



Department of Education

Province of the Eastern Cape

PROGRAMME OF ASSESSMENT: 1ST ADDITIONAL LANGUAGE

GRADE 7

TERM 1	TASK 1 - 30 marks	TASK 2 - 70 marks: TEST 1	
100 marks	<p><u>LISTENING (LO 1), SPEAKING (LO 2), READING (LO 3) and WRITING (LO 4); (LO 5):</u></p> <p>Listening comprehension (written response): 10</p> <p>Prepared reading and conversation: 10</p> <p>Written work - fill in forms / diary entry: 10</p> <p>Assessment instruments: Rubrics</p>	<p>Comprehension (LO 3; LO 5): 10</p> <p>Language (LO 6): 20</p> <p>Literature (1st genre) (LO 3): 20</p> <p>Writing: (LO 4) - a descriptive paragraph (50 - 60 words): 20</p> <p>Assessment instrument: Memorandum (including a rubric)</p>	<p>1st genre - poetry</p> <p>2nd genre – short stories</p>
TERM 2	TASK 3 - 40 marks	TASK 4 - 80 marks: EXAM	
120 marks converted to 100	<p><u>INVESTIGATION (LO 2; LO 3; LO4; LO 5; LO6):</u></p> <p>Written component: 20</p> <p>Oral presentation: 20</p> <p>Assessment instruments: Rubrics</p>	<p>Comprehension (LO 3; LO 5): 15</p> <p>Language (LO 6) 25</p> <p>Literature (2nd genre) (LO 3): 20</p> <p>Writing: (LO 4) - 2 descriptive paragraphs (60 - 80 words): 20</p> <p>Assessment instrument: Memorandum (including a rubric)</p>	<p>Suggested format for exam papers:</p> <p>Paper 1: Comprehension, Language and Literature (1½ hrs)</p> <p>Paper 2: Writing (1 hr)</p>

TERM 3	TASK 5 - 30 marks	TASK 6 - 70 marks: TEST 2	
100 marks	<p><u>LISTENING (LO 1), SPEAKING (LO 2) and READING (LO 3):</u> Listening comprehension (written response): 10</p> <p>Unprepared reading AND conversation: 10</p> <p>Work with reference books / word puzzles: 10</p> <p>Assessment instruments: Memorandum (for listening comprehension) and rubrics</p>	<p>Comprehension (LO 3; LO 5): 10</p> <p>Language (LO 6): 20</p> <p>Summary (LO 3; LO 4; LO 5): (Text: 100 words; summary: 50 - 60 words) 20</p> <p>Writing (LO 4) - a friendly letter: 20</p> <p>Assessment instrument: Memorandum (including a rubric)</p>	
TERM 4	TASK 7 - 40 marks	TASK 8 - 100 marks: EXAM	
140 marks converted to 100	<p><u>SPEAKING (LO 1), READING (LO 3) and WRITING (LO 4); (LO 5):</u> Role play - formal telephone conversation / dialogue /</p> <p>interview / simple debating: 10</p> <p>Prepared reading (of a longer text) AND oral response</p> <p>(identify point of view, character, plot, etc.): 10</p> <p>Writing - a summary: 20</p> <p>Assessment instruments: Rubrics</p>	<p>Comprehension (LO 3; LO 5): 15 Language (LO 6) 25 Literature (both genres) (LO 3): 20 + 20 = 40</p> <p>Writing (LO 4) - a dialogue: 20</p> <p>Assessment instrument: Memorandum (including a rubric)</p>	<p>Suggested format for exam papers:</p> <p>Paper 1: Comprehension, Language and Literature (1½ hrs)</p> <p>Paper 2: Writing (1 hr)</p>

