**DISCURSIVE ESSAY**

**ENGLISH HOME LANGUAGE**

**TERM 2 – WEEK 6**

**DURATION: 2HOURS**

**GRADE 12**

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| LO1: Learning and speaking  The learner is able to listen and speak for a variety of purposes, audiences and contexts | | LO2: Reading and viewing  The learner is able to read and view for understanding and to evaluate critically and respond to a wide range of texts. | | LO3: Writing and presenting  The learner is able to write and present for a wide range of purposes and audiences using conventions and formats appropriate to diverse contexts. | | LO4: Language  The learner is able to use language structures and conventions appropriately and effectively. | |
| AS1: Demonstrate knowledge of different forms of communication for social purposes |  | AS1: Demonstrate various reading and viewing strategies for comprehension and appreciation. | √ | AS1: Demonstrate planning skills for writing for a specific purpose, audience and context. | √ | AS1: Identify and explain the meaning of words and use them correctly in range of texts. | √ |
| AS2: Demonstrate planning research skills for oral presentations |  | AS2: Explain the meaning of a wide range of written, visual, audio, and audio-visual texts. | √ | AS2: Demonstrate the use of writing strategies and techniques for first drafts. | √ | AS2: Use structurally sound sentences in a meaningful and functional manner. | √ |
| AS3: Demonstrate the skills of listening to and delivery of fluent and expressive oral presentation |  | AS3: Explain how language and images may reflect and shape values and attitudes in texts | √ | AS3: Reflect on, analyse, and evaluate own work, considering the opinion of others, and present final product. | √ | AS3: Develop critical language awareness | √ |
| AS4: Demonstrate critical awareness of language use in oral situations |  | AS4: Explore key features of texts and explain how they contribute to meaning. | √ |  |  |  |  |

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| **TEACHER ACTIVITIES** | **LEARNER ACTIVITIES** | **RESOURCES** | **ASSESSMENT METHODS + TOOLS** | **DATE COMPLETED** |
| INTRODUCTION : Explains process writing  Educator asks learners the ff questions :   * What writing did you do ? * Why did you write it? * What did you write it for?   Teacher elaborates on the ff :   * Purpose for writing * Audience * Form * Explaining the two concepts of composition and essay.   Teacher explains characteristics of a descriptive essay:   * Contains detailed description * Use of vivid adjectives and verbs * Use of imagery- create picture using words * Use of present tense * Figurative language   Teacher divides learners into groups and distribute different passages to each group  Teacher gives a descriptive topic, explains brainstorming  Teacher explains mind mapping and ask learners to select relevant information from brainstorming and to draw mind maps and thereafter discuss their mind maps.  Teacher reminds learners about sentence types and paragraphs i.e. Introduction, Body and conclusion.  Educator controls the writing of the final draft and discusses the rubric with the learners. | Learners sit in groups to discuss finding and present the findings.  Learners are asked to bring pictures and describe them in pairs  Learners are provided with a guided essay which contains topic sentences and as groups they provide supporting ideas.   * Educator observes progress * Learners write first draft as individuals * Educator provides learners with a set of criteria on how to edit the essay * Learners first edit their work and later exchange books. |  |  |  |