

# WORK SCHEDULE: ENGLISH FIRST ADDITIONAL LANGUAGE GRADE 8

## TERM 1

**Content in Context:** Multi Media Texts

**Integration Across:**

**Resources:** TELEVISION PROGRAMMES, WEATHER FORECASTS (excluding Grade 7), ADVERTISEMENTS, FILMS AND VIDEOS, CD-ROMS and INTERNET (where available). Newspapers, Magazines, Poems, Play-scripts, Diaries, Postcards and Letters, Procedural texts (e.g. instructions), Factual descriptions, Reports, Explanations, Textbooks from other Learning Areas, Advertisements, Notices, Posters, Book and Television reviews, Diagrams, Graphs and Charts, Reference books (e.g. encyclopaedias) Messages (e.g. phone messengers); Radio advertisements; Reports of events; Radio talks; Talk Shows

Term	Learning Outcomes and Assessment Standards	Assessment	Teaching & Learning Strategies
1,2&3	<p style="text-align: center;"><b><u>Multi Media Texts</u></b> <b><u>LO 1 Listening</u></b></p> <p>AS 2 Understands oral texts (e.g. poems, radio plays):</p> <ul style="list-style-type: none"> <li>• answers questions of growing complexity</li> <li>• identifies point of view;</li> <li>• retells and summarises;</li> <li>• describes the features or characteristics of different kinds of oral texts (e.g. poem or factual text).</li> </ul>	<p><b><u>Form:</u></b> <b><u>Written Products:</u></b></p> <ul style="list-style-type: none"> <li>• Creative Writing</li> <li>• Tests and examination</li> <li>• Class work</li> <li>• Composition/ Essay Paragraphs</li> <li>• Exhibition and presentation</li> <li>• Journal writing</li> <li>• Project</li> <li>• Written Response to text</li> <li>• Language Structure</li> <li>• Advertisement</li> <li>• Book report/ review</li> </ul>	<ul style="list-style-type: none"> <li>• Round robin</li> <li>• Panels</li> <li>• Jigsaw</li> <li>• Numbered heads together</li> <li>• Buzz groups</li> <li>• Pairs</li> <li>• Brainstorming</li> <li>• Hot potato</li> <li>• Gallery walk</li> <li>• Rainbow groups</li> <li>• Role- play</li> <li>• Discussions</li> <li>• De Bono' s six thinking hats</li> <li>• Questions and answers</li> <li>• Debates</li> <li>• Case study</li> </ul>

## LO 2 Speaking

AS 2

Interacts in additional language:

- uses language for a range of functions: offers and invites ('Would you like ...?'), politely refuses ('I'm sorry ...'), etc.;
- takes part in role-plays of different situations involving different kinds of language (e.g. reporting a crime to the police).

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.

## LO 3 Reading & Viewing

AS 3

Reads and responds to social texts (e.g. personal letters, notices):

- identifies purpose, audience and context;
- describes features of the type of text being read (e.g. a personal letter).

- Brochure
- Crossword puzzle
- Lab report
- Letter
- Magazine article
- Memo
- Newspaper article
- Poem
- Research report
- Questionnaire
- Other

### Oral Products:

- Role play
- Oral presentation
- Vocabulary
- Listening (Thinking & Reasoning)
- Reading
- Debates
- Demonstration
- Audio tape
- Discussion
- Dramatization
- Interview
- Play
- Poetry reading
- Rap
- Song
- Teach a lesson
- Other

- Storytelling
  - Whole class activity
  - Individual activity
  - Group activity
  - Investigation
  - Problem solving activity
  - Games
  - Role play
  - Facilitating
  - Reading
- Other

