions written on question tags. Learners do the exercise 	 Activity 06 Learners choose sentences and change the tense of each verb in paragraphs Learners answer the questions written on question tags. Learners do the exercise 	Form • Homework • Class work <u>Method</u> • Peer <u>Tool</u> • Memorandum

Learners given a copy of the drama(LO 1)

Learners sit next to someone (academically stronger)(LO 5)

Learners with speech problems and struggles to complete speaking tasks effectively could be scaffolded by peers or more time could be provided (LO 2)

Learners who might have difficulty in completing reading tasks, could be provided with texts with a bigger font or could be given more time to complete tasks (LO 3)

Access to libraries or books, newspapers and magazines at home should be organized (Learners who may experience difficulties in writing well structured paragraphs or essays may be provided with additional scaffolding in the writing process (LO 4)

Learners with cognitive barriers which negatively impacts on the thinking and reasoning process could be given more opportunities to practice this skill (LO 5)

Resources

- Informal and formal letters
- Simple personal advertisement/pamphlet
- E-mail message
- Agenda and minutes
- Diary or journal
- Newspaper article
- Design magazine, CD and book covers
- Paragraph writing

LANGUAGE : FIRST ADDITIONAL LANGUAGE LESSON PLAN EXAMPLER

DURATION: 1-4 WEEKS

GRADE: 08

CONTENT IN CONTEXT : MULTI-MEDIA TEXT

TOPIC : COMPREHENTION				
LO's and ASs	TEACHER ACTIVITY	LEARNER ACTIVITY	ASSESSMENT	
 LO 1: LISTENING AS 2: Understands oral texts(e.g. recounts sport commentaries) Answer questions of growing complexity Identifies point of view Retells and summarises Describe the features or characteristics of different kinds of oral text. 	 Activity 01 (Do pre-reading) Explain: The teacher reads different kinds of oral text photocopied from various sources for the learners and explains difficult words ,phrases etc Let learners discuss difficult words Ask good questions e.g. who, what, where, what does mean Then asks: What if? Why do you think? Asks questions where learners describe different kinds of oral text(e.g. audience, characters etc), 	 Activity 01 Learners respond orally Learners write down difficult words and or those they do not understand Learners simply repeat or translate the message Discuss features of different kinds of oral text 	Form • Oral presentation <u>Method</u> • Teacher • Group <u>Tool</u> • Observation sheet	
 LO 2: SPEAKING AS 2: Interacts in additional language Uses language for a range of functions(offers and invites("Would you like?),politely refuses ("I'm sorry)etc Takes part in role plays of different situations involving different kinds of language. AS 4: Debates social and ethical 	 Activity 02 Teacher promotes sharing of ideas between two learners encouraging them to talk about different situations. Teacher invites pairs to share their ideas with the rest of the class Reminds learners in a form of questions about script writing Divide learners into small groups Reminds learners by reading 	 Activity 02 Learners express opinions about the comprehension Identify all main ideas in all paragraphs in the text Retells and summaries the story orally 	Form • Discussions <u>Method</u> • Teacher • Pair <u>Tool</u> • Rubric	

diagrams, and discusses the			
word in home language).			
 LO 4: WRITING AS 2: Writes for social purposes: writes personal letters (e.g. politely refusing an invitation), showing awareness of the text type, of purpose, audience and context, and of register/style; writes e-mail messages. AS 3: Writes for personal reflection: writes a diary AS 5: Designs media texts: designs a simple advertisement or pamphlet writes a simple news report AS 7: Uses developing knowledge of language structure and use: makes a text cohesive (e.g. using linking words to link paragraphs); writes good paragraphs with one main idea, a topic sentence and supporting sentences, and is able to reflect on it; writes introductions and conclusions; adopts a point of view. 	 Activity 04 Language- Group work written activity Teacher teaches language structure within the context of the comprehension. Revises grammar used in previous Grades. The teacher guides learners in simple informal letter writing taking into account (purpose, audience, context, and register/style. The teacher guides learners in diary entries. Guides learners on how to write an e-mail such as :it must be brief and to the point, make use of phrases and codes, Guides learners in designing an advertisement. Guides learners on how to write a paragraph with: a heading, main idea and supporting sentences. Introduction and conclusions 	 Activity 04 Learners make sentences using the difficult words that they identified Learners write paragraphs featuring main ideas Learners write a letter Learners complete a frame of an e-mail message Make diary entries using full Sentences correctly punctuated dictation Design an advertisement which will appear in all their e-mails Each learner chooses a word and writes sentences which will lead to a paragraph with a point of view. 	Form Class work Homework Method Pair Group Teacher Iool Memorandum Form Informal letter Diary entries Advertisement/pamphlet E-mail message News report Method Teacher Group Tool News report Method Rubric

	Activity 05	Learners have the	Tool
 LO 5: THINKING AND REASONING AS 2: Uses language for thinking Asks and answer more complex questions (e.g. "What would happen if? 	 Asks more complex questions based on the text such as "What would happen if? 	 Learners have the opportunity to show how much they understood the content of the comprehension by answering questions 	Rubric
 AS 3: Collects and records information in different ways: Transfers information from one mode to another e g Uses information from visual to written text.) 	• Let learners sequence the photocopy of pictures, illustration or photographs to form a cohesive story.	 individually. Transfer comprehension information. 	Form • Homework • Class work <u>Method</u>
LO 06: LANGUAGE STRUCTURE AND USE AS 4: Extends use of nouns(e.g. countable and uncountable nouns) AS 5:Extands use of determiners(e.g. some and any AS 9: Expands vocabulary (e.g. by mind mapping related words, such as words about war). AS 10: Demonstrates an understanding of between 5000 and 7500 common spoken words in context by the end of Grade 8. Learners, who will do some of their learning through their additional language, should aim for 7500 words	 Activity 06 Choose sentences or paragraphs from the comprehension with countable and uncountable nouns to correct. Give learners paragraphs taken from the comprehension to fill in words that determine possession, place or position Let learners write difficult words identified during listening activities and look for the meaning. 	 Activity 06 Learners correct sentences or paragraphs by underlining the countable or uncountable that precedes the singular or plural noun. Learners choose determiners to complete their paragraphs. Learners write the meaning of words into their personal dictionaries. 	• Peer <u>Tool</u> • Memorandum <u>Form</u> • Class work • Homework <u>Method</u> • Pair <u>Tool</u> Memorandum

Barriers to learning Learners given a copy of the drama

Learners sit next to someone (academically stronger)

Learners with speech problems and struggles to complete speaking tasks effectively could be scaffolded by peers or more time could be provided Learners who might have difficulty in completing reading tasks, could be provided with texts with a bigger font or could be given more time to complete tasks

Access to libraries or books, newspapers and magazines at home should be organized

Learners who may experience difficulties in writing well structured paragraphs or essays may be provided with additional scaffolding in the writing process

Learners with cognitive barriers which negatively impacts on the thinking and reasoning process could be given more opportunities to practice this skill

Resources

- Informal and formal letters
- Simple personal advertisement/pamphlet
- E-mail message
- Agenda and minutes
- Diary or journal
- Newspaper article
- Design magazine, CD and book covers
- Paragraph writing
- Invitations

Reflections

LANGUAGE : FIRST ADDITIONAL LANGUAGE LESSON PLAN EXAMPLER				
DURATION: 1-4 WEEKS			GRADE: 09	
CONTENT IN CONTEXT : MULTI-M TOPIC : COMPREHENTION				
LO's and ASs	TEACHER ACTIVITY	LEARNER ACTIVITY	ASSESSMENT	
 LO 1: LISTENING AS 2: Understands oral texts (e.g. radio talk shows, texts with statistics): answers questions; retells and summarises; identifies point of view and is able to offer an alternative point of view; analyses the features of different kinds of oral texts (e.g. a conversation, a story). 	 Activity 01 (Do pre-reading) Explain: The teacher reads different kinds of oral text photocopied from various sources for the learners and explains difficult words ,phrases etc Let learners discuss difficult words Ask good questions e.g. who, what, where, what does mean Then ask: What if? Why do you think? Asks questions where learners describe different kinds of oral text(e.g. audience, characters etc), 	 Activity 01 Learners respond orally Learners write down difficult words and or those they do not understand. Learners simply repeat or translate the message. Discuss features of different kinds of oral text 	Form • Oral presentation <u>Method</u> • Teacher • Group <u>Tool</u> • Observation sheet	
 LO 2: SPEAKING AS 2 : Interacts in additional language uses language for a range of functions: makes polite requests and asks people not to do things ('Would you mind not'), asks for help from friends or strangers ('Excuse me I wonder if you could') etc.; 	 Activity 02 Teacher promotes sharing of ideas between two learners encouraging them to talk about different situations. Teacher invites pairs to share their ideas with the rest of the class Reminds learners in a form of questions about script writing Divide learners into small 	 Activity 02 Learners express opinions about the comprehension Identify all main ideas in all paragraphs in the text. Retells and summaries the story orally. Learners prepare play scripts They perform the role play Points to consider in this debate are discussed by the 	Form Discussions Method Teacher Pair Tool Rubric	

