



Department of Education

Province of the Eastern Cape

PROGRAMME OF ASSESSMENT: 1ST ADDITIONAL LANGUAGE

GRADE 8

TERM 1	TASK 1 - 30 marks	TASK 2 - 70 marks: TEST 1	
100 marks	<p><u>LISTENING (LO 1), SPEAKING (LO 2), READING (LO 3) and WRITING (LO 4); (LO 5):</u></p> <p>Listening comprehension (written response): 10</p> <p>Prepared reading and conversation: 10</p> <p>Written work - sms / email / short explanations: 10</p> <p>Assessment instruments: Rubrics</p>	<p>Comprehension (LO 3; LO 5): 10</p> <p>Language (LO 6): 20</p> <p>Literature (1st genre) (LO 3): 20</p> <p>Writing (LO 4) - informational paragraph (60 - 75 words): 20</p> <p>Assessment instrument: Memorandum (including a rubric)</p>	<p>1st genre - poetry</p> <p>2nd genre - short drama / play</p>
TERM 2	TASK 3 - 40 marks	TASK 4 - 100 marks: EXAM	
140 marks converted to 100	<p><u>INVESTIGATION (LO 2; LO 3; LO 4; LO 5; LO6):</u></p> <p>Factual written and multimodal texts</p> <p>Written component: 20</p> <p>Oral presentation: 20</p> <p>Assessment instruments: Rubrics</p>	<p>Comprehension (LO 3; LO 5): 20</p> <p>Language (LO 6): 30</p> <p>Literature (2nd genre) (LO 3): 30</p> <p>Writing (LO 4) - 2 narrative paragraphs (75 - 90 words): 20</p> <p>Assessment instrument: Memorandu(including a rubric)</p>	<p>Suggested format for exam papers:</p> <p>Paper 1: Comprehension, Language and Literature (1½ hrs)</p> <p>Paper 2: Writing (1 hr)</p>

TERM 3	TASK 5 - 30 marks	TASK 6 - 70 marks: TEST 2	
100 marks	<u>LISTENING (LO 1), SPEAKING (LO 2) and READING (LO 3):</u> Listening comprehension (written response): 10 Unprepared reading AND conversation: 10 Work with reference books / word puzzles: 10 Assessment instruments: Memorandum (for listening comprehension) and rubrics	Comprehension (LO 3; LO 5): 10 Language (LO 6): 20 Summary (LO 3; LO 4; LO 5): (Text: 130 words; summary:50 - 60 words) 20 Writing (LO 4) - a dialogue: 20 Assessment instrument: Memorandum (including a rubric)	
TERM 4	TASK 7 - 40 marks	TASK 8 - 120 marks: EXAM	
160 marks converted to 100	<u>LISTENING (LO 1), SPEAKING (LO 2), READING (LO3) and WRITING (LO4); (LO 5):</u> Role play - formal real-life situations / dialogue / debating: 10 Prepared reading (of a longer text) AND oral response (identify point of view, character, plot, etc.): 10 Writing - translation: 20 Assessment instruments: Rubrics	Comprehension (LO 3; LO 5): 25 Language (LO 6): 35 Literature (both genres) (LO 3): 20 + 20 = 40 Writing (LO 4) - narrative essay (120 - 140 words) 20 Assessment instrument: Memorandum (including a rubric)	Suggested format for exam papers: Paper 1: Comprehension, Language and Literature (1½ hrs) Paper 2: Writing (1 hr)

LEARNING AREA TERM OVERVIEW: ENGLISH FIRST ADDITIONAL LANGUAGE

GRADE 8

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

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

LESSON PLAN

English First Additional

Contexts: Short Stories /Novel

Time: 3 weeks

Grade: 8

LO'S AND Ass	TEACHER AND LEARNER ACTIVITIES	ASSESSMENT Methods/tools/forms
<p>Lo: 1 Listening As 1,2,4</p> <p>As 1 Understands and appreciates stories, including those told by other learners:</p> <ul style="list-style-type: none"> • responds personally and critically, asks and answers questions; • .evaluates the storytelling performance and gives feedback. <p>As 2 Understands oral texts (e.g. poems, radio plays);</p> <ul style="list-style-type: none"> • 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). <p>As 4 Listens actively in a discussion:</p> <ul style="list-style-type: none"> • responds to ideas and treats other views 	<p><u>Activity 1</u></p> <p>Before reading, talk about the title and the cover of a book before you begin to read it. This allows learners to interpret pictures and make predictions about the story.</p> <p>Together with learners compile a list of words unknown to them that appear in the story</p> <p>Allow learners to write these words in their personal dictionaries and give the meaning of each word..</p> <p>Together with learners talk more about the author.</p> <p>Encourage learners to make predictions based on reading the summary on the back of the cover of the book.</p> <p><u>Activity 2</u></p> <p>Learners listen attentively and follow the story while the teacher reads each paragraph loudly to them. The teacher could stop at any time and the learners must predict what could happen next.</p> <p>Encourage learners to express opinions and observations whether they are correct or not.</p>	<p><u>Form:</u></p> <p>Group discussion</p> <p><u>Methods:</u></p> <p>Teacher</p> <p>Class</p> <p>Tool: Checklist</p> <p><u>Form:</u></p> <p>Summary writing</p> <p>Method: Teacher</p> <p>Tool :rubric</p>