LEARNING AREA TERM OVERVIEW: ENGLISH FIRST ADDITIONAL LANGUAGE				GRADE 7
TERM 1	<u>Context:</u>	<u>Context:</u>	<u>Context:</u>	
	Multi Media Text	Stories/Novel	Poetry	LO 1: Listening
	Week: 1-4	Week: 5-9	Week: 10-11	LO2: Speaking
	<u>Content:</u>	<u>Content:</u>	<u>Content:</u>	LO 3: Reading and viewing
	LO 1 AS 2	LO 1 AS 1,2 & 4	LO 1 AS 2 & 4	LO 4 :Writing
	LO 2 AS 2, & 4	LO 2 AS 1 ,3 & 5	LO 2 AS 3& 5	LO 5: Thinking and reasoning
	LO 3 AS 3,5 & 6	LO 3 AS 1, 6,7& 8	LO 3 AS 2,6 & 9	LO 6:Langauge structure and use
	LO 4 AS 2,3 &,5	LO 4 AS 4 ,6 &7	LO 4 AS 4& 6	
	LO 5 AS 2&3	LO 5 AS 2	LO 5 AS 2	
LO 6:4& 6		LO 6: AS 7&8		
TERM 2	<u>Context:</u>	<u>Context:</u>	<u>Context:</u>	
	Text from other Learning Area	Stories/Novel	Multi Media Text	
	Week: 1-4	Week: 5-8	Week: 9-11	
	<u>Content:</u>	<u>Content:</u>	<u>Content:</u>	
	LO 1 AS 3	LO 1 AS 1,2 & 4	LO 1 AS 2	
	LO 2 AS 2 & 4	LO 2 AS 1 ,3 & 5	LO 2 AS 2, & 4	
	LO 3 AS 1,4,7,8,9	LO 3 AS 1, 6,7& 8	LO 3 AS 3,5 & 6	
	LO 4 AS 1 & 6	LO 4 AS 4 ,6 &7	LO 4 AS 2,3 &,5	
	LO 5 AS 1& 3	LO 5 AS 2	LO 5 AS 2&3	
LO 6: 1,7,8,& 9	LO 6:1,3,7 &9	LO 6:4& 6		

LEARNING AREA TERM OVERVIEW: ENGLISH FIRST ADDITIONAL LANGUAGE GRADE 7				
TERM 3	<u>Context:</u> Text from other Learning Area Week: 1-3 <u>Content:</u> LO 1 Listening: AS 3 LO 2 Speaking: AS 2 & 4 LO 3 Reading & View: AS 1,4,7,8,9 LO 4 Writing: AS 1 & 6 LO 5 Think & Reason: AS 1& 3 LO 6 Language Structure: 1,7,8,& 9	<u>Context:</u> Drama/ Play Week:4-7 <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: 8-10 <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	

LESSON PLAN

<p align="center">English First Additional</p> <p>Contexts: Fable /Folktale/Stories/Novels</p> <p>Time: 3 weeks</p> <p align="right">Grade: 7</p>		
LO's and Ass	TEACHER AND LEARNER ACTIVITIES	ASSESSMENT

		Methods/tools/forms
<p>Read the fable to the learners</p> <p>LO 1: Listening As 1,2,4</p> <p>As 1 Understands and appreciates stories, including those told by other learners:</p> <ul style="list-style-type: none"> • responds personally and critically, asks and answers questions; • evaluates the storytelling 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; • 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>LO 2: Speaking As 1,3,5</p> <p>As 1 Translates:</p> <ul style="list-style-type: none"> • tells 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</p>	<p><u>Activity 1</u></p> <p>Before reading, talk about the title and the cover of a book . This allows the learners to interpret pictures and make predictions about the story</p> <p>Tell <i>learners the difference between a fable or a myth?</i></p> <p>Encourage learners to make predictions based on reading the summary on the back of the cover of the book (blurb)</p> <p>Learners listen attentively and follow the story while the teacher reads it to them loudly. The teacher could stop at any time and the learners must predict what could happen next.</p> <p>Encourage learners to express opinions and observations whether they are correct or not.</p> <p><u>Activity 2</u></p> <p>Learners compile a list of words unknown to them that appear in the story. (<i>Write them and their meaning in their notebook or personal diaries</i>)</p> <p><u>Activity 3</u></p> <p>Discuss the sequence of the fable. Write the sequence of incidents (happening) in the cycle of the fable. Learners work in pairs and write words in the cycle sketched out for them.(mind map)</p> <p>Learners discuss fables in pairs. Discuss emotions, happenings in text, predict future happeningsetc.</p> <p><u>Activity 4</u></p> <p>Give learners other stories written in their Home Language and they must translate them into the additional language.</p> <p><u>Activity 5</u></p> <p>Ask someone at home to tell you a story with a message. It could be a fable with animals or a myth telling how something happened. Retell your story at school. You can speak in your home language if it is easier for you, but try to tell some parts of the story in</p>	<p>Form : Classroom discussion/Oral response</p> <p><u>Method:</u></p> <p>Teacher</p> <p>Peer</p> <p>Group</p> <p>Tool:</p> <p>Checklist /Rubric</p> <p>Form:Translation/</p> <p>Method:Teacher/Group</p> <p><u>Tools:</u></p> <p>Rating scale or rubric</p>

