

TERM 03

FIRST ADDITIONAL LANGUAGE LESSON PLAN EXAMPLER

DURATION: 1-4 WEEKS

GRADE: 07

CONTENT IN CONTEXT : MULTI-MEDIA TEXT  
TOPIC : COMPREHENSION

LO's and ASs	TEACHER ACTIVITY	LEARNER ACTIVITY	ASSESSMENT
<p><b>LO 1: LISTENING</b> <b>AS 2:</b> Understands oral texts(e.g. recounts sport commentaries)</p> <ul style="list-style-type: none"><li>• Answer questions of growing complexity</li><li>• Identifies point of view e.g. considers two accounts of the same incident)</li></ul>	<p><b>Activity 01</b></p> <ul style="list-style-type: none"><li>• Teacher reads the comprehension to the learners and asks questions</li><li>• The teacher asks learners to write difficult words in their books for later use and explanation.</li></ul>	<p><b>Activity 01</b> Learners respond orally</p> <ul style="list-style-type: none"><li>• Learners write down difficult words and or those they do not understand.</li></ul>	<p><u>Form</u></p> <ul style="list-style-type: none"><li>• Oral presentation</li></ul> <p><u>Method</u></p> <ul style="list-style-type: none"><li>• Teacher</li><li>• Group</li></ul> <p><u>Tool</u></p> <ul style="list-style-type: none"><li>• Observation sheet</li></ul>
<p><b>LO 2: SPEAKING</b> <b>AS1:</b> Interacts in additional language</p> <ul style="list-style-type: none"><li>• Uses language for a range of functions, express opinions; feelings; make choices, give advice and make suggestions.</li></ul>	<p><b>Activity 02</b></p> <ul style="list-style-type: none"><li>• Teacher ask learners to express opinions about the comprehension with paragraphs that have main ideas and summarise</li></ul>	<p><b>Activity 02</b></p> <ul style="list-style-type: none"><li>• Learners express opinions about the text that they were exposed to</li><li>• Identify all main ideas in all paragraphs in the article.</li><li>• Retells and summaries the story orally.</li></ul>	<p><u>Form</u></p> <ul style="list-style-type: none"><li>• Discussions</li></ul> <p><u>Method</u></p> <ul style="list-style-type: none"><li>• Teacher</li><li>• Pair</li></ul> <p><u>Tool</u></p> <ul style="list-style-type: none"><li>• Rubric</li></ul>
<p><b>LO 3: READING AND VIEWING</b> <b>AS 3:</b> Reads and respond to social text</p> <ul style="list-style-type: none"><li>• Identifies purpose, audience and context</li><li>• Describes features of the type of text being read</li></ul>	<p><b>Activity 03</b></p> <ul style="list-style-type: none"><li>• In groups the teacher asks learners to analyse the comprehension.</li></ul>	<p><b>Activity 03</b></p> <ul style="list-style-type: none"><li>• Learners read and interpret the text by identifying purpose, audience, context and features.</li></ul>	<p><u>Form</u></p> <ul style="list-style-type: none"><li>• Class work</li></ul> <p><u>Method</u></p> <ul style="list-style-type: none"><li>• Group</li></ul> <p><u>Tool</u></p> <ul style="list-style-type: none"><li>• Memorandum</li></ul>

<p><b>LO 4: WRITING</b>  <b>AS 2:</b> Writes for social purposes</p> <ul style="list-style-type: none"> <li>Writes a simple letter showing awareness of features of the text type.</li> </ul> <p><b>AS 3:</b> Writes for personal reflection</p> <ul style="list-style-type: none"> <li>Writes a diary.</li> </ul> <p><b>AS 5:</b> Design media text (e.g. simple advertisement.)</p> <p><b>LO 5: THINKING AND REASONING</b>  <b>AS 2:</b> Uses language for thinking</p> <ul style="list-style-type: none"> <li>Asks and answer more complex questions (e. g. “What would happen if .....?”)</li> </ul> <p><b>AS 3:</b> Collects and records information in different ways:</p> <ul style="list-style-type: none"> <li>Transfers information from one mode to another e g Uses information from visual to written text. )</li> </ul> <p><b>LO 6: LANGUAGE STRUCTURE AND USE</b>  <b>AS 4:</b> Understands and uses to express possibility ,probability and necessity ,for example(“will, should ,may, might, will not)</p> <p><b>AS 2:</b> Extends use of questions to include questions tags.  <b>AS 5:</b> Understands and uses the first conditional (e.g. ‘If the lens is dirty, the camera won’t work)</p>	<p><b>Activity 04</b></p> <ul style="list-style-type: none"> <li>Teacher gives learners difficult words that they have identified to use in making sentences and to write paragraphs.</li> </ul> <p><b>Activity 05</b></p> <ul style="list-style-type: none"> <li>Teacher gives the learners the opportunity to show how much they understood the content of the comprehension by answering questions individually.</li> </ul> <p><b>Activity 06</b></p> <ul style="list-style-type: none"> <li>Teachers allows learners to choose sentences and change the tense of each verb in paragraphs</li> <li>Teacher asks learners the questions written on question tags.</li> </ul> <p>Learners do the exercise</p>	<p><b>Activity 04</b></p> <ul style="list-style-type: none"> <li>Learners make sentences using the difficult words that they identified.</li> <li>Learners write paragraphs featuring main ideas.</li> <li>Learners write a letter.</li> <li>Make diary entries</li> <li>Design an advertisement.</li> </ul> <p><b>Activity 05</b></p> <ul style="list-style-type: none"> <li>Learners have the opportunity to show how much they understood the content of the text by answering questions individually.</li> <li>Transfer comprehension information.</li> </ul> <p><b>Activity 06</b></p> <ul style="list-style-type: none"> <li>Learners choose sentences and change the tense of each verb in paragraphs</li> <li>Learners answer the questions written on question tags.</li> </ul> <p>Learners do the exercise</p>	<p><u>Form</u></p> <ul style="list-style-type: none"> <li>Informal letter</li> <li>Diary entries</li> <li>Advertisement</li> </ul> <p><u>Method</u></p> <ul style="list-style-type: none"> <li>Teacher</li> <li>Group</li> </ul> <p><u>Tool</u></p> <ul style="list-style-type: none"> <li>Rubric</li> </ul> <p><u>Form:</u></p> <ul style="list-style-type: none"> <li>Class work</li> </ul> <p><u>Method</u></p> <ul style="list-style-type: none"> <li>Group</li> </ul> <p><u>Tool</u></p> <ul style="list-style-type: none"> <li>Memorandum</li> </ul> <p><u>Form</u></p> <ul style="list-style-type: none"> <li>Homework</li> <li>Class work</li> </ul> <p><u>Method</u></p> <ul style="list-style-type: none"> <li>Peer</li> </ul> <p><u>Tool</u></p> <ul style="list-style-type: none"> <li>Memorandum</li> </ul>
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**Barriers to learning**

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 : COMPREHENSION**

LO's and ASs	TEACHER ACTIVITY	LEARNER ACTIVITY	ASSESSMENT
<p><b>LO 1: LISTENING</b>  <b>AS 2:</b> Understands oral texts(e.g. recounts sport commentaries)</p> <ul style="list-style-type: none"> <li>• Answer questions of growing complexity</li> <li>• Identifies point of view</li> <li>• Retells and summarises</li> <li>• Describe the features or characteristics of different kinds of oral text.</li> </ul> <p><b>LO 2: SPEAKING</b>  <b>AS 2:</b> Interacts in additional language</p> <ul style="list-style-type: none"> <li>• Uses language for a range of functions(offers and invites("Would you like .....?"),politely refuses ("I'm sorry.....")etc..</li> <li>• Takes part in role plays of different situations involving different kinds of language.</li> </ul> <p><b>AS 4:</b> Debates social and ethical</p>	<p><b>Activity 01</b> (Do pre-reading)            Explain:</p> <ul style="list-style-type: none"> <li>• The teacher reads different kinds of oral text photocopied from various sources for the learners and explains difficult words ,phrases etc</li> <li>• Let learners discuss difficult words</li> <li>• Ask good questions e.g. who, what, where, what does ..... mean</li> <li>• Then asks: What if.....?</li> <li>• Why do you think.....?</li> <li>• Asks questions where learners describe different kinds of oral text( e.g. audience, characters etc),</li> </ul> <p><b>Activity 02</b></p> <ul style="list-style-type: none"> <li>• Teacher promotes sharing of ideas between two learners encouraging them to talk about different situations.</li> <li>• Teacher invites pairs to share their ideas with the rest of the class</li> <li>• Reminds learners in a form of questions about script writing</li> <li>• Divide learners into small groups</li> <li>• Reminds learners by reading</li> </ul>	<p><b>Activity 01</b></p> <ul style="list-style-type: none"> <li>• Learners respond orally</li> <li>• Learners write down difficult words and or those they do not understand</li> <li>• Learners simply repeat or translate the message</li> <li>• Discuss features of different kinds of oral text</li> </ul> <p><b>Activity 02</b></p> <ul style="list-style-type: none"> <li>• Learners express opinions about the comprehension</li> <li>• Identify all main ideas in all paragraphs in the text</li> <li>• Retells and summaries the story orally</li> </ul>	<p><u>Form</u></p> <ul style="list-style-type: none"> <li>• Oral presentation</li> </ul> <p><u>Method</u></p> <ul style="list-style-type: none"> <li>• Teacher</li> <li>• Group</li> </ul> <p><u>Tool</u></p> <ul style="list-style-type: none"> <li>• Observation sheet</li> </ul> <p><u>Form</u></p> <ul style="list-style-type: none"> <li>• Discussions</li> </ul> <p><u>Method</u></p> <ul style="list-style-type: none"> <li>• Teacher</li> <li>• Pair</li> </ul> <p><u>Tool</u></p> <ul style="list-style-type: none"> <li>• Rubric</li> </ul>

