

TERM 04

English First Additional

Context: Poetry

Time: 3 weeks

TOPIC: Depends on chosen poem

Grade: 07

LO's and ASs	TEACHER ACTIVITY	LEARNER ACTIVITY	ASSESSMENT
<p>LO 1 Listening</p> <p>AS 2</p> <p>Understands oral texts e.g. recounts, sports commentaries:</p> <ul style="list-style-type: none">• answers questions of growing complexity;• with support, retells and summarises. <p>AS 4</p> <p>Listens actively in a discussion:</p> <ul style="list-style-type: none">• responds to ideas and treats other views with respect;• invites contributions from others and responds to their views;• disagrees politely and does not interrupt others. <p>LO 2 Speaking</p>	<p><u>ACTIVITY 1</u></p> <p>The teacher opens a discussion and reminds learners on how to summarize a poem with guiding questions based on the poem.</p> <p><u>ACTIVITY 2</u></p> <p>The teacher instructs learners to write and give the meaning of words that they do not understand.</p> <p><u>ACTIVITY 3</u></p> <p>.The teacher asks a learner to read the poem and others identify word stress, intonation, weak vowels, rhythm and the language used.</p>	<p><u>ACTIVITY 1(Group activity)</u></p> <p>The learners listen attentively to each other while embarking on a discussion and answer questions.</p> <p><u>ACTIVITY 2 (Group activity)</u></p> <p>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><u>ACTIVITY 3</u></p> <p>Learners identify word stress, intonation weak vowels, rhythm and language use.</p>	<p><u>FORMS</u></p> <p>Oral responses</p> <p>Questions and answers</p> <p>Discussions</p> <p><u>METHODS</u></p> <p>Teacher</p> <p>Group</p> <p><u>TOOLS</u></p> <p>Checklist</p>

<p>AS 3</p> <p>Shows developing ability to use features of spoken language to communicate: word stress, weak vowels, intonation and rhythm.</p> <p>AS 5</p> <p>Demonstrate critical awareness of own language use</p> <ul style="list-style-type: none"> • Uses language to include people, and not to exclude people <p>LO 3 Reading and Viewing</p> <p>AS 2</p> <p>Understands in a simple way some elements of poetry (e.g. simile, rhyme, alliteration, personification), and understands some of the terms used to describe these elements (e.g. personification).</p> <p>AS 6</p> <p>Uses reading strategies:</p> <ul style="list-style-type: none"> • matches different ways of reading to different texts (e.g. reads instructions slowly and carefully); • uses strategies to work out the meanings of words (e.g. reads the surrounding words, asks someone to translate them); • begins to develop and evaluate reading speed. <p>AS 9</p> <p>Demonstrates a reading vocabulary of between</p>	<p><u>ACTIVITY 4</u></p> <p>The teacher reminds learners about the elements of poetry and instruct them to read the poem again as groups to identify elements of poetry (e.g. alliteration, personification etc) so as to understand terms used.</p> <p><u>ACTIVITY 5</u></p> <p>Instruct learners to make use of illustrations (if available) to make meaning of the poem; identify key message</p>	<p>Quote from the poem to support their answers.</p> <p><u>ACTIVITY 4</u></p> <p>Learners read the poem in groups so as to identify the elements of poetry taking into account alliteration, personification etc. to show understanding of terms used</p> <p>They choose examples from the poem.</p> <p><u>ACTIVITY 5</u></p> <p>In groups, learners give meaning of the poem; j</p> <p>Learners justify their opinions linking them to their daily lives and others.</p>	<p>Memoranda</p> <p><u>FORMS</u></p> <p>Class works (written responses)</p> <p><u>METHOD</u></p> <p>Teacher</p> <p><u>TOOL</u></p> <p>Memorandum</p>
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4000 and 6500 common words. Learners, who will study other Learning Areas through their additional language, should aim for 6500 words.

LO 4 Writing

AS 4

Writes creatively:

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

AS 6

Treats writing as a process

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

LO 5 Thinking & Reasoning

AS 2

Uses language for thinking:

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

ACTIVITY 6

Learners encouraged to write own poems. The teacher shows the learners how to treat writing as a process by using writing steps, e.g. drafting, reading, giving feedback, editing, etc.

ACTIVITY 7

Teacher asks questions to check the understanding of the poem

ACTIVITY 6

The learners write their poems showing the ability to use the figurative language, e.g. rhyme, rhythm, etc

- do the first draft
- revise first draft ,give feedback
- edit and rewrite taking into account grammar, spelling, design, layout etc.
- Submit the final draft

ACTIVITY 7

Learners answer the following questions:

- Talk about the words you do not understand. Define, classify and give the meaning of these.
- What do you think about the feelings of the poet? Why?

FORMS

Written poems

METHOD

Teacher

Peer

TOOL

Checklist

Rubric

FORM

Discussion

METHOD

Teacher

Peer

TOOL

<p><u>LO 6 Language Structure & Use</u></p> <p>AS 8</p> <p>Expands vocabulary (e.g., by working with word families: happy ,unhappy,happiness,unhappiness,happily)</p> <p>AS 9</p> <p>Demonstrates an understanding of between 4000 and 6500 common spoken words in context by the end of Grade 7. Learners who will do some of their learning through their additional language should aim for 6500 words.</p>	<p><u>ACTIVITY 8</u></p> <p>The teacher gives the learners language exercises based on the poem.</p>	<ul style="list-style-type: none"> • What would have happen if.....? etc. <p><u>ACTIVITY 8</u></p> <p>The learners answer a questionnaire on the poem</p> <p>The learners fill in some language exercises in the worksheets.</p>	<p>Rubric</p> <p><u>FORM</u></p> <p>Class work/Homework</p> <p><u>METHOD</u></p> <p>Teacher</p> <p>Peer /Group</p> <p><u>TOOL</u></p> <p>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:</p>			

English First Additional

Contexts: Poetry

Time: 3 weeks

TOPIC: Depends on chosen poem

Grade: 08

LO's and ASs	TEACHER ACTIVITY	LEARNER ACTIVITY	ASSESSMENT
<p>LO 1 Listening</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. <p>AS 4 Listens actively in 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 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</p> <p>AS 3 Shows developing ability to use features of</p>	<p><u>ACTIVITY 1</u></p> <p>The teacher facilitates a discussion and reminds learners on how to summarize a poem with guiding questions based on the poem and describing the features/characteristics of different kinds of poems</p> <p><u>ACTIVITY 2</u></p> <p>The teacher moves around giving learners in groups ideas on how to steer discussion towards the intended answers and challenging others politely.</p>	<p><u>ACTIVITY 1(Group activity)</u></p> <p>The learners listen attentively to each other while embarking on a discussion; They also answer questions that they pose amongst each; Features of different poems are explained with the guidance of the teacher</p> <p><u>ACTIVITY 2 (Group activity)</u></p> <p>In groups they discuss and give their ideas of the poem</p> <p>They take turns to voice out their ideas and help each other with more facts</p>	<p><u>FORMS</u></p> <p>Oral responses</p> <p>Discussions</p> <p><u>METHODS</u></p> <p>Teacher</p> <p>Group</p> <p><u>TOOLS</u></p> <p>Checklist</p> <p>Memoranda</p>

spoken language to communicate: word stress, weak vowels intonation and rhythm AS 5

Demonstrate critical awareness of own language use

- uses language to include rather exclude people
- is strategic about when to use additional language and when to use home language

LO 3 Reading and Viewing

AS 2

Understands some elements of poetry (e.g. simile, rhythm), and understands some of the terms used to describe this language (e.g. simile).