 takes part in role-plays of different situations involving different kinds of language (e.g. a job interview). 	 groups Reminds learners by reading the notes outlining the basic structure for 	learners in the textLearners perform the debate.	
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:	 debating and the use of features of spoken language (word stress, weak vowels, intonation, rhythm) Encourage learners to develop ideas further by doing research to back up what they say, Let your learners make use 		
 shares roles (e.g. chairperson, timekeeper, secretary); 	of internet if available.		
 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 03: READING AND VIEWING 	 Activity 03 Acquire and distribute different text with photographs to groups. Guide learners on how to read and 	 Activity 03 Learners read and respond, identify, critically analyse, demonstrate, understanding 	<u>Form</u> • Role play Method
 AS 1: Reads a text (fiction or non-fiction): identifies purpose, audience and context; 	respond, identify, critically analyse, demonstrate understanding, comment by taking into account the: -characters, plot, setting, narrator -background -Language	comment by taking into account the: -characters, plot, setting, narrator -background	 Pair/Group/Teacher <u>Tool</u> Rubric

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 infers meaning; 	-audience	-Language	
 identifies what is not said in a 	-purpose	-audience	
text;	-content and context	-purpose	
• identifies the register/style	-features	-content and	
(formal or informal);	-infer meaning	context	
		-features	
explains and assesses point of	-register (formal or		
•	informal)	-infer meaning	
view in both written and visual parts	 Teacher guides learners on how to 	-register (formal or informal)	
of the text, and offers alternative	explain and assess a point of view in	 Learners explain and asses 	
points of view;	both written and visual parts of a text	the text (skim and scan).	
	using main ideas and supporting		
shows understanding of the way	sentences in a paragraph (skim and		
in which texts position readers	scan)		
(e.g. by using the inclusive			
pronoun 'we');	Activity 04		Form
• with fiction, demonstrates an	Language- Group work written	Activity 04	Debate
understanding of character, plot,	activity	 Learners make sentences 	<u>Metho</u> d
setting and narrator.	 Teacher teaches language structure 	using the difficult words that	Pair
AS 3: Reads and responds to	within the context of the	they identified.	Group
social texts (e.g. simple business	comprehension.	 Learners write paragraphs 	Teacher
letters):	 Revises grammar used in previous 	featuring main ideas.	Tool
· ·	Grades.	Learners write a letter.	Rubric
 identifies purpose, audience 	The teacher guides learners in:	• Learners complete a frame of	
and context;	-simple informal and formal letter writing		Form
describes features of the type of	-e-mail messages	Make diary entries using full	Class work
text being read (e.g. a simple job	-notice, agenda and minutes	sentences correctly	Homework
advertisement);	-diary entries/journals	punctuated dictation.	Assignment
comments on register/style	-a CV and application letter	 Design an advertisement 	Method
(formal or informal);	-simple personal adverts	which will appear in all their	Pair
	-designing magazine, CD and book	e-mails	Group
analyses point of view, apartruction of magning, way in	covers	Each learner chooses a word	Teacher
construction of meaning, way in	-newspaper article taking into account	and writes sentences which	Tool
which reader is positioned.	(purpose, audience,	will lead to a paragraph with	Memorandum
AS 5: Critically analyses media	context, structure of text, introduction	a point of view.	
texts (e.g. a short newspaper	and conclusion, point of view		
article);	register/style and paragraphs.		
 identifies subject, context, 	Guides learners on how to write an e-		
audience and message of	mail such that :it is brief and to the		
written and visual text;	point, makes use of phrases and		
 analyses the type of text and 	codes,		
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register/style (e.g. newspaper articles have headlines, and use short sentences and paragraphs , direct speech, short and simple adjectives in order to get readers' attention).			
AS 6: Uses reading strategies:			
 AS 6: Uses reading strategies: skims texts – identifies the topic and key points, and uses layout features (e.g. illustrations); matches different ways of reading to different texts (e.g. skims newspaper articles for main ideas); develops and evaluates reading speed; LO 4: WRITING AS 2: Writes for social purposes: writes a simple business letter (e.g. a job application and a CV); writes informal and more formal e-mail messages writes the minutes of a meeting (e.g. an SRC meeting); shows awareness of text type, purpose, audience, context and register/style. AS 3: Writes for personal reflection: writes a diary or journal AS 5: Designs media 	 Activity 05 Let learners sequence the photocopy of pictures, illustration or photographs to form a cohesive story. Let learners choose one topic read during listening, reading or writing activities and conduct a research on it(individual) In groups, allow them to discuss each topic and tell what they have learnt. Allow them to make some notes on information they collected Guide learners that the key cards should -be clearly numbered -not be too large -fit into the palm of the hand etc -contain short phrases or key words Advise the learners to make -posters /graphs /photographs, layout, content Emphasise the importance of structuring a talk -practising the talk -presentation skills - Refer to graphs/diagram/,photographs /illustrations /pictures or posters Conclusion should link back to the introduction and summaries the main ideas that have been presented. 	 Activity 05 Learners have the opportunity to show how much they understood the content of each topic by answering questions and give feed back. Learners create key words necessary for their oral presentation and organise their ideas Learners conduct and present their investigation. 	Form • Informal and formal letters • Simple personal advertisement/pamphlet • E-mail message • Agenda and minutes • Diary or journal • Newspaper article • Design magazine, CD and book covers • Paragraph writing Method • Teacher • Group • Self Tool • Rubric • Check list Form • Homework • Investigation • Oral presentation Method • Peer • Teacher
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texts:	Activity 06		Memorandum
 writes simple personal advertisements (e.g. advertising something for sale); designs magazine, CD and book covers. AS 7: Uses developing knowledge of language structure and use: shows an understanding of style and register (e.g. rewrites a story as a newspaper article); shows an understanding of the information structure of texts; writes coherent, longer pieces of writing, with introductions and conclusions; critically evaluates own point of view; 	 Teach language structure within the context of the different text Allow learners write difficult words identified during listening, speaking, reading writing activities and look for the meaning. 	Activity 06 • Learners write the meaning of words into their personal dictionaries.	 Memorandum Check list Form Class work Homework Method Pair Tool Memorandum
 LO 5: THINKING AND REASONING AS 3: Collects and records information in different ways: selects relevant information and takes notes (organises key ideas under headings and sub- 			
 headings, uses layout such as capital letters and underlining); reads and synthesises information from several texts on the same topic; 			
 transfers information from one mode to another (e.g. uses statistics to write paragraphs, 			

uses mind maps)		
LO 06: LANGUAGE STRUCTURE		
AND USE		
AS 10: Demonstrates an		
understanding of between 6000 and		
8000 common spoken words in		
context by the end of Grade 9.		
Learners, who will do some of their		
learning through their additional		
language, should aim for 8000		

Learners given a copy of the drama

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Resources

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- Paragraph writing
- Invitations