<p>issues :</p> <ul style="list-style-type: none"> <li>• Shares roles</li> <li>• Brings people into discussion</li> <li>• Interrupts politely</li> <li>• Expresses opinions and supports them with reasons</li> <li>• Expresses agreement</li> <li>• Switches language where necessary</li> </ul> <p><b>LO 3: READING AND VIEWING</b>  <b>AS 3:</b> Reads and respond to social text</p> <ul style="list-style-type: none"> <li>• Identifies purpose, audience and context</li> <li>• Describes features of the type of text being read.</li> </ul> <p><b>AS 5:</b> Analyses photographs in text</p> <ul style="list-style-type: none"> <li>• Identifies the subject, context, audience and message of the photo</li> <li>• Identifies from whose point of view the photo has been taken</li> <li>• Identifies what has been left out of the photo and why: judges whether the photo is memorable and give reasons</li> </ul> <p><b>AS 6:</b> Uses reading strategies:</p> <ul style="list-style-type: none"> <li>• matches different ways of reading different texts (e.g. scans a telephone directory);</li> <li>• develops and evaluates reading speed;</li> <li>• uses strategies to work out the meanings of words (e.g. looks at illustrations or</li> </ul>	<p>the notes outlining the basic structure for debating</p> <ul style="list-style-type: none"> <li>• Encourage learners to develop ideas further by doing research to back up what they say,</li> <li>• Let your learners make use of internet if available.</li> </ul> <p><b>Activity 03</b></p> <ul style="list-style-type: none"> <li>• Acquire and distribute different texts with photographs to groups and give <b>instructions</b> to read, analyse and interpret by taking into account the: <ul style="list-style-type: none"> <li>-characters</li> <li>-background</li> <li><b>-Language</b></li> <li>-audience</li> <li>-purpose</li> <li>-content and context</li> <li>-features</li> </ul> </li> <li>• Teacher guides learners in identifying main ideas and supporting sentences in a paragraph through using different type of reading strategies (skim &amp; scan)</li> </ul>	<ul style="list-style-type: none"> <li>• Learners prepare play scripts</li> <li>• They perform the role play</li> <li>• Points to consider in this debate are discussed by the learners in the text</li> <li>• Learners perform the debate.</li> </ul> <p><b>Activity 03</b></p> <ul style="list-style-type: none"> <li>• Learners read and interpret the comprehension by identifying purpose, audience, context and features</li> <li>• Learners identify main ideas and supporting sentences through skimming and scanning.</li> </ul>	<p><u>Form</u></p> <ul style="list-style-type: none"> <li>• Role play</li> </ul> <p><u>Method</u></p> <ul style="list-style-type: none"> <li>• Pair</li> <li>• Group</li> <li>• Teacher</li> </ul> <p><u>Tool</u></p> <ul style="list-style-type: none"> <li>• Rubric</li> </ul>
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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.

**Activity 05**

Form

- Class work
- Homework

Method

- Pair
- Group
- Teacher

Tool

- Memorandum

Form

- Informal letter
- Diary entries
- Advertisement/pamphlet
- E-mail message
- News report

Method

- Teacher
- Group

Tool

- Rubric

Form:

- Paragraph writing

Method

- Group

<p><b>LO 5: THINKING AND REASONING</b>  <b>AS 2:</b> Uses language for thinking</p> <ul style="list-style-type: none"> <li>Asks and answer more complex questions ( e.g. “What would happen if .....?”)</li> </ul> <p><b>AS 3:</b> Collects and records information in different ways:</p> <ul style="list-style-type: none"> <li>Transfers information from one mode to another e.g Uses information from visual to written text. )</li> </ul> <p><b>LO 06: LANGUAGE STRUCTURE AND USE</b>  <b>AS 4:</b> Extends use of nouns(e.g. countable and uncountable nouns)  <b>AS 5:</b>Extends use of determiners(e.g. some and any  <b>AS 9:</b> Expands vocabulary (e.g. by mind mapping related words, such as words about war).  <b>AS 10:</b> 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</p>	<p><b>Activity 05</b></p> <ul style="list-style-type: none"> <li>Asks more complex questions based on the text such as “What would happen if .....?”</li> <li>Let learners sequence the photocopy of pictures, illustration or photographs to form a cohesive story.</li> </ul> <p><b>Activity 06</b></p> <ul style="list-style-type: none"> <li>Choose sentences or paragraphs from the comprehension with countable and uncountable nouns to correct.</li> <li>Give learners paragraphs taken from the comprehension to fill in words that determine possession, place or position</li> <li>Let learners write difficult words identified during listening activities and look for the meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Learners have the opportunity to show how much they understood the content of the comprehension by answering questions</li> <li>individually.</li> <li>Transfer comprehension information.</li> </ul> <p><b>Activity 06</b></p> <ul style="list-style-type: none"> <li>Learners correct sentences or paragraphs by underlining the countable or uncountable that precedes the singular or plural noun.</li> <li>Learners choose determiners to complete their paragraphs.</li> <li>Learners write the meaning of words into their personal dictionaries.</li> </ul>	<p><u>Tool</u></p> <ul style="list-style-type: none"> <li>Rubric</li> </ul> <p><u>Form</u></p> <ul style="list-style-type: none"> <li>Homework</li> <li>Class work</li> </ul> <p><u>Method</u></p> <ul style="list-style-type: none"> <li>Peer</li> </ul> <p><u>Tool</u></p> <ul style="list-style-type: none"> <li>Memorandum</li> </ul> <p><u>Form</u></p> <ul style="list-style-type: none"> <li>Class work</li> <li>Homework</li> </ul> <p><u>Method</u></p> <ul style="list-style-type: none"> <li>Pair</li> </ul> <p><u>Tool</u> Memorandum</p>
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**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****Expanded opportunities**



**LANGUAGE : FIRST ADDITIONAL LANGUAGE LESSON PLAN EXAMPLER**

**DURATION: 1-4 WEEKS**

**GRADE: 09**

**CONTENT IN CONTEXT : MULTI-MEDIA TEXT**

**TOPIC : COMPREHENSION**

LO's and ASs	TEACHER ACTIVITY	LEARNER ACTIVITY	ASSESSMENT
<p><b>LO 1: LISTENING</b>  <b>AS 2:</b> Understands oral texts (e.g. radio talk shows, texts with statistics):</p> <ul style="list-style-type: none"> <li>• answers questions;</li> <li>• retells and summarises;</li> <li>• identifies point of view and is able to offer an alternative point of view;</li> <li>• analyses the features of different kinds of oral texts (e.g. a conversation, a story).</li> </ul> <p><b>LO 2: SPEAKING</b>  <b>AS 2 :</b> Interacts in additional language</p> <ul style="list-style-type: none"> <li>• 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.;</li> </ul>	<p><b>Activity 01</b> (Do pre-reading)            Explain:</p> <ul style="list-style-type: none"> <li>• The teacher reads different kinds of oral text photocopied from various sources for the learners and explains difficult words ,phrases etc</li> <li>• Let learners discuss difficult words</li> <li>• Ask good questions e.g. who, what, where, what does ..... mean</li> <li>• Then ask: What if.....?</li> <li>• Why do you think.....?</li> <li>• Asks questions where learners describe different kinds of oral text( e.g. audience, characters etc),</li> </ul> <p><b>Activity 02</b></p> <ul style="list-style-type: none"> <li>• Teacher promotes sharing of ideas between two learners encouraging them to talk about different situations.</li> <li>• Teacher invites pairs to share their ideas with the rest of the class</li> <li>• Reminds learners in a form of questions about script writing</li> <li>• Divide learners into small</li> </ul>	<p><b>Activity 01</b></p> <ul style="list-style-type: none"> <li>• Learners respond orally</li> <li>• Learners write down difficult words and or those they do not understand.</li> <li>• Learners simply repeat or translate the message.</li> <li>• Discuss features of different kinds of oral text</li> </ul> <p><b>Activity 02</b></p> <ul style="list-style-type: none"> <li>• Learners express opinions about the comprehension</li> <li>• Identify all main ideas in all paragraphs in the text.</li> <li>• Retells and summaries the story orally.</li> <li>• Learners prepare play scripts</li> <li>• They perform the role play</li> <li>• Points to consider in this debate are discussed by the</li> </ul>	<p><u>Form</u></p> <ul style="list-style-type: none"> <li>• Oral presentation</li> </ul> <p><u>Method</u></p> <ul style="list-style-type: none"> <li>• Teacher</li> <li>• Group</li> </ul> <p><u>Tool</u></p> <ul style="list-style-type: none"> <li>• Observation sheet</li> </ul> <p><u>Form</u></p> <ul style="list-style-type: none"> <li>• Discussions</li> </ul> <p><u>Method</u></p> <ul style="list-style-type: none"> <li>• Teacher</li> <li>• Pair</li> </ul> <p><u>Tool</u></p> <ul style="list-style-type: none"> <li>• Rubric</li> </ul>