<p>with respect;</p> <ul style="list-style-type: none"> 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. <p>Lo 2 Speaking As 1,3,5</p> <p>As 1 Translates:</p> <ul style="list-style-type: none"> tells stories from home language in the additional language. Translates and interprets: <p>As 3 Shows developing ability to use features of spoken language to communicate: word stress, weak vowels, intonation and rhythm.</p> <p>As 5 Interviews someone:</p> <ul style="list-style-type: none"> formulates and asks relevant questions; uses appropriate tone, register and body language; records responses. <p>Lo 3 Reading and viewing As 1,6,7,8</p> <p>As 1 Reads a text (fiction or non-fiction):</p> <ul style="list-style-type: none"> identifies purpose, audience and context; infers meaning (things which cannot be found directly in the text); explains and assesses point of view in both the written and visual parts of the text (e.g. 	<p>Allow learners to retell and summarize the story.</p> <p>Describe to learners the features of oral and text.</p> <p>.</p> <p><u>Activity 3</u></p> <p>Discuss the sequence of the short story. Write the sequence of incidents (happening) in the cycle of the story. Learners work in pairs and write words in the cycle sketched out for them. Do mind map</p> <p>Guide learners to translate the story from home to first additional language.</p> <p>Consider word stress, weak vowels, intonation and rhythm.</p> <p><u>Activity 4</u></p> <p>Guide learners on how to formulate a questionnaire for interviews. Learners together with the teacher design and develop a questionnaire in order to conduct interviews.</p> <p><u>Activity 5</u></p> <p>Take turns to read the short story in their groups. Give each learner a turn to read a part of the story. Thereafter allow the learners to talk about their feelings. Learners can talk about their experiences. As the learners talk, write up unknown words on the chalkboard or use flashcards.</p> <p>Learners must identify purpose, audience, context, infer meaning of the story.</p> <p>In each paragraph guide learners to identify main points /sentences and</p>	<p><u>Form</u></p> <p>Mind map</p> <p><u>Tool:</u></p> <p>rubric</p> <p><u>Form:</u></p> <p>Translation and interpretation (oral presentation)</p> <p>Method: Teacher/pair</p> <p>Tool : rubric /checklist</p> <p><u>Form</u> : questionnaire</p> <p>Method : Group/pair</p> <p>Tool ; rating scale</p> <p><u>Form</u> : Reading aloud</p> <p>Method: teacher/group</p> <p>Tool: rubric/ checklist /rating scale</p>
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<p>says whether the view of the world represented is fair or stereotypical);</p> <ul style="list-style-type: none"> distinguishes main points from supporting detail; with fiction, demonstrates an understanding of character, plot and setting. <p>As 6 Uses reading strategies:</p> <ul style="list-style-type: none"> matches different ways of reading to different texts (e.g. scans a telephone directory); develops and evaluates reading speed; uses strategies to work out the meanings of words (e.g. looks at illustrations or diagrams, and discusses the word in home language). <p>As 7 Reads for pleasure:</p> <ul style="list-style-type: none"> reads fiction and non-fiction books at an appropriate reading and language level; reads some new kinds of books (e.g. crime thrillers); reads a writes book review; <p>As 8 Shows some understanding of how reference books work:</p> <ul style="list-style-type: none"> uses contents page and index to find information; uses a dictionary and simple thesaurus. 	<p>supporting sentences</p> <p><u>Activity 6</u></p> <p>The learners must identify the elements of a short story.</p> <p>What is the setting (time and place) in which the events take place? What is the plot (sequence of events) in a story? <i>In a short story the plot is usually based on one incident or a central issue)</i></p> <p><i>First person narrator – the person is involved in the story telling. (telling it from their point of view or describing or commenting on an event in the first person)</i></p> <p><u>Activity 7</u></p> <p>The plot focuses on one theme, aspect of life, human behaviour, emotion, crises, events or character.</p> <p>The learners must identify the conflict or crises of some kind.</p> <p>Tension is created through character/s' behaviour. While reading the short story the learners must recognise the climax where the tension is at its peak.</p> <p>Prepare the learners for the ending. The ending of a short story /novel may resolve the crises or tension or it may be a "surprise ending" or one that leaves the reader wondering what happens next.</p> <p>Make as many abbreviations as possible of abbreviated words found in the short story.</p> <p>Prepare learners to write a book review When learners write the book review (an assignment) check :</p> <ul style="list-style-type: none"> the setting, plot main characters purpose of the story for which audience the context of the story use of visual images if available 	<p>Form :assignment on book review</p> <p>Method :teacher</p> <p>Tool Rubric /checklist /rating scale</p>
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<p>Lo 4 Writing As 4,6,7</p> <p>As 4 Writes creatively:</p> <ul style="list-style-type: none"> • shows development in the ability to write stories, poems and play-scripts (e.g. by using figurative language). • translates stories (and other texts) from home language. <p>As 6 Treats writing as a process:</p> <ul style="list-style-type: none"> • drafts, reads and discusses own writing critically; • uses feedback to revise, edit and rewrite; • uses knowledge of grammar, spelling, etc., to edit; • pays some attention to design and layout. <p>As 7 Uses developing knowledge of language structure and use:</p> <ul style="list-style-type: none"> • makes text cohesive (e.g. by 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. <p>Lo 5 Thinking and Reasoning As 2</p>	<p><u>Activity 8</u></p> <p>Design a poster that will address a theme/issue from the short story.</p> <p><u>Activity 9</u></p> <p>Visit the local airport/doctor/museum or any venue that is being described in the short story. Write a report of your experiences.</p> <p><u>Activity 10</u></p> <p>Write a story. Give learners different pictures /posters/photographs or stories written in home language and they must translate it to first additional language.</p> <p>Allow them to work in pairs discussing the picture/poster/photograph given to them. Guide them in story writing. Make sure the learners understand how a story is structured. First start with a paragraph writing which will end up in a story of maybe four to five paragraphs.</p> <p>Learners must have a first draft, give it to peers for editing feedback, rewrite and submit the final draft.</p> <p>Check</p> <ul style="list-style-type: none"> • Introduction • Design and layout • Cohesion in each paragraph • Main idea and supporting sentences in each paragraph • Whether the learner can adopt his /her own point of view • Conclusion • Language etc 	<p>Form :poster</p> <p>Method:teacher/peer</p> <p>Tool?rubric/ratin sacle</p> <p><u>Form:</u></p> <p>Creative writing(thier own stories)</p> <p>Method :teacher</p> <p><u>Tool:</u></p>
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<p>As 2 Uses language for thinking:</p> <ul style="list-style-type: none"> asks and answers more complex questions (e.g. 'When this is changed, then what else would change?'); writes definitions, classifications and generalisations; understands and uses evidence to support a theory or argument (e.g. a photograph, objects from the past, an interview with a witness). <p>Lo 6 Language and structure use As 1,3,7,9</p> <p>As 1 Distinguishes between verbs that can and cannot take the progressive (e.g. 'I have a problem.', not 'I a having a problem.').</p> <p>As 3 Uses the past perfect (e.g. for reported speech).</p> <p>As 7 Understands and uses the second conditional (e.g. 'If I met the President, I would ask him t build houses for everybody.').</p> <p>As 9 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><u>Activity 11</u></p> <p>Asks more quetions based on the story wher learners can use evedence to support the argument .</p> <p><u>Activity12</u></p> <p>Let the learners look for adjectives and adverbs and any other langauge found in the short story,e.g past perfect tense,second conditional etc</p>	
<p>Barriers to leaning: 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</p>		