	<p>AS 5 Analyses photographs in texts (e.g. advertisements and newspapers); identifies the subject, context, audience and message of the photo, identifies from whose point of view the photo has been taken; identifies what has been left out of the photo and why; judges whether the photo is memorable and gives reasons.</p> <p>AS 6 Uses reading strategies:</p> <ul style="list-style-type: none"> <li>• matches different ways of reading to different texts (e.g. scans a telephone directory);</li> <li>• develops and evaluates reading speed;</li> <li>• uses strategies to work out the meanings of words (e.g. looks at illustrations or diagrams, and discusses the word in home language).</li> </ul> <p style="text-align: center;"><b><u>LO 4 Writing</u></b></p> <p>AS 2 Writes for social purposes:</p> <ul style="list-style-type: none"> <li>• writes personal letters (e.g. politely refusing an invitation), showing awareness of the text type, of purpose, audience and context, and of register/style;</li> <li>• writes e-mail messages.</li> </ul> <p>AS 3 Writes for personal reflection:</p> <ul style="list-style-type: none"> <li>• writes a diary</li> </ul> <p>AS 5 Designs media texts:</p> <ul style="list-style-type: none"> <li>• designs a simple advertisement or pamphlet</li> </ul>	<p><b><u>Visual products:</u></b></p> <ul style="list-style-type: none"> <li>• Advertisement</li> <li>• Banner</li> <li>• Cartoon</li> <li>• Collage</li> <li>• Collection</li> <li>• Computer graphic</li> <li>• Construction</li> <li>• Design</li> <li>• Diagram</li> <li>• Display</li> <li>• Drawing</li> <li>• Graph</li> <li>• Map</li> <li>• Model</li> <li>• Painting</li> <li>• Photograph</li> <li>• Poster</li> <li>• Sculpture</li> <li>• Slide show</li> <li>• Story board</li> <li>• Video tape</li> </ul> <p><b><u>Method:</u></b></p> <ul style="list-style-type: none"> <li>• Self assessment</li> <li>• Peer assessment</li> <li>• Teacher assessment</li> </ul> <p><b><u>Tool:</u></b></p> <ul style="list-style-type: none"> <li>• Memorandum</li> <li>• Observation sheet/ book</li> <li>• Checklist</li> <li>• Rubric</li> <li>• Journal</li> </ul>	
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- writes a simple news report

#### AS 7

Uses developing knowledge of language structure and use:

- 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.

### **LO 5 Thinking and 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 generalisations

#### AS 3

Collects and records information in different ways:

- selects relevant material and takes notes (organises points under headings; abbreviates words);
- reads and synthesises information from two simple texts on the same topic;
- transfers information from one mode to another by, for example, using mind maps.

- Other

**LO 6 Language Structure and use**

As 6

Uses modals to express politeness ( e.g. "Can /Could I borrow a pencil ?)

AS 9

Expands vocabulary (e.g. by mind mapping related words, such as words about war).

AS 10

Demonstrates an understanding of between 5000 and 7500 common spoken words in context by the end of Grade 8. Learners, who will do some of their learning through their additional language, should aim for 7500 words.

**Content in Context:** Stories

**Integration Across:**

**Resources:** Stories; Fables; Legends; Descriptions of people and objects; Conversations; Prepared Talks; Books (fiction and non-fiction); Textbooks; Book Reviews; Photographs; Word Puzzles; Reference books; (e.g. dictionaries, encyclopaedias) ; films and videos; CD-ROMS and INTERNET (where available).