<ul style="list-style-type: none"> <li>takes part in role-plays of different situations involving different kinds of language (e.g. a job interview).</li> </ul> <p><b>AS 3:</b> Shows developing ability to use features of spoken language to communicate: word stress, weak vowels, intonation and rhythm.</p> <p><b>AS 4:</b> Debates social and ethical issues:</p> <ul style="list-style-type: none"> <li>shares 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><b>LO 03: READING AND VIEWING</b></p> <p><b>AS 1:</b> Reads a text (fiction or non-fiction):</p> <ul style="list-style-type: none"> <li>identifies purpose, audience and context;</li> </ul>	<p>groups</p> <ul style="list-style-type: none"> <li>Reminds learners by reading the notes outlining the basic structure for</li> <li>debating and the use of features of spoken language (word stress, weak vowels, intonation, rhythm)</li> <li>Encourage learners to develop ideas further by doing research to back up what they say,</li> <li>Let your learners make use of internet if available.</li> </ul> <p><b>Activity 03</b></p> <ul style="list-style-type: none"> <li>Acquire and distribute different text with photographs to groups.</li> <li>Guide learners on how to read and respond, identify, critically analyse, demonstrate understanding, comment by taking into account the: <ul style="list-style-type: none"> <li>-characters, plot, setting, narrator</li> <li>-background</li> </ul> </li> </ul> <p><b>-Language</b></p>	<p>learners in the text</p> <ul style="list-style-type: none"> <li>Learners perform the debate.</li> </ul> <p><b>Activity 03</b></p> <ul style="list-style-type: none"> <li>Learners read and respond, identify, critically analyse, demonstrate, understanding comment by taking into account the: <ul style="list-style-type: none"> <li>-characters, plot, setting, narrator</li> <li>-background</li> </ul> </li> </ul>	<p><u>Form</u></p> <ul style="list-style-type: none"> <li>Role play</li> </ul> <p><u>Method</u></p> <ul style="list-style-type: none"> <li>Pair/Group/Teacher</li> </ul> <p><u>Tool</u></p> <ul style="list-style-type: none"> <li>Rubric</li> </ul>
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<ul style="list-style-type: none"> <li>• infers meaning;</li> <li>• identifies what is not said in a text;</li> <li>• identifies the register/style (formal or informal);</li> <li>• explains and assesses point of view;</li> <li>• shows understanding of the way in which texts position readers (e.g. by using the inclusive pronoun 'we');</li> <li>• with fiction, demonstrates an understanding of character, plot, setting and narrator.</li> </ul> <p><b>AS 3:</b> Reads and responds to social texts (e.g. simple business letters):</p> <ul style="list-style-type: none"> <li>• identifies purpose, audience and context;</li> <li>• describes features of the type of text being read (e.g. a simple job advertisement);</li> <li>• comments on register/style (formal or informal);</li> <li>• analyses point of view, construction of meaning, way in which reader is positioned.</li> </ul> <p><b>AS 5:</b> Critically analyses media texts (e.g. a short newspaper article);</p> <ul style="list-style-type: none"> <li>• identifies subject, context, audience and message of written and visual text;</li> <li>• analyses the type of text and</li> </ul>	<ul style="list-style-type: none"> <li>-audience</li> <li>-purpose</li> <li>-content and context</li> <li>-features</li> <li>-infer meaning</li> </ul> <p>-register (formal or informal)</p> <ul style="list-style-type: none"> <li>• Teacher guides learners on how to explain and assess a point of view in both written and visual parts of a text using main ideas and supporting sentences in a paragraph (skim and scan)</li> </ul> <p><b>Activity 04</b> Language- Group work written activity</p> <ul style="list-style-type: none"> <li>• Teacher teaches language structure within the context of the comprehension.</li> <li>• Revises grammar used in previous Grades.</li> <li>• The teacher guides learners in: <ul style="list-style-type: none"> <li>-simple informal and formal letter writing</li> <li>-e-mail messages</li> <li>-notice, agenda and minutes</li> <li>-diary entries/journals</li> <li>-a CV and application letter</li> <li>-simple personal adverts</li> <li>-designing magazine, CD and book covers</li> <li>-newspaper article taking into account (purpose, audience, context, structure of text, introduction and conclusion, point of view register/style and paragraphs.</li> </ul> </li> <li>• Guides learners on how to write an e-mail such that it is brief and to the point, makes use of phrases and codes,</li> </ul>	<p><b>-Language</b></p> <ul style="list-style-type: none"> <li>-audience</li> <li>-purpose</li> <li>-content and context</li> <li>-features</li> </ul> <p>-infer meaning</p> <ul style="list-style-type: none"> <li>-register (formal or informal)</li> </ul> <ul style="list-style-type: none"> <li>• Learners explain and assess the text (skim and scan).</li> </ul> <p><b>Activity 04</b></p> <ul style="list-style-type: none"> <li>• Learners make sentences using the difficult words that they identified.</li> <li>• Learners write paragraphs featuring main ideas.</li> <li>• Learners write a letter.</li> <li>• Learners complete a frame of an e-mail message</li> <li>• Make diary entries using full sentences correctly punctuated dictation.</li> <li>• Design an advertisement which will appear in all their e-mails</li> <li>• Each learner chooses a word and writes sentences which will lead to a paragraph with a point of view.</li> </ul>	<p><u>Form</u></p> <ul style="list-style-type: none"> <li>• Debate</li> </ul> <p><u>Method</u></p> <ul style="list-style-type: none"> <li>• Pair</li> <li>• Group</li> <li>• Teacher</li> </ul> <p><u>Tool</u></p> <ul style="list-style-type: none"> <li>• Rubric</li> </ul> <p><u>Form</u></p> <ul style="list-style-type: none"> <li>• Class work</li> <li>• Homework</li> <li>• Assignment</li> </ul> <p><u>Method</u></p> <ul style="list-style-type: none"> <li>• Pair</li> <li>• Group</li> <li>• Teacher</li> </ul> <p><u>Tool</u></p> <ul style="list-style-type: none"> <li>• Memorandum</li> </ul>
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<p>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).</p> <p><b>AS 6:</b> Uses reading strategies:</p> <ul style="list-style-type: none"> <li>• skims texts – identifies the</li> <li>• topic and key points, and uses layout features (e.g. illustrations);</li> <li>• matches different ways of reading to different texts (e.g. skims newspaper articles for main ideas);</li> <li>• develops and evaluates reading speed;</li> </ul> <p><b>LO 4: WRITING</b></p> <p><b>AS 2:</b> Writes for social purposes:</p> <ul style="list-style-type: none"> <li>• writes a simple business letter (e.g. a job application and a CV);</li> <li>• writes informal and more formal e-mail messages</li> <li>• writes the minutes of a meeting (e.g. an SRC meeting);</li> <li>• shows awareness of text type, purpose, audience, context and register/style.</li> </ul> <p><b>AS 3:</b> Writes for personal reflection:</p> <ul style="list-style-type: none"> <li>• writes a diary or journal</li> </ul> <p><b>AS 5:</b> Designs media</p>	<p><b>Activity 05</b></p> <ul style="list-style-type: none"> <li>• Let learners sequence the photocopy of pictures, illustration or photographs to form a cohesive story.</li> <li>• Let learners choose one topic read during listening, reading or writing activities and conduct a research on it(individual )</li> <li>• In groups, allow them to discuss each topic and tell what they have learnt.</li> <li>• Allow them to make some notes on information they collected</li> <li>• Guide learners that the key cards should <ul style="list-style-type: none"> <li>-be clearly numbered</li> <li>-not be too large</li> <li>-fit into the palm of the hand etc</li> </ul> </li> <li>• -contain short phrases or key words</li> <li>• Advise the learners to make <ul style="list-style-type: none"> <li>-posters /graphs /photographs, layout, content</li> </ul> </li> <li>• Emphasise the importance of structuring a talk <ul style="list-style-type: none"> <li>-practising the talk</li> <li>-presentation skills</li> <li>- Refer to graphs/diagram/,photographs /illustrations /pictures or posters</li> </ul> </li> <li>• Conclusion should link back to the introduction and summaries the main ideas that have been presented.</li> </ul>	<p><b>Activity 05</b></p> <ul style="list-style-type: none"> <li>• Learners have the opportunity to show how much they understood the content of each topic by answering questions and give feed back.</li> <li>• Learners create key words necessary for their oral presentation and organise their ideas</li> <li>• Learners conduct and present their investigation.</li> </ul>	<p><u>Form</u></p> <ul style="list-style-type: none"> <li>• Informal and formal letters</li> <li>• Simple personal advertisement/pamphlet</li> <li>• E-mail message</li> <li>• Agenda and minutes</li> <li>• Diary or journal</li> <li>• Newspaper article</li> <li>• Design magazine, CD and book covers</li> <li>• Paragraph writing</li> </ul> <p><u>Method</u></p> <ul style="list-style-type: none"> <li>• Teacher</li> <li>• Group</li> <li>• Self</li> </ul> <p><u>Tool</u></p> <ul style="list-style-type: none"> <li>• Rubric</li> <li>• Check list</li> </ul> <p><u>Form</u></p> <ul style="list-style-type: none"> <li>• Homework</li> <li>• Class work</li> <li>• Investigation</li> <li>• Oral presentation</li> </ul> <p><u>Method</u></p> <ul style="list-style-type: none"> <li>• Peer</li> <li>• Teacher</li> <li>• Self</li> </ul> <p><u>Tool</u></p>
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<p>texts:</p> <ul style="list-style-type: none"> <li>• writes simple personal advertisements (e.g. advertising something for sale);</li> <li>• designs magazine, CD and book covers.</li> </ul> <p><b>AS 7:</b> Uses developing knowledge of language structure and use:</p> <ul style="list-style-type: none"> <li>• shows an understanding of style and register (e.g. rewrites a story as a newspaper article);</li> <li>• shows an understanding of the information structure of texts;</li> <li>• writes coherent, longer pieces of writing, with introductions and conclusions;</li> <li>• critically evaluates own point of view;</li> </ul> <p><b>LO 5: THINKING AND REASONING</b></p> <p><b>AS 3:</b> Collects and records information in different ways:</p> <ul style="list-style-type: none"> <li>• selects relevant information and takes notes (organises key ideas under headings and sub-headings, uses layout such as capital letters and underlining);</li> <li>• reads and synthesises information from several texts on the same topic;</li> <li>• transfers information from one mode to another (e.g. uses statistics to write paragraphs,</li> </ul>	<p><b>Activity 06</b></p> <ul style="list-style-type: none"> <li>• Teach language structure within the context of the different text</li> <li>• Allow learners write difficult words identified during listening, speaking, reading writing activities and look for the meaning.</li> </ul>	<p><b>Activity 06</b></p> <ul style="list-style-type: none"> <li>• Learners write the meaning of words into their personal dictionaries.</li> </ul>	<ul style="list-style-type: none"> <li>• Memorandum</li> <li>• Check list</li> </ul> <p><u>Form</u></p> <ul style="list-style-type: none"> <li>• Class work</li> <li>• Homework</li> </ul> <p><u>Method</u></p> <ul style="list-style-type: none"> <li>• Pair</li> </ul> <p><u>Tool</u></p> <p>Memorandum</p>
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<p>uses mind maps)</p> <p><b>LO 06: LANGUAGE STRUCTURE AND USE</b></p> <p><b>AS 10:</b> 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</p>			
<p><b>Barriers to learning</b></p> <p>Learners given a copy of the drama</p> <p>Learners sit next to someone (academically stronger)</p> <p>Learners with speech problems and struggles to complete speaking tasks effectively could be scaffolded by peers or more time could be provided</p> <p>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</p> <p>Access to libraries or books, newspapers and magazines at home should be organized</p> <p>Learners who may experience difficulties in writing well structured paragraphs or essays may be provided with additional scaffolding in the writing process</p> <p>Learners with cognitive barriers which negatively impacts on the thinking and reasoning process could be given more opportunities to practice this skill</p>			
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Informal and formal letters</li> <li>• Simple personal advertisement/pamphlet</li> <li>• E-mail message</li> <li>• Agenda and minutes</li> <li>• Diary or journal</li> <li>• Newspaper article</li> <li>• Design magazine, CD and book covers</li> <li>• Paragraph writing</li> <li>• Invitations</li> </ul>			
<p><b>Reflections</b></p>			
<p><b>Expanded opportunities</b></p>			

English First Additional

Contexts: Drama

Time: 3 weeks

Grade: 07

LO's and ASs	TEACHER ACTIVITY	LEARNER ACTIVITY	ASSESSMENT
<p><b>Read the drama / play to the learners</b></p> <p><b>LO 1: LISTENING</b>  <b>AS 2:</b> Understands oral texts (e.g. recounts, sports 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 to ideas and treats other views with respect; the same incident);</li> <li>• with support, retells and summarises</li> </ul> <p><b>AS 4:</b> Listens actively in a discussion:</p> <ul style="list-style-type: none"> <li>• responds</li> <li>• invites contributions from others and responds to their views;</li> <li>• disagrees politely and does not interrupt others.</li> </ul>	<p><b>Activity 1</b>  <b>PRE-READING ACTIVITIES</b></p> <p>Prediction and class discussion</p> <ul style="list-style-type: none"> <li>• Teacher introduces the lesson by showing the learners a copy of the drama text</li> <li>• Learners to view the cover and brainstorm what the drama is about by looking at the title, diagrams, photographs, pictures and illustrations.</li> <li>• The teacher records responses from learners in the form of a mind map</li> </ul> <p><b>DURING READING ACTIVITIES</b></p> <p>-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</p>	<p><b>Activity 1</b>  <b>PRE-READING ACTIVITIES</b></p> <p>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.</p> <p><b>DURING READING ACTIVITIES</b></p> <p>-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.</p>	<p><u>Form:</u>          Discussion</p> <p><u>Method:</u>          Teacher          Observation</p> <p><u>Tool :</u>Checklist          (focus on Speaking skills)</p> <p><u>Form:</u> Listening          Comprehension</p> <p><u>Method:</u>          Teacher</p> <p><u>Tool:</u> Memo          (focus on listening skills)</p>

