

| WORK SCHEDULE: ENGLISH FIRST ADDITIONAL LANGUAGE | | | | GRADE 9 |
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| TERM 1 | <u>Context:</u> Multi Media Text | <u>Context:</u> Drama/ Play | <u>Context:</u> Poetry | |
| | 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 | Week: 5-9 <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 | 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 | |
| TERM 2 | <u>Context:</u> Text from other Learning Area | <u>Context:</u> Multi Media | <u>Context:</u> Novel | Standardised Assessment Tasks |
| | Week: 1-4 <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 | 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 | Week: 6-10 <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 | |

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

LESSON PLAN

| English First Additional | | |
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| Context: POETRY | | Grade: 9 |
| Time: 3 weeks | | |
| LO's and As's | TEACHER AND LEARNER ACTIVITIES | ASSESSMENT Methods/tools/forms |
| <p>Lo: 1 Listening As 2,4</p> <p>As 2 Understands oral texts (e.g. radio talk shows, texts with statistics):</p> <ul style="list-style-type: none"> • answers questions; • retells and summarises; • identifies point of view and is able to offer an alternative point of view; • analyses the features of different kinds of oral texts (e.g. a conversation, a story). <p>As 4 Listens actively in a discussion:</p> | <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 groups 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>Form :</p> <p>Discussion</p> <p><u>Methods:</u></p> <p>Teacher class</p> <p>Tool: Rubric,rating scale,checklist</p> |

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| <p>(e.g. skims newspaper articles for main ideas);</p> <ul style="list-style-type: none"> • develops and evaluates reading speed; • uses strategies to work out the meaning of words (e.g. discusses the word in home language). <p>As 9 Demonstrates a reading vocabulary of between 6 000 and 7 500 common words. Learners who will study other Learning Areas through their additional language should aim for 7 500 words.</p> <p>Lo 4 Writing As 4,6</p> <p>As 4 Writes creatively:</p> <ul style="list-style-type: none"> • translates stories (and other texts) from home language - tries to capture the idiom and notices how idiom (and often values) are different in the two languages; • shows development in the ability to write stories, poems and play-scripts (e.g. by working with design). <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; • plans the layout of a text, including how to incorporate graphs and pictures; • evaluates design and layout. <p>Lo 5 Thinking and Reasoning As 2</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><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 examples..</p> | <p><u>Form:</u></p> <p>Written assignment</p> <p><u>Tool:</u></p> <p>rubric</p> <p>Method:Teacher/Group/pair</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; • expands generalisations, definitions and classifications into paragraphs; • thinks of examples for general statements; • understands and uses evidence to support a theory or argument (e.g. scientific evidence); • draws conclusions. <p>Lo 6 Language and structure As 7,8</p> <p>As 7 Uses complex sentences (e.g. relative clauses).</p> <p>As 8 Uses some language to talk about language (meta-language - terms such as paragraph).</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>Form:Classwork /Test/Homework</p> <p>Method: Teacher/Pair/peer</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><u>Resources:</u> Dictionaries, poems, diaries, conversations, songs, magazines</p> | | |

LESSON PLAN

English First Additional

Context: Short stories/Novel

Time: 3 weeks

Grade: 9

| LO's AND AS's | TEACHER ACTIVITIES | LEARNER ACTIVITIES | ASSESSMENT Methods/tools/forms |
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| <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 technique and performance and gives feedback. <p>As 2 Understands oral texts (e.g. radio talk shows, texts with statistics):</p> <ul style="list-style-type: none"> • answers questions; • retells and summarises; • identifies point of view and is able to offer an alternative point of view; • analyses the features of different kinds of | <p><u>Activity 1</u></p> <p>-Orientate the class to the topic by:</p> <ul style="list-style-type: none"> • Present a scenario/tell a story similar to the topic • Asks questions based on the scenario/story <p>-Using the same scenario /story teacher asks learners to evaluate storytelling technique e.g eye contact, facial expression, body language,voice,articulation,speaking rate, voice volume,etc</p> | <p><u>Activity 1</u></p> <p>-Learners listen carefully to the story while the teacher presents /tells the story</p> <p>-As individuals, learners respond orally and then share their ideas in groups.</p> <p>-In groups' .learners are involved in a discussion, trying to answer questions based on the scenario.</p> <p>-Learners work as pairs to identify point of view, retell and summarize the story orally bearing in mind story telling technique.</p> | <p>Form: Question & Answer, Discussion</p> <p>Method: Teacher, Peer and Individually</p> <p>Tool: Observation sheet</p> |