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

Resources: Short story book, Dictionaries, Thesaurus, myths and legends, lists, recounts, descriptions, riddles and jokes, audiotapes eg radio stories, games, songs, dialogues and conversations, narratives, books (fiction and non-fiction), speeches, radio talks, televisions shows

Teacher Reflection:

Expanded opportunities

LESSON PLAN

English First Additional

Contexts: Multi Media (eg. TV programmes, adverts, video, films, posters, comics, weather forecasts, diagrams, graphs, photographs, newspaper article)

Time: 3 weeks

Grade: 8

LO's and Ass	TEACHER AND LEARNER ACTIVITIES	ASSESSMENT Methods/tools/forms
<p>Lo: 1 Listening As 2</p> <p>As 2 Understands oral texts (e.g. poems, radio plays);</p> <ul style="list-style-type: none"> 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). <p>Lo 2 Speaking As 2,4</p> <p>As 2 Interacts in additional language:</p> <ul style="list-style-type: none"> uses language for a range of functions: offers and invites ('Would you like to ...?'), politely refuses ('I'm sorry ...'), etc.; 	<p><u>Activity 1</u></p> <p>Activity 1(Do pre-reading)Teacher activities Explain:</p> <ul style="list-style-type: none"> The teacher reads different kinds of oral texts photocopied from various sources for the learners and explains difficult words ,phrases etc Let learners discuss difficult words Ask good questions e.g who, what, where, what does mean Then ask: What if.....? Why do you think.....?. Asks questions where learners describe different kinds of oral texts(e.g audience, characters etc), <p>Learner's activities</p> <ul style="list-style-type: none"> Learners respond orally Learners write down difficult words and or those they do not understand Learners simply repeat or translate the message Discuss features of different kinds of oral texts <p><u>Activity 2</u></p> <p>Teacher activities</p> <ul style="list-style-type: none"> Teacher promotes sharing of ideas between two learners encouraging them to talk about different situations. Teacher invites pairs to share their ideas with the rest of the class Reminds learners in the form of questions about script writing 	<p><u>Form:</u></p> <p>Mindmap which leads to a discussion</p> <p><u>Methods:</u></p> <p>Teacher</p> <p>Whole class</p> <p><u>Tool:</u> Rubric/checkilst/rating scale</p> <p><u>Form:</u></p> <p>Oral presentation</p> <p><u>Method:</u></p>