<p>vowels, intonation and rhythm.</p> <p>As 5 Demonstrates critical awareness of own language use:</p> <ul style="list-style-type: none"> uses language to include people, and <i>not</i> to exclude people. <p>LO 3 Reading and viewing As 1,7</p> <p>As 1 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; with fiction, demonstrates an understanding of character, plot and setting. <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 meanings 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>	<p>English. Share your stories with each other.</p> <p><u>Activity 6</u></p> <p>Learners take turns to read the fable in their groups. Give each learner a turn to read a part of the fable. Thereafter allow the learners to talk on their feelings/thoughts and experiences.</p> <p><u>Activity 07</u></p> <p>Learners must identify the lesson /moral/main points of view of the world from the fable and consider the role played by visual images.</p> <p><u>Activity 8</u></p> <p>Invites an expert to talk on an issue that is being addressed in the fable.</p> <p><u>Activity 9</u></p> <p>Learners illustrate the fable. Explain to the class which animal they can identify with the best and why.</p> <p><u>Activity 10</u></p> <p>Do a collage that will portray the plight of animals in captivity.</p> <p>Have a class discussion about the collages. Which ones do the pupils like?</p> <p>Why? How is information shown/given on the collage</p> <p><u>Activity 11</u></p> <p>Assist and guide learners on writing a book report and reiview</p> <p>Design a puzzle based on the fable and allow learners to fill it in</p>	<p>or checklist</p> <p>Form: Readind aloud</p> <p><u>Method:</u></p> <p>Teacher or peer assessment</p> <p><u>Tools:</u></p> <p>Rating scale or rubric or checklist</p> <p>Form : Book report and</p> <p>Book review</p> <p>Word puzzle</p>
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<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); evaluates books in a book report; reads a simple book review; solves word puzzles. <p>Lo 4 Writing As 4,6,7</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 using figurative language). translates stories (and other texts) from home language. <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 feedback to revise, edit and rewrite; 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><u>Activity 12</u></p> <p>Design a poster that will address a theme/issue/lesson from this fable.</p> <p>Have a class discussion about the posters. Which ones do the pupils like? Why? How is information shown/given on the posters. Which ones are clearest and easiest to read?</p> <p>The posters can be displayed around the class.</p> <p><u>Activity13</u></p> <p>Guide learner on how to write a story. The learners need to know what a paragraph is. The idea that a paragraph is a group of sentences which deal with one central idea can be taught using stories. The learners can look at different paragraphs in the fable/story and see how they are structured and punctuated. The learners can also identify the main topic of each paragraph <i>eg what is the paragraph about?</i></p> <p>Let them write their own paragraphs. Ask the learners to write a paragraph that continues the fable/story. (<i>let them also describe it</i>)</p> <p>Learners must write their own storie following the creative writing process such as having a draft ,edit, revisedraft and final</p> <p><i>Encourage the learners to apply what they have learnt to their own lives. In that way they can learn to make their own decisions.</i></p> <p><u>Activity 14</u></p> <p>Act out a section of the story/fable/novel. Make a list of all the different characters in the story. One of your characters should be a narrator. Learners must decide which lines the narrator is going to read. Decide what directions you need in the play. Learners must remember to write the play script before they start to practise.</p>	<p><u>Form:</u></p> <p>Poster</p> <p><u>Method:</u></p> <p>Teacher assess/Gruop</p> <p>Tool:</p> <p>Checklist/Rubric/Rating scale</p> <p>Form; Creative writing</p> <p>Method: Teacher /gruop/ Peer</p> <p>Tool: Checklist /Rubric /Ratibng scale.</p> <p><u>Form:</u></p> <p>written assignment</p> <p><u>Tool:</u></p> <p>Rubric</p> <p><u>Methods:</u></p> <p>Groups</p> <p>peer assesment</p> <p>Form :Role play</p> <p><u>Method:</u></p> <p>In pairs or self</p> <p>Tool:Rubric</p>
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<p>LO 5 Thinking and Reasoning As 2</p> <p>As 2 Uses language for thinking:</p> <p>asks and answers more complex questions (e.g. 'What would happen if ...?');</p> <p>defines and classifies.</p> <p>LO 6 Language and structure use As 1,3,7,9</p> <p>As 1 Revises the grammar learned in the earlier grades.</p> <p>As 3 Extends use of prepositions, determiners, adjectives and adverbs.</p> <p>As 7 Uses some language to talk about language (meta-language - terms such as verb, noun, adverb, adjective).</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 words.</p>	<p><u>Activity 19</u></p> <p>Let the learners look for adjectives and adverbs found in the short story. (<i>notebook</i>)</p> <p><u>Activity 20</u></p> <p>The learners can also rewrite the story/fable in comic strip form.</p> <p>Each incident is drawn in a frame. Pictures are drawn to show what is happening or what is being said. The things that are said in the strip are placed in speech bubbles. The speech bubbles are also useful for reinforcing and teaching punctuation and direct speech.</p> <p>A line or two of the story may be written at the bottom of the frame to describe the action.</p> <p>Let the learners work in frames which are the same size. Then when the comics are finished, they can be paste it into a book.</p>	<p><u>Forms:</u></p> <p>Class works</p> <p>(written responses)</p> <p><u>Method:</u></p> <p>Teacher</p> <p><u>Tool:</u></p> <p>Memorandum</p>
<p>Barriers to leaning:</p> <p>Learners given a copy of the drama</p> <p>Learners sit next to someone (academically stronger)</p> <p>Learners with speech problems and struggles to complete speaking tasks effectively could be scaffolded by peers or more time could be provided</p> <p>Learners who might have difficulty in completing reading tasks, could be provided with texts with a bigger font or could be given more time to complete tasks</p> <p>Access to libraries or books, newspapers and magazines at home should be organized</p> <p>Learners who may experience difficulties in writing well structured paragraphs or essays may be provided with additional scaffolding in the writing process</p> <p>Learners with cognitive barriers which negatively impacts on the thinking and reasoning process could be given more opportunities to practice this skill.</p>		