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| <p>oral texts (e.g. a conversation, a story).</p> <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 critically but 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 1,3,5</p> <p>As 1 Translates and interprets:</p> <ul style="list-style-type: none"> • tells stories from home language in the additional language. • translates and interprets messages: • translates or interprets where necessary in a conversation. <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 Is interviewed by someone (e.g. a job interview):</p> <ul style="list-style-type: none"> • anticipates the questions that will be asked and prepares for them; • answers questions; • uses appropriate tone, register and body | <p><u>Activity 2</u></p> <p>Give different stories to different groups and give instructions to guide learners :</p> <ul style="list-style-type: none"> • Learners translate the and interpret the message • Encourage learners to share their own thoughts and knowledge <p><u>Activity 3</u></p> <p>Introduce the story by</p> <ul style="list-style-type: none"> • Asking learners questions about the title, author, information on blurb, no of chapters etc. • Reminding the learners about reading strategies (scan and skimming) | <p><u>Activity 2</u></p> <p>-Learners in groups ,translate and interpret the message of the story from home to additional language</p> <p>-Learners present the story emphasizing the feature of communicative language,word stress, weak vowels, intonation and rhythm</p> <p><u>Activity 3</u></p> <p>-Learners in pairs ,check the title ,author, blurb, content page, index</p> <p>-Learners read as group and identify:</p> <ul style="list-style-type: none"> • Purpose ,audience • Show understanding of characters, plot and setting • Part played by visual parts when assessing point of view • Check main points and supporting points in order to infer the meaning and write them down to report in the class | <p>Form; Translation of stories</p> <p>Method -Pair</p> <p>Tool -Memorandum</p> <p>Form: Class work/Homework</p> <p>Method: Teacher</p> <p>Peer</p> <p>Tool: Checklist/rubric/rating scale</p> |
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| <p>language.</p> <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; identifies what is not said in a text; identifies the register/style (formal or informal); explains and assesses point of view in both the written and visual parts of the text, and offers alternative points of view; shows understanding of the way in which texts position readers (e.g. by using the inclusive pronoun 'we'); identifies topic sentences, distinguishes main points from supporting detail; with fiction, demonstrates an understanding of character, plot, setting and narrator. compares different kind of texts and matches them their purpose (e.g. instructing, persuading). <p>As 6 Uses reading strategies:</p> <ul style="list-style-type: none"> skims texts - identifies the topic and key points, and uses layout features (e.g. illustrations); | <p><u>Activity 4</u></p> <p>-Give learners an opportunity to show how much they understood the story by working on their own to answer comprehension questions</p> <p>-Ask questions verbally to make sure learners have understood the story before they start answering the written questions in their books</p> <p>-Go around the class to help them individually or use the time for learners to read aloud to you and discuss the extract with you.</p> <p><u>Activity 5</u></p> <p>Develop reading speed</p> <p>-Give learners reading record cards to check the reading speed.</p> <p><u>Activity 6</u></p> <p>Bring different types of books to be read</p> <p>Allow learners to read and write book reviews</p> <p>-Prepare learners to write a book review by :</p> <ul style="list-style-type: none"> Explaining what the book is all about | <p><u>Activity 4</u></p> <p>-As individuals learners answer questions orally –Learners give examples of facts or opinions based on the story</p> <p>-As groups learners read and discuss different opinions expressed by other groups.</p> <p>-Learners to answer in full sentences</p> <p><u>Activity 5</u></p> <p>-Learners complete a reading record card trying to summarize the story.</p> <p>-In groups they use dictionaries where necessary</p> <p><u>Activity 6</u></p> <p>-Each learner reads and write a book review in a given frame taking into account the</p> <ul style="list-style-type: none"> Title of the book , Author ,Genre Setting(bakground,where and when) | <p>Form: Reading comprehension with written response.</p> <p>Method: Teacher/ Group/ Individual</p> <p>Tool: Observation Sheet</p> <p>Reading record cards</p> <p>Form: Book review</p> <p>Method: Teacher/Individual</p> <p>Tool: Rubric</p> |