<ul style="list-style-type: none"> takes part in a role-plays of different situations involving different kinds of language (e.g.reporting a crime to the police). <p>As 4 Debates social and ethical issues:</p> <ul style="list-style-type: none"> shares out roles (e.g. chairperson, timekeeper, secretary); brings people into the discussion (e.g. 'What do you think?', 'Don't you?'); interrupts politely (e.g. 'Excuse me ...'); expresses opinions and supports them with reasons (e.g. 'I'd just like to say that ... because ...'); expresses agreement (e.g. 'You're right.') and disagreement (e.g. 'Yes, but ...'); switches languages where necessary. <p>Lo 3 Reading and viewing As 3,5,6</p> <p>As 3 Reads and responds to social texts (e.g. personal letters, notices):</p> <ul style="list-style-type: none"> identifies purpose, audience and context; describes the features of the type of text being read (e.g. a personal letter). <p>As 5 Analyses photographs in texts (e.g. advertisements and newspapers):</p> <ul style="list-style-type: none"> identifies the subject, context, audience and message of the photo; identifies from whose point of view the photo has been taken; identifies what has been left out of the photo and why; 	<ul style="list-style-type: none"> Divide learners into small groups Reminds learners by reading the notes outlining the basic structure for debating Encourage learners to develop ideas further by doing research to back up what they say, Let your learners make use of internet if available. <p><u>Learner's activities</u></p> <ul style="list-style-type: none"> Learners express opinions about the comprehension Identify all main ideas in all paragraphs in the text Retells and summaries the story orally Learners prepare play scripts They perform the role play Points to consider in this debate are discussed by the learners in the text Learners perform the debate <p><u>Activity 3</u></p> <p><u>Teacher activities</u></p> <ul style="list-style-type: none"> Acquire and distribute different texts with photographs to groups and give instructions to read, analyse and interpret by taking into account the: <ul style="list-style-type: none"> -characters -background -Language <ul style="list-style-type: none"> -audience -purpose -content and context -features Teacher guides learners in identifying main ideas and supporting sentences in a paragraph through using different type of reading strategies (skim & scan) <p><u>Learner's activities</u></p> <ul style="list-style-type: none"> Learners read and interpret the comprehension with either a photographs/graph/cartoons/adverts etc by identifying purpose, audience, context and features. Learners identify main ideas and supporting sentences through skimming and scanning. Identify role played by photographs. 	<p>Teacher Group Tool: Observation sheet</p> <p>Form: Role play/Debate</p> <p>Method: Pair Group Teacher</p> <p>Tool: Rubric</p> <p>Form : Reading aloud Homework</p> <p>Method: Pair Group Teacher</p> <p>Tool: Memorandum Rubric/checklist/rating scale</p>
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<ul style="list-style-type: none"> judges whether the photo is memorable and gives reasons. <p>As 6 Uses reading strategies:</p> <ul style="list-style-type: none"> matches different ways of reading to different texts (e.g. scans a telephone directory); develops and evaluates reading speed; uses strategies to work out the meanings of words (e.g. looks at illustrations or diagrams, and discusses the word in home language <p>Lo 4 Writing As 2,3,5</p> <p>As 2 Writes for social purposes:</p> <ul style="list-style-type: none"> 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. <p>As 3 Writes for personal reflection:</p> <ul style="list-style-type: none"> writes a diary. <p>As 5 Designs media texts:</p> <ul style="list-style-type: none"> designs a simple advertisement or pamphlet; writes a simple news report. <p>Lo 5 Thinking and Reasoning As 2,3</p> <p>As 2 Uses language for thinking:</p> <ul style="list-style-type: none"> asks and answers more complex questions (e.g. 'When this is changed, then what else 	<p>Activity 4(Teacher activities) Language- Group work written activity</p> <ul style="list-style-type: none"> Teacher teaches language structure within the context of the comprehension. Revises grammar used in previous Grade 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, the learners must collect articles related to an e-mail from newspapers Let the learners share the articles with the rest of the class by highlighting the main points. The articles can then be displayed in the classroom so learners can read. The teacher guides learners in simple informal or formal letter writing taking into account (purpose, audience, context, and register/style . The teacher guides learners in diary entries. Guides learners in designing an advertisement. Guides learners on how to write a paragraph with: <ul style="list-style-type: none"> a heading, main idea and supporting sentences. Introduction and conclusions, this leads to the writing of simple news report <p>Learner's activities</p> <ul style="list-style-type: none"> 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. 	<p><u>Form:</u></p> <p>Letter writing</p> <p>Paragraph</p> <p>Advertisement/pamphlet</p> <p>News report</p> <p>E-mail</p> <p>Dairy entries</p> <p><u>Method:</u></p> <p>Self/pair/gruop</p> <p>Tool: Rubric/rating scale</p>
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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, instructions, bar graph.

Teacher Reflection:

Expanded opportunities

LESSON PLAN

English First Additional		
Contexts: POETRY		Grade: 8
Time: 3 weeks		
LO's and Ass	TEACHER AND LEARNER ACTIVITIES	ASSESSMENT Methods/tools/forms
<p>LO: 1 Listening As 2,4</p> <p>As 2 Understands oral texts (e.g. poems, radio plays);</p> <ul style="list-style-type: none"> 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). <p>As 4 Listens actively in a discussion:</p> <ul style="list-style-type: none"> shows openness to ideas and treats the views of others with respect; invites contributions from others and 	<p>Activity 1</p> <p>The teacher reads the poem to the learners, ask them to count the lines of the poem and identify the genre.</p> <p>The learners listen attentively and answer questions e.g. How many lines form this poem</p> <p>The teacher writes the difficult words on the chalkboard/ flashcards.</p> <p>(In a group activity), the learners use dictionaries to find meanings of difficult words and write them in their books constructing sentences with the words to show meaning.</p> <p>Activity 2</p> <p>The teacher reads the poem again and asks the learners to discuss the poem, identify the poet's point of view.</p> <p>(Group discussion and brainstorming),The learners discuss the poem orally in</p>	<p>Form :</p> <p>Discussion</p> <p><u>Methods:</u></p> <p>Teacher class</p> <p>Tool: Rubric,rating scale,checklist</p> <p>Form:</p> <p>Summary writing</p> <p>Method:</p>