<p><b>LO 2: SPEAKING</b>  <b>AS 2:</b> 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 a role-plays of different situations involving different kinds of language (e.g. formal and informal telephone conversations).</li> </ul> <p><b>AS 3:</b> Shows developing ability to use features of spoken language to communicate: word stress, weak vowels, intonation and rhythm.</p> <p><b>AS 4:</b> 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> </ul> <p><b>LO 3: READING AND VIEWING</b>  <b>AS 1:</b> Reads a text (fiction or non-fiction):</p> <ul style="list-style-type: none"> <li>identifies purpose, audience and context;</li> <li>notices how the text is constructed to represent a particular view of the world (point of view)</li> <li>notices the role played by visual</li> </ul>	<p>elements or characteristics of drama and introduces new vocabulary e.g. plot, dialogue, characters, setting, and message etc.</p> <p><b>Activity 2</b>  Teacher provides learners with sentences that summarize the drama. Learners to sequence the sentences in logical order.</p> <p><b>Activity 3</b>  Reading  Teacher introduces learners to different reading strategies (e.g. skimming, scanning, silent reading to improve their reading skills.)Teacher observes.</p>	<p><b>Activity 2</b>  Learners work individually and sequence the sentences.</p> <p><b>Activity 3</b>  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</p>	<p><u>Form:</u> Written Response</p> <p><u>Method:</u> Peer Assessment</p> <p><u>Tool:</u> Checklist (focus thinking and reasoning )</p> <p><u>Form:</u> Dialogue</p> <p><u>Method:</u> Peer and Teacher</p> <p><u>Tool:</u> Check list( focus writing skills)</p>
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<p>images in constructing meaning;</p> <ul style="list-style-type: none"> <li>identifies main points;</li> <li>with fiction, demonstrates an understanding of character, plot and setting.</li> </ul> <p><b>AS 6:</b> 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 meanings 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><b>AS 9:</b> Demonstrates a reading vocabulary of between 4 000 and 5 500 common words. Learners who will study other Learning Areas through their additional language should aim for 5 500 words.</p> <p><b>LO 4: WRITING</b></p> <p><b>AS 4:</b> Writes creatively: shows development in the ability to write stories, poems and play-scripts (e.g. by including dialogue in a story).</p> <p><b>AS 6</b> Treats writing as a process:</p> <ul style="list-style-type: none"> <li>drafts, reads and discusses own writing critically;</li> <li>uses feedback to revise, edit and rewrite;</li> <li>uses knowledge of grammar, spelling, etc., to edit;</li> <li>thinks about design and layout.</li> </ul> <p><b>AS 7:</b> Uses developing knowledge of language structure and use:</p> <ul style="list-style-type: none"> <li>makes text cohesive (e.g. by using pronouns);</li> </ul>	<p><b>Activity 4</b> Teacher sets up questions that will check learners' understanding of the drama (simple to complex questions)</p> <p><b>Homework</b> Teacher assigns character roles within the groups. Learners to read and prepare at home.</p> <p><b>Activity 5</b></p>	<p>of the drama.</p> <p><b>Activity 4</b> Learners read drama silently on their own and answer questions based on the drama -identify purpose, audience, context, main points -notices how text is constructed, role played by visual images -demonstrate understanding of character, plot and setting</p> <p><b>Homework</b> Learners practise and prepare for formal reading assessment.</p>	<p><u>Form:</u> Role play</p> <p><u>Method:</u> Teacher</p> <p><u>Tool:</u> Checklist(focus speaking skills)</p>
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<ul style="list-style-type: none"> <li>begins consciously to adopt a point of view in writing.</li> </ul> <p><b>LO 5: THINKING AND REASONING</b>  <b>AS 2:</b> Uses language for thinking:</p> <ul style="list-style-type: none"> <li>asks and answers more complex questions (e.g. 'What would happen if ...?');</li> <li>defines and classifies</li> </ul> <p><b>LO 6: LANGUAGE AND STRUCTURE USE</b>  <b>AS 2:</b> Extends use of questions to include question tags.  <b>AS 4:</b> Understands and uses modals to express possibility, probability and necessity, for example:</p> <ul style="list-style-type: none"> <li>It will rain.' (certain - positive);</li> <li>"It should rain.' (probable);</li> <li>It may rain.' (possible);</li> <li>It might rain.' (unlikely);</li> <li>It will not rain.' (certain - negative).</li> </ul> <p><b>AS 5:</b> Understands and uses modals to express obligation and necessity, for example:</p> <ul style="list-style-type: none"> <li>You must be careful.' (necessity);</li> <li>You should be careful.' (desirable);</li> <li>You shouldn't be careless.' (undesirable);</li> <li>It will not rain.' (certain - negative).</li> </ul> <p><b>AS 6:</b> Understands and uses the first conditional (e.g. 'If the lens is dirty, the camera won't work.').</p>	<p>Teacher now assesses prepared reading and conversation.</p> <p><b>AFTER READING ACTIVITIES</b>  <b>Activity 6</b>  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 dialogues.</p> <p><b>Activity 7</b>  Teacher gives scenarios and asks them to write a dialogue in pairs. Teacher assists with writing of the first and final draft. Teacher assesses the final draft.</p> <p><b>Activity 8</b>  Teacher returns assessed written dialogues to learners which they will then role-play.</p> <p><b>Activity 9</b>  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, am suspicious of, like, etc. Use of dictionaries is encouraged and learners make a journal entry on their feelings and experiences of this genre.</p>	<p><b>Activity 5</b>  Learners read roles assigned to them with groups.</p> <p><b>Activity 6</b>  Learners are provided with the example of the dialogue and they now focus on the layout, style and features.</p> <p><b>Activity 7</b>  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.</p> <p><b>Activity 8</b>  Learners perform their role-play</p> <p><b>Activity 9</b>  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)</p>	<p><u>Form:</u> Reflective writing</p> <p><u>Method:</u> Peer Assessment</p> <p><u>Tool:</u> Rating Scale</p> <p><u>Form</u> :class work /homework  <u>Method</u> :pair  <u>Tool</u> :memorandum</p>
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	<p><b>Activity 10</b> 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....?</p> <p><b>Activity 11</b> Reminds learners how to use sentences with question tags.</p> <p><b>Activity 12</b> Teach probability, possibility ,necessity, use of modals, first conditional and assign an activity on them</p>	<p><b>Activity 10</b> Learners picture analysis/observation sequencing according to questions given.</p> <p><b>Activity 11</b> Learners change sentences given into question tags.</p> <p><b>Activity 12</b> Learners are given different activities</p>	<p><b>Activity 11&amp;12</b></p> <p><u>Form</u> :Class work /Homework <u>Method</u> :Teacher /group</p> <p><u>Tool</u> :Memorandum</p>
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### 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 :

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: 08

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 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.

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.

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

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

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.

Form:

Discussion

Method:

Teacher

Observation

Tool :Checklist

(focus on speaking skills)

Form: Listening comprehension

Method:

Teacher

Tool: Memo(

focus on

listening skills)