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| <ul style="list-style-type: none"> • matches different ways of reading to different texts (e.g. skims newspaper articles for main ideas); • develops and evaluates reading speed; • uses strategies to work out the meaning of words (e.g. 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. science fiction); • reads and writes book reviews. <p>As 8 Shows some understanding of how reference books work:</p> <ul style="list-style-type: none"> • evaluates and selects books, using contents pages and indexes; • uses a dictionary, a simple thesaurus and an encyclopaedia. • Demonstrates a reading vocabulary of between 6 000 and 7 500 common words. Learners who will study other Learning Areas through their additional language should aim for 7 500 words. | <ul style="list-style-type: none"> • Hand out the sample of a frame on how to write a book review. <p>-Give learners a chance to swop their work for editing preparing for submission of final draft</p> <p><u>Activity 7</u></p> <p>-Do revision on paragraph writing</p> <p>-Give learners plenty of oral practise using guiding questions and key words.</p> | <ul style="list-style-type: none"> • Plot (very brief outline) • Characters ,Style ,Tone • Intention (what has been learnt) • Personal reaction • Target audience and purpose • Summary <p>-Learners write a draft, reads drafts, swop with a partner for assessment checking :</p> <ul style="list-style-type: none"> • Spelling • Grammar • Design and layout <p>- A learner may use diagrams or drawing to illustrate the review</p> <p><u>Activity 7</u></p> <p>-As groups ,learners answer questions orally using linking words, topic and supporting sentences in a given extract taken out of the story</p> | <p>Form: Story writing/poem/play script</p> <p>Method: Teacher, Peer and Individually</p> <p>Tool: Observation sheet</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"> translates stories (and other texts) from home language - tries to capture the idiom and notices how idiom (and often values) are different in the two languages; shows development in the ability to write stories, poems and play-scripts (e.g. by working with design). <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; plans the layout of a text, including how to incorporate graphs and pictures; evaluates design and layout. <p>As 7 Uses developing knowledge of language structure and use:</p> <ul style="list-style-type: none"> shows an understanding of style and register (e.g. rewrites a story as a newspaper article); shows an understanding of the information structure of texts; writes coherent, longer pieces of writing, with | <p><u>Activity 8</u></p> <p>-Go through the frame or mind map with learners so that they are clear as to what they should write in each paragraph.</p> <p>Check coherence and cohesion as the paragraph developmens from one to another.</p> <p><u>Activity 9</u></p> <p>-Give learners some other situation to work out or call a learner to give one effect for a simple cause</p> <p>-Have an extract out of the story book and choose words that learners will define, classify</p> | <p><u>Activity 8</u></p> <p>-Individual learner writes, a paragraph using a given frame or a mind map taking into consideration</p> <ul style="list-style-type: none"> Introductions cohesion Conclusion <p><u>Activity 9</u></p> <p>-Learners think about how the language has been used to make someone feel or think in a certain way.</p> <p>-They must match the meaning of words, classfy according to parts of speech and write a sentence.</p> | <p>Form: Paragraph writing</p> <p>Method: Teacher, Peer and Individually</p> <p>Tool: rubric/rating sacle.</p> <p>Form: Question and Answer with oral response</p> <p>Method: Teacher/ Individual</p> <p>Tool: Check list</p> |
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| <p>introductions and conclusions;</p> <ul style="list-style-type: none"> critically evaluates own point of view; begins to see how own writing positions the reader. <p>Lo 5 Thinking and Reasoning As 3</p> <p>As 3 Collects and records information in different ways:</p> <ul style="list-style-type: none"> selects relevant information and takes notes (organises key ideas under headings, uses layout such as capital letters and underlining); reads and synthesises information from several texts on the same topic; transfers information from one mode to another (e.g. uses statistics to write paragraphs, uses mind maps). <p>Lo 6 Language and structure As 1,2,3,4</p> <p>As 1 Understands and uses the past perfect progressive tense (e.g. 'He had been waiting for an hour by the time I arrived.').</p> <p>As 2 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>As 3 Understands and uses direct and indirect speech.</p> | <p><u>Activity 10</u></p> <p>Teacher prepares some exercises for the learners to address some language aspects with vocabulary, and meta-language</p> | <p><u>Activity 10</u></p> <p>Learners do exercises of language aspects and address the vocabulary and meta-language</p> | <p>Form: Class work /homework</p> <p>Method: Teacher/Peer</p> <p>Tool: Memorandum</p> |
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| <p>As 4 Expands use of modals:</p> <ul style="list-style-type: none"> • function (e.g. 'You should/ought to ...'); • form - common mistakes with modal verbs (e.g. 'He can be able to do ...'); • uses the modal verb 'used to'. | | | |
| <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>Resourc es: short story book, novel, Dictionaries, folklore, myths and legends, lists, recounts, descriptions, riddles and jokes, audiotapes eg radio stories, games, songs, dialogues and conversations, narratives, books (fiction and non-fiction)</p> | | | |
| <p>Teacher Reflection:</p> | | | |
| <p>Expanded opportunities:</p> | | | |