Term	Learning Outcomes and Assessment Standards	Assessment	Teaching & Learning Strategies
1 & 4	<p style="text-align: center;"><b><u>LO 1 Listening</u></b></p> <p>AS 1 Understands and appreciates stories, including those told by other learners:</p> <ul style="list-style-type: none"> <li>• Responds personally and critically, asks and answers questions;</li> <li>• Evaluates the storytelling technique and performance, and gives feedback.</li> </ul> <p>AS 2 Understands oral texts (e.g. poems, radio plays):</p> <ul style="list-style-type: none"> <li>• answers questions of growing complexity;</li> <li>• identifies point of view;</li> <li>• retells and summarises.</li> </ul> <p>AS 4 Listens actively in discussion:</p> <ul style="list-style-type: none"> <li>• Shows openness to ideas and treats the views of others with respect;</li> <li>• Invites contributions from others and responds to their views;</li> <li>• Is prepared to challenge others but does so politely and does not interrupt them;</li> <li>• Criticises the ideas and not the person.</li> </ul>	<p><b><u>Form:</u></b></p> <p><b><u>Written Products:</u></b></p> <ul style="list-style-type: none"> <li>• Creative Writing</li> <li>• Tests and examination</li> <li>• Class work</li> <li>• Composition/ Essay Paragraphs</li> <li>• Exhibition and presentation</li> <li>• Journal writing</li> <li>• Project</li> <li>• Written Response to text</li> <li>• Language Structure</li> <li>• Advertisement</li> <li>• Book report/ review</li> <li>• Brochure</li> <li>• Crossword puzzle</li> <li>• Lab report</li> <li>• Letter</li> <li>• Magazine article</li> <li>• Memo</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Round robin</li> <li>• Panels</li> <li>• Jigsaw</li> <li>• Numbered heads together</li> <li>• Buzz groups</li> <li>• Pairs</li> <li>• Brainstorming</li> <li>• Hot potato</li> <li>• Gallery walk</li> <li>• Rainbow groups</li> <li>• Role- play</li> <li>• Discussions</li> <li>• De Bono' s six thinking hats</li> <li>• Questions and answers</li> <li>• Debates</li> <li>• Case study</li> <li>• Storytelling</li> <li>• Whole class activity</li> <li>• Individual activity</li> <li>• Group activity</li> <li>• Investigation</li> <li>• Problem solving activity</li> </ul>

## LO 2 Speaking

AS 1

Translates and interprets:

- tells stories from home language in the additional language; translates or interprets messages

AS 3

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

AS 5

Demonstrate critical awareness for own language use:

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

## LO 3 Reading and Viewing

AS 1

Reads a text (fiction or non-fiction):

- identifies purpose, audience and context;
- infers meaning (things which cannot be found directly in the text);
- explains and assesses point of view in both the written and visual parts of the text (e.g. says whether the view of the world represented is fair or stereotypical);
- distinguishes main points from supporting detail;
- with fiction, demonstrates an understanding of character, plot and setting.

- Newspaper article
- Poem
- Research report
- Questionnaire
- Other

### Oral Products:

- Role play
- Oral presentation
- Vocabulary
- Listening (Thinking & Reasoning)
- Reading
- Debates
- Demonstration
- Audio tape
- Discussion
- Dramatization
- Interview
- Play
- Poetry reading
- Rap
- Song
- Teach a lesson
- Other

### Visual products:

- Advertisement
- Banner
- Cartoon
- Collage
- Collection
- Computer graphic
- Construction
- Design
- Diagram

