

Theme: Relationships

Possible Integration: Life Orientation

<u>LO's, AS's and subskills</u>	<u>Teaching and learning activities</u>	<u>Evidence produced</u>	<u>Assessment methods and tools</u>
<p><u>Speaking and Listening</u> LO 1: Reading AS 3 SS (2 weeks)</p>	<p>Learners read aloud from newspaper articles or textbooks.</p>	<p>Learners are assessed for Oral Reading mark. Task 3 completed and evidence in portfolio.</p>	<p>Dept. rubric Formal assessment: TASK 3 Teacher assesses (10)</p>
<p>LO 1 :Listening comprehension AS 3 SS 4,5 (1 period)</p>	<p>Teacher reads selected text and questions twice.</p>	<p>Learners provide written answers to oral questions.</p>	<p>Memo Self-assessment(refer to text books for relevant assessment sheets)</p>
<p><u>Reading and viewing</u> LO 2: Summary AS 1 SS 2,3,4,5,5 & 7</p>	<p>Learners read given passage and make seven point summary. (Text: <i>English for Success p.69</i>)or teacher's own choice of relevant material</p>	<p>Written summary</p>	<p>Teacher assessment Memo</p>
<p>LO 2 :Genre 1: short story (or other genre chosen by school) AS 4 SS 3,4,5 & 6</p>	<ul style="list-style-type: none"> • Pre-reading: What do learners know about inner city life? Street vendors? And jealousy? • Teacher reads story aloud • Good learners read the dialogue parts. • Teacher leads discussion on plot and characters • Learners given questions on the story. 	<p>Answers to questions</p>	<p>Self-assessment Teacher suggests answers</p>

<p>LO 2: Visual Literacy AS 1 SS 6; AS 2 SS 4,6</p> <p><u>Writing and presenting</u> LO 3: Narrative essay AS 3 SS 7 & 8</p> <p>LO 3: Invitation (2 weeks) AS 1 SS 1– 9 ASS 3 SS 1- 8</p> <p><u>Language</u> LO 4 Active and Passive Voice (1 week) AS 2 SS 4,7</p>	<p>Study cartoon in <i>Eng for Suc.</i> p 126 or teacher’s choice (use document on Visual literacy)</p> <ul style="list-style-type: none"> • Discuss questions posed • Study facial expressions • Study body language • Look at setting/situation (Resource: <i>English Handbook and Study guide</i> p110) <p>Produce final draft of essay (from weeks 3 to 5) after proof reading and editing</p> <ul style="list-style-type: none"> • Learners brainstorm and draft plan for an invitation to a teenager’s party. • Make sure all relevant info is included • Write draft and edit • Produce final product • Include some visual elements (decoration, colour, font size) <ul style="list-style-type: none"> • Resource: <i>English Handbook</i> p.32 • Teacher explains use of passive voice and how it is formed (used when the 	<p>Oral discussion of cartoon Written answers to questions</p> <p>Task 1 completed for portfolio</p> <p>First draft of invitation</p> <p>Final invitation card</p>	<p>Teacher’s memo for written answers; Group assessment: Teacher supplies learner with a simple tool</p> <p>TASK 1 completed Teacher assessment New dept. rubric</p> <p>Self –assessment (for checklist refer to <i>Eng.HB</i> p 80)</p> <p>Group assessment Simple checklist (what, where, when, who etc) Pay attention to design/format</p>
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<p>LO 4: Punctuation AS 2 SS 11</p> <p>LO 4: Direct and Indirect Speech AS 2 SS 8</p>	<p><i>action</i> is more important than <i>the person doing the action</i>)</p> <ul style="list-style-type: none"> • Use the correct form of the verb <i>to be</i> + past participle • Teacher gives examples • Give exercise (see support material) <ul style="list-style-type: none"> • Resource: <i>English Handbook & Study Guide</i> p 10 – 12 • Example: <i>The teacher says John is a fool</i> (2 meanings according to punctuation) • Teacher explains use of various punctuation marks. • Teacher dictates passage: learners must punctuate it. (paragraph from setwork book or language textbook) • Learners given sentences to punctuate • Resource: <i>English for Success</i> p.44,59,66,71,86,106 (support material) <ul style="list-style-type: none"> • Resource: Eng.HB & SG p38 • Explain use of indirect speech 	<p>Completed exercises on Passive/ Active Voice</p> <p>Write dictated passage correctly punctuated.</p> <p>Sentences in learner's books</p>	<p>Self-assessment with teacher providing answers</p> <p>Self-assessment with teacher providing answers / check answers from textbook</p> <p>Self-assessment ; teacher gets correct answers from learners.</p>
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	<p>by using a speech bubble, cartoon style.</p> <ul style="list-style-type: none"> • Each learner says a sentence; a classmate repeats what has been said using indirect speech • Point out how time and place words change; • Show change in pronouns • Show the change in tense • Note quote marks usage • Note the tense of introductory verb • Find examples of strip cartoons, paste into book and write dialogue in indirect speech • Written exercises for homework. (see support material) 	<p>Oral exercises</p> <p>Examples of direct speech in strip cartoons</p> <p>Written exercises in books.</p>	<p>Peer assessment with teacher guidance</p> <p>Self-assessment with teacher providing answers</p>
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Theme: Life and Death