LESSON PLAN

English First Additional

Contexts: Multi Media

Time: 3 Weeks

Grade: 9

| LO's AND AS's | TEACHER ACTIVITIES | LEARNER ACTIVITIES | ASSESSMENT Methods/tools/forms |
|---|--|---|--|
| <p>LO: 1 Listening As 2</p> <p>As 2 Understands oral texts (e.g. radio talk shows, texts with statistics):</p> <ul style="list-style-type: none"> answers questions; retells and summarises. identifies point of view and is able to offer an alternative point of view analyses the features of different kinds of oral texts (e.g.a conversation, a story) <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: | <p><u>Activity 1</u></p> <p>Distribute different newspapers to each group .Give them guiding questions about headlines,articles and captions.</p> <p>Discuss with them the content , design and layout:</p> <ul style="list-style-type: none"> a map showing the expected weather temperatures a letter to the editor An advertisement for a job an article on a South African sporting event the current rand/dollar exchange rate | <p><u>Activity 1</u></p> <p>Learners look at the different features of newspapers. They read and analyse articles, headlines, and captions. They will also learn to detect bias in newspapers.</p> <p>Learners must look for each of the following kinds of newspaper texts. Make a note of the page number where each text appears.</p> <p>They compare it with the magazine layout and design</p> | <p>From : Discussions with oral responses</p> <p>Method :group</p> <p>Tool :Memorandum</p> |

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| <p>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</p> <ul style="list-style-type: none"> • takes part in a role-plays of different situations involving different kinds of language (e.g. a job interview). <p>As 4 Debates social and ethical issues by arguing persuasively and responding critically:</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 | <ul style="list-style-type: none"> • a photograph of an event in a overseas country • a political cartoon • a graph or table showing statistical information <p>Compare your findings with those of the other members of the class. Check for similarities and differences.</p> <p><u>Activity 2</u></p> <p>Give a chance to learners to identify headlines and talk about the story</p> | <p>Individual work</p> <p><u>Activity 2</u></p> <p>Find 6 newspaper headlines and write them down. Then work with a partner and let him or her examine each headline to:</p> <ul style="list-style-type: none"> ✓ explain what the story is about ✓ decide whether it is good news, bad news, important or less important news ✓ identify and explain any bias or stereotyping ✓ identify any gender or racial discrimination ✓ explain any figures of speech eg. metaphors <p>Assess how well your partner completed the tasks by awarding one mark for each task.</p> | <p>Form:Class work/Homework</p> <p>Method:</p> <p>Teacher /pairs</p> <p>Tool:</p> <p>Memorandum</p> |
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| <p>reasons (e.g. 'I'd just like to say that ... because ...');</p> <ul style="list-style-type: none"> 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. simple business letters):</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 simple job advertisement). comments on register/style (formal or informal); analyses point of view, construction of meaning, way in which reader is positioned. <p>As 5 Critically analyses media texts (e.g. a short newspaper article);</p> <ul style="list-style-type: none"> identifies subject, context, audience and message of written and visual text; analyses the type of text and 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><u>Activity 3</u></p> <p>Organize a debate about the story. Prepare learners for it.</p> <p>Assign roles to learners.</p> <p><u>Activity 4</u></p> <p>Bring social text (e.g. formal letters) and allow learners to read and respond to them by checking and identifying its purpose, its features, meaning etc.</p> <p><u>Activity 5 (analyse a newspaper article)</u></p> <p>Allow learners to read the story in a newspaper and answer questions based on it so as to identify :</p> <ul style="list-style-type: none"> purpose Audience Context Feature of a story Meaning Subject Direct speech Adjectives Role of visual images | <p><u>Activity 3</u></p> <p>Learners prepare the debate/role play based on the topic or a story.</p> <p><u>Activity 4</u></p> <p>Learners answer questions as groups.</p> <p><u>Activity 5</u></p> <p>As individuals learners read a news story and answer the following questions:</p> <p>What was the story about? When and where did this happen? Why did this happen? What did I learn from it? How does the information support the facts? Write down any questions you would like to ask the reporter that are not answered satisfactorily by the reporter.</p> | <p>Form :Debate</p> <p>Method :Group/Teacher</p> <p>Tool:Rubric/rating scale</p> <p>Form:Silent reading with written response</p> <p>Method:</p> <p>Teacher /pairs</p> <p>Tool:</p> <p>Memorandum</p> |
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| <p>As 6 Uses reading strategies:</p> <ul style="list-style-type: none"> skims texts - identifies the topic and key points, and uses layout features (e.g. illustrations); matches different ways of reading to different texts (e.g. skims newspaper articles for main ideas); develops and evaluates reading speed; uses strategies to work out the meaning of words (e.g. discusses the word in home language). <p>LO4 Writing As 2,3,5</p> <p>As 2 Writes for social purposes:</p> <ul style="list-style-type: none"> writes a simple business letter (e.g. a job application) and a CV; writes informal and more formal e-mail messages; writes the minutes of a meeting (e.g. an SRC meeting); shows awareness of text type, purpose, audience, context and register/style. <p>As 3 Writes for personal reflection:</p> <ul style="list-style-type: none"> writes a diary.or journal <p>As 5 Designs media texts:</p> <ul style="list-style-type: none"> writes simple personal advertisements | <p><u>Activity 6</u> (write a business letter)</p> <p>Give guidance to learners on how to write a business letter,e-mail ,minutes of a meeting ,dairy/journal.</p> <p><u>Activity 7</u></p> <p>Remind learners about media texts such as the designing of an advertisement</p> <p>Teach them how to design a magazine, CD and a book cover.</p> | <p><u>Activity 6</u></p> <p>As groups learners write a business letter, e-mail ,munites of a meeting ,dairy/journal. They first brainstorm using a mind map.</p> <p><u>Activity 7</u></p> <p>As gruops learners design an advertisement which include a newspaper article.</p> <p>State the main idea in the form of the 5 W's: What? Where? Who? When? Why? Include: How? To whom?</p> | <p>Form :Bussines letter</p> <p>e-mail</p> <p>minutes</p> <p>dairy/journal</p> <p>Form:Advertisement with an artilce</p> <p>Metod :teacher</p> <p>Group</p> <p>Tool:Rubric /cheklist</p> |
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| <p>(e.g. advertising something for sale);</p> <ul style="list-style-type: none"> designs magazines, CD and book covers. <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 expands generalisations, definitions and classifications into paragraphs; thinks of examples for general statements; understands and uses evidence to support a theory or argument (e.g. scientific evidence); draws conclusions. <p>As 3 Collects and records information in different ways:</p> <ul style="list-style-type: none"> selects relevant information and takes notes (organises key ideas under headings, uses layout such as capital letters and underlining); reads and synthesises information from several texts on the same topic; transfers information from one mode to another (e.g. uses statistics to write | <p><u>Activity 8</u></p> <p>Allow learners as individuals to write a newspaper article.They must also design their own magazine</p> | <p><u>Activity 8</u></p> <p>As an individual , write a magazine article that has graphics (a table, statistics, a graph, diagram or a chart)</p> <p>Collect more information for the magazine .</p> | |
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| <p>paragraphs, uses mind maps).</p> <p>Lo 6 Language and structure use As 4,6</p> <p>As 4 Expands use of modals:</p> <ul style="list-style-type: none"> • function (e.g. 'You should/ought to ...'); • form - common mistakes with modal verbs (e.g. 'He can be able to do ...'); • uses the modal verb 'used to'. <p>As 6 Uses the passive voice in the future (e.g. 'An election will be held next month.').</p> | <p><u>Activity 9</u></p> <p>Focus on active and passive voice. See your textbook for exercises.</p> | <p><u>Activity 9</u></p> <p>Give the learners two lists. List A have 4 stem words and list B have 8 prefixes. Work with a partner and see how many words you can form by adding prefixes from the list. Then show in short sentences what difference the prefixes make to the meaning.</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: Radio news, Step out eg visit to the zoo, Radio advert eg Spar good for you, An activity, An interesting picture, A newspaper article, An interesting object, A crises, A step in eg visit by some one, magazine article, a song, TV news, Dictionaries, Postcards, letters, reports, advertisements, notices, posters, reference books, dvd or films or videos, internet</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: 9