LESSON PLAN

English First Additional

Contexts: POETRY

Time: 3 weeks

Grade: 7

LO's and Ass	TEACHER AND LEARNER ACTIVITIES	ASSESSMENT Methods/tools/forms
<p>LO 1 1 Listening As 2,4</p> <p>As 2 Understands oral texts (e.g. recounts, sports 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>LO 2 Speaking As 3,5</p> <p>As 3 Shows developing ability to use features of spoken</p>	<p><u>Activity 1</u></p> <p>Before reading, talk about the title and new vocabulary. Encourage learners to look for words according to the context of the poem. They may also use dictionaries. The teacher reads the poem to the learners, The learners listen attentively and answer questions</p> <p>The teacher writes the difficult words on the chalkboard/ flashcards</p> <p><u>Activity 2</u></p> <p>The teacher reads the poem again and asks the learners to discuss the poem, identify the poet's point of view.</p> <p>The teacher can allocate stanzas to different groups</p> <p>(Group discussion and brainstorming)</p> <p>The learners discuss the poem orally in groups and write their points of view e.g. (Discuss emotions, happenings in the poem,) Quote from the poem to support your answers.</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 Memoranda</p>

<p>language to communicate: word stress, weak vowels, intonation and rhythm.</p> <p>As 5 Demonstrates critical awareness of own language use:</p> <ul style="list-style-type: none"> uses language to include people, and <i>not</i> to exclude people. <p>LO 3 Reading and viewing As 2,6,9</p> <p>As 2 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 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 it); begins to develop and evaluate reading speed. <p>As 9 Demonstrates a reading vocabulary of between 4 000 and 5 500 common words. Learners who will study other Learning Areas through their additional language should aim for 5 500 words.</p>	<p><u>Activity 3</u></p> <p>The teacher reads the poem to the learners emphasizing the use of the spoken language features, e.g. word stress, weak vowels, intonation and rhythm</p> <p>The learners recite the poem (or read the poem aloud to the class) demonstrating the use of spoken language features, e.g. word stress, intonation, rhythm and weak vowels</p> <p><u>Activity 4</u></p> <p>The teacher asks the learners to give the meaning of phrases in the poem e.g. She is a <u>mermaid</u>-beautiful, etc.</p> <p>The learners explain the phrases in the poem and write them in their books</p> <p><u>Activity 5</u></p> <p>(Group Activity- The first group to finish says: Bingo!)</p> <p>The teacher explains and remind learners the figures of speech, showing them from a chart and asks them to identify the figures of speech from a different poem</p> <p>The learners identify the different figures of speech from the given poem and show how they are used in a poem.</p> <p><u>Activity 7</u></p> <p>The teacher gives the learners another poem without a title, to scan the different figures of speech, within a given space of time</p> <p>The learners scan the different figures of speech in a different poem given by the teacher within a given space of time:</p> <ul style="list-style-type: none"> They explain the title of the poem They identify the poet's point of view They discuss the tone of the poem. 	<p><u>Forms:</u></p> <p>Reciting of the poem or read the poem aloud to the class</p> <p><u>Method:</u></p> <p>Teacher</p> <p><u>Tool:</u></p> <p>Checklist</p> <p><u>Forms:</u></p> <p>Class work</p> <p>(written responses)</p> <p><u>Method:</u></p> <p>Teacher</p> <p><u>Tool:</u></p> <p>Memorandum</p>
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<p>LO 4 Writing As 4,6</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 using figurative language). translates stories (and other texts) from home language. <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 feedback to revise, edit and rewrite; thinks about design and layout. <p>LO 5 Thinking and Reasoning As 2</p> <p>As 2 Uses language for thinking:</p> <ul style="list-style-type: none"> asks and answers more complex questions (e.g. 'What would happen if ...?'); defines and classifies. 	<p><u>Activity 8</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>The learners write their poems showing the ability to use the figurative language, e.g. rhyme, rhythm, etc</p> <p><u>Activity 9</u></p> <p>The teacher asks the learners to write their own poems according to selected themes) paying attention to figurative language, e.g. rhyme, rhythm, etc. and give a title to the poem</p> <p>Learners read their poems aloud.