AS 6

Uses reading strategies:

- 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 words in home language).

AS 9

Demonstrates a reading vocabulary of between 5000 and 7500 common words. Learners who will study other Learning Areas through their additional language, should aim for 7500 words

ACTIVITY 3

.The teacher asks a learner to read the poem and others identify word stress, intonation, weak vowels, rhythm and the language used. They are given different texts

ACTIVITY 4

The teacher reminds learners about the elements of poetry and instructs them to read the poem a second time

ACTIVITY 3

Learners identify word stress, intonation weak vowels, rhythm and language use. They are encouraged to use dictionaries, telephone directories and maps.

They put their ideas and suggestions on mind maps

ACTIVITY 4

They read the poem in groups so as to identify the elements of poetry taking into account alliteration, personification etc. to show understanding of terms used. They try to improve their reading speed

They choose examples from the poem. They try to link the poem with other Learning Areas

FORMS

Class works

(written responses)

METHOD

Teacher

TOOL

Memorandum

LO 4 Writing

AS 4

Writes creatively:

- shows development in the ability to write stories, poems and play-scripts (e.g. by using figurative language);

AS 6

Treats writing as a process

- draft, reads and discusses own writing critically
- uses feedback to revise, edit and rewrite
- uses knowledge of grammar, spelling ect.,to edit
- pays some attention to design and layout

LO 5 Thinking & Reasoning

AS 2

Uses language for thinking:

- asks and answers more complex questions (e.g. 'When this is changed, then what else would change?');
- writes definitions, classifications and

ACTIVITY 5

The teacher instructs learners to make use of illustrations (if available) to give the meaning of the poem; Learners identify key message of the poem; They are asked to write their own poem as a 1st draft

ACTIVITY 6

The teacher shows the learners how to treat writing as a process by using writing steps, e.g. drafting, reading, giving feedback, editing, etc.

ACTIVITY 5

In groups, learners give meaning of the poem; They justify their opinions linking them to their own daily lives and the lives of others. They write a 1st draft; Read their draft and correct each others' work and make corrections

ACTIVITY 6

The learners write their poems showing the ability to use the figurative language, e.g. rhyme, rhythm, etc

- do the first draft
- revise first draft ,give feedback
- edit and rewrite taking into account grammar, spelling, design and layout etc.
- Submit the final version

FORMS

Written poems

METHOD

Teacher

Peer

TOOL

Checklist

Rubric

<p>generalisations</p> <p>LO 6 Language Structure & Use</p> <p>AS 7</p> <p>Understands and uses the second conditional (e.g 'If I met the President, I would ask him to build houses for everybody.)</p> <p>AS 8</p> <p>Uses some language to talk about language(meta-language-terms such as pronunciation)</p>	<p><u>ACTIVITY 7</u></p> <p>Teacher asks probing questions to check learners understanding of the poem and guides them to possible answers</p> <p>Learners are asked to identify the words they do not understand.</p> <p><u>ACTIVITY 8</u></p> <p>The teacher gives the learners language exercises based on the poem.</p>	<p><u>ACTIVITY 7</u></p> <p>Learners answer questions with teacher's guidance and support</p> <ul style="list-style-type: none"> • They define, classify and give the meaning of new words extending their vocabulary in the process • What do you think about the feelings of the poet? Why? • What would have happen if.....? etc. <p><u>ACTIVITY 8</u></p> <p>The learners fill in some language exercises on the worksheet provided</p>	<p><u>FORM</u></p> <p>Discussion</p> <p><u>METHOD</u></p> <p>Teacher</p> <p>Peer</p> <p><u>TOOL</u></p> <p>Rubric</p> <p><u>FORM</u></p> <p>Class work/Homework</p> <p><u>METHOD</u></p> <p>Teacher</p> <p>Peer /Group</p> <p><u>TOOL</u></p> <p>Memorandum</p>
<p>Barriers to learning</p> <p>Learners given a copy of the poem</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>			

English First Additional

Contexts: Poetry

Time: 3 weeks

TOPIC: Depends on chosen poem

Grade: 09

LO's and ASs	TEACHER ACTIVITY	LEARNER ACTIVITY	ASSESSMENT
<p>LO 1 Listening</p> <p>AS 2</p> <p>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; <p>AS 4</p> <p>Listens actively in 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><u>ACTIVITY 1</u></p> <p>The teacher leads a discussion on the poem and asks questions that will assist learners to make meaning and to enhance their understanding of the poem</p> <p><u>ACTIVITY 2</u></p> <p>The teacher instructs learners to identify difficult words; write the words and give the meaning of words that they do not understand by using their dictionaries</p>	<p><u>ACTIVITY 1 (Group activity)</u></p> <p>The learners listen attentively to each other while embarking on a discussion and answer questions asked</p> <p><u>ACTIVITY 2 (Group activity)</u></p> <p>The learners use dictionaries to find meaning of difficult words and write them in their books constructing sentences with the words to demonstrate understanding of meaning.</p>	<p><u>FORMS</u></p> <p>Oral responses</p> <p>Questions and answers</p> <p>Discussions</p> <p><u>METHODS</u></p> <p>Teacher</p> <p>Group</p> <p><u>TOOLS</u></p> <p>Checklist</p> <p>Memoranda</p>