| LO's AND AS's | TEACHER ACTIVITIES | LEARNER ACTIVITIES | ASSESSMENT Methods/tools/forms |
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| <p>LO 1: Listening As 3</p> <p>As 3 Listens for specific information:</p> <ul style="list-style-type: none"> takes own simple 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> <p>Interacts in additional language:</p> <ul style="list-style-type: none"> takes part in a role-plays of different situations involving different kinds of language (e.g. a job interview). | <p><u>Activity 1</u></p> <p>Write the following on the board or OHP: <i>What is discrimination? What is prejudice? What does culture mean?</i></p> <p>Brainstorm all the words we use to insult people because they are different. Agree to ban these words and choose positive words to replace them.</p> <p><u>Activity 2</u></p> <p>Refer learners to the Constitution . Allow them to discuss the section that deals with discrimination in preparation for a role play or a debate.</p> | <p><u>Activity 1</u></p> <p>The class must come up with a clear explanation or definition of what discrimination, prejudice or culture means?</p> <p>Let them work in groups by using the dictionaries or thesaurus. Their parents or grandparents may even have interesting stories they can tell them. Let the learners Interview them and report back to the class. Learners write them down in their notebooks.</p> <p><u>Activity 2</u></p> <p>Learners discuss and prepare a role play or debate.</p> <p>Role play situations of people showing disrespect for each other. For example, disrespect to an older person.</p> | <p><u>Form</u> :Discussions</p> <p>Method : Group</p> <p>Tool:Checklist</p> <p>Form :Debate/Role play</p> <p>Methed :teacher</p> <p>Tool :Rubric /rating scale</p> |