<p>responds to their views;</p> <ul style="list-style-type: none"> is prepared to challenge others but does so politely and does not interrupt them; criticises the ideas and not the person. <p>LO2 Speaking As 3,5</p> <p>As 3 Shows developing ability to use features of spoken language to communicate: word stress, weak vowels, intonation and rhythm.</p> <p>As 5 Interviews someone:</p> <ul style="list-style-type: none"> formulates and asks relevant questions; uses appropriate tone, register and body language; records responses. <p>LO 3 Reading and viewing As 2,6,9</p> <p>As 2 Understands some elements of poetry (e.g. metaphor, rhythm), and understands some of the terms used to describe this language (e.g. metaphor).</p> <p>As 6 Uses reading strategies:</p> <ul style="list-style-type: none"> matches different ways of reading to different texts (e.g. scans a telephone directory); develops and evaluates reading speed; uses strategies to work out the meanings of words (e.g. looks at illustrations or diagrams, and discusses the word in home language <p>As 9 Demonstrates a reading vocabulary of between 5 000 an 6 500 common words. Learners who will study other Learning Areas through their additional language should aim for 6 500 words.</p>	<p>groups and write their points of view e.g. (What would you say the poet is commenting on? What do you think the poet feels about the poem?)</p> <p>The teacher reads the poem to the learners emphasizing the use of the spoken language features, e.g. word stress, weak vowels, intonation and rhythm. The learners recite the poem demonstrating the use of spoken language features, e.g. word stress, intonation, rhythm and weak vowels</p> <p>.The teacher can allocate stanzas to different groups and let learners retell the poem and report orally.</p> <p>What is the message of the poem? Write a paragraph explaining what the poem is about.</p> <p><u>Activity 3</u></p> <p>Teach learners the elements of poetry e.g. metaphor,simile etc. Give meaning and example of each.</p> <p>Learners must write them in their note books.Give them an exercise where learners would write sentences using the figures of speech.The learners work in groups.</p> <p>Let the learners in pairs come up with examples and make posters for the classroom</p> <p>The teacher gives the learners another poem without a title, to scan the different figures of speech, within a given space of time</p> <p>The learners scan the different figures of speech in a different poem given by the teacher within a given space of time:</p> <ul style="list-style-type: none"> They explain the title of the poem They identify the poet’s point of view They discuss the tone of the poem. 	<p>Teacher</p> <p>Peer</p> <p>Tool:</p> <p>Rubric/rating scale/checklist</p> <p>Form:Class work</p> <p>Method: Teacher,pairs,peer,gruop</p> <p><u>Tool:</u></p> <p>Memorandum</p>
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<p>LO 4 Writing As 4,6</p> <p>As 4 Writes creatively:</p> <ul style="list-style-type: none"> • shows development in the ability to write stories, poems and play-scripts (e.g. by using figurative language). • translates stories (and other texts) from home language. <p>As 6 Treats writing as a process:</p> <ul style="list-style-type: none"> • drafts, reads and discusses own writing critically; • uses feedback to revise, edit and rewrite; • uses knowledge of grammar, spelling, etc., to edit; • pays some attention to design and layout. <p>LO 5 Thinking and Reasoning As 2</p> <p>As 2 Uses language for thinking:</p> <ul style="list-style-type: none"> • asks and answers more complex questions (e.g. 'When this is changed, then what else would change?'); • writes definitions, classifications and generalisations; • understands and uses evidence to support a theory or argument (e.g. a photograph, objects from the past, an interview with a witness). <p>LO 6 Language and structure use As 7,8</p> <p>As 7 Uses some language to talk about language (meta-language - terms such as pronunciation)</p> <p>As 8 Demonstrates an understanding of between 4000 and 6500 common spoken words in context by</p>	<p><u>Activity 6</u></p> <p>Write a poem.The teacher shows the learners how to treat writing as a process by using writing steps, e.g. drafting, reading, giving feedback, editing, et c. The learners write their poems showing the ability to use the figurative language, e.g. rhyme, rhythm, etc.They write a poem following the processes of writing, e.g. drafting, reading, editing, etc</p> <p><u>Activity 7</u></p> <p>Answer the following questions.</p> <p>How does the poem make us feel? Give examples. Find verbs in the poem. Explain how the verbs help us to picture the actions. Write down the elements found in the poem and give example..</p> <p><u>Activity 8</u></p> <p>Make a list of all the words you dont know in the poem and look it up in the dictionary to find out what they mean. Write it down in your notebook.</p>	<p><u>Form:</u></p> <p>Written assignment</p> <p><u>Tool:</u></p> <p>rubric</p> <p>Method:Teacher/Gruop/pair</p> <p>Form:Classwork /Test/Homework</p> <p>Method: Teacher/Pair/peer</p> <p>Tool:Memorandum</p>
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<p>the end of Grade 8. Learners who will do some of their learning through their additional language should aim for 6500 words.</p>		
<p>Barriers to leaning: 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>Resources: short story book, dictionaries, thesaurus</p>		
<p><u>Teacher Reflection:</u></p>		
<p><u>Expanded opportunities:</u></p>		