<p>LO 2 Speaking</p> <p>AS 3</p> <p>Shows developing ability to use features of spoken language to communicate: word stress, weak vowels, intonation and rhythm.</p> <p>AS 5</p> <p>Demonstrate critical awareness of own language use</p> <ul style="list-style-type: none"> • uses language to include rather than to exclude people • is strategic about when to use additional language and when to use home language <p>LO 3 Reading and Viewing</p> <p>AS 2</p> <p>Understands some elements of poetry (e.g. metaphor, rhythm), and understands some of the terms used to describe this language (e.g.</p> <p>AS 6</p> <p>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 meanings of words (e.g. discusses the words in home language). 	<p><u>ACTIVITY 3</u></p> <p>.The teacher asks a learner to read the poem and others identify word stress, intonation, weak vowels, rhythm and the language used.</p> <p><u>ACTIVITY 4</u></p> <p>The teacher revises the elements of poetry and instructs learners to read the poem again as groups this time to identify elements of poetry (e.g. alliteration, personification etc) so as to understand terms used.</p> <p><u>ACTIVITY 5</u></p> <p>Instruct learners to make use of illustrations (if available) to give possible meanings of the poem; Learners identify key message of the poem</p>	<p><u>ACTIVITY 3</u></p> <p>Learners identify word stress, intonation weak vowels, rhythm and language use.</p> <p>Learners quote from the poem to support their answers</p> <p><u>ACTIVITY 4</u></p> <p>Learners read the poem in groups so as to identify the elements of poetry with special emphasis on things like alliteration, personification etc. to show understanding of these terms</p> <p>They choose examples from the poem.</p> <p><u>ACTIVITY 5</u></p> <p>In groups, learners give possible meanings of the poem with motivation using the text to justify opinions; The poem is linked with everyday real life experiences of learners</p>	<p><u>FORMS</u></p> <p>Class works (written responses)</p> <p><u>METHOD</u></p> <p>Teacher</p> <p><u>TOOL</u></p> <p>Memorandum</p>
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<p>AS 9</p> <p>Develops a reading vocabulary of between 6000 and 8000 common words. Learners who will study other Learning Areas through their additional language, should aim for 8000 words.</p> <p>LO 4 Writing</p> <p>AS 4</p> <p>Writes creatively:</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</p> <p>Treats writing as a process</p> <ul style="list-style-type: none"> • draft ,reads and discusses own writing critically • uses feedback to revise, edit and rewrite • uses knowledge of grammar,speling etc.. to edit • plans the layout of a text ,including how to incorporate graphs and pictures • evaluate design and layout • <p>LO 5 Thinking & Reasoning</p> <p>AS 2</p> <p>Uses language for thinking:</p> <ul style="list-style-type: none"> • asks and answers more complex questions 	<p><u>ACTIVITY 6</u></p> <p>The teacher shows the learners how to treat writing as a process by using writing steps, e.g. drafting, reading, giving feedback, editing, etc.</p> <p><u>ACTIVITY 7</u></p> <p>Teacher asks questions to give learners a chance to demonstrate understanding of the poem</p>	<p><u>ACTIVITY 6</u></p> <p>The learners write their own poems showing the ability to use the figurative language, e.g. rhyme, rhythm, etc</p> <ul style="list-style-type: none"> • do the first draft • revise first draft ,give feedback • edit and rewrite taking into account grammar, spelling, design and layout etc. • Submit the final <p><u>ACTIVITY 7</u></p> <p>Learners answer questions asked with the assistance and guidance of the teacher</p> <ul style="list-style-type: none"> • Learners identify the words they do not understand. They define, classify and give the meaning of these. • Learners express opinions about the 	<p><u>FORMS</u></p> <p>Written poems</p> <p><u>METHOD</u></p> <p>Teacher</p> <p>Peer</p> <p><u>TOOL</u></p> <p>Checklist</p> <p>Rubric</p> <p><u>FORM</u></p> <p>Discussion</p> <p><u>METHOD</u></p> <p>Teacher</p> <p>Peer</p>
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<p>LO 6 Language Structure & Use</p> <p>AS 9</p> <p>Expands vocabulary (e.g. uses prefixes to form new words : aoutbank,aoutobiography,automatic)</p> <p>AS 10</p> <p>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 8</u></p> <p>The teacher gives the learners language exercises based on the poem</p>	<p>feelings of the poet? Why?</p> <ul style="list-style-type: none"> • What would have happen if.....? etc <p><u>ACTIVITY 8</u></p> <p>The learners answer questions on the poem</p> <p>They also fill in some language exercises on the worksheets</p>	<p>Tool</p> <p>Rubric</p> <p>Form</p> <p>Classwork/Homework</p> <p><u>METHOD</u></p> <p>Teacher</p> <p>Peer /Group</p> <p><u>TOOL</u></p> <p>Memorandum</p>
<p>Barriers to learning Learners given a copy of the drama Learners sit next to someone (academically stronger) Learners with speech problems and struggles to complete speaking tasks effectively could be scaffolded by peers or more time could be provided Learners who might have difficulty in completing reading tasks, could be provided with texts with a bigger font or could be given more time to complete tasks Access to libraries or books, newspapers and magazines at home should be organized Learners who may experience difficulties in writing well structured paragraphs or essays may be provided with additional scaffolding in the writing process Learners with cognitive barriers which negatively impacts on the thinking and reasoning process could be given more opportunities to practice this skill</p>			
<p>Resources:</p>			
<p>Reflections</p>			
<p>Expanded opportunities</p>			

English First Additional

Contexts: Drama

Time: 3 weeks

TOPIC: Based on drama chosen

Grade: 07

LO's and ASs	TEACHER ACTIVITY	LEARNER ACTIVITY	ASSESSMENT
<p style="text-align: center;"><u>LO 1 Listening</u></p> <p>AS 2 Understands oral texts (e.g. recounts, sport commentaries)</p> <ul style="list-style-type: none"> • answers questions of growing complexity • Identifies point of view (e.g. considers two accounts of the same incident) • With support ,retells and summarises <p>AS 4 Listens actively in a discussion:</p> <ul style="list-style-type: none"> • Responds to ideas and treats other views with respect; • Invites contributions from others and responds to their views; • Disagrees politely and does not interrupt others. 	<p><u>Activity 1</u></p> <p>PRE-READING ACTIVITIES</p> <p>Prediction and class discussion -Teacher introduces the lesson by showing the learners a copy of the drama text</p> <p>-Learners 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> <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. Teacher then reads an extract from the drama which is used as a listening comprehension. -Teacher then discusses elements or characteristics of drama and introduces new vocabulary e.g. plot, dialogue, characters, setting, and message etc.</p>	<p><u>Activity 1</u></p> <p>PRE-READING ACTIVITIES</p> <p>Prediction and class discussion -Learners view the title.diagrams.photosgraphs.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>DURING READING ACTIVITIES -Learners listen to the teacher reading the text and predict what will happen next in the story when prompted to do so. -Learners answer questions individually, as set by teacher. Learners add new vocabulary to their own existing word list.</p>	<p>Form: Discussion</p> <p>Method: Teacher Observation</p> <p>Tool :Checklist (focus on Speaking skills)</p> <p>Form: Listening Comprehension with written response</p> <p>Method: Teacher</p> <p>Tool: Memo(focus on listening skills)</p>

LO 2 Speaking

AS 2

Interacts in additional language:

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

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

AS 3

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

AS 4

Debates social and ethical issues:

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

switches languages where necessary

Activity 2

Teacher provides learners with sentences that summarize the drama. Learners to sequence the sentences in logical order.