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| <p>LO3: 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; identifies what is not said in a text; identifies the register/style (formal or informal); explains and assesses point of view in both the written and visual parts of the text, and offers alternative points of view; shows understanding of the way in which texts position readers (e.g. by using the inclusive pronoun 'we'); identifies topic sentences, distinguishes main points from supporting detail; with fiction, demonstrates an understanding of character, plot, setting and narrator. compares different kind of texts and matches them their purpose (e.g. instructing, persuading). <p>As 4 Reads for information:</p> <ul style="list-style-type: none"> reads information texts (e.g. a short newspaper article); reads diagrams, graphs and charts of increasing complexity; reads texts with statistics; | <p><u>Activity 3</u></p> <p>Distribute material showing discrimination; It could either be posters, diagrams, a Texts from other Learning Area, newspaper articles, book reviews etc. Have a class discussion about posters. Collect posters which have social messages – posters about AIDS, health posters, political posters. Which ones do the learners like? Why? Which ones are clearest and easiest to read? Why? How is information shown/given on the posters?</p> <p>Give a chance to learners to read and discuss them</p> <p><u>Activiy 4</u></p> <p>Once learners have identified main and supporting sentences, allow them to read diagrams, photographs charts available in the text in preparation for summary writing.</p> | <p><u>Activity 3</u></p> <p>Learners read their respective chosen multi media texts emphasizing the following :</p> <ul style="list-style-type: none"> Topic and supporting sentences Compare differnt kinds of texts and match their purpose. Character, plot, setting and narator Explain point of view depicted in chosen text <p><u>Activity 4</u></p> <p>Learner summarizes the text read in preparation for the oral presentation of their investigation.</p> | <p>Form: Silent reading</p> <p>Method: teacher</p> <p>Tool: Rating scale/checklist</p> <p>Form :Summary writing</p> <p>Method :Teacher</p> <p>Tool :Rubric</p> |
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| <ul style="list-style-type: none"> 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.science fiction); reads and writes book reviews; <p>As 8 Shows some understanding of how reference books work:</p> <ul style="list-style-type: none"> evaluates and selects books, using contents page and indexes; uses a dictionary ,a simple thesaurus and an encyclopaedia. <p>As 9 Demonstrates a reading vocabulary of between 6 000 and 7 500 common words. Learners who will study other Learning Areas through their additional language should aim for 7 500 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 longer texts of several paragraphs describing processes and procedures, giving explanations, giving advantages and disadvantages, arguing for and against; writes texts that include graphs and statistics; does a survey and writes it up (e.g. as a report or | <p><u>Activity 5</u></p> <p>Remind learners about steps when doing creative writing; Prepare them to write an essay arguing for /against discrimination giving disadvantages and advantages.</p> | <p><u>Activitiy 5</u></p> <p>In groups learners brainstorm the topic using a mind map.</p> <p>They write as groups, then as individuals for submissions..Their essay shuold include illustrations. They follow creative writing steps:</p> <ul style="list-style-type: none"> Write a draft,reads ,discuss Give feed back,revise ,edit, re-write | <p>Form :Essay</p> <p>Method:Teacher</p> <p>Tool:Rubric /rating scale</p> |
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| <p>a newspaper article);</p> <ul style="list-style-type: none"> • writes text types required in other Learning Areas (e.g. an explanation of how a circuit works for Technology). <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; • plans the layout of a text, including how to incorporate graphs and pictures; • evaluates design and layout. <p>LO5: Thinking and Reasoning As 1,3</p> <p>As 1 Uses language and literacy across the curriculum:</p> <ul style="list-style-type: none"> • understands some concepts from other Learning Areas and uses the vocabulary associated with them in the additional language (e.g. 'xenophobia' in Social Science); • writes texts required in other Learning Areas (e.g. report and explanations in Natural Sciences). • produces visual or graphic material to support texts (e.g. diagrams for explanations and reports). <p>As 3 Collects and records information in different ways:</p> <ul style="list-style-type: none"> • selects relevant material and takes notes (organises key ideas under headings and sub- | <p>Brainstorm together with learners on poster designing or a cartoon</p> <p><u>Activity 6</u></p> <p>Instruct learners to read the text and give meaning of the new concepts from other Learning Areas to expand vocabulary.</p> <p><u>Activity 7</u></p> <p>Guide learners on how to collect information,organise ,read ,synthesise and transfer information for an investigation.Allow them to conduct an investigation on discrimination . Brainstorm with them the guiding questions.</p> | <ul style="list-style-type: none"> • Check language • Evaluates layout and design • Submit final. <p>Learners design a poster or a cartoon</p> <p>It must have a short, catchy slogan and very clear artwork which is usually bright and eye-catching. Then let them work together to design and draw a poster about respecting other people. The posters can be displayed around the school.</p> <p><u>Activity 6</u></p> <p>Learners give their definitions ,meaning and make sentences.They write them in their personal dictionaries.</p> <p>They must include visual images or graphs to accompany their sentences and meaning of words.</p> <p><u>Activity 7</u></p> <p>Learners brainstorm using a spray diagram or mind map as preparation to conduct an investigation.</p> <p>Learners present their finished product taking into account all the steps of an investigation.</p> | <p>Form :Investigation with oral presentation and a written component</p> <p>Method :Teacher</p> <p>Tool:Rubric/checklist/rating scale.</p> |
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| <p>headings; uses layout such as capital letters and underlining);</p> <ul style="list-style-type: none"> reads and synthesises information from several texts on the same topic; transfers information from one mode to another , (e.g. uses statistics to write paragraphs, uses mind maps.) <p>LO6 :Language and structure use As 1,7,8,9</p> <p>As 1 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>As 7 Uses complex sentences (e.g. relative clauses).</p> <p>As 9 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><u>Activity 9</u></p> <p>Teach language as it appears in chosen texts. Learners read the text focussing on the future tense, complex sentences, clauses etc.</p> <p>Make sure that learners can demonstrate and understand vocabulary that they have read. Give different exercises.</p> | <p><u>Activity 9</u></p> <p>Learners answer questions given to them from various texts</p> | <p>Form : Language exercise and tests</p> <p>Methods:Teacher</p> <p>Pairs</p> <p>Tool: memorandum</p> |
| <p>Barriers to learning:</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, Postcards, letters, reports, textbooks from other learning areas, advertisements, notices, posters, book and television reviews, reference books, films and videos, internet</p> | | | |