LESSON PLAN

English First Additional

Contexts: TEXT FROM OTHER LEARNING AREAS(Any topic)

Time: 3 weeks

Grade: 8

LO's and Ass	TEACHER AND LEARNER ACTIVITIES	ASSESSMENT Methods/tools/forms
<p>Lo: 1 Listening As 3</p> <p>As 3 Listens for specific information:</p> <ul style="list-style-type: none"> • takes own notes • uses information to complete a table or chart, or label a diagram. <p>Lo 2 Speaking As 2,4</p> <p>As 2 Interacts in additional language:</p> <ul style="list-style-type: none"> • uses language for a range of functions: offers and invites ('Would you like to ...?'), politely refuses ('I'm sorry ...'), etc.; • takes part in a role-plays of different 	<p><u>Activity 1</u></p> <p>The teacher plans to get the learners to practise investigative abilities by learning about any topic which is part of the Natural Science, Life orientation, Social Sciences, or any other Learning Area.</p> <p>This lesson will focus on Drug abuse taken from Life Orientation. Give learners some text to read and discuss.</p> <p>Learners compile a list of words unknown to them that appear in in the text.</p> <p>The class must come up with a clear explanation or definition .</p> <p><u>Activity 2</u></p> <p>Write down the following words on the board or OHP. <i>Stress, Cigarettes, Alcohol, Drugs, Addiction, Life Line, Al Anon.</i></p>	<p><u>Form</u>: Discussion with oral response</p> <p>whole class activity</p> <p>Method: group/pair</p> <p>Tool : Rubric & Memorandum</p>

<p>situations involving different kinds of language (e.g. reporting a crime to the police).</p> <p>As 4 Debates social and ethical issues:</p> <ul style="list-style-type: none"> • shares out roles (e.g. chairperson, timekeeper, secretary); • brings people into the discussion (e.g. 'What do you think?', 'Don't you?'); • interrupts politely (e.g. 'Excuse me ...'); • expresses opinions and supports them with reasons (e.g. 'I'd just like to say that ... because ...'); • expresses agreement (e.g. 'You're right.') and disagreement (e.g. 'Yes, but ...'); • switches languages where necessary. <p>Lo 3 Reading and viewing As 1,4,7,8,9</p> <p>As 1 Reads a text (fiction or non-fiction):</p> <ul style="list-style-type: none"> • identifies purpose, audience and context; • infers meaning (things which cannot be found directly in the text); • 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); • distinguishes main points from supporting detail; • with fiction, demonstrates an understanding of character, plot and setting. <p>As 4 Reads for information:</p> <ul style="list-style-type: none"> • follows information texts (e.g. an explanation 	<p>Let the learners make comments on what kind of feelings do they experience when they hear or see these words.</p> <p><u>Activity 3</u></p> <p>Asks learners to come up with cut out adverts for cigarettes and alcohol from old magazines. Talk about the message these adverts give. Are they realistic? Discuss in groups why the adverts are different to the reality. Remind them on how to conduct a debate. Give them a topic to debate .Let them discuss how they are to conduct it on a given topic</p> <p><u>Activity 4</u></p> <p>Learners need to analyze data/stats and reading a chart or a text given. Together with the teacher, they discuss purpose, audience and context. Make them get the meaning with the use of reference to the illustrations such as graphs ,diagrams etc. available in the text.</p> <p>Learners, with the help of their Life Orientation teacher or Natural Science teacher, must find out the myths about cigarettes and alcohol.</p> <p>They will have to report back to the class and in their investigation the learners must have learnt that these substances are dangerous and can change lives.</p> <p><u>Activity 6</u></p> <p>Give learners a chance to explain and summarize the information.</p> <p>Design a poster that will address the theme/issue/substance abuse. You could make up a</p>	<p>Form: Debate</p> <p>Method :Teacher/group</p> <p>Tool: Rubric/rating scale</p> <p><u>Form:</u></p> <p>Written assignment</p> <p>Method:Teacher</p> <p>Tool:Rubric/raing scale</p> <p>formal assessment</p>
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<p>of how something works,like our kidneys);</p> <ul style="list-style-type: none"> reads diagrams, graphs and charts of increasing complexity; summarises information. <p>As 7 Reads for pleasure:</p> <ul style="list-style-type: none"> reads fiction and non-fiction books at an appropriate reading and language level; reads some new kinds of books (e.g.crime thrillers); reads and writes book reviews; <p>As 8 Shows some understanding of how reference books work:</p> <ul style="list-style-type: none"> uses contents page and index to find information; uses a dictionary and a simple thesaurus. <p>As 9 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>Lo 4 Writing As 1,6</p> <p>As 1 Writes to communicate information:</p> <ul style="list-style-type: none"> writes a short explanation of how or why something happens (e.g. how an electric circuit works); writes one or two paragraphs about the advantages and disadvantages of something (e.g. cars as a form of transport); uses information from a survey to write a report (including heading, introduction, how the research was carried out, the results, 	<p>truthful advert and put it up in the school library, school bathrooms or staff room.</p> <p><u>Activity 7</u></p> <p>What can you do to avoid substance abuse?</p> <p><u>Activity 8</u></p> <p>Teach learners how to use refernce books ,checking content page ,index in oredor to find information such as dictionares etc.</p> <p><u>Activity 9</u></p> <p><u>Teacher activities</u></p> <p>Give a chance to learnres to discuss about the given topic by dong mind –maps as a group</p> <p>Remind learners about process writng where they must focus on design, layout, languauge</p> <p><u>Learner’s activities</u></p> <p>Write an Argumentative Essay</p> <p>Advantages and disadvantages of using drugs</p> <p>Argue your point and use examples to motivate/support your opinion. Say why you agree or disagree. You can give positive and negative aspects of the topic. Your argument needs to be persuasive as you are trying to convince the reader of your opinion. Give a wide range of arguments to support your point of view. Do not focus on only one aspect. Your argument must be logical. Do not become too emotive.</p> <p>Have a strong conclusion to persuade the reader to accept your opinion.</p>	<p><u>Form:</u></p> <p>Essay</p> <p>Metod :Teacher</p> <p>Tool:Rubric</p>
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<p>simple texts on the same topic;</p> <ul style="list-style-type: none"> transfers information from one mode to another by , for example, using mind maps. <p>Lo 6 Language and structure use As 1,7,8,9</p> <p>As 1 Distinguishes between verbs that can and cannot take the progressive (e.g. 'I have a problem.', not 'I a having a problem.').</p> <p>As 7 Uses some language to talk about language (meta-language - terms such as pronunciation).</p> <p>As 8 Expands vocabulary (e.g. by mind mapping related words, such as words about war).</p> <p>As 9 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><u>Activity 14</u></p> <p><u>Teacher activities</u></p> <p>Teach and assess the language available in the text e.g verbs that can and cannot take the progressive ,pronuncaiton of concepts from other Learning Area,Expands vocabulry on list of words found unknwon.</p> <p><u>Learner's activities</u></p> <p>Learners write the words in their personal dictionaries and formulates sentences.</p>	<p>Form :Class work /Homework</p> <p>Method:Gruop/pair</p> <p>Tool:Memorandum</p>
<p>Barriers to leaning:</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>Resources: Dictionaries, photographs, magazine pictures and advertisements, songs, rhymes, Weather reports, interviews, encyclopaedias, pamphlets, , charts, rosters, television, videos, internet, posters, speeches, autobiographies and biographies, instructions, bar graphs</p>		