</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>It is an African tradition to write and sing praises to honoured leaders. Let the learners write and perform praise poems to a respected leader in their own country following the processes of writing, e.g. drafting, reading, editing, etc</p> <p><u>Activity 10</u></p> <p>The teacher shows the learners examples of shape poems. Learners draw a shape and write their own shape poems within it. (<i>eg shapes like tree or a factory</i>)</p> <p><u>Activity 11</u></p> <p>The teacher give the learners an unseen poem for them to answer on a questionnaire, e.g.</p> <ol style="list-style-type: none"> The title of the poem is.... The figures of speech in the second line are..... <p>The learners answer a questionnaire on the poem</p>	<p><u>Forms:</u></p> <p>Written poems</p> <p><u>Method:</u></p> <p>Teacher</p> <p><u>Tool:</u></p> <p>Checklist</p> <p>Rubric</p> <p><u>Form:</u></p> <p>Class work</p> <p><u>Method:</u></p> <p>Teacher</p> <p><u>Tool:</u></p> <p>Memorandum</p> <p><u>Forms:</u></p> <p>Class work /Homework on language</p> <p><u>Method:</u></p> <p>Teacher</p> <p><u>Tool:</u></p>
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<p>LO 6 Language and structure use As 7,8</p> <p>As 7 Uses some language to talk about language (meta-language - terms such as verb, noun, adverb, adjective).</p> <p>As 8 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 12</u></p> <p>The teacher gives the learners language exercises based on the poem.</p> <p>The learners fill in some language exercises in the worksheets</p>	<p>Memorandum</p>
<p>Barriers to leaning: Learners given a copy of the drama Learners sit next to someone (academically stronger) Learners with speech problems and struggles to complete speaking tasks effectively could be scaffolded by peers or more time could be provided Learners who might have difficulty in completing reading tasks, could be provided with texts with a bigger font or could be given more time to complete tasks Access to libraries or books, newspapers and magazines at home should be organized Learners who may experience difficulties in writing well structured paragraphs or essays may be provided with additional scaffolding in the writing process Learners with cognitive barriers which negatively impacts on the thinking and reasoning process could be given more opportunities to practice this skill.</p>		
<p>Resources: Poetry, Dictionaries, photographs, magazine pictures and advertisements, songs, rhymes, praise poems,</p>		
<p>Teacher Reflection:</p>		
<p>Expanded opportunities:</p>		

LESSON PLAN

English First Additional

Contexts: MULTI MEDIA (EG. CARTOONS, FILLING IN FORMS, NEWSPAPER ARTICLE, DIARY ENTRIES ,ADVERTISEMENTS ETC)

Time: 3 weeks

Grade: 7

LO's and Ass	TEACHER AND LEARNER ACTIVITIES	ASSESSMENT Methods/tools/forms
<p>LO 1: 1 Listening As 2</p> <p>As 2 Understands oral texts (e.g. recounts, sports 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>LO 2 Speaking As 2,4</p> <p>As 2 Interacts in additional language:</p> <ul style="list-style-type: none"> uses language for a range of functions: expresses opinions and feelings, makes choices, gives advice and makes suggestions (e.g. 'I think you should ...'), etc.; takes part in a role-plays of different situations involving different kinds of language (e.g. formal and informal telephone conversations). <p>As 4 Begins to debate social and ethical issues:</p>	<p><u>Activity 1</u></p> <p>Do pre-reading: Make use of good questioning.</p> <p>Ask the following: <i>Who? What? Where? What does mean?</i></p> <p>Ask the following: <i>What if....? Why do you think.....?</i></p> <p>Learners listen attentively and follow the newspaper article, cartoon, diary entry, form while the teacher reads it to them loudly. Make sure that the key words in each paragraph is highlighted.</p> <p>Learners compile a list of words unknown to them that appear in the newspaper article/forms/dairiy entries cartoons etc</p> <p>Write useful and high frequency words on the blackboard or OH projector focusing the learners' attention on the spelling of the words.</p> <p>Let learners retell and summarize the text orally</p>	<p><u>Form:</u></p> <p>discussion, class work</p> <p><u>Method:</u></p> <p>Teacher</p> <p><u>Tool:</u></p> <p>observation sheet</p> <p>Form : Oral summary</p> <p>Metod :Teacher</p> <p>Tool:Rubric/rating scale</p>