LESSON PLAN

English First Additional

Context: Drama

Time: 3 weeks

Grade: 9

| LO's AND AS's | TEACHER ACTIVITIES | LEARNER ACTIVITIES | ASSESSMENT Methods/tools/forms |
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| <p>LO1: Listening As 2,4</p> <p>As 2 Understands oral texts (e.g. radio talk shows, texts with statistics):</p> <ul style="list-style-type: none"> answers questions; retells and summarises. identifies point of view and is able to offer an alternative point of view analyses the features of different kinds of oral texts (e.g.a conversation, a story) <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 critically but with | <p>Activity 1 PRE-READING ACTIVITIES</p> <p>Prediction and class discussion</p> <ul style="list-style-type: none"> Teacher introduces the lesson by showing the learners a copy of the drama text Learners to view the cover and brainstorm what the drama is about by looking at the title, diagrams, photographs, pictures and illustrations. The teacher records responses from learners in the form of a mind map | <p>Activity 1 PRE-READING ACTIVITIES</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>-Learners compile a list of words unknown to them that appear in the drama.</p> <p>-Learners look up certain words in the dictionary and write down their meaning in their notebook.</p> | <p><u>Form:</u> Discussion</p> <p><u>Method:</u> Teacher Observation</p> <p><u>Tool:</u> Checklist (focus on Speaking skills)</p> |