Form: Written

<p><b>LO 2: SPEAKING</b>  <b>AS 2:</b> Interacts in additional language:</p> <ul style="list-style-type: none"> <li>• uses language for a range of functions: offers and invites ('Would you like to ...?'), politely refuses ('I'm sorry ...'), etc.;</li> <li>• takes part in a role-plays of different situations involving different kinds of language (e.g. reporting a crime to the police).</li> </ul> <p><b>AS 3:</b> Shows developing ability to use features of spoken language to communicate: word stress, weak vowels, intonation and rhythm.</p> <p><b>AS 4:</b> Debate social and ethical issues:</p> <ul style="list-style-type: none"> <li>• shares 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 (e.g. 'You're right.') and disagreement (e.g. 'Yes, but ...');</li> <li>• switches languages where necessary.</li> </ul> <p><b>LO 3: READING AND VIEWING</b>  <b>AS 1:</b> Reads a text (fiction or non-fiction):</p> <ul style="list-style-type: none"> <li>• identifies purpose, audience and context;</li> </ul>	<p>etc.</p> <p><b>Activity 2</b>  Teacher provides learners with sentences that summarize the drama. Learners to sequence the sentences in logical order.</p> <p><b>Activity 3</b>  Reading  Teacher introduces learners to different reading strategies (e.g. skimming, scanning, silent reading to improve their reading</p>	<p><b>Activity 2</b>  Learners work individually and sequence the sentences.</p> <p><b>Activity 3</b>  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</p>	<p>Response  <u>Method:</u> Peer Assessment  <u>Tool:</u> Checklist (focus thinking and reasoning</p> <p><u>Form:</u> Reading  <u>Method:</u> Teacher peer assessment  <u>Tool:</u> Observation</p>
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<ul style="list-style-type: none"> <li>• infers meaning (things which cannot be found directly in the text);</li> <li>• 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);</li> <li>• distinguishes main points from supporting detail;</li> <li>• with fiction, demonstrates an understanding of character, plot and setting.</li> </ul> <p><b>AS 6:</b> Uses reading strategies:</p> <ul style="list-style-type: none"> <li>• matches different ways of reading to different texts (e.g. scans a telephone directory);</li> <li>• develops and evaluates reading speed;</li> <li>• uses strategies to work out the meanings of words (e.g. looks at illustrations or diagrams, and discusses the word in home language</li> </ul> <p><b>AS 9:</b> Demonstrates a reading vocabulary of between 5 000 and 6 500 common words. Learners who will study other Learning Areas through their additional language should aim for 6 500 words.</p>	<p>skills.)Teacher observes.</p> <p><b>Activity 4</b> Teacher sets up questions that will check learners' understanding of the drama (simple to complex questions).</p> <p><b>Homework</b> Teacher assigns character roles within the groups. Learners to read and prepare at home.</p> <p><b>Activity 5</b> Teacher now assesses prepared reading and conversation.</p> <p><b>AFTER READING ACTIVITIES</b> <b>Activity 6</b> 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</p> <p><b>Activity 7</b> Teacher gives scenarios and asks them to write a script in pairs. Teacher assists with writing of the first and final draft. Teacher</p>	<p>before they start reading and skim quickly to get the sense of the drama.</p> <p><b>Activity 4</b> Learners read drama silently on their own and identify purpose, audience, context, main points -notices how text is constructed, role played by visual images -demonstrate understanding of character, plot and setting answer questions based on the drama -infers meaning -explain and assesses point of view in visual and written</p> <p><b>Homework</b> Learners practise and prepare for formal reading assessment.</p> <p><b>Activity 5</b> Learners read roles assigned to them within groups.</p> <p><b>AFTER READING ACTIVITIES</b> <b>Activity 6</b> 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.</p> <p><b>Activity 7</b> Learners, in pairs, prepare for the writing of the first draft. Pairs exchange their first draft. Learners correct one</p>	<p>sheet (focus – reading skills)</p> <p><u>Form:</u> Question and answer <u>Method:</u> Teacher assessment <u>Tool:</u> Memo(reading comprehension)</p> <p><u>Form:</u> Prepared Reading <u>Method</u> :Teacher assessment <u>Tool:</u> Rating scale(focus prepared reading and</p> <p><u>Form:</u> Script <u>Method:</u> Peer and Teacher <u>Tool:</u> Check list (focus writing skills)</p>
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<p><b>LO 4: WRITING</b></p> <p><b>AS 4:</b> 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 using figurative language)</li> <li>• translate stories (and other texts) from home language</li> </ul> <p><b>AS 6:</b> Treats writing as a process:</p> <ul style="list-style-type: none"> <li>• drafts, reads and discusses own writing critically;</li> <li>• uses feedback to revise, edit and rewrite;</li> <li>• uses knowledge of grammar, spelling, etc., to edit;</li> <li>• pays some attention to design and layout.</li> </ul> <p><b>AS 7:</b> Uses developing knowledge of language structure and use:</p> <ul style="list-style-type: none"> <li>• makes text cohesive (e.g. by using linking words to link paragraphs);</li> <li>• writes good paragraphs with one main idea, a topic sentence and supporting sentences, and is able to reflect on it;</li> <li>• writes introductions and conclusions;</li> <li>• adopts a point of view.</li> </ul> <p><b>LO 5: THINKING AND REASONING</b></p>	<p>assesses the fi</p> <p><b>Activity 8</b> Teacher returns assessed written scripts to learners which they will then role-play.</p> <p><b>Activity 9</b> Teacher asks learners to use words describing the feelings they have about the characters as portrayed in the drama.</p> <p>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.</p> <p>Use of dictionaries is encouraged and the teacher guides learners in making journal entries about their feelings and experiences of this genre. final draft</p> <p><b>Activity 10</b> 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</p>	<p>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.</p> <p><b>Activity 8</b> Learners perform their role-play</p> <p><b>Activity 9</b> Learners work with words (using dictionaries) to extend their vocabulary.</p> <p>Learners use these words in sentences to describe their feelings and experiences of this genre (journal writing)</p> <p><b>Activity 10</b> Learners picture analysis/observation sequencing according to questions given.</p>	<p><u>Form:</u> Role play <u>Method:</u> Teacher <u>Tool:</u> Checklist(focus speaking skills)</p> <p><u>Form</u> -Class work -Homework</p> <p><u>Method</u> -Pair</p> <p><u>Tool</u></p>
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<p><b>AS 2:</b> Uses language for thinking:</p> <ul style="list-style-type: none"> <li>• asks and answers more complex questions (e.g. 'When this is changed, then what else would change?');</li> <li>• writes definitions, classifications and generalisations;</li> <li>• understands and uses evidence to support a theory or argument (e.g. a photograph, objects from the past, an interview with a witness).</li> </ul> <p><b>LO 6: LANGUAGE AND STRUCTURE USE</b></p> <p><b>AS 2:</b> Uses the future tense with 'when' clauses (e.g. 'When I finish work, I will rest.').</p> <p><b>AS 4:</b> Extends use of nouns (e.g. countable and uncountable nouns).</p> <p><b>AS 5:</b> Extends use of determiners (e.g. some and any: 'I have some paper, but I don't have any chalk.').</p> <p><b>AS 6:</b> Uses modals to express expanded opportunities politeness (e.g. 'Can/Could I borrow a pencil?').</p>	<p><b>Activity 11</b></p> <ul style="list-style-type: none"> <li>• Teach rules of the language in the act read and design some questions based on it.</li> <li>• Design activities to address future tense, countable and uncountable nouns, determiners, modals</li> </ul>	<p><b>Activity 11</b></p> <p>Learners check the language in the next act given</p> <p>.</p>	<p>-Memorandum</p>
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**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 :**  
 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
<p><b>LO 1: LISTENING</b></p> <p><b>AS 2:</b> Understands oral texts (e.g. radio talk show ,texts with statistics )</p> <ul style="list-style-type: none"> <li>Answers questions</li> <li>Retells and summarises</li> <li>Identifies point of view and is able to offer an alternatives point of view</li> <li>Analyses the features of different kinds of oral</li> </ul> <p><b>AS 4:</b> Listens actively in discussion:</p> <ul style="list-style-type: none"> <li>Shows openness to ideas and treats the views of others critically, but with respect;</li> <li>Invites contributions from others and responds to their views;</li> <li>Is prepared to challenge others but does so politely and does not interrupt them;</li> </ul>	<p><b>PRE-READING ACTIVITIES</b>  <b>Activity 1</b>            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 and illustrations. The teacher records responses from learners in the form of a mind map.</p> <p><b>DURING READING ACTIVITIES</b>            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.</p> <p>Teacher then reads an extract from the drama which is used as a</p>	<p><b>PRE-READING ACTIVITIES</b>  <b>Activity 1</b>            _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.</p> <p><b>DURING READING ACTIVITIES</b>            Learners listen to the teacher reading the text and predict what will happen next in the story when prompted to do so.</p> <p>Learners answer questions individually, as set by teacher.</p>	<p><u>Form:</u>            Discussion  <u>Method:</u>            Teacher            Observation  <u>Tool</u>            :Checklist(focus on speaking skills)</p> <p><u>Form:</u> Listening comprehension  <u>Method:</u>            Teacher  <u>Tool:</u>            Memo(Focus on listening skills)</p>

<p><b>LO 2: SPEAKING</b></p> <p><b>AS 2:</b> Interacts in additional language:</p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>AS 3:</b> Shows developing ability to use features of spoken language to communicate: word stress, weak vowels, intonation and rhythm.</p> <p><b>AS 4:</b> Debates social and ethical issues:</p> <ul style="list-style-type: none"> <li>• shares 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><b>LO 3 READING</b></p>	<p>listening comprehension.</p> <p>Teacher then discusses important parts of drama and introduces new vocabulary e.g. plot, dialogue, characters, setting, and message etc.</p> <p>Teach them how to identify the main character and how to visualise the characters and make them credible and real..</p> <p><b>Activity 2</b> Teacher provides learners with sentences that summarize the drama. Learners to sequence the sentences in logical order.</p> <p><b>Activity 3</b> Reading</p>	<p>Learners add new vocabulary to their own existing word list.</p> <p>Learners identify the main characters/character e.g by checking :</p> <ul style="list-style-type: none"> <li>-Strengths/emotions(both external and internal)</li> <li>-His/her innermost thoughts</li> <li>-Adaptations to change as the conflict appear.</li> <li>-They must study them in the context(background, other characters, settings etc)</li> </ul> <p>They learn to know and understand other characters:</p> <ul style="list-style-type: none"> <li>-what the writer says about them</li> <li>-what other characters say and think about them</li> <li>-their actions and reactions to certain situations and other characters</li> </ul> <p><b>Activity 2</b> Learners work individually and sequence the sentences.</p> <p><b>Activity 3</b> Reading</p>	<p><u>Form:</u> Written Response <u>Method:</u> Peer Assessment <u>Tool:</u> Checklist (focus Thinking and reasoning)</p> <p><u>Form:</u> Reading <u>Method:</u></p>
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<p><b>AS 1:</b> Reads a text (fiction or non-fiction):</p> <ul style="list-style-type: none"> <li>identifies purpose, audience and context;</li> <li>infers meaning;</li> <li>identifies what is not said in a text;</li> <li>identifies the register/style (formal or informal);</li> <li>explains and assesses point of view in both written and visual parts of the text, and offers alternative points of view;</li> <li>shows understanding of the way in which texts position readers (e.g. by using the inclusive pronoun 'we');</li> <li>identifies topic sentences, distinguishes main points from supporting detail;</li> <li>with fiction, demonstrates an understanding of character, plot, setting and narrator;</li> <li>compares different kind of texts and matches them with their purpose (e.g. Instructing, persuading).</li> </ul> <p><b>AS 6:</b> Uses reading strategies matches different ways to different texts use strategies to workout meanings begins to develop reading speed.</p> <p><b>LO 4: WRITING</b></p> <p><b>AS 4:</b> Writes creatively shows development in the ability to write stories, poems and play-scripts e.g.</p>	<p>Teacher introduces learners to different reading strategies (e.g. skimming, scanning, silent reading to improve their reading skills.)Teacher observes.</p> <p><b>Activity 4</b> Teacher sets up questions that will check learners' understanding of the drama (simple to complex questions).</p> <p><b>Homework</b> Teacher assigns character roles within the groups. Learners to read and prepare at home.</p> <p><b>Activity 5</b> Teacher now assesses prepared reading and conversation.</p> <p><b>AFTER READING ACTIVITIES</b></p> <p><b>Activity 6</b> 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</p>	<p>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.</p> <p><b>Activity 4</b> Learners read drama silently on their own and answer questions based on the drama.</p> <p><b>Homework</b> Learners practise and prepare for formal reading assessment.</p> <p><b>Activity 5</b> Learners read roles assigned to them within groups.</p> <p><b>AFTER READING ACTIVITIES</b></p> <p><b>Activity 6</b> 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.</p>	<p>Teacher peer assessment <u>Tool:</u> Observation sheet (focus – reading skills)</p> <p><u>Form:</u> Question and answer <u>Method:</u> Teacher assessment <u>Tool:</u> Memo(reading comprehension)</p> <p><u>Form:</u> Prepared Reading <u>Method</u> :Teacher assessment <u>Tool:</u> Rating scale(focus prepared reading and interpretation)</p> <p><u>Form:</u> Script <u>Method:</u> Peer and Teacher <u>Tool:</u> Check list( focus writing skills)</p>
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<p>including dialogue in a story</p> <p><b>AS 6:</b> Treats writing as process</p> <ul style="list-style-type: none"> <li>• Drafts ,reads and discusses own writing critically</li> <li>• Uses feedback to revise, edit, rewrite</li> <li>• Uses knowledge of grammar, spelling etc to edit.</li> <li>• Think about design and layout.</li> </ul> <p><b>AS 7:</b> Uses developing knowledge of language structure and use makes text cohesive(by using pronouns).Begins conscious to adopt a point of view in writing.</p> <p><b>LO 5: THINKING AND REASONING</b></p> <p><b>AS 2:</b> Uses language for thinking:</p> <ul style="list-style-type: none"> <li>• asks and answers more complex question</li> </ul> <p><b>LO 6: LANGUAGE STRUCTURE AND USE</b></p> <p><b>AS 2:</b> Understands and uses the past perfect progressive tense('He had been waiting for an hour by the time I arrived')</p> <p><b>AS 4:</b> Expands use of modals</p> <ul style="list-style-type: none"> <li>• function (e.g. "You should /ought to ...)</li> <li>• form –common mistakes with modal verbs (e.g. "He can be able to do ...)</li> <li>• uses the modal verb "used to ).</li> </ul> <p><b>AS 5:</b> Understands and uses the third</p>	<p><b>Activity 7</b> 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.</p> <p><b>Activity 8</b> Teacher returns assessed written scripts to learners which they will then role-play.</p> <p><b>Activity 9</b> Teacher asks learners to use words describing the feelings they have about the characters as portrayed in the drama.</p> <p>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.</p> <p>Use of dictionaries is encouraged and the teacher guides learners in making journal entries about their feelings and experiences of this genre.</p> <p><b>Activity 10</b></p>	<p><b>Activity 7</b> 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.</p> <p><b>Activity 8</b> Learners perform their role-play</p> <p><b>Activity 9</b> Learners work with words (using dictionaries) to extend their vocabulary.</p> <p>Learners use these words in sentences to describe their feelings and experiences of this genre (journal writing)</p> <p><b>Activity 10</b> Learners picture</p>	<p><u>Form:</u> Reflective writing <u>Method:</u> Peer Assessment <u>Tool:</u> Rating Scale</p> <p><u>Form:</u> Role play <u>Method:</u> Teacher <u>Tool:</u> Checklist(focus speaking skills)</p>
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<p>conditional ( e.g. 'If I had not locked the gates, the car would have been stolen)</p> <p><b>AS 6:</b> Use passive voice in the future (e.g. 'An election will be held next month')</p> <p><b>AS 10:</b> 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 words.</p>	<p>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)</p> <p><b>Activity 11</b>          Remind learners with use of modals</p> <p><b>Activity 12</b>          Teach your learners third conditional and asks them to check some sentences depicting third conditional in the drama.</p> <p><b>Activity 13</b>          Revise passive voice and asks</p>	<p>analysis/observation          sequencing the drama according to given questions.</p> <p><b>Activity 11</b>          Learners identify some modal verbs</p> <p><b>Activity 12</b>          Learners do the activity as instructed by the teacher.</p> <p><b>Activity 13</b>          Learners to identify sentences written in passive voice.</p>	
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**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 :**  
 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: Text from other Learning Areas