<ul style="list-style-type: none"> • shares out roles (e.g. chairperson, timekeeper, secretary); • brings people into the discussion (e.g. 'What do you think?', 'Don't you?'); • interrupts politely (e.g. 'Excuse me ...'); • expresses opinions and supports them with reasons (e.g. 'I'd just like to say that ... because ...'); • expresses agreement (e.g. 'You're right.') and disagreement (e.g. 'Yes, but ...'); • switches languages where necessary. • <p>LO 3 Reading and viewing As 3,5,6</p> <p>As 3 Reads and responds to social texts (e.g. simple invitations, letters):</p> <ul style="list-style-type: none"> • identifies purpose, audience and context; <p>As 5 Analyses advertisements and pamphlets:</p> <ul style="list-style-type: none"> • identifies the audience ('Who is this advert for?'); • identifies the context (Where do you see adverts like this?); • identifies the message; • identifies emotive language; • says how it makes self feel and why. <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 meanings of words 	<p>Prepare learners for a debate/role play.learners write their play scripts.</p> <p>Learners should conduct a debate /role play based on the information read in one of the multi-media texts.</p> <p><u>Activity 2</u></p> <p>Have a more formal debate where 2 different points of view are presented. The audience listens to each point of view and then decides which one they agree with. The chairperson makes sure that everyone sticks to the rules.</p> <p><u>Activity 3</u></p> <p>Divide the class into different groups. Each group has a specific, but different reason/purpose why they should read the text eg. 1. To investigate a case – looking for clues 2. To count the number of verbs in the text 3. To write a news report for the radio.</p> <p>Learners should identify and analyse purpose, audience, context, message emotive language etc.</p> <p><u>Activity 4</u></p> <p>Do mind-mapping. What do we all know or guess about the subject or concept? Write down all the new information.</p> <p><u>Activity 5</u></p> <p>Depending on the functioning level of the readers and difficulty level of the text practise the following: Shared reading, Paired reading, Guided reading, Independent reading (aloud/silent)</p> <p><u>Activity 6</u></p> <p>In their groups</p> <p>Ask questions: "Why did this happen?" "Who is responsible for ...?" "Where did it happen?" "When did it happen?"</p>	<p>Form</p> <p>Role play/debate</p> <p>Method:</p> <p>Teacher/peer/group</p> <p>Tool: Rubric/checklist/rating scale</p> <p><u>Form:</u></p> <p>Practise Reading strategies</p> <p>Reading aloud</p> <p>Method :Teacher/Group/Peer.</p> <p>Tool: Rubric/ checklist/ rating /scale</p> <p>Form;</p> <p>Mind-mapping</p> <p><u>Method:</u></p> <p>Group work</p> <p>Tool : Checklist /rubric</p>
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<p>(e.g. reads the surrounding words, asks someone to translate it);</p> <ul style="list-style-type: none"> • begins to develop and evaluate reading speed. <p>LO 4 Writing As 2,3,5</p> <p>As 2 Writes for social purposes:</p> <ul style="list-style-type: none"> • writes simple personal letters (e.g. accepts an invitation, responds to an advertisement), showing awareness of features of the text type. <p>As 3 Writes for personal reflection:</p> <ul style="list-style-type: none"> • writes a diary. <p>As 5 Designs media texts:</p> <ul style="list-style-type: none"> • using a 'frame', designs a simple advertisement; • using a 'frame', designs a simple brochure; <p>LO 5 Thinking and Reasoning As 2,3</p> <p>As 2 Uses language for thinking:</p> <ul style="list-style-type: none"> • asks and answers more complex questions (e.g. 'What would happen if ...?'); • defines and classifies. 	<p>Predict: "What now?" Visualise: "I can imagine...."</p> <p>Make connections from previous texts, stories, experiences, memories, emotions: "I am now thinking of" or "This makes me think of"</p> <p>Infer meaning: "I think it means that....."