- Games
- Role play
- Facilitating
- Reading

Other

	<p>AS 6 Uses reading strategies</p> <ul style="list-style-type: none"> <li>• matches different ways of different texts ( e.g. scans a telephone directory)</li> <li>• develops and evaluates reading speed</li> <li>• uses strategies to work out the meaning of words ( looks at illustrations or diagrams and discusses the word in home language)</li> </ul> <p>AS 7 Reads for pleasure:</p> <ul style="list-style-type: none"> <li>• reads fiction and non-fiction books at an appropriate reading and language level;</li> <li>• reads some new kinds of books (e.g. crime thrillers);</li> </ul> <p>reads and writes book reviews</p> <p>AS 8 Shows some understanding of how reference books work:</p> <ul style="list-style-type: none"> <li>• uses contents page and index to find information;</li> <li>• uses a dictionary and a simple thesaurus.</li> </ul> <p style="text-align: center;"><b><u>LO 4 Writing</u></b></p> <p>AS 4 Writes creatively:</p> <ul style="list-style-type: none"> <li>• shows development in the ability to write stories, poems and play-scripts (e.g. by using figurative language);</li> </ul> <p>AS 6 Treats writing as a process:</p> <ul style="list-style-type: none"> <li>• drafts, reads and discusses own writing critically;</li> </ul>	<ul style="list-style-type: none"> <li>• Display</li> <li>• Drawing</li> <li>• Graph</li> <li>• Map</li> <li>• Model</li> <li>• Painting</li> <li>• Photograph</li> <li>• Poster</li> <li>• Sculpture</li> <li>• Slide show</li> <li>• Story board</li> <li>• Video tape</li> </ul> <p><b><u>Method:</u></b></p> <ul style="list-style-type: none"> <li>• Self assessment</li> <li>• Peer assessment</li> <li>• Teacher assessment</li> </ul> <p><b><u>Tool:</u></b></p> <ul style="list-style-type: none"> <li>• Memorandum</li> <li>• Observation sheet/ book</li> <li>• Checklist</li> <li>• Rubric</li> <li>• Journal</li> <li>• Other</li> </ul>	
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- uses feedback to revise, edit and rewrite;
- uses knowledge of grammar, spelling, etc., to edit;
- pays some attention to design and layout

AS 7

Uses developing knowledge of language structure and use

- 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

### **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 generalisations;

### **LO 6 Language Structure & Use**

AS 1

Distinguishes between verbs that can and cannot take the progressive ( e.g. " I have a problem "... not " I am having a problem.")

AS 8

Uses some language to talk about language (meta-language – terms such as 'pronunciation').

AS 9

Expands vocabulary (e.g. by mind mapping related words, such as words about war).

AS 10

Demonstrates an understanding of between 5000 and 7500 common spoken words in context by the end of Grade 8. Learners who will do some of their learning through their additional language, should aim for 7500 words.

## Content in Context: Poetry

### Integration Across:

**Resources:** Poems; Instructions; Descriptions of people and objects; Conversations; Prepared Talks; Radio talk shows; Books (fiction and non-fiction); Newspapers; Magazines; Textbooks; Posters; Charts; Maps; Photographs; Reference books (e.g. dictionaries, encyclopaedias); Explanations; Television Programmes; Songs;

Term	Learning Outcomes and Assessment Standards	Assessment	Teaching & Learning Strategies
1&4	<p style="text-align: center;"><b><u>LO 1 Listening</u></b></p> <p>AS 2 Understands oral texts (e.g. poems, radio plays):</p> <ul style="list-style-type: none"> <li>• answers questions of growing complexity;</li> <li>• identifies point of view;</li> <li>• retells and summarises.</li> </ul> <p>AS 4 Listens actively in discussion:</p> <ul style="list-style-type: none"> <li>• shows openness to ideas and treats the views of others with respect;</li> <li>• invites contributions from others and responds to their views;</li> <li>• is prepared to challenge others but does so politely and does not interrupt them;</li> <li>• criticises the ideas and not the person.</li> </ul> <p style="text-align: center;"><b><u>LO 2 Speaking</u></b></p> <p>AS 3 Shows developing ability to use features of spoken language to communicate: word stress, weak vowels, intonation and rhythm.</p>	<p><b><u>Form:</u></b></p> <p><b><u>Written Products:</u></b></p> <ul style="list-style-type: none"> <li>• Creative Writing</li> <li>• Tests and examination</li> <li>• Class work</li> <li>• Composition/ Essay Paragraphs</li> <li>• Exhibition and presentation</li> <li>• Journal writing</li> <li>• Project</li> <li>• Written Response to text</li> <li>• Language Structure</li> <li>• Advertisement</li> <li>• Book report/ review</li> <li>• Brochure</li> <li>• Crossword puzzle</li> <li>• Lab report</li> <li>• Letter</li> <li>• Magazine article</li> <li>• Memo</li> <li>• Newspaper article</li> <li>• Poem</li> </ul>	<ul style="list-style-type: none"> <li>• Round robin</li> <li>• Panels</li> <li>• Jigsaw</li> <li>• Numbered heads together</li> <li>• Buzz groups</li> <li>• Pairs</li> <li>• Brainstorming</li> <li>• Hot potato</li> <li>• Gallery walk</li> <li>• Rainbow groups</li> <li>• Role- play</li> <li>• Discussions</li> <li>• De Bono' s six thinking hats</li> <li>• Questions and answers</li> <li>• Debates</li> <li>• Case study</li> <li>• Storytelling</li> <li>• Whole class activity</li> <li>• Individual activity</li> <li>• Group activity</li> <li>• Investigation</li> <li>• Problem solving activity</li> </ul>