Activity 2

Learners work individually and sequence the sentences.

Form: Dialogue
Method: Peer and Teacher
Tool: Check list(focus writing skills)

Form: Role play/Debate
Method: Teacher
Tool: Rubric(focus speaking skills)

LO 3 Reading and Viewing

AS 1

Reads a text (fiction or non-fiction):

- identifies purpose, audience and context;
 - notices how the text is constructed to represent a particular view of the world (point of view);
 - notices the role played by visual images in constructing meaning;
- identifies main points;
- with fiction, demonstrates an understanding of character, plot and setting.

AS 6

Uses reading strategies:

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

AS 9

- Demonstrates a reading vocabulary of between 4000 and 5500 common words.

Activity 3

Reading

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

Activity 4

As learners read the teacher sets up questions that will check learners' understanding of the drama (simple to complex questions)

Homework

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

Activity 5

Teacher now assesses prepared reading and conversation.

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.

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

Homework

Learners practise and prepare for formal reading assessment.

Activity 5

Learners read roles assigned to them within groups.

Form :class work
/homework
Method :pair
Tool
:memorandum

<p>Learners who will study other Learning Areas through their additional language, should aim for 5500 words.</p> <p><u>LO 4 Writing</u></p> <p>AS 4</p> <p>Writes creatively:</p> <ul style="list-style-type: none"> • shows development in the ability to write stories, poems and play-scripts (e.g. by including dialogue in a story) <p>AS 6</p> <p>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; • thinks about design and layout. <p>AS 7</p> <p>Uses developing knowledge of language structure and use:</p> <ul style="list-style-type: none"> • makes text cohesive (e.g. by using pronouns); • begins consciously to adopt a point of view in writing. 	<p><u>AFTER READING ACTIVITIES</u></p> <p><u>Activity 6</u> 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><u>Activity 7</u> 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><u>Activity 8</u> Teacher returns assessed written dialogues to learners which they will then role-play.</p> <p><u>Activity 9</u> 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><u>Activity 6</u> Learners are provided with the example of the dialogue and they now focus on the layout, style and features.</p> <p><u>Activity 7</u> Learners, in pairs, prepare for the writing of the first draft. Pairs exchange their first draft. Learners correct one another's work where necessary. They return their partners' draft and give feedback. Learners make corrections and write the final draft, which they then hand in to the teacher for assessment.</p> <p><u>Activity 8</u> Learners perform their role-play</p> <p><u>Activity 9</u> 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>Form: Reflective writing Method: Peer Assessment Tool: Rating Scale Activity</p> <p>Form :Class work /Homework Method :Teacher /group</p> <p>Tool :Memorandum</p>
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<p><u>LO 5 Thinking & Reasoning</u></p> <p>AS 2 Uses language for thinking: • asks and answers more complex questions (e.g. 'What would happen if?');</p> <p><u>LO 6 Language Structure & Use</u></p> <p>AS 2 Extends use of questions to include question tags</p> <p>AS4 Understands and uses modals to express possibility a, probability and necessity ,for example</p> <ul style="list-style-type: none"> • "IT will rain ." (certain-positive) • "IT should rain "(probable) • :IT may rain ."(possible) • "IT might rain .(unlikely) • "It will not rain .(certain-negative) <p>AS 8 Expands vocabulary (e.g. by working with word families: happy, unhappy, happiness, unhappiness, happily).</p> <p>AS 9 Demonstrates an understanding of between 4000 and 6500 common spoken words in context by the end of Grade 7. Learners who will do some of their learning through their additional language, should aim for 6500 word</p>	<p><u>Activity 10</u> Gradually the teacher asks questions based on the following: -contextual /factual questions (who?,what?,where?,when?) -Style questions such as(formal ,informal, simple ,humorous) -What would happen if....?</p> <p><u>Activity 11</u> Teacher shows learners how to use sentences with question tags.</p> <p><u>Activity 12</u> Teacher teaches probability, possibility ,necessity, use of modals, first conditional and assign an activity on them</p>	<p><u>Activity 10</u> Learners do analysis/observations sequencing etc. according to questions given.</p> <p><u>Activity 11</u> Learners change sentences given into question tags.</p> <p><u>Activity 12</u> Learners are given different activities</p>	<p>Form :Class work /Homework Method :Teacher /group</p> <p>Tool :Memorandum</p> <p>Form :Class work /Homework Method :Teacher /group</p> <p>Tool :Memorandum</p>
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Barriers to learning

Learners given a copy of the drama

Learners sit next to someone (academically stronger)

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

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

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

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

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

Resources:

Reflections

Expanded opportunities

English First Additional

Contexts: Drama

Time: 3 weeks

TOPIC

Grade: 08

LO's and ASs	TEACHER ACTIVITY	LEARNER ACTIVITY	ASSESSMENT
<p>LO 1 Listening</p> <p>AS 2</p> <p>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 • describe the features or characteristics of different kinds of oral texts (e.g. poem or factual text) <p>AS 4</p> <p>Listens actively in 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 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</p>	<p><u>PRE-READING ACTIVITIES</u></p> <p><u>Activity 1</u></p> <p>Prediction and class discussion</p> <p>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.</p> <p>The teacher records responses from learners in the form of a mind map.</p> <p><u>DURING READING ACTIVITIES</u></p> <p>Teacher then reads the drama to the learners. Teacher pauses at certain points in the drama and asks the class to predict what will happen next. These responses are recorded by the teacher for later referral and discussion.</p> <p>Teacher then reads an extract from the drama which is used as a listening comprehension.</p> <p>Teacher then discusses important parts of the drama and introduces new vocabulary e.g. plot, dialogue, characters, setting, and message etc.</p>	<p><u>READING ACTIVITIES</u></p> <p><u>Activity 1</u></p> <p>Prediction and class discussion</p> <p>Learners view the title and illustrations and in groups brainstorm what they think the drama is about.</p> <p>Group leader responds orally with groups' suggestions and predictions.</p> <p>Independently they retell and summarize</p> <p><u>DURING READING ACTIVITIES</u></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>Form: Discussion</p> <p>Method: Teacher Observation</p> <p>Tool :Checklist (focus on speaking skills)</p> <p>Form: Listening comprehension</p> <p>Method: Teacher</p> <p>Tool: Memo (focus on listening skills)</p>