Reflections

Envilop First Additional			
Contexts: Drama English First Additional Time: 3 weeks Grade: 07			
LO's and ASs	TEACHER ACTIVITY	LEARNER ACTIVITY	ASSESSMENT
Read the drama / play to the learners			
 LO 1: LISTENING AS 2: Understands oral texts (e.g. recounts, sports commentaries); answers questions of growing complexity; identifies point of view (e.g. considers two accounts of to ideas and treats other views with respect; the same incident); with support, retells and summarises AS 4: Listens actively in a discussion: responds 	 Activity 1 PRE-READING ACTIVITIES Prediction and class discussion Teacher introduces the lesson by showing the learners a copy of the drama text Learners to view the cover and brainstorm what the drama is about by looking at the title, diagrams, photographs, pictures and illustrations. The teacher records responses from learners in the form of a mind map 	Activity 1 PRE-READING ACTIVITIES Prediction and class discussion Learners view the title, diagram, photographs, pictures and illustrations. -In groups, they brainstorm what they think the drama is about. -Group leader responds orally with groups' suggestions and predictions.	Form: Discussion <u>Method</u> : Teacher Observation <u>Tool</u> :Checklist (focus on Speaking skills)
 invites contributions from others and responds to their views; disagrees politely and does not interrupt others. 	DURING READING ACTIVITIES -Teacher then reads the drama to the learnersTeacher pauses at certain points in the drama and asks the class to predict what will happen next. -These responses are recorded by the teacher for later referral and discussion. -Teacher then reads an extract from the drama which is used as a listening comprehension. -Teacher then discusses	DURING READING ACTIVITIES -Learners listen to the teacher reading the text and predict what will happen next in the story when prompted to do so. -Learners answer questions individually, as set by teacher. -Learners add new vocabulary to their own existing word list.	<u>Form</u> : Listening Comprehension <u>Method:</u> Teacher <u>Tool:</u> Memo (focus on listening skills)

	elements or characteristics of		
 LO 2: SPEAKING AS 2: Interacts in additional language uses language for a range of functions: expresses opinions and feelings, makes choices, gives advice and makes suggestions (e.g. 'I think you should'), etc.; takes part in a role-plays of different situations involving different kinds of language (e.g. formal and informal telephone conversations). 	drama and introduces new vocabulary e.g. plot, dialogue, characters, setting, and message etc. Activity 2 Teacher provides learners with sentences that summarize the drama. Learners to sequence the sentences in logical order.	Activity 2 Learners work individually and sequence the sentences.	<u>Form:</u> Written Response <u>Method:</u> Peer Assessment Tool: Checklist
AS 3 : Shows developing ability to use features of spoken language to communicate: word stress, weak vowels, intonation and rhythm.			(focus thinking and reasoning)
 AS 4: Begins to debate social and ethical issues: shares out 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'); 			
 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 	Activity 3 Reading Teacher introduces learners to different reading strategies (e.g. skimming, scanning, silent reading to improve their reading skills.)Teacher observes.	Activity 3 Reading -Learners, in groups, are provided with the drama. They scan the text before reading to see how long it is, look at the illustrations to help orientate them before they start reading - skim quickly to get the sense	<u>Form:</u> Dialogue <u>Method:</u> Peer and Teacher <u>Tool:</u> Check list(focus writing skills)

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images in constructing meaning;		of the drama.	
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 it);			
begins to develop and evaluate			
reading speed.			
AS 9 : Demonstrates a reading vocabulary of between 4 000 an 5 500			
common words. Learners who will study			
other Learning Areas through their			
additional language should aim for 5 500			
words.			
LO 4: WRITING	Activity 4		Form: Role play
AS 4: Writes creatively:	Teacher sets up questions that	Activity 4	<u>rom</u> . Note play
shows development in the ability to	will check learners'	Learners read drama silently	Method:
write stories, poems and play-scripts (e.g. by including dialogue in a story).	understanding of the drama	on their own and answer	Teacher
AS 6 Treats writing as a process:	(simple to complex questions)	questions based on the drama	
 drafts, reads and discusses own 		-identify purpose, audience,	Tool:
writing critically;		context, main paints	Checklist(focus
 uses feedback to revise, edit and 		-notices how text is	speaking skills)
rewrite;		constructed,	
• uses knowledge of grammar, spelling,		role played by visual images -demonstrate understanding of	
etc., to edit;		character, plot and setting	
 thinks about design and layout. 	Homework		
	Teacher assigns character roles within	Homework	
AS 7: Uses developing knowledge of	the groups. Learners to read and	Learners practise and prepare	
 language structure and use: makes text cohesive (e.g. by using 	prepare at home.	for formal reading assessment.	
 makes text conesive (e.g. by using pronouns); 			
	Activity 5		

begins consciously to adopt a point of	Teacher now assesses	Activity 5	
view in writing.	prepared reading and	Learners read roles assigned to them with	
	conversation.	groups.	
LO 5: THINKING AND REASONING			
AS 2: Uses language for thinking:	AFTER READING ACTIVITIES		Form: Reflective
 asks and answers more complex 	Activity 6	Activity 6	writing
questions (e.g. 'What would happen if	Teacher shows learners the	Learners are provided with the example	
?');	example of a dialogue as	of the dialogue and they now focus on	Method: Peer
 defines and classifies 	displayed in the drama text.	the layout, style and features.	Assessment
	Teacher focuses on the layout,		Test Belles
LO 6: LANGUAGE AND STRUCTURE	style and features of this type of		Tool: Rating
USE	writing in preparation for the		Scale
AS 2: Extends use of questions to include	writing of their own dialogues.		
question tags.	Activity 7		Form :class
AS 4: Understands and uses modals to	Teacher gives scenarios and asks them	Activity 7	work /homework
express possibility, probability and necessity, for example:	to write a dialogue in pairs.	Learners, in pairs, prepare for the writing	Method :pair
 It will rain.' (certain - positive); 	Teacher assists with writing of	of the first draft. Pairs exchange their	Tool
	the first and final draft. Teacher	first draft. Learners correct one	:memorandum
 "It should rain.' (probable); It may rain.' (possible);	assesses the final draft.	another's work where necessary. They	
 It might rain.' (unlikely); 		return their partners' draft and give	
 It might rain. (unikely), It will not rain.' (certain - 		feedback. Learners make corrections	
 It will not rain. (certain - negative). 		and write the final draft, which they then	
AS 5: Understands and uses modals to		hand in to the teacher for assessment.	
express obligation and necessity, for	Activity 8		
example:	Teacher returns assessed written	Activity 8	
 You must be careful.' (necessity); 	dialogues to learners which they will then	Learners perform their role-play	
 You should be careful.' (desirable); 	role-play.		
 You shouldn't be careless.' 			
(undesirable);	Activity 9		
 It will not rain.' (certain - negative). 	Teacher asks learners to use words	Activity 9 Learners work with words (using	
	describing the feelings they have about the characters as portrayed in the drama.	dictionaries) to extend their vocabulary.	
AS 6: Understands and uses the first	The teacher assists and guides the	Learners use these words in sentences	
conditional (e.g. 'If the lens is dirty, the	learners with their choice of descriptions	to describe their feelings and	
camera won't work.').	e.g. don't like, admire, don't respect, am	experiences of this genre (journal	
	suspicious of, like, etc. Use of dictionaries	writing)	
	is encouraged and learners make a		
	journal entry on their feelings and		
	experiences of this genre.		

Activity 10 Once the drama finished, asks more complex questions such as: -contextual /factual questions (who, what, where, when) -Style questions such as(formal, informal, simple ,humorous) -What would happen if? Activity 11 Reminds learners how to use sentences with question tags. Activity 12 Teach probability, possibility ,necessity, use of modals, first conditional and assign an activity on them	Activity 10 Learners picture analysis/observation sequencing according to questions given. Activity 11 Learners change sentences given into question tags. Activity 12 Learners are given different activities	Activity 11&12 Form :Class work /Homework Method :Teacher /group Tool :Memorandum
y stronger) les to complete speaking tasks effectively cou leting reading tasks, could be provided with to		

Access to libraries or books, newspapers and magazines at home should be organized

Learners who may experience difficulties in writing well structured paragraphs or essays may be provided with additional scaffolding in the writing process

Learners with cognitive barriers which negatively impacts on the thinking and reasoning process could be given more opportunities to practice this skill

Resources :

Dictionaries, photographs, magazine pictures and advertisements, songs, rhymes, Weather reports, interviews, encyclopaedias, tables of contents and indexes, pamphlets, mind maps, flow-diagrams, forms for filling in, invitations, charts, rosters, television, videos, internet, posters, speeches, autobiographies and biographies

Reflections:

English First Additional					
Contexts: Drama Time: 3 weeks					
LO's and ASs	TEACHER ACTIVITY	LEARNER ACTIVITY	ASSESSMENT		
 Read the drama to the learners LO: 1 LISTENING AS 2: Understands oral texts (e.g. poems, radio plays); answers questions of growing complexity; identifies point of view retells and summarises. describes the features of characteristics of different kinds of 	PRE-READING ACTIVITIES Activity 1 Prediction and class discussion. Teacher introduces the lesson by showing the learners a copy of the drama text and tells learners to view the cover and brainstorm what the drama is about by looking at the title, content page, blurb, diagrams, graphs, photographs, pictures and illustrations. The teacher records responses from learners in the form of a mind map.	READING ACTIVITIES Activity 1 Prediction and class discussion Learners view the title and illustrations and in groups brainstorm what they think the drama is about. Group leader responds orally with groups' suggestions and predictions. Independently they retell and summaries	Form: Discussion <u>Method:</u> Teacher Observation <u>Tool</u> :Checklist (focus on speaking skills)		
 oral texts (e.g. poem or factual text). AS 4: Listens actively in a discussion: shows openness to ideas and treats the views of others with respect; invites contributions from others and responds to their views; is prepared to challenge others but does so politely and does not interrupt them; criticises the ideas and not the person. 	DURING READING ACTIVITIES Teacher then reads the drama to the learners. Teacher pauses at certain points in the drama and asks the class to predict what will happen next. These responses are recorded by the teacher for later referral and discussion. Teacher then reads an extract from the drama which is used as a listening comprehension. Teacher then discusses important parts of drama and introduces new vocabulary e.g. plot, dialogue, characters, setting, and message	DURING READING ACTIVITIES Learners listen to the teacher reading the text and predict what will happen next in the story when prompted to do so. Learners answer questions individually, as set by teacher. Learners add new vocabulary to their own existing word list.	<u>Form:</u> Listening comprehension <u>Method:</u> Teacher <u>Tool:</u> Memo(focus on listening skills)		

 LO 2: SPEAKING AS 2: Interacts in additional language: uses language for a range of functions: offers and invites ('Would you like to?), politely refuses ('I'm sorry'), etc.; takes part in a role-plays of different situations involving different kinds of language (e.g. reporting a crime to the police). AS 3: Shows developing ability to use features of spoken language to communicate: word stress, weak vowels, intonation and rhythm. 	etc. Activity 2 Teacher provides learners with sentences that summarize the drama. Learners to sequence the sentences in logical order.	Activity 2 Learners work individually and sequence the sentences.	Response <u>Method:</u> Peer Assessment <u>Tool:</u> Checklist (focus thinking and reasoning
 AS 4: Debate 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 (e.g. 'You're right.') and disagreement (e.g. 'You're necessary. 			
 LO 3: READING AND VIEWING AS 1: Reads a text (fiction or non- fiction): identifies purpose, audience and context; 	Activity 3 Reading Teacher introduces learners to different reading strategies (e.g. skimming, scanning, silent reading to improve their reading	Activity 3 Reading Learners, in groups, are provided with the drama. They scan the text before reading to see how long it is, look at the illustrations to help orientate them	<u>Form</u> : Reading <u>Method:</u> Teacher peer assessment <u>Tool:</u> Observation

		1	
 infers meaning (things which 	skills.)Teacher observes.	before they start reading and skim	sheet (focus –
cannot be found directly in the		quickly to get the sense of the drama.	reading skills)
text);	Activity 4		
 explains and assesses point of 	Teacher sets up questions that will	Activity 4	
view in both the written and visual	check learners' understanding of	Learners read drama silently on their	Form: Question
parts of the text (e.g. says whether	the drama (simple to complex	own and a identify purpose, audience,	and answer
the view of the world represented	questions).	context, main paints	Method:
is fair or stereotypical);		-notices how text is constructed, role	Teacher
distinguishes main points from		played by visual images	assessment
supporting detail;		-demonstrate understanding of	Tool:
 with fiction, demonstrates an 		character, plot and setting answer	Memo(reading
understanding of character, plot		questions based on the drama	comprehension)
and setting.		-infers meaning	
AS 6: Uses reading		-explain and assesses point of view in	
strategies:		visual and written	
 matches different ways of reading to 			
different texts (e.g. scans a	Homework	Homework	Form: Prepared
telephone directory);	Teacher assigns character roles	Learners practise and	Reading
	within the groups. Learners to read	prepare for formal reading	Method
develops and evaluates reading	and prepare at home.	assessment.	:Teacher
speed;			assessment
uses strategies to work out the	Activity 5	Activity 5	Tool: Rating
meanings of words (e.g. looks at	Teacher now assesses prepared	Learners read roles assigned	scale(focus
illustrations or diagrams, and	reading and conversation.	to them within groups.	prepared
discusses the word in home		to them within groups.	reading and
language			
AS 9: Demonstrates a reading	AFTER READING ACTIVITIES	AFTER READING	Form: Script
vocabulary of between 5 000 an 6 500	Activity 6	ACTIVITIES	Method: Peer
common words. Learners who will	Teacher shows learners the	Activity 6	and Teacher
study other Learning Areas through	example of a dialogue as displayed	Learners are provided with	Tool: Check list
their additional language should aim for	in the drama text.	the example of the dialogue	(focus writing
6 500 words.	Teacher focuses on the layout,	as displayed in the drama text	
			skills)
	style and features of this type of	and they now focus on the	
	writing in preparation for the writing	layout, style and features.	
	of their own scripts		
	A student 7	A satisface 7	
	Activity 7	Activity 7	
	Teacher gives scenarios and asks	Learners, in pairs, prepare for	
	them to write a script in pairs.	the writing of the first draft.	
	Teacher assists with writing of the	Pairs exchange their first	
	first and final draft. Teacher	draft. Learners correct one	

	assesses the fi	another's work where necessary. They return their partners' draft and give feedback. Learners make corrections and write the final draft, which they then hand in to the teacher for assessment.	
 LO 4: WRITING AS 4: Writes creatively: shows development in the ability to write stories, poems and playscripts (e.g. by using figurative language) translate stories (and other texts) from home language AS 6: Treats writing as a process: drafts, reads and discusses own writing critically; uses feedback to revise, edit and rewrite; uses knowledge of grammar, spelling, etc., to edit; pays some attention to design and layout. AS 7: Uses developing knowledge of language structure and use: makes text cohesive (e.g. by using linking words to link paragraphs); writes good paragraphs with one main idea, a topic sentence and 	Activity 8 Teacher returns assessed written scripts to learners which they will then role-play. Activity 9 Teacher asks learners to use words describing the feelings they have about the characters as portrayed in the drama. The teacher assists and guides the learners with their choice of descriptions e.g. don't like, admire, don't respect, are suspicious of, like, etc. Use of dictionaries is encouraged and the teacher guides learners in making journal entries about their feelings and experiences of this genre. final draft	Activity 8 Learners perform their role- play Activity 9 Learners work with words (using dictionaries) to extend their vocabulary. Learners use these words in sentences to describe their feelings and experiences of this genre (journal writing)	Form: Role play <u>Method:</u> Teacher <u>Tool:</u> Checklist(focus speaking skills)
 supporting sentences, and is able to reflect on it; writes introductions and conclusions; adopts a point of view. 	Activity 10 Once the drama finished, asks more complex questions such as: -contextual /factual questions (who?, what?, where?, when?)	Activity 10 Learners picture analysis/observation sequencing according to questions given.	Form -Class work -Homework <u>Method</u>
LO 5: THINKING AND REASONING	-Style questions such as (formal, informal, simple, humorous		-Pair <u>Tool</u>

 AS 2: Uses language for thinking: asks and answers more complex questions (e.g. 'When this is changed, then what else would change?'); writes definitions, classifications and generalisations; understands and uses evidence to support a theory or argument (e.g. a photograph, objects from the past, an interview with a witness). 			-Memorandum
LO 6: LANGUAGE AND STRUCTURE USE AS 2: Uses the future tense with 'when' clauses (e.g. 'When I finish work, I will rest.'). AS 4: Extends use of nouns (e.g. countable and uncountable nouns). AS 5: Extends use of determiners (e.g. some and any: 'I have some paper, but I don't have any chalk.'). AS 6: Uses modals to express expanded opportunities politeness (e.g. 'Can/Could I borrow a pencil?').	 Activity 11 Teach rules of the language in the act read and design some questions based on it. Design activities to address future tense, countable and uncountable nouns, determiners, modals 	Activity 11 Learners check the language in the next act given	

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Learners given a copy of the drama

Learners sit next to someone (academically stronger)

Learners with speech problems and struggles to complete speaking tasks effectively could be scaffolded by peers or more time could be provided Learners who might have difficulty in completing reading tasks, could be provided with texts with a bigger font or could be given more time to complete tasks

Access to libraries or books, newspapers and magazines at home should be organized

Learners who may experience difficulties in writing well structured paragraphs or essays may be provided with additional scaffolding in the writing process

Learners with cognitive barriers which negatively impacts on the thinking and reasoning process could be given more opportunities to practice this skill

Resources :