	<p>AS 5 Demonstrate critical awareness of own language use</p> <ul style="list-style-type: none"> <li>• uses language to include rather exclude people</li> <li>• is strategic about when to use additional language and when to use home language</li> </ul> <p style="text-align: center;"><b><u>LO 3 Reading and Viewing</u></b></p> <p>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).</p> <p>AS 6 Uses reading strategies:</p> <ul style="list-style-type: none"> <li>• matches different ways of reading to different texts (e.g. scans a telephone directory);</li> <li>• develops and evaluates reading speed;</li> <li>• uses strategies to work out the meanings of words (e.g. looks at illustrations or diagrams, and discusses the words in home language).</li> </ul> <p>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</p> <p style="text-align: center;"><b><u>LO 4 Writing</u></b></p> <p>AS 4 Writes creatively:</p> <ul style="list-style-type: none"> <li>• shows development in the ability to write stories, poems and play-scripts (e.g. by using figurative language);</li> </ul> <p>AS 6 Treats writing as a process</p> <ul style="list-style-type: none"> <li>• draft, reads and discusses own writing critically</li> </ul>	<ul style="list-style-type: none"> <li>• Research report</li> <li>• Questionnaire</li> <li>• Other</li> </ul> <p><b><u>Oral Products:</u></b></p> <ul style="list-style-type: none"> <li>• Role play</li> <li>• Oral presentation</li> <li>• Vocabulary</li> <li>• Listening (Thinking &amp; Reasoning)</li> <li>• Reading</li> <li>• Debates</li> <li>• Demonstration</li> <li>• Audio tape</li> <li>• Discussion</li> <li>• Dramatization</li> <li>• Interview</li> <li>• Play</li> <li>• Poetry reading</li> <li>• Rap</li> <li>• Song</li> <li>• Teach a lesson</li> <li>• Other</li> </ul> <p><b><u>Visual products:</u></b></p> <ul style="list-style-type: none"> <li>• Advertisement</li> <li>• Banner</li> <li>• Cartoon</li> <li>• Collage</li> <li>• Collection</li> <li>• Computer graphic</li> <li>• Construction</li> <li>• Design</li> <li>• Diagram</li> <li>• Display</li> <li>• Drawing</li> </ul>	<ul style="list-style-type: none"> <li>• Games</li> <li>• Role play</li> <li>• Facilitating</li> <li>• Reading</li> </ul> <p style="text-align: right;">Other</p>
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- 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 generalisations

### **LO 6 Language Structure & Use**

AS 9

Expands vocabulary (e.g by mind mapping related words ,such as words about war)

AS 10

Demonstrates an understanding of between 5000 and 7500 common spoken words in context by the end of Grade 8. Learners, who will do some of their learning through their additional language, should aim for 7500 words.