<p>AS 2</p> <p>Interacts in additional language:</p> <ul style="list-style-type: none"> • uses language for a range of functions: offers and invites ('Would you like ...?'), politely refuses ('I'm sorry ...'), etc. 	<p><u>Activity 2</u></p> <p>Teacher provides learners with sentences that summarize the drama. Learners to sequence the sentences in logical order.</p>	<p><u>Activity 2</u></p> <p>Learners work individually and sequence the sentences.</p>	<p>Form: Written Response</p> <p>Method: Peer Assessment</p> <p>Tool: Checklist (focus thinking and reasoning)</p>
<p>AS 3</p> <p>Shows developing ability to use features of spoken language to communicate: word stress, weak vowels, intonation and rhythm.</p>	<p><u>Activity 3</u></p> <p>Reading</p> <p>Teacher introduces learners to different reading strategies (e.g. skimming, scanning, silent reading to improve their reading skills.)Teacher observes.</p>	<p><u>Activity 3</u></p> <p>Reading</p> <p>Learners, in groups, are provided with the drama. They scan the text before reading to see how long it is, look at the illustrations to help orientate them before they start reading and skim quickly to get the sense of the drama.</p>	
<p>AS 4</p> <p>Debates 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 ('You're right.') and disagreement ('Yes, but...'); <p>switches languages where necessary</p>	<p><u>Activity 4</u></p> <p>Teacher sets up questions that will check learners' understanding of the drama (simple to complex questions).</p> <p><u>Homework</u></p> <p>Teacher assigns character roles within the groups. Learners to read and prepare at home.</p>	<p><u>Activity 4</u></p> <p>Learners read drama silently on their own and identify purpose, audience, context, main points</p> <ul style="list-style-type: none"> -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 format <p><u>Homework</u></p> <p>Learners practise and prepare for formal reading assessment.</p>	<p>Form: Reading</p> <p>Method: Teacher peer assessment</p> <p>Tool: Observation sheet (focus – reading skills)</p> <p>Form: Question and answer</p> <p>Method: Teacher assessment</p>
<p>LO 3 Reading and Viewing</p> <p>AS 1</p> <p>Reads a text (fiction or non-fiction):</p> <ul style="list-style-type: none"> • identifies purpose, audience and context; 	<p><u>Activity 5</u></p> <p>Teacher now assesses prepared reading and conversation.</p>	<p><u>Activity 5</u></p> <p>Learners read roles assigned to them within groups.</p>	<p>Tool: Memo(reading comprehension)</p>

<ul style="list-style-type: none"> • 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</p> <p>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 words in home language). <p>AS 9</p> <ul style="list-style-type: none"> • Demonstrates a reading vocabulary of between 5000 and 6500 common words. <p>Learners who will study other Learning Areas through their additional language, should aim for 6500 words.</p> <p>LO 4 Writing</p> <p>AS 4</p> <p>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); 	<p><u>AFTER READING ACTIVITIES</u></p> <p><u>Activity 6</u></p> <p>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><u>Activity 7</u></p> <p>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 draft</p> <p><u>Activity 8</u></p> <p>Teacher returns assessed written scripts to learners which they will then role-play.</p> <p><u>Activity 9</u></p> <p>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><u>AFTER READING ACTIVITIES</u></p> <p><u>Activity 6</u></p> <p>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><u>Activity 7</u></p> <p>Learners, in pairs, prepare for the writing of the first draft. Pairs exchange their first draft. Learners correct one another's work where necessary. They return their partners' draft and give feedback. Learners make corrections and write the final draft, which they then hand in to the teacher for assessment.</p> <p><u>Activity 8</u></p> <p>Learners perform their role-play</p> <p><u>Activity 9</u></p> <p>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>Form: Prepared Reading</p> <p>Method :Teacher assessment</p> <p>Tool: Rating scale(focus prepared reading and</p>
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<p>• translates stories (and other texts) from home language.</p> <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 a text cohesive (e.g. using linking words to • link paragraphs); • writes good paragraphs with one main idea, a topic sentence and supporting sentences, and is able to reflect on it; • writes introductions and conclusions; • adopts a point of view. <p>LO 5 Thinking & Reasoning</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 	<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><u>Activity 10</u> Once the drama has been finished, the teacher asks more complex questions such as: -contextual /factual questions (who? what? Where? when?) -Style questions such as(formal,informal,simple,humorous</p> <p><u>Activity 11</u> Learners are asked to work in groups and answer questions of a more complex nature</p> <p>They also classify, define and generalize in writing</p>	<p>Learners use their personal dictionaries to write the new words they have just acquired. They use the new words in the journal entries</p> <p><u>Activity 10</u> Learners do analysis/observations etc. sequencing according to questions given.</p> <p><u>Activity 11</u> They work in groups to answer the complex questions (e.g. When this is changed,? Then what else would change?)</p> <p>They come up with a few definitions, they classify and generalize on drama given</p>	<p>Form: Script</p> <p>Method: Peer and Teacher</p> <p>Tool: Check list / Rubric(focus writing skills</p> <p>Form: Role play</p> <p>Method: Teacher/Group</p> <p>Tool: Checklist /Rubric(focus speaking skills)</p>
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<p>LO 6 Language Structure & Use</p> <p>AS 2</p> <p>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 expanded opportunities politeness (e.g. 'Can/Could I borrow a pencil?').</p>	<p><u>Activity 12</u></p> <ul style="list-style-type: none"> • Teach rules of the language in the act that has been read and design some questions based on it. • Design activities to address future tense, countable and uncountable nouns, determiners, modals etc. 	<p><u>Activity 12</u></p> <p>Learners check the language in the next act given</p> <p>Change the sentences into future tense using the “when” clauses</p> <p>They extend the use of nouns They also construct sentences making use of determiners (e.g. some; any)</p> <p>Further more they do exercises using modals to express expanded opportunities e.g.”Can/Could I...)</p>	<p>Form -Class work -Homework</p> <p>Method -Pair</p> <p>Tool -Memorandum</p>
<p>Barriers to learning Learners given a copy of the drama Learners sit next to someone (academically stronger) Learners with speech problems and struggles to complete speaking tasks effectively could be scaffolded by peers or more time could be provided Learners who might have difficulty in completing reading tasks, could be provided with texts with a bigger font or could be given more time to complete tasks Access to libraries or books, newspapers and magazines at home should be organized Learners who may experience difficulties in writing well structured paragraphs or essays may be provided with additional scaffolding in the writing process Learners with cognitive barriers which negatively impacts on the thinking and reasoning process could be given more opportunities to practice this skill</p>			
<p>Resources:</p>			
<p>Reflections</p>			
<p>Expanded opportunities</p>			