Dictionaries, photographs, magazine pictures and advertisements, songs, rhymes, Weather reports, interviews, encyclopaedias, tables of contents and indexes, pamphlets, mind maps, flow-diagrams, forms for filling in, invitations, charts, rosters, television, videos, internet, posters, speeches, autobiographies and biographies

Reflections: Expanded opportunities:

English First Additional			
Contexts: Drama Time: 3 weeks		Grade: 09	
LO's and ASs	TEACHER ACTIVITY	LEARNER ACTIVITY	ASSESSMENT
LO 1: LISTENING	PRE-READING ACTIVITIES Activity 1	PRE-READING ACTIVITIES Activity 1	<u>Form:</u> Discussion
AS 2 : Understands oral texts (e.g. radio talk show ,texts with statistics)	Prediction and class discussion Teacher introduces the lesson by showing the learners a copy of the	_Prediction and class discussion Learners view the title and	Method: Teacher Observation
Answers questionsRetells and summarises	drama text and tells learners to view the cover and brainstorm what the drama is about by looking at the	illustrations and in groups brainstorm what they think the drama is about. Group leader	Tool :Checklist(focus on speaking
 Identifies point of view and is able to offer an alternatives point of view 	title and illustrations. The teacher records responses from learners in the form of a mind map.	responds orally with groups' suggestions and predictions.	skills)
 Analyses the features of different kinds of oral 			
AS 4: Listens actively in discussion:			
 Shows openness to ideas and treats the views of others critically, but with respect; 	DURING READING ACTIVITIES Teacher then reads the drama to	DURING READING ACTIVITIES Learners listen to the teacher	<u>Form:</u> Listening comprehension Method:
 Invites contributions from others and responds to their views; 	the learners. Teacher pauses at certain points in the drama and asks the class to predict what will	reading the text and predict what will happen next in the	Teacher Tool:
 Is prepared to challenge others but does so politely and does not interrupt them; 	happen next. These responses are recorded by the teacher for later referral and discussion.	story when prompted to do so.	Memo(Focus on listening skills)
	Teacher then reads an extract from the drama which is used as a	Learners answer questions individually, as set by teacher.	

LO 2: SPEAKING	listening comprehension.		
 AS 2: Interacts in additional language: uses language for a range of functions: makes polite requests and asks people not to do things ('Would you mind not'), asks for 	Teacher then discusses important parts of drama and introduces new vocabulary e.g. plot, dialogue, characters, setting, and message etc.	Learners add new vocabulary to their own existing word list.	
 help from friends or strangers ('Excuse me I wonder if you could'), etc 	Teach them how to identify the main character and how to visualise the characters and make them credible and real	Learners identify the main characters/character e.g by checking : -Strengths/emotions(both external and internal)	
AS 3 : Shows developing ability to use features of spoken language to communicate: word stress, weak vowels, intonation and rhythm.		 -His/her innermost thoughts -Adaptations to change as the conflict appear. -They must study them in the context(background, other characters, settings etc) 	
AS 4 : Debates social and ethical issues:		They learn to know and understand	
 shares roles (e.g. chairperson, timekeeper, secretary); 		other characters: -what the writer says about them	
 brings people into the discussion (e.g. 'What do you think?', 'Don't you?'); 		-what other characters say and think about them -their actions and reactions to	
 interrupts politely (e.g. 'Excuse me'); 		certain situations and other characters	
• expresses opinions and supports them with reasons (e.g. 'I'd just like to say that because');	Activity 2 Teacher provides learners with	Activity 2 Learners work individually	<u>Form:</u> Written Response
 expresses agreement ('You're right.') and disagreement ('Yes, but'); 	sentences that summarize the drama. Learners to sequence the sentences in logical order.	and sequence the sentences.	<u>Method:</u> Peer Assessment <u>Tool:</u> Checklist
 switches languages where necessary. 			(focus Thinking and reasoning
LO 3 READING	Activity 3 Reading	Activity 3 Reading	<u>Form:</u> Reading <u>Method:</u>

AS 1: Reads a text (fiction or non-fiction):

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

AS 6: Uses reading strategies matches different ways to different texts use strategies to workout meanings begins to develop reading speed.

LO 4: WRITING

AS 4: Writes creatively shows development in the ability to write stories, poems and play-scripts e.g.

Teacher introduces learners to different reading strategies (e.g. skimming, scanning, silent reading to improve their reading skills.)Teacher observes.

Activity 4

Teacher sets up questions that will check learners' understanding of the drama (simple to complex questions).

Homework

Teacher assigns character roles within the groups. Learners to read and prepare at home.

Activity 5

Teacher now assesses prepared reading and conversation.

AFTER READING ACTIVITIES Activity 6 Teacher shows learners the example of a dialogue as displayed

in the drama text. Teacher focuses on the layout, style and features of this type of writing in preparation for the writing of their own scripts Learners, in groups, are provided with the drama. They scan the text before reading to see how long it is, look at the illustrations to help orientate them before they start reading and skim quickly to get the sense of the drama.

Activity 4

Learners read drama silently on their own and answer questions based on the drama.

Homework

Learners practise and prepare for formal reading assessment.

Activity 5

Learners read roles assigned to them within groups.

AFTER READING ACTIVITIES

Activity

Activity 6 Learners are provided with the example of the dialogue as displayed in the drama text and they now focus on the layout, style and features. Teacher peer assessment <u>Tool:</u> Observation sheet (focus – reading skills)

<u>Form:</u> Question and answer <u>Method:</u> Teacher assessment <u>Tool:</u> Memo(reading comprehension)

Form: Prepared Reading <u>Method</u> :Teacher assessment <u>Tool:</u> Rating scale(focus prepared reading and interpretation)

<u>Form</u>: Script <u>Method:</u> Peer and Teacher <u>Tool:</u> Check list(focus writing skills)

 including dialogue in a story AS 6: Treats writing as process Drafts ,reads and discusses own writing critically Uses feedback to revise, edit, rewrite Uses knowledge of grammar, spelling etc to edit. Think about design and layout. AS 7: Uses developing knowledge of language structure and use makes text cohesive(by using 	Activity 7 Teacher gives scenarios and asks them to write script in pairs. Teacher assists with writing of the first and final draft. Teacher assesses the final draft.	Activity 7 Learners, in pairs, prepare for the writing of the first draft. Pairs exchange their first draft. Learners correct one another's work where necessary. They return their partners' draft and give feedback. Learners make corrections and write the final draft, which they then hand in to the teacher for assessment.	<u>Form:</u> Reflective writing <u>Method:</u> Peer Assessment <u>Tool:</u> Rating Scale
 pronouns).Begins conscious to adopt a point of view in writing. LO 5: THINKING AND REASONING AS 2: Uses language for thinking: asks and answers more complex 	Activity 8 Teacher returns assessed written scripts to learners which they will then role-play.	Activity 8 Learners perform their role- play	<u>Form:</u> Role play <u>Method:</u> Teacher <u>Tool:</u> Checklist(focus speaking skills)
 question LO 6: LANGUAGE STRUCTURE AND USE AS 2: Understands and uses the past perfect progressive tense('He had been waiting for an hour by the time I arrived') AS 4: Expands use of modals function (e.g. "You should /ought to) form –common mistakes with modal verbs (e.g. "He can be able to do) uses the modal verb "used to). 	Activity 9 Teacher asks learners to use words describing the feelings they have about the characters as portrayed in the drama. The teacher assists and guides the learners with their choice of descriptions e.g. don't like, admire, don't respect, are suspicious of, like, etc. Use of dictionaries is encouraged and the teacher guides learners in making journal entries about their feelings and experiences of this genre.	Activity 9 Learners work with words (using dictionaries) to extend their vocabulary. Learners use these words in sentences to describe their feelings and experiences of this genre (journal writing)	
AS 5: Understands and uses the third	Activity 10	Activity 10 Learners picture	

including dialogue in a story

			,
conditional (e.g. 'If I had not locked	Once the drama finished, asks	analysis/observation	
the gates, the car would have been	more complex questions such as:	sequencing the drama	
stolen)	-contextual /factual questions	according to given questions.	
	(who? What? Where? When?)		
AS 6: Use passive voice in the future	-Style questions such as(formal,		
(e.g. 'An election will be held next	informal, simple, humorous)		
month'			
AS 10: Demonstrates an		Activity 11	
	Activity 11		
understanding of between 6000 and	Activity 11	Learners identify some	
8000 common spoken words in context	Remind learners with use of	modal verbs	
by the end of Grade 9. Learners, who	modals		
will do some of their learning through		Activity 12	
their additional language, should aim	Activity 12	Learners do the activity as	
for 8000 words.	Teach your learners third	instructed by the teacher.	
	conditional and asks them to check	,	
	some sentences depicting third		
	conditional in the drama.		
	conditional in the drama.	Activity 13	
	A sticks 40		
	Activity 13	Learners to identify sentences	
	Revise passive voice and asks	written in passive voice.	