- Graph
- Map

- Model
- Painting
- Photograph
- Poster
- Sculpture
- Slide show
- Story board
- Video tape

### **Method:**

- Self assessment
- Peer assessment
- Teacher assessment

### **Tool:**

- Memorandum
- Observation sheet/ book
- Checklist
- Rubric
- Journal
- Other

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**Content in Context:** Text from other Learning Area

**Integration Across:**

**Resources:** Books (fiction and non-fiction), Newspapers, Magazines, Poems, Play-scripts, Diaries, Postcards, Procedural texts (instructions, recipes), Factual descriptions, Reports (e.g. Science), Explanations, Textbooks from other Learning Areas, Advertisements, Notices, Posters, Book and TV Reviews, Timetables and Schedules (e.g. television), Diagrams, Graphs and Charts, Posters, Word Puzzles, Cartoons, Reference books (e.g. dictionaries, encyclopaedias)

Term	Learning Outcomes and Assessment Standards	Assessment	Teaching & Learning Strategies
2 & 3	<p style="text-align: center;"><b><u>LO 2 Listening</u></b></p> <p>AS 3 Listens for specific information:</p> <ul style="list-style-type: none"> <li>• takes own simple notes;</li> </ul> <p>uses information to complete a table or chart, or label a diagram</p> <p style="text-align: center;"><b><u>LO 2 Speaking</u></b></p> <p>AS 2 Interacts in additional language:</p> <ul style="list-style-type: none"> <li>• uses language for a range of functions: offers and invites ('Would you like ...?'), politely refuses ('I'm sorry ...'), etc.;</li> <li>• takes part in role-plays of different situations involving different kinds of language (e.g. reporting a crime to the police).</li> </ul> <p>AS 4 Debate social and ethical issues</p> <ul style="list-style-type: none"> <li>• shares roles ( e.g. chairperson,timekeeper,secretary)</li> </ul>	<p><b><u>Form;</u></b> <b><u>Written Products:</u></b></p> <ul style="list-style-type: none"> <li>• Creative Writing</li> <li>• Tests and examination</li> <li>• Class work</li> <li>• Composition/ Essay Paragraphs</li> <li>• Exhibition and presentation</li> <li>• Journal writing</li> <li>• Project</li> <li>• Written Response to text</li> <li>• Language Structure</li> <li>• Advertisement</li> <li>• Book report/ review</li> <li>• Brochure</li> <li>• Crossword puzzle</li> <li>• Lab report</li> <li>• Letter</li> <li>• Magazine article</li> <li>• Memo</li> <li>• Newspaper article</li> </ul>	<ul style="list-style-type: none"> <li>• Round robin</li> <li>• Panels</li> <li>• Jigsaw</li> <li>• Numbered heads together</li> <li>• Buzz groups</li> <li>• Pairs</li> <li>• Brainstorming</li> <li>• Hot potato</li> <li>• Gallery walk</li> <li>• Rainbow groups</li> <li>• Role- play</li> <li>• Discussions</li> <li>• De Bono' s six thinking hats</li> <li>• Questions and answers</li> <li>• Debates</li> <li>• Case study</li> <li>• Storytelling</li> <li>• Whole class activity</li> <li>• Individual activity</li> <li>• Group activity</li> <li>• Investigation</li> </ul>

- brings people to discussion (e.g. "What do you think ?", " Don't you ?")
- interrupts politely ( e.g. Excuse me .....)
- expresses opinions and support them with reasons ( e.g, " I'd just like to say that ... because...)
- expresses agreement ( e.g. "You 're right, but ..... ) disagreement (e.g. Yes ,but..... )
- switches language where necessary

### **LO 3 Reading and Viewing**

#### AS 1

Reads a text (fiction or non-fiction):

- identifies purpose, audience and context;
- infers meaning (things which cannot be found directly in the text);
- explains and assesses point of view in both the written and visual parts of the text (e.g. says whether the view of the world represented is fair or stereotypical);
- distinguishes main points from supporting detail;
- with fiction, demonstrates an understanding of character, plot and setting.

#### AS 4

Reads for information:

- follows information texts (e.g. an explanation of how something works, like our kidneys);
- reads diagrams, graphs and charts of increasing complexity;
- summarises information.