Possible Integration: Life Orientation

<u>LO's, AS's and subskills</u>	<u>Teaching and learning activities</u>	<u>Evidence produced</u>	<u>Assessment methods and tools</u>
<p><u>Speaking and Listening</u> LO 1: Instructions (prepared orals, 2 weeks) AS 1 SS 3</p>	<p>Learners give short prepared oral on <i>how to do</i> various activities: (e.g. how to arrange a party; how to arrange a funeral; how to bath a baby; how to clean a room)</p>	<p>Short speech written out according to steps 1 logically arranged 2 given as commands, beginning with the verb 3 specific details 4 clear language 5 use of connecting words</p>	<p>Group assessment using a simple rubric: are the instructions clear?</p>
<p>LO 1: Dialogue (unprepared ; 2 weeks) AS 4 SS 1,2,3 &4</p>	<p>Teacher sketches various situations during which dialogue will result, e.g. people waiting for a bus, at the post office; at a funeral, at a party...</p>	<p>Spoken dialogue Written passage with correct format (link with direct speech exercise)</p>	<p>Group assessment; emphasis on correct punctuation/ format</p>
<p><u>Reading and Viewing</u> LO 2: Visual Literacy (2 weeks) AS 1 SS 6; AS 2 SS 1-7</p>	<ul style="list-style-type: none"> • Teacher provides examples of printed advertisements • Learners find suitable examples • Resource <i>English for Success</i> p.78 • Discuss visual appeal, e.g. colour, font, pictures, layout • Evaluate appeal of example 	<p>Paste example of good advertisement in books</p>	<p>Assess on AIDA principles Refer to <i>Eng. HB</i> p 85 Group assessment of chosen advertisements</p>

<p>LO2 Genre 1 (short story: <i>The luncheon</i>) 1 week) or other genre chosen by teacher AS 1 SS 3,4,5 & 6</p>	<ul style="list-style-type: none"> • Pre-reading: class discusses how to take a girl out when you have little money; how you would feel when the bill is running up and up; do women mean what they say? • Read the short story (Storyscapes p. • Point out the irony: what the woman says and what she does are totally different!) • Show how the narrator's generosity at the beginning changes to panic later • Show how events lead up to a climax. • Discuss characterization with learners <p>Give questions to complete at home (see support material)</p>	<p>Written answers to questions</p>	<p>Self-assessment with teacher providing answers</p> <p>teacher assessment: memorandum</p>
<p>LO 2 Literature test (1 period)</p>	<p>Write test with contextual questions on Genre 1 (35 marks)</p>	<p>Learners write formal test, task 2 completed</p>	<p>TASK 2 completed teacher assessment memorandum</p>
<p>LO 2 Genre 2: Poetry: <i>When I have fears; Death be not proud</i> Or other genre chosen</p>	<ul style="list-style-type: none"> • Previewing: picture in <i>English for All</i> p.46 • Ask learners how they feel about death, especially of a 	<p>Written answers to contextual questions</p>	

<p>Language LO 4 Comparative & superlative adj & adv. AS 1 SS6</p> <p>Lit. & fig.lang. AS 2 SS 12 As 3 SS 1 Also LO 2 AS 4 SS 7</p> <p>Direct and Indirect Speech AS 2 SS 8 (as week 7)</p>	<ul style="list-style-type: none"> • Teacher explains suffix used er & est. Note exceptions • Complete exercises • Resources : <i>Eng.HB</i> p26 &33 <ul style="list-style-type: none"> • Resource:<i>Eng.for All</i> p 46 &235 • <i>Eng.HB</i> p 40 • Discuss lit. meaning of hooded figure, and then its fig./ symbolic meaning • Teacher explains difference between dark day (lit. no sun)and dark day (fig: bad day in history • Teacher provides own examples for class discussion • Denotation& connotation The cross as two pieces of wood; cross as symbol of Christianity <ul style="list-style-type: none"> • Continue exercises both written & orally • Learners write language test on all components done this term for formal assessment according to SAG 	<p>Completed exercise in books</p> <p>Discuss illustration and answer questions Do exercise on p 235</p> <p>Oral response by learners</p> <p>Task 4 (45 marks) completed for [portfolio.</p>	<p>Self Teacher provides answers</p> <p>Self Teacher provides answers guided by the teacher</p> <p>TASK 4 completed Teacher memo</p>
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<p>Dictionary work</p> <p>AS 1 SS 1 -4</p>	<ul style="list-style-type: none"> • Teacher provides photocopied pages of dictionary • Teacher discusses conventions and abbreviations used • Resource: <i>Eng. HB</i> p 60 	<p>Learners identify abbreviations used.</p> <p>Learners compile list of commonly used acronyms and abbreviations</p>	
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