Learners given a copy of the drama

Learners sit next to someone (academically stronger)

Learners with speech problems and struggles to complete speaking tasks effectively could be scaffolded by peers or more time could be provided Learners who might have difficulty in completing reading tasks, could be provided with texts with a bigger font or could be given more time to complete tasks

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Dictionaries, photographs, magazine pictures and advertisements, songs, rhymes, Weather reports, interviews, encyclopaedias, tables of contents and indexes, pamphlets, mind maps, flow-diagrams, forms for filling in, invitations, charts, rosters, television, videos, internet, posters, speeches, autobiographies and biographies

Reflections:			
Expanded opportunities:			
Contexts: Text from other Learning A	English First Additi	onal	
Time: 3 weeks		Grade: 07	
TOPIC :BIODIVERSITY (NATURAL S LO's and ASs	TEACHER ACTIVITY	LEARNER ACTIVITY	ASSESSMENT
 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). 	Background Activity one The teacher plans to get the learners to practise investigative abilities by learning about Biodiversity which is part of the Natural Science programme in the theme Life and Living	Background Activity one information in groups on the following (by reading up from books) Learners are expected to gather, asking experts and doing investigation on biodiversity	<u>Form</u> : Written assignment <u>Method</u> : Teacher assessment <u>Tool:</u> Rubric
 AS 3: Collects and records information in different ways: selects relevant material and takes notes (identifies key words and 		Define biodiversityWhy is biodiversity important	

sentences, lists important points);		Biodiversity in South	
• does simple research and writes a		Africa	
report using tools such as graphs,			
tables, diagrams and statistics;		Why so much diversity in	
 transfers information from one 		South Africa	
mode to another (e.g. uses			
information from a visual or written		Biodiversity and tourism	
text to create a graph or a chart, or		Broarvoroity and tourion	
to label a diagram).		Learners must make	
		illustrations to clarify	
		information	
		mormation	
		Activity two	
LO 3: READING AND VIEWING		Activity two	
	Activity two	As groups are giving their	Form: Reading
AS 1: Reads a text (fiction or non-		oral/ verbal presentations or	aloud
fiction):	Ask groups to present their reading		
,	by doing it individually	reading the observations of	Method:
identifies purpose, audience and		their research other learners	Teacher
context;	Learners are requested to present	take very simple notes and	
notices how the text is constructed	their reading in different ways /text	uses information to complete	:Group
to represent a particular view of the	of reading	a table or a chart than.	
world (point of view);			<u>Tool:</u> Rubric
, , , , , , , , , , , , , , , , , , ,	Specify limited time to read a	Reading aloud:	
 identifies main points. 	specific paragraph (use a stop		
	watch)	Learners are expected to	
AS 4: Reads for information:		showcase different ways of	
		reading different texts;	
 follows information texts (e.g. a 			
description of a process like paper-		They are also expected to	
making);		develop and evaluate reading	
 reads simple diagrams, graphs and 		speed	
charts;	Activity three	Activity three	
 summarises information. 	Deflect. We then be a set of		
	Reflect with the learners	Learners are expected to do	
		some reflective thinking and	
AS 7: Reads for pleasure		to write in their journal about:	
• reads fiction and non-fiction books			

at an appropriate reading and language level		What did you dislike about the activity?	
 reads some new kinds of books (e.g. romances) 		 What would you like to do better next time? 	
 evaluates books in a book report 			
 reads a simple book review 			
solves word puzzles			
AS 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		Activity four	Form:
AS 1: Writes to communicate			Investigation
information:	Activity four	Each learner will be expected	Mathad
 fills in forms and timetables; 	Give learners a write up of information based on group	to hand in a write up of the information based on their group's research as well as	<u>Method</u> :Teacher
 writes one or two paragraphs 		9.000 0100001011 00 0011 00	

describing a process (e.g. 'How to	research and own (specify number	their own research. The	Tool: Rubric
change a car tyre');	of words)Give them headings to	written assignment of not	
• uses information from an interview	follow when they write(Assess this	more or less than (100-120	
to write a report or description;	activity as part of formal task)	words) including	
• writes text types required in other			
Learning Areas (e.g. a report).		Introduction	
AS 6: Treats writing as a process:			
drafts, reads and discusses own		• Body	
writing critically;		Conclusion	
 uses feedback to revise, edit and 		• Conclusion	
rewrite;		that have to meet the	
 uses knowledge of grammar, 		following requirements:	
spelling, etc., to edit;			
		Information categorized	
• thinks about design and layout.	Discuss the assessment strategies	under the mentioned	
	with them	headings.	
LO 2: SPEAKING		 Both group and individual 	
		research	
AS 2:Interacts in additional language:		A list of references	
 uses language for a range of 		Learners will be assessed	
functions: expresses opinions and		according to the rubric	
feelings, makes choices, gives		attached which they are given	
		beforehand	Form :Class
advice and makes suggestions			work /Homework
(e.g. 'I think you should'), etc.		Activity five	
 takes part in role-plays of 	A phinite fire		Method:
different situations	Activity five	Learners are also expected to	Teacher
involving different kinds	Prepare verbal/oral to be	make a prepared verbal / oral	Pair
of language (e.g. formal	1	presentation as part of their	<u>Tool</u> :Memorandum
and informal telephone	presented in the class (Assess this	group presentation to assess their progress in	INTERNOLATIONT
conversations	activity as part of formal Task)	communication skills	
AS 4: Begins to debate social and			
ethical issues		Activity six	Form: Role
 shares out roles (e.g. chairperson, 	Activity six		play/Debate
timekeeper, secretary)		At the end of the oral	
	Design a multiple choice	presentation the groups will	Method:
• brings people to discussion (e.g.	Questionnaire (e.g. choose he		Teacher

?) on the cupit ley (e.g. Excuse me) expresses opinions and support them with reasons (e.g., 'You 're right, but) on the content they have covered. A multiple choice Cupe to multiple choice is to reinforce learners' knowledge of the biodiversity. expresses agreement (e.g. You 're right, but) of assignment (e.g. 'You 're right, but) expresses agreement (e.g. 'You 're right, but) of assignment (e.g. 'You 're right, but) switches language where necessary Groups are asked to talk about the following: As 3: Listens for specific information: Activity seven Prepare learners for a debate /role play on given topics. At signment is group to talk adout the following: Eorm: Class work./Homework Learners debate /role play on clebrar? What one thing could you do to improve your group's cooperation? Activity seven chart, or label a diagram Prepare learners to a debate /role play on clebration and colebrations As 1: Revises the grammar learned in the earlier grades Activity eight As 1: Revises the grammar learned in the earlier grades Activity on the soone short notes while the other is presentation As 7: Uses some language here is presentation the topic. Design questions based on the topic. As 8: Expands vocabulary (e.g. by working whord families: happy, Design questions based on the topic. As 6: Expands vocabulary (e.g. by working whord families:	"What do you think ?, " Don't you	correct word	each make up five questions	Group
 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. 'You 're right, but) disagreement (e.g. 'You 're right, but) switches language where necessary LO 1: LISTENING AS 3: Listens for specific information: takes vary simple notes (e.g. complete a table or chart or label a diagram Lo 6: LANGUAGE STRUCTURE AND USE AS 1: Revises the grammar learned in the earlier grades Activity eight Activity eight Todi learners to listen carefully and takes some short notes while the other is presentation Design questions based on the topic. Activity nine Activity nine Activity nine Coverd. A multiple choice Coverd. A multiple choice coverd.				
) Activity seven expresses agreement (e.g., "You you have a synthetic say that because) expresses agreement (e.g., "You you have a synthetic say that) disagreement (e.g., "You you have a synthetic say that) disagreement (e.g., "You you have a synthetic say that) disagreement (e.g., "You you have a synthetic say that) disagreement (e.g., "You you have a synthetic say that) disagreement (e.g., "You you have a synthetic say that) disagreement (e.g., "You you have a synthetic say and the synthet may and takes some short notes while the other a signer synthet say and the synthet may and takes some short notes while the other a dictionaries. As 8: Expands vocabulary (e.g., by work and the topic. As 8: Expands vocabulary (e.g., by work and the synthet sappy. Activity nine Activity nine 	• interrupts politely (e.g. Excuse me			Tool: Rubric
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	terning with word farmoot happy,	Teach the language structure	activities prepared by the	

unhappy, happiness, unhappiness,	appearing in the text such as	teacher	Method:
 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 	 appearing in the text such as Verbs Nouns Adverbs Adjectives tense 	They are given homework for more practise	<u>Method:</u> Teacher Pair <u>Tool</u> :Memorandum
Language			