#### AS 7

Reads for pleasure

- reads fiction and non-fiction books at an appropriate reading and language level

- Poem
- Research report
- Questionnaire
- Other

#### **Oral Products:**

- Role play
- Oral presentation
- Vocabulary
- Listening (Thinking & Reasoning)
- Reading
- Debates
- Demonstration
- Audio tape
- Discussion
- Dramatization
- Interview
- Play
- Poetry reading
- Rap
- Song
- Teach a lesson
- Other

#### **Visual products:**

- Advertisement
- Banner
- Cartoon
- Collage
- Collection
- Computer graphic
- Construction
- Design
- Diagram
- Display

- Problem solving activity
- Games
- Role play
- Facilitating
- Reading
- Other



- reads some new kinds of books ( e.g. crime thrillers )
- reads and writes book reviews

AS 8

Shows some understanding of how reference books work:

- uses contents page and index to find information;
- uses a dictionary and a simple thesaurus.

AS 9

- Demonstrates a reading vocabulary of between 5000 and 6500 common words. Learners who will study other Learning Areas through their additional language, should aim for 6500 words

### **LO 4 Writing**

AS 1

Writes to communicate information:

- writes a short explanation of how or why something happens (e.g. how an electric circuit works);
- writes one or two paragraphs about the advantages and disadvantages of something (e.g. cars as a form of transport);
- uses information from a survey to write a report (including heading, introduction, how the research was carried out, the results, and recommendations);

writes text types required in other Learning Areas (e.g. a historical narrative).

- Drawing
- Graph

- Map
- Model
- Painting
- Photograph
- Poster
- Sculpture
- Slide show
- Story board
- Video tape

### **Method:**

- Self assessment
- Peer assessment
- Teacher assessment

### **Tool:**

- Memorandum
- Observation sheet/ book
- Checklist
- Rubric
- Journal
- Other

AS 6

Treats writing as a process:

- 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.

### **LO 5 Thinking and Reasoning**

AS 1

Uses language and literacy across the curriculum:

- understands some concepts from other Learning Areas and uses the vocabulary associated with them in their additional language (e.g. 'symptom' in Life Orientation);
- understands and produces texts used in other Learning Areas (e.g. an explanation of how the kidneys work, or the production of a report in Natural Sciences);
- produces visual or graphic material to support texts (e.g. a diagram for an explanation).

AS 3

Collects and records information in different ways:

- selects relevant material and takes notes (organises points under headings; abbreviates words);
- reads and synthesises information from two simple texts on the same topic;
- transfers information from one mode to another by, for example, using mind maps.

## LO 6 Language Structure and

AS 1

Distinguishes between verbs that can and cannot take the progressive (e.g., "I have a problem" "I am having a problem")

AS 8

Uses some language to talk about language (meta-language – terms such as 'pronunciation').

AS 9

Expands vocabulary (e.g. by mind mapping related words ,such as words about war)

AS 10

Demonstrates an understanding of between 5000 and 7500 common spoken words in context by the end of Grade 8. Learners, who will do some of their learning through their additional language, should aim for 7500 words.

## Content in Context : Drama

### Integration Across:

**Resources:** Play-scripts, Books (fiction and non-fiction); Textbooks; Book Reviews, , Cartoons, Comics, Reference books (e.g. dictionaries, encyclopaedias); Conversations; Prepared Talks; Radio advertisements; Radio talk shows; Descriptions of people and objects; Reports of events; Jokes; Songs; Poems; Explanations; Songs; Instructions; Directions