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| <p>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>LO2: Speaking As 2,3,4</p> <p>As 2 Interacts in additional language:</p> <p>Interacts in additional language:</p> <ul style="list-style-type: none"> uses language for a range of functions: makes polite requests and asks people not to do things (“would you mind not ..”) asks for help from friends or strangers (“ Excuse me ..I wonder if you could ..”) etc takes part in a role-plays of different situations involving different kinds of language (e.g. a job interview). <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 Debates social and ethical issues by arguing persuasively and responding critically:</p> <ul style="list-style-type: none"> shares out roles (e.g. chairperson, timekeeper, secretary); brings people into the discussion (e.g. | <p>DURING READING ACTIVITIES</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.</p> <p>-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 listening comprehension.</p> <p>-Teacher then discusses elements or characteristics of drama and introduces new vocabulary e.g. plot, dialogue, characters, setting, and message etc.</p> <p>Activity 2</p> <p>Teacher provides learners with sentences that summarize the drama. Learners to sequence the sentences in logical order.</p> <p>Prepare learners for a debate ,assign roles .</p> | <p>DURING READING ACTIVITIES</p> <p>-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 the teacher.</p> <p>-Learners add new vocabulary to their own existing word list.</p> <p>Activity 2</p> <p>Learners work individually and sequence the sentences.</p> <p>Learners prepare a debate and conduct it .This should be based on a relevant topic found in the drama.</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><u>Form:</u> Summary</p> <p><u>Method:</u> Peer Assessment</p> <p><u>Tool:</u> Checklist (focus thinking and reasoning)</p> |
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| <p>'What do you think?', 'Don't you?');</p> <ul style="list-style-type: none"> 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>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 identifies what is not said in a text; identifies the register/style (formal or informal); explains and assesses point of view in both the written and visual parts of the text, and offers alternative points of view; shows understanding of the way in which texts position readers (e.g. by using the inclusive pronoun 'we'); identifies topic sentences, distinguishes | <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 3 Reading -Learners, in groups, are provided with the drama. They scan the text before reading to see how long it is, look at the illustrations to help orientate them before they start reading - skim quickly to get the sense of the drama. -While reading ,they must identify purpose,audience,style ,meaning,characters,plot,setting of each act</p> <p>Activity 4 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>Homework Learners practise and prepare for formal reading assessment.</p> | <p><u>Form</u>: Silent reading</p> <p><u>Method</u>: Peer and Teacher</p> <p><u>Tool</u>: Check list(focus on reading skills)</p> |
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| <p>main points from supporting detail;</p> <ul style="list-style-type: none"> with fiction, demonstrates an understanding of character, plot, setting and narrator. compares different kind of texts and matches them their purpose (e.g. instructing, persuading). <p>As 6 Uses reading strategies:</p> <ul style="list-style-type: none"> skims texts - identifies the topic and key points, and uses layout features (e.g. illustrations); matches different ways of reading to different texts (e.g. skims newspaper articles for main ideas); develops and evaluates reading speed; uses strategies to work out the meaning of words (e.g. discusses the word in home language). <p>As 9 Demonstrates a reading vocabulary of between 6 000 an 7 500 common words. Learners who will study other Learning Areas through their additional language should aim for 7 500 words.</p> <p>LO 4: Writing As 4,6,7</p> <p>As 4 Writes creatively:</p> <ul style="list-style-type: none"> translates stories (and other texts) from home language - tries to capture the idiom and notices how idiom (and often | <p>Activity 5 Teacher now assesses prepared reading and conversation.</p> <p>AFTER READING ACTIVITIES</p> <p>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 dialogues.</p> <p>Activity 7 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>Activity 5 Learners read roles assigned to them within groups.</p> <p>Activity 6 Learners are provided with an example of a dialogue 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 give feedback. Learners make corrections and write the final draft, which they then hand in to the teacher for assessment.They must include pictures ,graphs and other illustrations.</p> | <p>Form :Role play Method:Teacher Tool:Rubric</p> <p>Form :Dialogue Method :pair Tool :memorandum</p> |
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| <p>values) are different in the two languages;</p> <ul style="list-style-type: none"> • shows development in the ability to write stories, poems and play-scripts (e.g. by working with design). <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; • plans the layout of a text, including how to incorporate graphs and pictures; • evaluates design and layout. <p>As 7 Uses developing knowledge of language structure and use:</p> <ul style="list-style-type: none"> • shows an understanding of style and register (e.g. rewrites a story as a newspaper article); • shows an understanding of the information structure of texts; • writes coherent, longer pieces of writing, with introductions and conclusions; • critically evaluates own point of view; | <p>Activity 8 Teacher returns assessed written dialogues 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. 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>Activity 10 Once the drama finished, asks more complex questions such as: -contextual /factual questions (who, what, where, when) -Style questions such as(formal, informal, simple ,humorous) -What would happen if....?</p> | <p>Activity 8 Learners perform their role-play</p> <p>Activity 9 Learners work with words (using dictionaries) to extend their vocabulary. Learners use these words in sentences to describe their feelings and experiences of this genre (journal writing)</p> <p>Activity 10 Learners picture analysis/observation sequencing according to questions given.</p> | <p>Form :Role play Method:Teacher Tool:Rubric</p> <p>Form :Journal writing Method: Teacher/Peer Tool: Rubric /checklist/Rating scale.</p> <p>Form :Class work /Homework Metod :Group Tool :Memorandum</p> |
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| <ul style="list-style-type: none"> • begins to see how own writing positions the reader. <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 • expands generalisations, definitions and classifications into paragraphs; • thinks of examples for general statements; • understands and uses evidence to support a theory or argument (e.g. scientific evidence); • draws conclusions. <p>LO 6: Language and structure use As 2,4,5,6</p> <p>As 2 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>As 4 Expands use of modals:</p> <ul style="list-style-type: none"> • function (e.g. 'You should/ought to ...'); • form - common mistakes with modal verbs (e.g. 'He can be able to do ...'); | <p>Activity 11 Reminds learners how to use sentences with question tags.</p> <p>Activity 12 Teach probability, possibility ,necessity, use of modals, first conditional and assign an activity on them</p> | <p>Activity 11 Learners change sentences given into question tags.</p> <p>Activity 12 Learners are given different activities</p> | <p>Form :Class work /Homework</p> <p>Metod :Group</p> <p>Tool :Memorandum</p> |
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| <ul style="list-style-type: none"> • uses the modal verb 'used to'. <p>As 5 Understands and uses the third conditional (e.g. 'If I had not locked the gates, the car would have been stolen.')</p> <p>As 6 Uses the passive voice in the future (e.g.'An election will be held next month.;).</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> | | | |