Learners given a copy of the drama

Learners sit next to someone (academically stronger)

Learners with speech problems and struggles to complete speaking tasks effectively could be scaffolded by peers or more time could be provided Learners who might have difficulty in completing reading tasks, could be provided with texts with a bigger font or could be given more time to complete tasks

Access to libraries or books, newspapers and magazines at home should be organized

Learners who may experience difficulties in writing well structured paragraphs or essays may be provided with additional scaffolding in the writing process

Learners with cognitive barriers which negatively impacts on the thinking and reasoning process could be given more opportunities to practice this skill

Resources: Different Natural Science textbook

Reflections:

	English First Addition	onal	
Contexts: Text from other Learning A Time: 3 weeks	reas	Grade: 08	
	IN SOUTH AFRICA(SOCIAL SCIENCES)		
LO's and ASs	TEACHER ACTIVITY	LEARNER ACTIVITY	ASSESSMENT
LO 5 THINKING AND REASONING	Background	Background	
 AS 1: Uses language and literacy across the curriculum: understands some concepts from other Learning Areas and uses the vocabulary associated with them in their additional language (e.g. 'symptom' in Life Orientation); understands and produces texts used in other Learning Areas (e.g. an explanation of how the kidneys work, or the production of a report in Natural Sciences); produces visual or graphic material to support texts (e.g. a diagram for an explanation). AS 3: Collects and records information in different ways: selects relevant material and takes notes (organises points under headings; abbreviates words); reads and synthesises information from two simple texts on the same topic; 	 Activity one The teacher plans to get the learners to practise investigative abilities by learning about Patterns of inequalities in South Africa which is part of the Social Sciences programme . Introduce the learners to inequalities regarding access to resources in South Africa 	Activity one information in groups on the following (by reading up from books) Learners are expected to gather, asking experts and doing investigation on Patterns of Social inequalities in South Africa • What is democracy? • What are basic services? Give examples. • Status of women • Access to education • Housing and other services Learners must make some	Form: Written assignment Method: Teacher assessment Tool: Rubric
 transfers information from one mode to another by, for example, using mind maps. 		notes to clarify information	

LO 4: WRITING			
AS 1: Writes to communicate			Form:
information:	Activity two		Investigation
 writes a short explanation of how or why something happens (e.g. how an electric circuit works); 	Give learners a write up of information based on group research and own (specify number	Activity two Each learner will be expected to hand in a write up of the	<u>Method</u> :Teacher
 writes one or two paragraphs about the advantages and disadvantages of something (e.g. cars as a form of transport); 	of words) Give them headings to follow when they write	information based on their group's research as well as their own research. The	<u>Tool:</u> Rubric
 uses information from a survey to write a report (including heading, introduction, how the research was carried out, the results, and recommendations); 		written assignment of not more or less than (100-120 words) including • Introduction	
 writes text types required in other Learning Areas (e.g. a historical narrative). 	Guide learners on how to write	• Body	
AS 6: Treats writing as a process:	references.	Conclusion	
 drafts, reads and discusses own writing critically; 		that have to meet the following requirements:	
 uses feedback to revise, edit and rewrite; 		Information categorized under	
 uses knowledge of grammar, spelling, etc., to edit; 		 mentioned headings. Both aroun and individual 	
 pays some attention to design and layout. 		Both group and individual researchA list of references.	
		Learners will be assessed according to the rubric attached which they are given beforehand Learners should transfer the information either from	

LO 3: READING AND		illustration to text or vice versa Learners write a descriptive essay (Access to Education)	
VIEWING	Activity three	Activity three	<u>Form:</u> Reading aloud
 AS 1: Reads a text (fiction or non-fiction): identifies purpose, audience and context; 	Ask groups to present their reading by doing it individually Learners are requested to present	As groups are giving their oral/ verbal presentations or reading the observations of their research other learners	<u>Method:</u> Teacher
 infers meaning (things which cannot be found directly in the text); 	their reading in different ways /text of reading Specify limited time to read a	take very simple notes and uses information to complete a table or a chart than.	:Group <u>Tool:</u> Rubric
 explains and assesses point of view in both the written and visual parts of the text (e.g. says whether the view of the world represented is fair or stereotypical); 	specific paragraph (use a stop watch) Give learners a with either tables	Reading aloud: Learners are expected to showcase different ways of	
 distinguishes main points from supporting detail; 	/statics /graphs /diagrams	reading different texts; They are also expected to	
 with fiction, demonstrates an understanding of character, plot and setting. 		develop and evaluate reading speed.	
 AS 4: Reads for information: follows information texts (e.g. an explanation of how something works, like our kidneys); 		Learners read visual images and answer questions orally trying to summaries the information.	
 reads diagrams, graphs and charts of increasing complexity; 	Activity four Reflect with the learners	Activity four	
 summarises information. AS 7: Reads for pleasure 	Discuss the assessment strategies with them	Learners are expected to do some reflective thinking and to write in their journal about:	
reads fiction and non-fiction books		What did you dislike	

at an appropriate reading and language levelactivity fiveactivity five• reads some new kinds of books (e.g. crime thrillers)Activity fiveActivity fiveActivity five• reads and writes book review a SS 8: Shows some understanding of how reference books work:Prepare verbal/oral to be presented in the class (Assess this activity as part of informal Task)Learners are also expected to make a prepared verbal/oral presentation as part of their group presentation to assess their progress in communication skillsForm : Oral presentation to make a prepared verbal/oral presentation to assess their progress in communication skills• uses a dictionary and a simple thesaurus.Activity sixLearners are also expected to make a prepared verbal/oral presentation to assess their progress in communication skillsForm : Presentation to make a prepared verbal/oral presentation to assess their progress in communication skillsForm : Presentation to make a prepared verbal/oral presentation to assess their progress in communication skillsAS 9: Demonstrates a reading vocabulary of between 5000 and 6500 common words.Activity sixActivity sixDesign a multiple choice Ouscionnarie (e.g. choose he correct wordAt the end of the oral present invice score A multiple choice Ouscionnarie will be made up from these questions. The purpose is to reinforce learners invokedge of the biodiversity.Tool; RubricLO 2: SPEAKINGAS 2: Interacts in additional language: (volud you like, .??) politely refuses (I'm sory?), etc.;Form : common wordsTool; Rubric• Lo 2: SPEAKING <th></th> <th></th> <th></th> <th></th>				
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shares roles (e.g. chairperson,	AS 4: Debate social and ethical issues			
	• shares roles (e.g. chairperson			
	timekeeper, secretary)			
given topics. <u>Form</u> :Class			given topics.	Form :Class

 brings people to discussion (e.g. "What do you think ?, " Don't you ?) 			work
• interrupts politely (e.g. Excuse me)	Activity seven Prepare learners for a debate and		Method: Teacher
 expresses opinions and support them with reasons (e.g. "I'd just like to say that because) 	 role play: Divide them into groups Is it good that everybody gets a house? Why do you think that 		:Pair <u>Tool</u> :Memorandum
 expresses agreement (e.g. "You 're right, but) disagreement (e.g. Yes, but) 	everybody should have access to educationWhat do you think is the		
 switches language where necessary 	role of women in society? Take into consideration the following:	Activity eight	
LO 1: LISTENING	Type of work they must doEducation	Learners write vocabulary words on their personal	Form :Class
AS 3: Listens for specific information:	Legal rights	dictionaries and get their	work
 takes own simple notes; uses information to complete a table or chart, or label a diagram LO 6 LANGUAGE STRUCTURE AND USE AS 1: Distinguishes between verbs 	 Activity eight Tell learners to listen carefully and takes some short notes while the other is presentation Design questions based on the topic. 	meaning.	<u>Method:</u> Teacher :Pair <u>Tool</u> :Memorandum
 that can and cannot take the progressive (e.g., "I have a problem "" I am having a problem AS 8: Uses some language to talk about language (meta-language – terms such as 'pronunciation') AS 9: Expands vocabulary (e.g. by mind mapping related words ,such as words about war) AS 10: Demonstrates an understanding of between 5000 and 	 Activity nine Prepare verbs that can and cannot take the progressive Assign learners to note new word and use dictionaries for meaning Let them write an essay of how you think education is essential for all 	 Activity nine Write sentences with progressive that can and cannot take progressive Use dictionaries to make meaning of new words and make sentences 	
and standing of between 5000 and			
			40