Time: 3 weeks

Grade: 07

TOPIC :BIODIVERSITY ( NATURAL SCIENCES)

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).

**AS 3:** Collects and records information in different ways:

- selects relevant material and takes notes (identifies key words and

**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

- Define biodiversity
- Why is biodiversity important

Form: Written assignment

Method: Teacher assessment

Tool: Rubric

<p>sentences, lists important points);</p> <ul style="list-style-type: none"> <li>• does simple research and writes a report using tools such as graphs, tables, diagrams and statistics;</li> <li>• 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).</li> </ul> <p><b>LO 3: READING AND VIEWING</b></p> <p><b>AS 1:</b> Reads a text (fiction or non-fiction):</p> <ul style="list-style-type: none"> <li>• identifies purpose, audience and context;</li> <li>• notices how the text is constructed to represent a particular view of the world (point of view);</li> <li>• identifies main points.</li> </ul> <p><b>AS 4:</b> Reads for information:</p> <ul style="list-style-type: none"> <li>• follows information texts (e.g. a description of a process like paper-making);</li> <li>• reads simple diagrams, graphs and charts;</li> <li>• summarises information.</li> </ul> <p><b>AS 7:</b> Reads for pleasure</p> <ul style="list-style-type: none"> <li>• reads fiction and non-fiction books</li> </ul>	<p><b>Activity two</b></p> <p>Ask groups to present their reading by doing it individually</p> <p>Learners are requested to present their reading in different ways /text of reading</p> <p>Specify limited time to read a specific paragraph (use a stop watch )</p> <p><b>Activity three</b></p> <p>Reflect with the learners</p>	<ul style="list-style-type: none"> <li>• Biodiversity in South Africa</li> <li>• Why so much diversity in South Africa</li> <li>• Biodiversity and tourism</li> </ul> <p>Learners must make <b>illustrations</b> to clarify information</p> <p><b>Activity two</b></p> <p>As groups are giving their oral/ verbal presentations or reading the observations of their research other learners take very <b>simple notes</b> and uses information to complete a table or a chart than.</p> <p><b>Reading aloud:</b></p> <p>Learners are expected to showcase different <b>ways of reading</b> different texts;</p> <p>They are also expected to develop and evaluate reading speed</p> <p><b>Activity three</b></p> <p>Learners are expected to do some reflective thinking and to write in their journal about:</p>	<p><u>Form:</u> Reading aloud</p> <p><u>Method:</u> Teacher</p> <p>:Group</p> <p><u>Tool:</u> Rubric</p>
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<p>at an appropriate reading and language level</p> <ul style="list-style-type: none"> <li>• reads some new kinds of books (e.g. romances)</li> <li>• evaluates books in a book report</li> <li>• reads a simple book review</li> <li>• solves word puzzles</li> </ul> <p><b>AS 8:</b> 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>AS 9</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>LO 4 Writing</b></p> <p><b>AS 1:</b> Writes to communicate information:</p> <ul style="list-style-type: none"> <li>• fills in forms and timetables;</li> <li>• writes one or two paragraphs</li> </ul>	<p><b>Activity four</b></p> <p>Give learners a write up of information based on group</p>	<ul style="list-style-type: none"> <li>• What did you dislike about the activity?</li> <li>• What would you like to do better next time?</li> </ul> <p><b>Activity four</b></p> <p>Each learner will be expected to hand in a <b>write up</b> of the information based on their group’s research as well as</p>	<p><u>Form:</u> Investigation</p> <p><u>Method</u> :Teacher</p>
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<p>describing a process (e.g. 'How to change a car tyre');</p> <ul style="list-style-type: none"> <li>uses information from an interview to write a report or description;</li> <li>writes text types required in other Learning Areas (e.g. a report).</li> </ul> <p><b>AS 6:</b> Treats writing as a process:</p> <ul style="list-style-type: none"> <li>drafts, reads and discusses own writing critically;</li> <li>uses feedback to revise, edit and rewrite;</li> <li>uses knowledge of grammar, spelling, etc., to edit;</li> <li>thinks about design and layout.</li> </ul> <p><b>LO 2: SPEAKING</b></p> <p><b>AS 2:</b>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><b>AS 4:</b> 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 to discussion (e.g.</li> </ul>	<p>research and own (specify number of words)Give them headings to follow when they write(Assess this activity as part of formal task)</p> <p>Discuss the assessment strategies with them</p> <p><b>Activity five</b></p> <p>Prepare verbal/oral to be presented in the class (Assess this activity as part of formal Task )</p> <p><b>Activity six</b></p> <p>Design a multiple choice Questionnaire (e.g. choose he</p>	<p>their own research. The written assignment of not more or less than (100-120 words) including</p> <ul style="list-style-type: none"> <li>Introduction</li> <li>Body</li> <li>Conclusion</li> </ul> <p>that have to meet the following requirements:</p> <ul style="list-style-type: none"> <li>Information categorized under the mentioned headings.</li> <li>Both group and individual research</li> <li>A list of references</li> </ul> <p>Learners will be assessed according to the rubric attached which they are given beforehand</p> <p><b>Activity five</b></p> <p>Learners are also expected to make a prepared <b>verbal/ oral presentation</b> as part of their group presentation to assess their progress in communication skills</p> <p><b>Activity six</b></p> <p>At the end of the oral presentation the groups will</p>	<p><u>Tool:</u> Rubric</p> <p><u>Form</u> :Class work /Homework</p> <p><u>Method:</u> Teacher Pair <u>Tool</u> :Memorandum</p> <p><u>Form:</u> Role play/Debate</p> <p><u>Method:</u> Teacher</p>
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<p>“What do you think ?, “ Don’t you ?)</p> <ul style="list-style-type: none"> <li>• interrupts politely ( e.g. Excuse me ....)</li> <li>• expresses opinions and support them with reasons ( e.g. “ I’d just like to say that ... because...)</li> <li>• expresses agreement ( e.g. “You ‘re right, but ..... ) disagreement (e.g. Yes ,but..... )</li> <li>• switches language where necessary</li> </ul> <p><b>LO 1: LISTENING</b></p> <p><b>AS 3:</b> Listens for specific information:</p> <ul style="list-style-type: none"> <li>• takes very simple notes (e.g. completes given notes, lists points); uses information to complete a table or chart, or label a diagram</li> </ul> <p><b>LO 6: LANGUAGE STRUCTURE AND USE</b></p> <p><b>AS 1:</b> Revises the grammar learned in the earlier grades</p> <p><b>AS 7:</b> Uses some language to talk about language (meta-language – terms such as verb, noun, adverb, adjective).</p> <p><b>AS 8:</b> Expands vocabulary (e.g. by working with word families: happy,</p>	<p>correct word</p> <p><b>Activity seven</b> Prepare learners for a debate /role play: Divide them into groups</p> <ul style="list-style-type: none"> <li>• Is it good to use herbs for healing</li> <li>• Is it good to slaughter animals for tradition and celebrations</li> </ul> <p><b>Activity eight</b></p> <ul style="list-style-type: none"> <li>• Tell learners to listen carefully and takes some short notes while the other is presentation</li> <li>• Design questions based on the topic.</li> </ul> <p><b>Activity nine</b> Teach the language structure</p>	<p>each make up five questions on the content they have covered. A <b>multiple choice Questionnaire</b> will be made up from these questions. The purpose is to reinforce learners’ knowledge of the biodiversity.</p> <p>Groups are asked to talk about the following:</p> <ul style="list-style-type: none"> <li>• How do you think you worked together?</li> <li>• What <u>one thing</u> could you do to improve your group’s cooperation?</li> </ul> <p><b>Activity seven</b> Learners debate /role play on given topics.</p> <p><b>Activity eight</b></p> <ul style="list-style-type: none"> <li>• Learners write vocabulary words on their personal dictionaries.</li> </ul> <p><b>Activity nine</b> Learners do class work on activities prepared by the</p>	<p>Group</p> <p><u>Tool:</u> Rubric</p> <p><u>Form :</u>Class work /Homework</p> <p><u>Method:</u> Teacher Pair <u>Tool</u> :Memorandum</p> <p><u>Form :</u>Class work</p>
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<p>unhappy, happiness, unhappiness, happily).</p> <p><b>AS 9:</b> 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</p>	<p>appearing in the text such as</p> <ul style="list-style-type: none"> <li>➤ Verbs</li> <li>➤ Nouns</li> <li>➤ Adverbs</li> <li>➤ Adjectives</li> <li>➤ tense</li> </ul>	<p>teacher</p> <p>They are given homework for more practise</p>	<p><u>Method:</u> Teacher Pair <u>Tool</u> :Memorandum</p>
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**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: Different Natural Science textbook**