English First Additional

Contexts: Drama

Time: 3 weeks

TOPIC: Based on chosen drama

Grade: 09

LO's and ASs	TEACHER ACTIVITY	LEARNER ACTIVITY	ASSESSMENT
<p>LO 1 Listening</p> <p>AS 2</p> <p>Understands oral texts (e.g. radio talk show ,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 alternatives point of view • Analyses the features of different kinds of oral text (e.g. a conversation a story) <p>AS4</p> <p>Listens actively in 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><u>PRE-READING ACTIVITIES</u></p> <p><u>Activity 1</u></p> <p>Prediction and class discussion: Teacher introduces the lesson by showing the learners a copy of the drama text and tells learners to view the cover and brainstorm what the drama is about by looking at the title and illustrations. The teacher records responses from learners in the form of a mind map.</p> <p><u>DURING READING ACTIVITIES</u></p> <p>Teacher then reads the drama to the learners. Teacher pauses at certain points in the drama and asks the class to predict what will happen next. These responses are recorded by the teacher for later referral and discussion.</p> <p>Teacher then reads an extract from the drama which is used as a listening comprehension</p> <p>Teacher then discusses important parts of drama and introduces new</p>	<p><u>PRE-READING ACTIVITIES</u></p> <p><u>Activity 1</u></p> <p>_Prediction and class discussion: Learners view the title and illustrations and in groups brainstorm what they think the drama is about. Group leader responds orally with groups' suggestions and predictions.</p> <p><u>DURING READING ACTIVITIES</u></p> <p>Learners listen to the teacher reading the text and predict what will happen next in the story when prompted to do so. Learners answer questions individually, as set by teacher.</p> <p>Learners add new vocabulary to their own existing word list.</p>	<p>Form: Discussion Method: Teacher Observation Tool :Checklist /Rubric(focus on speaking skills)</p> <p>Form: Listening comprehension with oral response Method: Teacher Tool: Memo(Focus on listening skills)</p>

<p>LO 2 Speaking</p> <p>AS 2</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. <p>AS 3</p> <p>Shows developing ability to use features of spoken language to communicate : word stress, weak vowels, intonation and rhythm.</p> <p>AS 4</p> <p>Debates 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 ('You're right.') and disagreement ('Yes, but...'); <p>switches languages where necessary</p> <p>LO 3 Reading and Viewing</p> <p>AS 1</p> <p>Reads a text (fiction or non-fiction):</p>	<p>vocabulary e.g. plot, dialogue, characters, setting, message etc.</p> <p>Teacher teaches them how to identify the main character and how to visualise the characters and make them credible and real.</p> <p><u>Activity 2</u> Teacher provides learners with sentences that summarize the drama. Learners to sequence the sentences in logical order.</p> <p><u>Activity 3</u> Reading Teacher introduces learners to different reading strategies (e.g. skimming, scanning, silent reading to improve their reading skills.)Teacher observes.</p> <p><u>Activity 4</u> Teacher sets up questions that will check learners' understanding of the drama (simple to complex questions).</p> <p><u>Homework</u> Teacher assigns character roles within the groups. Learners to read and prepare at home.</p>	<p><u>Activity 2</u> Learners work individually and sequence the sentences.</p> <p><u>Activity 3</u> 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><u>Activity 4</u> Learners read drama silently on their own and answer questions based on the drama. Learners identify the main characters/character e.g. by checking : -Strengths/emotions(both external and internal)</p>	<p>Form: Written Response Method: Peer Assessment Tool: Checklist (focus Thinking and reasoning)</p> <p>Form: Reading Method: Teacher peer assessment Tool: Observation sheet (focus – reading skills)</p>
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<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 written and visual parts of the text, and offers alternative points of view; • shows understanding of the way in which texts position readers (e.g. by using the inclusive pronoun 'we'); • identifies topic sentences, distinguishes main points from supporting detail; • with fiction, demonstrates an understanding of character, plot, setting and narrator; • compares different kind of texts and matches them with their purpose (e.g. instructing, persuading). <p>AS 6</p> <p>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 meanings of words (e.g. discusses the words in home language). 	<p><u>Activity 5</u> Teacher now assesses prepared reading and conversation.</p>	<p>-His/her innermost thoughts -Adaptations to change as the conflict appear. -They must study them in the context(background, other characters, settings etc) They learn to know and understand other characters: -what the writer says about them -what other characters say and think about them -their actions and reactions to certain situations and other characters</p> <p><u>Homework</u> Learners practise and prepare for formal reading assessment.</p> <p><u>Activity 5</u> Learners read roles assigned to them within groups.</p>	<p>Form: Question and answer Method: Teacher assessment Tool: Memo(reading comprehension)</p> <p>Form: Prepared Reading Method :Teacher assessment Tool: Rating scale(focus prepared reading and interpretation)</p>
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<p>AS 9</p> <ul style="list-style-type: none"> Develops a reading vocabulary of between 6000 and 7500 common words. Learners, who will study other Learning Areas through their additional language, should aim for 7500 words. <p>LO 4 Writing</p> <p>AS 4</p> <p>Writes creatively:</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</p> <p>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>AS7</p> <p>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 	<p><u>AFTER READING ACTIVITIES</u> <u>Activity 6</u></p> <p>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><u>Activity 7</u> 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 draft.</p> <p><u>Activity 8</u> Teacher returns assessed written scripts to learners which they will then role-play.</p> <p><u>Activity 9</u> 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</p>	<p><u>AFTER READING ACTIVITIES</u> <u>Activity 6</u> 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><u>Activity 7</u> Learners, in pairs, prepare for the writing of the first draft. Pairs exchange their first draft. Learners correct one another's work where necessary. They return their partners' draft and give feedback. Learners make corrections and write the final draft, which they then hand in to the teacher for assessment.</p> <p><u>Activity 8</u> Learners perform their role-play</p> <p><u>Activity 9</u> Learners work with words (using dictionaries) to extend their vocabulary.</p> <p>Learners use these words in sentences to describe their</p>	<p>Form: Script Method: Peer and Teacher Tool: Check list(focus writing skills)</p> <p>Form: Reflective writing Method: Peer Assessment Tool: Rating Scale</p> <p>Form: Role play Method: Teacher Tool: Checklist(focus speaking skills)</p>
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<p>information structure of texts;</p> <ul style="list-style-type: none"> • writes coherent, longer pieces of writing, with introductions and conclusions; • critically evaluates own point of view; begins to see how own writing positions the reader. <p>LO 5 Thinking & Reasoning</p> <p>AS 2 Uses language for thinking:</p> <ul style="list-style-type: none"> • asks and answers more complex questions <p>LO 6 Language Structure & Use</p> <p>AS 2 Understands and uses the past perfect progressive tense('He had been waiting for an hour by the time I arrived')</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 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 Use passive voice in the future (e.g 'An election will be held next month')</p> <p>AS 10 Demonstrates an understanding of between 6000</p>	<p>learners with their choice of descriptions e.g. don't like, admire, don't respect, are suspicious of, like, etc.</p> <p>Use of dictionaries is encouraged and the teacher guides learners in making journal entries about their feelings and experiences of this genre.</p> <p><u>Activity 10</u> 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><u>Activity 11</u> Learners are taught how modals are used</p> <p><u>Activity 12</u> Teach your learners third conditional and asks them to check some sentences depicting third conditional in the drama.</p> <p><u>Activity 13</u> Teacher revises passive voice and gives an exercise</p>	<p>feelings and experiences of this genre (journal writing)</p> <p><u>Activity 10</u> Learner's make analysis/observations sequencing of the drama according to given questions.</p> <p><u>Activity 11</u> Learners identify some modal verbs</p> <p><u>Activity 12</u> Learners do the activity as instructed by the teacher.</p> <p><u>Activity 13</u> Learners to identify sentences written in passive voice.</p>	<p>Form -Class work -Homework</p> <p>Method -Pair</p> <p>Tool -Memorandum</p> <p>Form -Class work -Homework</p> <p>Method -Pair</p> <p>Tool -Memorandum</p>
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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