Teacher Reflection:

Expend opportunities

LESSON PLAN

English First Additional

Contexts: Drama

Time: 3 weeks

Grade: 8

LO's and Ass	TEACHER ACTIVITIES	LEARNER ACTIVITIES	ASSESSMENT Methods/tools/forms
<p>LO: 1 Listening As 2,4</p> <p>As 2 Understands oral texts (e.g. poems, radio plays);</p> <ul style="list-style-type: none">answers questions of growing complexity;identifies point of viewretells and summarises.describes the features of characteristics of different kinds of oral texts (e.g. poem or factual text). <p>As 4 Listens actively in a discussion:</p>	<p>PRE-READING ACTIVITIES <u>Activity 1</u> 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.</p> <p>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.</p>	<p>READING ACTIVITIES <u>Activity 1</u> 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 summarise</p> <p>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 the teacher. Learners add new vocabulary to their own existing word list.</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>

<ul style="list-style-type: none"> • 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. <p>LO 2 Speaking As 2,3,4</p> <p>As 2 Interacts in additional language:</p> <ul style="list-style-type: none"> • uses language for a range of functions: offers and invites ('Would you like to ...?'), politely refuses ('I'm sorry ...'), etc.; • takes part in a role-plays of different situations involving different kinds of language (e.g. reporting a crime to the police). <p>As 3 Shows developing ability to use features of spoken language to communicate: word stress, weak vowels, intonation and rhythm.</p> <p>As 4 Debate social and ethical issues:</p> <ul style="list-style-type: none"> • shares roles (e.g. chairperson, timekeeper, secretary); • brings people into the discussion (e.g. 'What do you think?', 'Don't you?'); • interrupts politely (e.g. 'Excuse me ...'); • expresses opinions and supports them with reasons (e.g. 'I'd just like to say that ... because ...'); • expresses agreement (e.g. 'You're right.') and disagreement (e.g. 'Yes, but ...'); 	<p>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 etc.</p> <p>Activity 2 Teacher provides learners with sentences that summarize the drama. Learners to sequence the sentences in logical order.</p> <p>Guide learners on how to conduct a debate /role play.This should be based on the topic learnt in a drama</p>	<p>Activity 2 Learners work individually and sequence the sentences.</p> <p>Learners prepare a role play/debate . They conduct it in groups.</p>	<p><u>Form</u>: Written Response <u>Method</u>: Peer Assessment <u>Tool</u>: Checklist (focus thinking)</p> <p>Form :Role play /debate Method : teacher/guop</p> <p>Tool :rubric /rating scale.</p>
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<ul style="list-style-type: none"> switches languages where necessary. <p>LO3 Reading and viewing As 1,6,9</p> <p>As 1 Reads a text (fiction or non-fiction):</p> <ul style="list-style-type: none"> identifies purpose, audience and context; infers meaning (things which cannot be found directly in the text); 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); distinguishes main points from supporting detail; with fiction, demonstrates an understanding of character, plot and setting. <p>As 6 Uses reading strategies:</p> <ul style="list-style-type: none"> matches different ways of reading to different texts (e.g. scans a telephone directory); develops and evaluates reading speed; uses strategies to work out the meanings of words (e.g. looks at illustrations or diagrams, and discusses the word in home language <p>As 9 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>Lo 4 Writing As 4,6,7</p> <p>As 4 Writes creatively:</p>	<p>Activity 3 Reading Teacher introduces learners to different reading strategies (e.g. skimming, scanning, silent reading to improve their reading skills.)Teacher observes.</p> <p>Activity 4 Teacher sets up questions that will check learners' understanding of the drama (simple to complex questions).</p> <p>Homework Teacher assigns character roles within the groups. Learners to read and prepare at home.</p> <p>Activity 5 Teacher now assesses prepared reading and conversation.</p> <p>AFTER READING ACTIVITIES Activity 6 Teacher shows learners the example of a dialogue as displayed in the drama text. Teacher focuses on the layout, style and features of this type of writing in preparation for the writing of their own scripts</p> <p>Activity 7 Teacher gives scenarios and asks them to write a script in pairs. Teacher assists with writing of the first and final draft. Teacher assesses the final one.