**Reflections:**

**Expanded opportunities**

English First Additional

Contexts: Text from other Learning Areas

Time: 3 weeks

Grade: 08

TOPIC :PATTERNS OF INEQUALITIES IN SOUTH AFRICA(SOCIAL SCIENCES)

LO's and ASs	TEACHER ACTIVITY	LEARNER ACTIVITY	ASSESSMENT
<p><b>LO 5 THINKING AND REASONING</b></p> <p><b>AS 1:</b> Uses language and literacy across the curriculum:</p> <ul style="list-style-type: none"> <li>understands some concepts from other Learning Areas and uses the vocabulary associated with them in their additional language (e.g. 'symptom' in Life Orientation);</li> <li>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);</li> <li>produces visual or graphic material to support texts (e.g. a diagram for an explanation).</li> </ul> <p><b>AS 3:</b> Collects and records information in different ways:</p> <ul style="list-style-type: none"> <li>selects relevant material and takes notes (organises points under headings; abbreviates words);</li> <li>reads and synthesises information from two simple texts on the same topic;</li> <li>transfers information from one mode to another by, for example, using mind maps.</li> </ul>	<p><b>Background</b></p> <p><b>Activity one</b></p> <ul style="list-style-type: none"> <li>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 .</li> <li>Introduce the learners to inequalities regarding access to resources in South Africa</li> </ul>	<p><b>Background</b></p> <p><b>Activity one</b></p> <p><b>information</b> in groups on the following (by reading up from books)</p> <p>Learners are expected to <b>gather</b>, asking experts and doing investigation on Patterns of Social inequalities in South Africa</p> <ul style="list-style-type: none"> <li>What is democracy?</li> <li>What are basic services? Give examples.                             <ul style="list-style-type: none"> <li>Status of women</li> <li>Access to education</li> <li>Housing and other services</li> </ul> </li> </ul> <p>Learners must make <b>some notes</b> to clarify information</p>	<p><u>Form:</u> Written assignment</p> <p><u>Method:</u> Teacher assessment</p> <p><u>Tool:</u> Rubric</p>

<p><b>LO 4: WRITING</b></p> <p><b>AS 1:</b> Writes to communicate information:</p> <ul style="list-style-type: none"> <li>• writes a short explanation of how or why something happens (e.g. how an electric circuit works);</li> <li>• writes one or two paragraphs about the advantages and disadvantages of something (e.g. cars as a form of transport);</li> <li>• uses information from a survey to write a report (including heading, introduction, how the research was carried out, the results, and recommendations);</li> <li>• writes text types required in other Learning Areas (e.g. a historical narrative).</li> </ul> <p><b>AS 6:</b> Treats writing as a process:</p> <ul style="list-style-type: none"> <li>• drafts, reads and discusses own writing critically;</li> <li>• uses feedback to revise, edit and rewrite;</li> <li>• uses knowledge of grammar, spelling, etc., to edit;</li> <li>• pays some attention to design and layout.</li> </ul>	<p><b>Activity two</b></p> <p>Give learners a write up of information based on group research and own (specify number of words) Give them headings to follow when they write</p> <p>Guide learners on how to write references.</p>	<p><b>Activity two</b></p> <p>Each learner will be expected to hand in a <b>write up</b> of the information based on their group’s research as well as their own research. The written assignment of not more or less than (100-120 words) including</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Body</li> <li>• Conclusion</li> </ul> <p>that have to meet the following requirements:</p> <p>Information categorized under the</p> <ul style="list-style-type: none"> <li>• mentioned headings.</li> <li>• Both group and individual research</li> <li>• A list of references.</li> </ul> <p>Learners will be assessed according to the rubric attached which they are given beforehand Learners should transfer the information either from</p>	<p><u>Form:</u> Investigation</p> <p><u>Method</u> :Teacher</p> <p><u>Tool:</u> Rubric</p>
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<p><b>LO 3: READING AND VIEWING</b></p> <p><b>AS 1:</b> Reads a text (fiction or non-fiction):</p> <ul style="list-style-type: none"> <li>identifies purpose, audience and context;</li> <li>infers meaning (things which cannot be found directly in the text);</li> <li>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);</li> <li>distinguishes main points from supporting detail;</li> <li>with fiction, demonstrates an understanding of character, plot and setting.</li> </ul> <p><b>AS 4:</b> Reads for information:</p> <ul style="list-style-type: none"> <li>follows information texts (e.g. an explanation of how something works, like our kidneys);</li> <li>reads diagrams, graphs and charts of increasing complexity;</li> <li>summarises information.</li> </ul> <p><b>AS 7:</b> Reads for pleasure</p> <ul style="list-style-type: none"> <li>reads fiction and non-fiction books</li> </ul>	<p><b>Activity three</b></p> <p>Ask groups to present their reading by doing it individually</p> <p>Learners are requested to present their reading in different ways /text of reading</p> <p>Specify limited time to read a specific paragraph (use a stop watch )</p> <p>Give learners a with either tables /statics /graphs /diagrams</p> <p><b>Activity four</b></p> <p>Reflect with the learners</p> <p>Discuss the assessment strategies with them</p>	<p>illustration to text or vice versa</p> <p>Learners write a descriptive essay (Access to Education)</p> <p><b>Activity three</b></p> <p>As groups are giving their oral/ verbal presentations or reading the observations of their research other learners take very <b>simple notes</b> and uses information to complete a table or a chart than.</p> <p><b>Reading aloud:</b></p> <p>Learners are expected to showcase different <b>ways of reading</b> different texts;</p> <p>They are also expected to develop and evaluate reading speed.</p> <p>Learners read visual images and answer questions orally trying to summaries the information.</p> <p><b>Activity four</b></p> <p>Learners are expected to do some reflective thinking and to write in their journal about:</p> <ul style="list-style-type: none"> <li>What did you dislike</li> </ul>	<p><u>Form:</u> Reading aloud</p> <p><u>Method:</u> Teacher :Group</p> <p><u>Tool:</u> Rubric</p>
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<p>at an appropriate reading and language level</p> <ul style="list-style-type: none"> <li>reads some new kinds of books ( e.g. crime thrillers )</li> <li>reads and writes book review</li> </ul> <p><b>AS 8:</b> 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 and a simple thesaurus.</li> </ul> <p><b>AS 9:</b> Demonstrates a reading vocabulary of between 5000 and 6500 common words. Learners who will study other Learning Areas through their additional language, should aim for 6500 words</p> <p><b>LO 2: SPEAKING</b></p> <p><b>AS 2:</b> Interacts in additional language:</p> <ul style="list-style-type: none"> <li>uses language for a range of functions: offers and invites ('Would you like ...?') politely refuses ('I'm sorry ...'), etc.;</li> <li>takes part in role-plays of different situations involving different kinds of language (e.g. reporting a crime to the police)</li> </ul> <p><b>AS 4:</b> Debate social and ethical issues</p> <ul style="list-style-type: none"> <li>shares roles ( e.g. chairperson, timekeeper, secretary)</li> </ul>	<p><b>Activity five</b></p> <p>Prepare verbal/oral to be presented in the class (Assess this activity as part of informal Task )</p> <p><b>Activity six</b></p> <p>Design a multiple choice Questionnaire (e.g. choose the correct word)</p>	<p>about the activity?</p> <ul style="list-style-type: none"> <li>What would you like to do better next time?</li> </ul> <p><b>Activity five</b></p> <p>Learners are also expected to make a prepared <b>verbal/ oral presentation</b> as part of their group presentation to assess their progress in communication skills</p> <p><b>Activity six</b></p> <p>At the end of the oral presentation the groups will each make up five questions on the content they have covered. A <b>multiple choice Questionnaire</b> will be made up from these questions. The purpose is to reinforce learners' knowledge of the biodiversity.</p> <p>Groups are asked to talk about the following:</p> <ul style="list-style-type: none"> <li>How do you think you worked together?</li> <li>What one <u>thing</u> could you do to improve your group's cooperation?</li> </ul> <p><b>Activity seven</b></p> <p>Learners debate /role play on given topics.</p>	<p><u>Form</u> : Oral presentation <u>Method</u>: Teacher <u>Tool</u>: Rubric</p> <p><u>Form</u>: Role play/Debate</p> <p><u>Method</u>: Teacher :Group</p> <p><u>Tool</u>: Rubric</p> <p><u>Form</u> :Class</p>
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<ul style="list-style-type: none"> <li>• brings people to discussion (e.g. “What do you think ?, “ Don’t you ?)</li> <li>• interrupts politely ( e.g. Excuse me .....)</li> <li>• expresses opinions and support them with reasons ( e.g. “ I’d just like to say that ... because...)</li> <li>• expresses agreement ( e.g. “You ‘re right, but ..... ) disagreement (e.g. Yes, but..... )</li> <li>• switches language where necessary</li> </ul> <p><b>LO 1: LISTENING</b></p> <p><b>AS 3:</b> Listens for specific information:</p> <ul style="list-style-type: none"> <li>• takes own simple notes; uses information to complete a table or chart, or label a diagram</li> </ul> <p><b>LO 6 LANGUAGE STRUCTURE AND USE</b></p> <p><b>AS 1:</b> Distinguishes between verbs that can and cannot take the progressive (e.g., “I have a problem “” I am having a problem</p> <p><b>AS 8:</b> Uses some language to talk about language (meta-language – terms such as ‘pronunciation’)</p> <p><b>AS 9:</b> Expands vocabulary (e.g. by mind mapping related words ,such as words about war)</p> <p><b>AS 10:</b> Demonstrates an understanding of between 5000 and</p>	<p><b>Activity seven</b> Prepare learners for a debate and role play: Divide them into groups</p> <ul style="list-style-type: none"> <li>• Is it good that everybody gets a house?</li> <li>• Why do you think that everybody should have access to education</li> <li>• What do you think is the role of women in society? Take into consideration the following:</li> <li>• Type of work they must do</li> <li>• Education</li> <li>• Legal rights</li> </ul> <p><b>Activity eight</b></p> <ul style="list-style-type: none"> <li>• Tell learners to listen carefully and takes some short notes while the other is presentation</li> <li>• Design questions based on the topic.</li> </ul> <p><b>Activity nine</b></p> <ul style="list-style-type: none"> <li>• Prepare verbs that can and cannot take the progressive</li> <li>• Assign learners to note new word and use dictionaries for meaning</li> <li>• Let them write an essay of how you think education is essential for all</li> </ul>	<p><b>Activity eight</b></p> <p>Learners write vocabulary words on their personal dictionaries and get their meaning.</p> <p><b>Activity nine</b></p> <ul style="list-style-type: none"> <li>• Write sentences with progressive that can and cannot take progressive</li> <li>• Use dictionaries to make meaning of new words and make sentences</li> </ul>	<p>work</p> <p><u>Method:</u> Teacher :Pair</p> <p><u>Tool</u> :Memorandum</p> <p><u>Form</u> :Class work</p> <p><u>Method:</u> Teacher :Pair</p> <p><u>Tool</u> :Memorandum</p>
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<p>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.</p>			
<p><b>Barriers to learning</b>  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</p>			
<p><b>Resources:</b> Social Sciences Textbooks, Magazines, Newspa</p>			
<p><b>Reflections:</b></p>			
<p><b>Expanded opportunities:</b></p>			