Barriers to learning

Learners given a copy of the drama

Learners sit next to someone (academically stronger)

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

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

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

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

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

Resources:

Reflections

Expanded opportunities

English First Additional

Contexts: Stories/Novel

Time: 3 weeks

TOPIC: Based on chosen story

Grade: 07

LO's and ASs	TEACHER ACTIVITY	LEARNER ACTIVITY	ASSESSMENT
<p>LO 1 Listening</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. recounts, sports commentaries:</p> <ul style="list-style-type: none"> • answers questions of growing complexity; • with support, retells and summarises <p>AS 4 Listens actively in a discussion:</p> <ul style="list-style-type: none"> • Responds to ideas and treats other views with respect; 	<p><u>Activity 1</u></p> <p>-Orientate the class on the topic by:</p> <ul style="list-style-type: none"> • Teacher presents the scenario/tell the story similar to the topic • Then asks questions based on the scenario/story <p>-Using the same scenario /story 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 /tell 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 bear in mind story telling technique.</p>	<p>Form; -Class work -Homework (Listening comprehension with written response)</p> <p>Method -Pair</p> <p>Tool -Memorandum</p>

<p>• Invites contributions from others and responds to their views; • Disagrees politely and does not interrupt others</p> <p>LO 2 Speaking</p> <p>AS1 Translates:</p> <ul style="list-style-type: none"> tell stories from home language in the additional language. <p>AS 3 Shows developing ability to use features of spoken language to communicate: word stress, weak vowels, intonation and rhythm.</p> <p>AS 5 Demonstrate critical awareness of own use</p> <ul style="list-style-type: none"> use language to include people, and not to exclude people <p>LO 3 Reading and Viewing</p> <p>AS 1</p> <p>Reads a text (fiction or non-fiction):</p> <ul style="list-style-type: none"> identifies purpose, audience and context; notices how the text is constructed to represent a particular view of the world (point of view); notices the role played by visual images in constructing meaning; identifies main points; 	<p><u>Activity 2</u></p> <p>Teacher gives different stories to different groups and gives instructions to guide learners :</p> <p>Teacher asks learners to:</p> <ul style="list-style-type: none"> translate, tell stories Encourage learners to share their own thoughts and knowledge <p><u>Activity 3</u></p> <p>Teacher Introduces 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 them about reading strategies (scan and skimming) 	<p><u>Activity 2</u></p> <p>-Learners in groups ,translate and tell the story from home to additional language</p> <p>Learners present the story with emphasis on the feature of communicative language, word stress, weak vowels ,intonation and rhythm</p> <p><u>Activity 3</u></p> <p>-Learners in pairs check/investigate the title, author, blurb, content page, index etc.</p> <p>-Learners read as groups and identify: purpose and audience</p> <p>Learners are also expected to demonstrate understanding of characters, plot and setting</p>	<p>Form; -Class work -Homework (Listening comprehension with oral response)</p> <p>Method -Pair</p> <p>Tool -Memorandum</p> <p>Form; -Class work -Homework (reading comprehension with written response)</p> <p>Method -Pair</p> <p>Tool -Memorandum</p>
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<p>• with fiction, demonstrates an understanding of character, plot and setting.</p> <p>AS 6 Uses reading strategies</p> <ul style="list-style-type: none"> • matches different ways of reading to different texts (e.g. reads instructions slowly and carefully) • uses strategies to work out the meaning of words (e.g. reads the surrounding words, asks someone to translate it) • begins to develop and evaluate reading speed <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. romances); • reads a simple book review; solves word puzzles <p>AS 8</p> <p>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: understands dictionary entry (spelling pronunciation, parts of speech, meaning); • uses a simple thesaurus. 	<p><u>Activity 4</u></p> <p>Teacher asks learners to answer comprehension questions in groups to show how much they understood the story</p> <p><u>Activity 5</u></p> <p>Teacher asks learners to read the text aloud and gives them opportunity to discuss the extract with one another</p> <p>Teacher gives learners reading record cards to check their reading speed.</p> <p><u>Activity 6</u></p> <p>Teacher prepares learners to write a story by :</p> <ul style="list-style-type: none"> • explaining what the book is all about • handing out a sample of a frame on how to write a story. 	<p><u>Activity 4</u></p> <p>As groups, learners answer questions orally. Learners also give examples of facts or opinions based on the story</p> <p>-Learners to answer in full sentences</p> <p><u>Activity 5</u></p> <p>As groups, learners read and discuss different opinions expressed by other groups</p> <p>Learners complete a reading record card with the guidance of the teacher</p> <p>In groups they use dictionaries where necessary</p> <p><u>Activity 6</u></p> <p>Each learner writes a book review in a given frame taking into account the</p> <ul style="list-style-type: none"> • Title of the book • Setting 	<p>Form: Reading cards</p> <p>Method: Group/ Teacher/Learners</p> <p>Tool: Check list</p> <p>Form; -Class work -Homework</p> <p>Method -Pair</p> <p>Tool -Memorandum</p> <p>Form: Story writing/Dialogue/ poems/play script</p> <p>Method -Pair teacher Tool: Checklist/rubric</p>
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<p>LO 4 Writing</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 including dialogue in a story). <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; • thinks about 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 pronouns) • begins consciously to adopt a point of view in writing) 	<p>Teacher gives learners a chance to swap their work for editing;</p> <p>After editing process final draft is prepared for submission.</p>	<ul style="list-style-type: none"> • Plot (very brief outline) • Characters • Intention (what has been learnt) • Personal reaction • Target audience and purpose • Summary <p>Learners write a draft; reads own draft; swap drafts with a partner for assessment; Partners check:</p> <ul style="list-style-type: none"> • Spelling • Grammar • Design and layout 	
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<p>LO 5 Thinking & Reasoning</p> <p>AS 2 Uses language for thinking: • asks and answers more complex questions (e.g. 'What would happen if?'); • defines and classifies.</p> <p>LO 6 Language Structure & Use</p> <p>AS 1 Revises the grammar learned in the earlier grades.</p> <p>AS3 Extends use of prepositions, determiners, adjectives and adverbs.</p> <p>AS 6 Understands and uses the first conditional (e.g. 'If the lens is dirty, the camera won't work.').</p> <p>AS 7 Uses some language to talk about language (meta-language – terms such as verb, noun, adverb, adjective).</p>	<p><u>Activity 7</u></p> <p>Teacher does revision on paragraph writing</p> <p>Gives learners plenty of practise using guiding questions and key words.</p> <p>Teacher takes learners through a frame or mind map so that they are clear as to what they should write in each paragraph.</p>	<ul style="list-style-type: none"> • <u>Activity 7</u> <p>Individual learners writes, a paragraph using a given frame or a mind map taking into consideration</p> <ul style="list-style-type: none"> • Introductions • Cohesion, Conclusion etc. • Language structure and use 	<p>Form: -Class work -Homework</p> <p>Method -Pair</p> <p>Tool -Memorandum</p>
<p>Barriers to learning Learners given a copy of the drama Learners sit next to someone (academically stronger) Learners with speech problems and struggles to complete speaking tasks effectively could be scaffolded by peers or more time could be provided Learners who might have difficulty in completing reading tasks, could be provided with texts with a bigger font or could be given more time to complete tasks Access to libraries or books, newspapers and magazines at home should be organized Learners who may experience difficulties in writing well structured paragraphs or essays may be provided with additional scaffolding in the writing process Learners with cognitive barriers which negatively impacts on the thinking and reasoning process could be given more opportunities to practice this skill</p>			