</p>	<p>Activity 3 Reading Learners, in groups, are provided with the drama. They scan the text before reading to see how long it is, look at the illustrations to help orientate them before they start reading and skim quickly to get the sense of the drama.</p> <p>Activity 4 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>Homework Learners practise and prepare for formal reading assessment.</p> <p>Activity 5 Learners read roles assigned to them within groups</p> <p>AFTER READING ACTIVITIES Activity 6 Learners are provided with the example of the dialogue as displayed in the drama text and they now focus on the layout, style and features.</p> <p>Activity 7 Learners, in pairs, prepare for the writing of the first draft. Pairs exchange their first draft. Learners correct one another's work where necessary. They return their partners' draft and</p>	<p><u>Form:</u> Reading <u>Method:</u> 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</p> <p><u>Form:</u> Script <u>Method:</u> Peer and Teacher <u>Tool:</u> Check list (focus writing skills)</p> <p><u>Form:</u> Role play <u>Method:</u> Teacher <u>Tool:</u> Checklist(focus speaking skills)</p>
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<ul style="list-style-type: none"> shows development in the ability to write stories, poems and play-scripts (e.g. by using figurative language) translate stories (and other texts) from home language <p>As 6 Treats writing as a process:</p> <ul style="list-style-type: none"> drafts, reads and discusses own writing critically; uses feedback to revise, edit and rewrite; uses knowledge of grammar, spelling, etc., to edit; pays some attention to design and layout. <p>As 7 Uses developing knowledge of language structure and use:</p> <ul style="list-style-type: none"> makes text cohesive (e.g. by 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. <p>Lo 5 Thinking and Reasoning As 2</p> <p>As 2 Uses language for thinking:</p> <ul style="list-style-type: none"> asks and answers more complex questions (e.g. 'When this is changed, then what else would change?'); writes definitions, classifications and generalisations; understands and uses evidence to 	<p>Activity 8 Teacher returns assessed written scripts to learners which they will then role-play.</p> <p>Activity 9 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>Activity 10 Once the drama has been finished, asks more complex questions such as: -contextual /factual questions (who?, what?, where?, when?) -Style questions such as (formal, informal, simple, humorous</p>	<p>give feedback. Learners make corrections and write the final draft</p> <p>Activity 8 Learners perform their role-play</p> <p>Activity 9 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>Activity 10 Learners picture analysis/observation sequencing according to questions given.</p>	<p><u>Form</u> -Class work -Assignment <u>Method</u> -Pair</p> <p><u>Tool</u> -Memorandum</p>
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<p>support a theory or argument (e.g. a photograph, objects from the past, an interview with a witness).</p> <p>Lo 6 Language and structure use As 2,4,5,6</p> <p>As 2 Uses the future tense with 'when' clauses (e.g. 'When I finish work, I will rest.').</p> <p>As 4 Extends use of nouns (e.g. countable and uncountable nouns).</p> <p>As 5 Extends use of determiners (e.g. some and any: 'I have some paper, but I don't have any chalk.').</p> <p>As 6 Uses modals to express politeness (e.g. 'Can/Could I borrow a pencil?').</p>	<p>Activity 11</p> <ul style="list-style-type: none"> • Teach rules of the language in the act read and design some questions based on it. • Design activities to address future tense, countable and uncountable nouns, determiners, modals 	<p>Activity 1</p> <p>Learners check the language in the next act given. They answer question based on the text</p>	<p><u>Form</u></p> <p>-Class work -Homework</p> <p><u>Method</u></p> <p>-Pair</p> <p><u>Tool</u></p> <p>-Memorandum</p>
<p>Barriers to leaning:</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>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, radio broadcasts, plays, television dramas and documentaries</p>			
<p>Teacher Reflection:</p>			
<p>Expanded opportunities</p>			