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
<p><b>LO 5: THINKING AND REASONING</b></p> <p><b>AS 1:</b> Uses language and literacy across the curriculum:</p> <ul style="list-style-type: none"> <li>understands some concepts from other Learning Areas and uses the vocabulary associated with them in the additional language (e.g. 'xenophobia' in Social Sciences);</li> <li>writes texts required in other Learning Areas (e.g. reports and explanations in Natural Sciences);</li> <li>produces visual or graphic material to support texts (e.g. diagrams for explanations and reports).</li> </ul> <p><b>AS 3:</b> Collects and records information in different ways:</p> <ul style="list-style-type: none"> <li>selects relevant information and takes notes (organises key ideas under headings and sub-headings, uses layout such as capital letters and underlining);</li> <li>reads and synthesises information from several texts on the same topic;</li> <li>transfers information from one mode to another (e.g. uses statistics to write paragraphs, uses mind maps).</li> </ul>	<p><b>Activity one</b></p> <ul style="list-style-type: none"> <li>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 .</li> </ul>	<p><b>Activity one</b></p> <p>Learners are expected to <b>gather</b>, asking experts and doing investigation on Operating Expenses taking into consideration the following topics:</p> <ul style="list-style-type: none"> <li>The meaning of Interest income</li> <li>Dividend income</li> <li>Compare savings and investments</li> <li>Why is savings important?</li> <li>Different forms of credit purchases</li> <li>Means of payment</li> <li>Different means of Cash purchases                             <ul style="list-style-type: none"> <li>Advantages of</li> </ul> </li> </ul>	<p><u>Form:</u> Written assignment</p> <p><u>Method:</u> Teacher assessment</p> <p><u>Tool:</u> Rubric</p>

<p><b>LO 4 WRITING</b></p> <p><b>AS 1:</b> Writes to communicate information:</p> <ul style="list-style-type: none"> <li>• writes longer texts of several paragraphs describing processes and procedures, giving explanations, giving advantages and disadvantages, arguing for and against;</li> <li>• writes texts that include graphs and statistics;</li> <li>• does a survey and writes it up (e.g. as a report or a newspaper article);</li> <li>• writes text types required in other Learning Areas (e.g. an explanation of how a circuit works for Technology).</li> </ul> <p><b>AS 6:</b> Treats writing as a process:</p> <ul style="list-style-type: none"> <li>• drafts, reads and discusses own writing critically;</li> <li>• uses feedback to revise, edit and rewrite;</li> <li>• uses knowledge of grammar, spelling, etc., to edit; plans the layout of a text, including how to incorporate graphs</li> </ul> <p><b>LO 3: READING AND VIEWING</b></p> <p><b>AS 1:</b> Reads a text (fiction or non-fiction):</p> <ul style="list-style-type: none"> <li>• identifies purpose, audience and context;</li> <li>• infers meaning;</li> <li>• identifies what is not said in a text;</li> <li>• identifies the register/style (formal or informal)</li> <li>• ;explains and assesses point of view in both written and visual parts of the text, and offers alternative points of view;</li> <li>• identifies topic sentences, distinguishes</li> </ul>	<p><b>Activity two</b></p> <p>Bring different types of forms where learners need to write their particulars and prepare them to open accounts</p> <p><b>Activity three</b></p> <p>Teacher gives them chance to write information collected during investigation(assess this activity as part of formal task)</p>	<p>cash purchases.</p> <p><b>Activity two</b></p> <p>Learners work in groups to fill-in forms for</p> <ul style="list-style-type: none"> <li>➤ Opening bank account</li> <li>➤ Deposit forms</li> <li>➤ Withdrawals</li> <li>➤ Opening clothing accounts</li> <li>➤ Opening furniture accounts</li> <li>➤ Loan forms</li> </ul> <p><b>Activity three</b></p> <p>They read each others work and correct it for re-writing and discuss the mistakes found for improvement Form:</p> <p>They do spelling and grammar as an extension activity</p>	<p>Form: Investigation</p> <p>Method :Teacher</p> <p>Tool: Rubric</p> <p>Form: Reading aloud /Summary orally</p> <p>Method: Teacher / Group</p> <p>Tool: Rubric</p>
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<p>main points from supporting detail.</p> <p><b>AS 4:</b> Reads for information:</p> <ul style="list-style-type: none"> <li>reads information texts (e.g. a short newspaper article);</li> <li>reads diagrams, graphs and charts of increasing complexity;</li> <li>reads texts with statistics;</li> <li>summarises information.</li> <li>and pictures;</li> <li>evaluates design and layout.</li> </ul> <p><b>LO 2: SPEAKING</b></p> <p><b>AS 2:</b> Interacts in additional language:</p> <ul style="list-style-type: none"> <li>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.;</li> <li>takes part in role-plays of different situations involving different kinds of language (e.g. a job interview).</li> </ul> <p><b>AS 4:</b> Debate social and ethical issues by arguing persuasively and responding critically</p> <ul style="list-style-type: none"> <li>shares roles ( e.g. chairperson, timekeeper, secretary)</li> <li>brings people to discussion (e.g. "What do you think ?, " Don't you ?)</li> </ul>	<p><b>Activity four</b></p> <p>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.</p> <p><b>Activity five</b></p> <p>Prepare verbal/oral to be presented in the class (Assess this activity as part of Formal Task)</p> <p><b>Activity six</b></p> <p>Design a multiple choice Questionnaire (e.g. choose he correct word, fill in missing words, true or false questions)</p>	<p><b>Activity four</b></p> <p>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.</p> <p><b>Activity five</b></p> <p>Learners are also expected to make a prepared <b>verbal/ oral presentation</b> as part of their group presentation to assess their progress in communication skills</p> <p><b>Activity six</b></p> <p>At the end of the oral presentation the groups will each make up five questions on the content they have covered. A <b>multiple choice Questionnaire</b> will be</p>	<p>Form :Oral presentation Method: Teacher Tool: Rubric</p> <p>Form: Role play/Debate Method: Teacher :Group Tool: Rubric</p> <p>Form :Class work/Homework Method: Teacher :Pair Tool :Memorandum</p> <p>Form :Class work/Homework Method: Teacher /Pair Tool :Memorandum Form: Summary</p>
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<ul style="list-style-type: none"> <li>• interrupts politely ( e.g. Excuse me .....)</li> <li>• expresses opinions and support them with reasons ( e.g. “ I’d just like to say that ... because...)</li> <li>• expresses agreement ( e.g. “You ‘re right, but ..... ) disagreement (e.g. Yes ,but..... )</li> <li>• switches language where necessary</li> </ul> <p><b>LO 1: LISTENING</b></p> <p><b>AS 3:</b> Listens for specific information:</p> <ul style="list-style-type: none"> <li>• takes own simple notes; uses information to complete a table or chart, or label a diagram</li> </ul> <p><b>LO 6: LANGUAGE STRUCTURE AND USE</b></p> <p><b>AS 1:</b> Understands and uses different ways of Talking about the future ( e.g. “I am going to see him tomorrow “ I will see him tomorrow . “ I am seeing him tomorrow.” “ He flies to Cape Town tomorrow “ )</p> <p><b>AS 8:</b> Uses language to talk about language ( meta language – terms such as paragraphs )</p> <p><b>AS 9:</b> Expands vocabulary( e.g. uses prefixes to form new words: autobank,</p>	<p><b>Activity seven</b> Prepare learners for a debate and role play: Divide them into groups</p> <ul style="list-style-type: none"> <li>• Is it good to purchase on credit?</li> </ul> <p><b>Activity eight</b></p> <ul style="list-style-type: none"> <li>• Tell learners to listen carefully and takes some short notes while the other is presentation</li> <li>• Design questions based on the topic.</li> </ul> <p><b>Activity nine</b></p> <ul style="list-style-type: none"> <li>• Prepare verbs or sentences that will be in future /progressive tense</li> <li>• Make use of prefix taken from the text.</li> </ul>	<p>made up from these questions. The purpose is to reinforce learners’ knowledge of the biodiversity.</p> <p>Groups are asked to talk about the following:</p> <ul style="list-style-type: none"> <li>• How do you think you worked together?</li> <li>• What one <u>thing</u> could you do to improve your group’s cooperation?</li> </ul> <p><b>Activity seven</b> Learners debate /role play on given topics.</p> <p><b>Activity eight</b></p> <p>Learners write vocabulary words on their personal dictionaries and look for their meaning.</p> <p><b>Activity nine</b></p> <p>Learners choose these sentences on the text and write them .Learners should develop words and</p>	<p>Method :Teacher Tool: Rubric</p>
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autobiography, automatic) <b>AS 10:</b> 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	<ul style="list-style-type: none"> <li>Let them write a summary(50-60 words)  Why savings is important?(assess this activity as formal task)</li> </ul>	make sentences  Learners write as summary	
<b>Barriers to learning</b> 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			
<b>Resources:</b> Economics and Management Science text books			
<b>Reflections:</b>			
<b>Expanded opportunities:</b>			