7500 common spoken words in context by the end of Grade 8. Learners, who will do some of their learning through their additional language, should aim for 7500 words.				
Barriers to learning Learners given a copy of the drama Learners sit next to someone (academically stronger) Learners with speech problems and struggles to complete speaking tasks effectively could be scaffolded by peers or more time could be provided Learners who might have difficulty in completing reading tasks, could be provided with texts with a bigger font or could be given more time to complete tasks Access to libraries or books, newspapers and magazines at home should be organized Learners who may experience difficulties in writing well structured paragraphs or essays may be provided with additional scaffolding in the writing process Learners with cognitive barriers which negatively impacts on the thinking and reasoning process could be given more opportunities to practice this skill				
Resources: Social Sciences Textbooks, Magazines, Newspa Reflections:				

English First Additional Contexts: Text from other Learning Areas			
Time: 3 weeks TOPIC: OPERATING EXPENSES : (EMS)		Grade: 09	
LO's and ASs	TEACHER ACTIVITY	LEARNER ACTIVITY	ASSESSMENT
LO 5: THINKING AND REASONING	Activity one	Activity one	
 AS 1: Uses language and literacy across the curriculum: understands some concepts from other Learning Areas and uses the vocabulary associated with them in the additional language (e.g. 'xenophobia' in Social Sciences); writes texts required in other Learning Areas (e.g. reports and explanations in Natural Sciences); produces visual or graphic material to support texts (e.g. diagrams for explanations and reports). AS 3: Collects and records information in different ways: selects relevant information and takes notes (organises key ideas under headings and sub-headings, uses layout such as capital letters and underlining); reads and synthesises information from several texts on the same topic; transfers information from one mode to another (e.g. uses statistics to write paragraphs, uses mind maps). 	 The teacher plans to get the learners to practise investigative abilities by learning about Operating Expenses which is part of the Economics and Management Sciences programme . 	 Learners are expected to gather, asking experts and doing investigation on Operating Expenses taking into consideration the following topics: The meaning of Interest income Dividend income Compare savings and investments Why is savings important? Different forms of credit purchases Means of payment Different means of Cash purchases Advantages of 	Form: Written assignment Method: Teacher assessment Tool: Rubric

LO 4 WRITING		cash purchases.	
 AS 1: Writes to communicate information: writes longer texts of several paragraphs describing processes and procedures, giving explanations, giving advantages 	Activity two Bring different types of forms where learners need to write	Activity two Learners work in groups to fill-in forms for	Form: Investigation Method :Teacher
 and disadvantages, arguing for and against; writes texts that include graphs and statistics; does a survey and writes it up (e.g. as a report or a newspaper article); 	their particulars and prepare them to open accounts	 Opening bank account Deposit forms 	Tool: Rubric
 writes text types required in other Learning Areas (e.g. an explanation of how a circuit works for Technology). AS 6: Treats writing as a process: drafts, reads and discusses own writing 		 Withdrawals Opening clothing accounts Opening furniture 	
 critically; uses feedback to revise, edit and rewrite; 		accounts ≻ Loan forms	
 uses knowledge of grammar, spelling, etc., to edit; plans the layout of a text, including how to incorporate graphs 	Activity three Teacher gives them chance to write information collected	Activity three They read each others work and correct it for re-	Form: Reading aloud /Summary orally
 LO 3: READING AND VIEWING AS 1: Reads a text (fiction or non-fiction): identifies purpose, audience and context; infers meaning; identifies what is not said in a text; identifies the register/style (formal or informal) 	during investigation(assess this activity as part of formal task)	writing and discuss the mistakes found for improvement Form: They do spelling and grammar as an extension activity	Method: Teacher / Group Tool: Rubric
 informal) ;explains and assesses point of view in both written and visual parts of the text, and offers alternative points of view; identifies topic sentences, distinguishes 			43

main points from supporting detail.

AS 4: Reads for information:

- reads information texts (e.g. a short newspaper article);
- reads diagrams, graphs and charts of increasing complexity;
- reads texts with statistics;
- summarises information.
- and pictures;
- evaluates design and layout.

LO 2: SPEAKING

AS 2: Interacts in additional language:

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

AS 4: Debate social and ethical issues by arguing persuasively and responding critically

- shares roles (e.g. chairperson, timekeeper, secretary)
- brings people to discussion (e.g. "What do you think ?, " Don't you ?)

Activity four

Teacher assigns learners to read an extract which will identify the purpose, audience and context so that it makes meaning to them (opening an account). This will be taken from an EMS text book or the teacher writes a paragraph.

Activity five

Prepare verbal/oral to be presented in the class (Assess this activity as part of Formal Task)

Activity six

Design a multiple choice Questionnaire (e.g. choose he correct word, fill in missing words, true or false questions)

Activity four

Learners read the extract which the teacher had prepared focusing on the purpose and audience. They must change the register when it comes to the topic sentences keeping in mind the main ideas. Make use of illustrations available.

Activity five

Learners are also expected to make a prepared **verbal**/ **oral presentation** as part of their group presentation to assess their progress in communication skills

Activity six

At the end of the oral presentation the groups will each make up five questions on the content they have covered. A **multiple choice Questionnaire** will be Form :Oral presentation Method: Teacher Tool: Rubric

Form: Role play/Debate

Method: Teacher :Group

Tool: Rubric

Form :Class work/Homework

Method: Teacher :Pair

Tool :Memorandum

Form :Class work/Homework

Method: Teacher /Pair

Tool :Memorandum

Form: Summarv

 interrupts politely (e.g. Excuse me) expresses opinions and support them with reasons (e.g. "I'd just like to say that made up from these questions. The purpose is to reinforce learners' Method :Teacher Tool: Rubric 	
• expresses opinions and support them with	
reasons (e.g. "I'd just like to say that to reinforce learners'	
because) knowledge of the	
expresses agreement (e.g. "You 're right, biodiversity.	
but) disagreement (e.g. Yes ,but) Groups are asked to talk	
switches language where necessary about the following:	
e Henride ven thisk ven	
How do you think you	
worked together?	
What one thing could	
you do to improve	
your group's	
cooperation?	
LO 1: LISTENING	
Activity seven Activity seven	
AS 3: Listens for specific Prepare learners for a debate Learners debate /role play	
information: and role play: Divide them into on given topics.	
 takes own simple notes; uses groups Is it good to purchase on 	
 takes own simple notes; uses Is it good to purchase on credit? 	
or label a diagram	
Activity eight Activity eight	
• Tell learners to listen Learners write vocabulary	
AND USE carefully and takes some words on their personal	
short notes while the other dictionaries and look for	
AS 1: Understands and uses different ways is presentation their meaning.	
of Talking about the future (e.g. "I am going • Design questions based on	
to see him tomorrow " "I will see him the topic.	
tomorrow . " "I am seeing him tomorrow." " He flies to Cane Town tomorrow ")	
He flies to Cape Town tomorrow ") Activity nine AS 8: Uses language to talk about language Prepare verbs or Learners choose these	
AS 0: Expande vegebulery (e.g. vege	
AS 9. Expands vocabulary (e.g. uses prefixes to form new words: autobank, from the text. should develop words and	

autobiography, automatic) AS 10: Demonstrates an understanding of between 6000 and 8000 common spoken words in context by the end of Grade 9. Learners who will do some of their learning through	 Let them write a summary(50-60 words) Why savings is important?(assess this activity as formal task) 	make sentences Learners write as summary	
Barriers to learning Learners given a copy of the drama Learners sit next to someone (academically stronger) Learners with speech problems and struggles to complete speaking tasks effectively could be scaffolded by peers or more time could be provided Learners who might have difficulty in completing reading tasks, could be provided with texts with a bigger font or could be given more time to complete tasks Access to libraries or books, newspapers and magazines at home should be organized Learners who may experience difficulties in writing well structured paragraphs or essays may be provided with additional scaffolding in the writing process Learners with cognitive barriers which negatively impacts on the thinking and reasoning process could be given more opportunities to practice this skill			
Resources: Economics and Management Science text books			
Reflections:			
Expanded opportunities:			