Term	Learning Outcomes and Assessment Standards	Assessment	Teaching & Learning Strategies
2,3&4	<p style="text-align: center;"><b><u>LO 1 Listening</u></b></p> <p>AS 2 Understands oral texts (e.g. poems, radio plays)</p> <ul style="list-style-type: none"> <li>• answers questions of growing complexity</li> <li>• identifies point of view</li> <li>• retells and summarises</li> <li>• describe the features or characteristics of different kinds of oral texts (e.g. poem or factual text)</li> </ul> <p>AS 4 Listens actively in discussion:</p> <ul style="list-style-type: none"> <li>• Shows openness to ideas and treats the views of others with respect;</li> <li>• Invites contributions from others and responds to their views;</li> <li>• Is prepared to challenge others but does so politely and does not interrupt them;</li> <li>• Criticises the ideas and not the person.</li> </ul>	<p><b><u>Form;</u></b> <b><u>Written Products:</u></b></p> <ul style="list-style-type: none"> <li>• Creative Writing</li> <li>• Tests and examination</li> <li>• Class work</li> <li>• Composition/ Essay Paragraphs</li> <li>• Exhibition and presentation</li> <li>• Journal writing</li> <li>• Project</li> <li>• Written Response to text</li> <li>• Language Structure</li> <li>• Advertisement</li> <li>• Book report/ review</li> <li>• Brochure</li> <li>• Crossword puzzle</li> <li>• Lab report</li> <li>• Letter</li> <li>• Magazine article</li> <li>• Memo</li> <li>• Newspaper article</li> <li>• Poem</li> </ul>	<ul style="list-style-type: none"> <li>• Round robin</li> <li>• Panels</li> <li>• Jigsaw</li> <li>• Numbered heads together</li> <li>• Buzz groups</li> <li>• Pairs</li> <li>• Brainstorming</li> <li>• Hot potato</li> <li>• Gallery walk</li> <li>• Rainbow groups</li> <li>• Role- play</li> <li>• Discussions</li> <li>• De Bono' s six thinking hats</li> <li>• Questions and answers</li> <li>• Debates</li> <li>• Case study</li> <li>• Storytelling</li> <li>• Whole class activity</li> <li>• Individual activity</li> <li>• Group activity</li> <li>• Investigation</li> <li>• Problem solving activity</li> </ul>

## LO 2 Speaking

AS 2

Interacts in additional language:

- uses language for a range of functions: offers and invites ('Would you like ...?'), politely refuses ('I'm sorry ...'), 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

## LO 3 Reading and Viewing

AS 1

Reads a text (fiction or non-fiction):

- identifies purpose, audience and context;
- infers meaning (things which cannot be found directly in the text);
- explains and assesses point of view in both the written and visual parts of the text (e.g. says whether the view of the world represented is fair or stereotypical);
- distinguishes main points from supporting detail;

- Research report
- Questionnaire
- Other

### Oral Products:

- Role play
- Oral presentation
- Vocabulary
- Listening (Thinking & Reasoning)
- Reading
- Debates
- Demonstration
- Audio tape
- Discussion
- Dramatization
- Interview
- Play
- Poetry reading
- Rap
- Song
- Teach a lesson
- Other

### Visual products:

- Advertisement
- Banner
- Cartoon
- Collage
- Collection
- Computer graphic
- Construction
- Design
- Diagram
- Display
- Drawing

- Games
- Role play
- Facilitating
- Reading
- Other

- 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. 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 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 using figurative language);
- translates stories (and other texts) from home language.

AS 6

Treats writing as a process:

- 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.

- Graph
- Map

- Model
- Painting
- Photograph
- Poster
- Sculpture
- Slide show
- Story board
- Video tape

### **Method:**

- Self assessment
- Peer assessment
- Teacher assessment

### **Tool:**

- Memorandum
- Observation sheet/ book
- Checklist
- Rubric
- Journal
- Other

AS 7

Uses developing knowledge of language structure and use:

- 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.

### **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 generalisations

### **LO 6 Language Structure & Use**

As 6

Uses modals to express politeness ( e.g. "Can /Could I borrow a pencil ?)

**WORK SCHEDULE: ENGLISH FIRST ADDITIONAL LANGUAGE****GRADE 8**

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



**WORK SCHEDULE: ENGLISH FIRST ADDITIONAL LANGUAGE****GRADE 8**

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

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