</p> <p><u>Activity 7</u></p> <p>Practise useful reading techniques eg. peeping, skimming, scanning, word for word reading,</p> <p>Skim or peep to get an overview, ask questions, read the text, recite, recall or repeat</p> <p><u>Activity 8</u></p> <p>After reading make a copy of the article, cut the paragraphs apart. Let the learners re-shuffle it and try to put it back in a logical order.</p> <p>Write next to each paragraph the main idea in only one or two words.</p> <p><u>Activity 10</u></p> <p>Tell each other (in pairs) what your favourite advertisements are. Design an advertisement, write a letter, diary depending on the text read.</p> <p>Remember to draw a picture and use words that will make people want to buy your product. Think about who is your audience? Who do you want to buy your product?</p>	<p><u>Form:</u></p> <p>Advertisement, personal letter, invitation and its acceptance, diary entries, brochure (either formal or informal)</p> <p><u>Method:</u></p> <p>Self, pair/group/teacher</p> <p><u>Tool:</u></p> <p>Rubric/checklist/rating scale</p> <p>Form:</p> <p>Investigation (formal) should include graphs/graphs/diagrams/tables/statistics /classification</p>
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<p>As 3 Collects and records information in different ways:</p> <ul style="list-style-type: none"> selects relevant material and takes notes (identifies key words and sentences, lists important points); does simple research and writes a report using tools such as graphs, tables, diagrams and statistics; transfers information from one mode to another (e.g. uses information from a visual or written text to create a graph or a chart, or to label a diagram). <p>Lo 6 Language and structure use As 4,6</p> <p>As 4 Understands and uses modals to express possibility, 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 6 Understands and uses the first conditional (e.g. 'If the lens is dirty, the camera won't work.')</p>	<p><u>Activity 11</u></p> <p>Without punctuation, it could be difficult to work out the meaning of a sentence.</p> <p>Write a paragraph from the newspaper article on the board with absolutely no punctuation. Ask the learners why is it difficult to understand and explain the function of each punctuation mark. Eg ?.,!"</p> <p>Ask the learners to find examples of different punctuation marks in the newspaper article and explain the need for it in context.</p> <p><u>Activity 12</u></p> <p>Learners need to understand that there are different tenses, modals and that the verb changes according to the tense used.</p> <p>Choose sentences and paragraphs from the newspaper article and change the tense. Do it orally before they write it in their books.</p> <p>Ask the learners to make a list of the verbs in the newspaper article. Let the learners write the tense next to each verb. Then change the verbs to another tense. eg know (present): knew (past) in their notebook. Teach possibility, probability and necessity and any other language appearing in the text.</p> <p><u>Activity 13</u></p> <p>Dictionary work. Ask learners to find the meaning of unknown/ difficult words. Let them draw a mind map to show what each word means. Ask them to write down in another language which mean the same as these words. If no dictionary is available, pupils can talk to older pupils and parents. Learners should try to work out what a word means before telling them.</p>	<p></p> <p>Form:Class work /Home work</p>
<p>Barriers to leaning:</p> <p>Learners given a copy of the drama</p> <p>Learners sit next to someone (academically stronger)</p> <p>Learners with speech problems and struggles to complete speaking tasks effectively could be scaffolded by peers or more time could be provided</p> <p>Learners who might have difficulty in completing reading tasks, could be provided with texts with a bigger font or could be given more time to complete tasks</p> <p>Access to libraries or books, newspapers and magazines at home should be organized</p> <p>Learners who may experience difficulties in writing well structured paragraphs or essays may be provided with additional scaffolding in the writing process</p> <p>Learners with cognitive barriers which negatively impacts on the thinking and reasoning process could be given more opportunities to practice this skill.</p>		