English First Additional

Contexts: Stories /Novel

Time: 3 weeks

TOPIC

Grade: 08

LO's and ASs	TEACHER ACTIVITY	LEARNER ACTIVITY	ASSESSMENT
<p>LO 1 Listening</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. poems, radio plays):</p> <ul style="list-style-type: none"> • answers questions of growing complexity; • identifies point of view; • retells and summarises. <p>AS 4 Listens actively in 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 responds to their views; • Is prepared to challenge others but does so politely and does not interrupt them; 	<p><u>Activity 1</u></p> <p>Teacher orientates the class to the topic by:</p> <ul style="list-style-type: none"> • Presenting a scenario/telling a story similar to the topic • asking 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 story telling technique in mind</p>	<p>Form: Question & Answer, Discussion</p> <p>Method: Teacher, Peer and Individually</p> <p>Tool: Observation sheet</p>

<p>• Criticises the ideas and not the person.</p> <p>LO 2 Speaking</p> <p>AS 1 Translates and interprets:</p> <ul style="list-style-type: none"> tells stories from home language in the additional language; translates or interprets messages <p>AS 3 Shows developing ability to use features of spoken language to communicate: word stress, weak vowels, intonation and rhythm.</p> <p>AS 5 Demonstrate critical awareness for own language use:</p> <ul style="list-style-type: none"> uses language to include rather than exclude people is strategic about when to use additional language and when to use home language <p>LO 3 Reading and Viewing</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); 	<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"> Ask learners to translate and to interpret the message Encourage learners to share their own thoughts and knowledge <p><u>Activity 3</u></p> <p>Teacher introduces the story by</p> <ul style="list-style-type: none"> Asking questions about the title, author, information on blurb, no of chapters etc. Reminding the learners about reading strategies (scanning 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 their respective stories emphasising 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 etc.</p> <p>-Learners read as groups and identify purpose, audience, characters, plot and setting</p> <p>Learners check main points and supporting points in order to infer the meaning and write them down to report in the class</p>	<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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<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</p> <p>Uses reading strategies</p> <ul style="list-style-type: none"> • matches different ways of different texts (e.g. scans a telephone directory) • develops and evaluates reading speed • uses strategies to work out the meaning of words (looks at illustrations or diagrams and discusses the word in home language <p>AS 7</p> <p>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); <ul style="list-style-type: none"> • reads and writes book reviews <p>AS 8</p> <p>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><u>Activity 4</u></p> <p>- Teacher asks questions verbally to make sure learners have understood the story before they start answering the written questions in their books</p> <p>-Teacher gives learners an opportunity to read the story on their own after which they are expected to answer comprehension questions</p> <p>-</p>	<p><u>Activity 4</u></p> <p>Learners answer questions orally</p> <p>-As individuals learners answer questions in written format</p> <p>-Learners should answer in full sentences</p>	<p>Form: Reading comprehension with written response.</p> <p>Method: Teacher/ Group/ Individual</p> <p>Tool: Observation Sheet</p>
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<p>LO 4 Writing</p> <p>AS 4</p> <p>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); <p>AS 6</p> <p>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><u>Activity 5</u></p> <p>-Prepare learners to write a book review by :</p> <ul style="list-style-type: none"> • Explaining what the book is all about • Handing out a sample of a frame on how to write a book review <p>-Teacher gives learners a chance to swop their work for editing</p> <p>-Teacher asks learners to prepare final draft for submission.</p>	<p><u>Activity 5</u></p> <p>-Each learner writes 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) • Plot (very brief outline) • Characters ,Style ,Tone • Intention (what has been learnt) • Personal reaction • Target audience and purpose <p>-Learners write a draft; reads own draft; swop draft with a partner for assessment</p> <p>Partner checks :</p> <ul style="list-style-type: none"> • Spelling • Grammar • Design and layout 	<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>AS 7 Uses developing knowledge of language structure and use</p> <ul style="list-style-type: none"> • makes a text cohesive (e.g. using linking words to link paragraphs) • write good paragraphs with one main idea ,a topic sentence and supporting sentences ,and is able to reflect on it) • write introductions and conclusions • adopts a point of view <p>LO 5 Thinking & Reasoning</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; <p>LO 6 Language Structure & Use</p> <p>AS 1 Distinguishes between verbs that can and cannot take the progressive (e.g. " I have a problem " .. not " I am having a problem.")</p> <p>AS 8 Uses some language to talk about language (meta-language – terms such as 'pronunciation').</p> <p>AS 9 Expands vocabulary (e.g. by mind mapping related words, such as words about war).</p>	<p><u>Activity 6</u></p> <p>-Teacher does revision on paragraph writing</p> <p>-Teacher gives learners plenty of practise using guiding questions and key words</p> <p>-Teacher takes learners through a frame or mind map so that they are clear as to what they should write in each paragraph.</p>	<p><u>Activity 6</u></p> <p>-As groups ,learners answer questions orally</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 • Language Structure and use 	<p>Form: Paragraph writing</p> <p>Method: Teacher, Peer and Individually</p> <p>Tool: Observation sheet</p>
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	<p><u>Activity 7</u></p> <p>Teacher prepare some exercises for the learners to address some language aspects with vocabulary, and meta-language</p>	<p><u>Activity 7</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>
<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:</p>			
<p>Reflections</p>			
<p>Expanded opportunities</p>			