LESSON PLAN

English First Additional

Contexts: TEXT FROM OTHER LEARNING AREAS(Any topic)

Time: 3 weeks

Grade: 7

LO's and ASs

TEACHER AND LEARNER ACTIVITIES

ASSESSMENT

Methods/tools/forms

<p>LO 1: Listening As 3</p> <p>As 3 Listens for specific information:</p> <ul style="list-style-type: none"> takes very simple notes (e.g. completes given notes, lists points); uses information to complete a table or chart, or label a diagram. <p>LO2: Speaking As 2,4</p> <p>As 2 Interacts in additional language:</p> <ul style="list-style-type: none"> uses language for a range of functions: expresses opinions and feelings, makes choices, gives advice and makes suggestions (e.g. 'I think you should ...'), etc.; takes part in a role-plays of different situations involving different kinds of language (e.g. formal and informal telephone conversations). <p>As 4 Begins to debate social and ethical issues:</p> <ul style="list-style-type: none"> shares out roles (e.g. chairperson, timekeeper, secretary); brings people into the discussion (e.g. 'What do you think?', 'Don't you?'); interrupts politely (e.g. 'Excuse me ...'); expresses opinions and supports them with reasons (e.g. 'I'd just like to say that ... because ...'); expresses agreement (e.g. 'You're right.') and disagreement (e.g. 'Yes, but ...'); switches languages where necessary. <p>LO3 :Reading and viewing As 1,4,7,8,9</p>	<p><u>Topic :Environment</u></p> <p><u>Activity 1</u></p> <p>The teacher reads a comprehension to learners .Learners listen attentively and takes notes especailly the difficult and unknown words .They answer questions based on the comprehension orally.They complet tables or label daigrams and mind maps.</p> <p><u>Activity 2</u></p> <p>Learners compile a list of words unknwown to them and write meanings and sentences.</p> <p><u>Activity 3</u></p> <p>Work with a partner. Think about the area in which you live or where your school is. What does it look like?</p> <p>Learners take part in discussions about the surrounding environment</p> <p>Discuss in pairs what else makes your environment safe? Learners work in pairs and write down the causes of different types of pollution.</p> <p><u>Activity 4</u></p> <p>Draw a map or picture of your environment. Mark all the spots that need care.</p> <p><u>Activity 5</u></p> <p>Impliment the 5 R's. <i>Recycle, repair, re-use, refuse, reduce</i></p> <p>What do they mean? Give examples?</p> <p>Research a topic and prepare a speech on it. For example, air pollution is going to kill us.. collect as much information as possible by using the internet, library or non fiction books.</p> <p>The learners should give headings and write down keywords to help them remember their speech.</p> <p><u>Activity 6</u></p> <p>Give learners differnt texts to read with guiding questions to answer from</p>	<p><u>Form:</u></p> <p>oral response</p> <p><u>Methods:</u></p> <p>Teacher</p> <p>Class</p> <p>Tool: Memorandum</p> <p><u>Form:</u></p> <p>Discussions</p> <p>oral responses</p> <p><u>Form:</u>Silent reading</p> <p><u>Methods:</u></p>
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<p>As 1 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; with fiction, demonstrates an understanding of character, plot and setting. <p>As 4 Reads for information:</p> <ul style="list-style-type: none"> follows information texts (e.g. a description of a process like paper making); reads simple diagrams, graphs and charts; summarises information. <p>As 7 Reads for pleasure:</p> <ul style="list-style-type: none"> reads fiction and non-fiction books at an appropriate reading and language level; reads some new kinds of books (e.g. romances); evaluates books in a book report; reads a simple book review; solves word puzzles. <p>As 8 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); 	<p>Natural Science textbooks. They must prepare information for an investigation about environment. They must take notes, Summarize the information with diagrams, graphs, photographs etc.</p> <p><u>Activity 7</u></p> <p>With your partner discuss and write down ways in which you could help the community to keep the area cleaner.</p> <p>In 4 weeks time you will have a meeting to decide what the youth can do to fight pollution in your area.</p> <p>Write the agenda that you will send out to the community.</p> <p><u>Activity 8</u></p> <p>Make flyers to advertise your goods and put them in the post boxes in your neighbourhood. Report back in 6 months and show us if you made any money with your business</p> <p><u>Activity 9</u></p> <p>With your partner, make a poster for a health centre. The poster should give people advice on how to keep their environment clean. It can have the heading keep water clean, or you can choose another heading. You may do some simple drawings to illustrate your poster.</p> <p><u>Activity 10</u></p> <p>Give exercises where learners fill in forms and timetables based on the investigation and on text that has been read.</p>	<p>Teacher</p> <p>Tool : Memorandum</p> <p><u>Form:</u></p> <p>report/ written assignment</p> <p><u>Methods:</u></p> <p>groups</p> <p>Tool: Rubric, checklist/ rating scale</p> <p><u>Form:</u></p> <p>Poster</p> <p><u>Method:</u></p> <p>Peer assessment</p> <p>Tool: Rubric/ rating scale</p> <p><u>Form:</u></p> <p>Written assignments</p> <p><u>Method:</u></p>
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<ul style="list-style-type: none"> uses a simple thesaurus. <p>As 9 Demonstrates a reading vocabulary of between 4 000 and 5 500 common words. Learners who will study other Learning Areas through their additional language should aim for 5 500 words.</p> <p>LO4 :Writing As 1,6</p> <p>As 1 Writes to communicate information:</p> <ul style="list-style-type: none"> fills in forms and timetables; writes one or two paragraphs describing a process (e.g. how to change a car tyre); <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>LO 5: Thinking and Reasoning As 1,3</p> <p>As 1 Uses language and literacy across the curriculum:</p> <ul style="list-style-type: none"> understands some concepts from other Learning Areas and uses the vocabulary associated with them in the additional language (e.g. 'trade' in Economic and Management Sciences); understands and produces texts used in other Learning Areas (e.g. a factual description in Geography or a report in Natural Sciences). <p>As 3 Collects and records information in different ways:</p> <ul style="list-style-type: none"> selects relevant material and takes notes 	<p>Allow them to write paragraphs explaining the form and tables.</p> <p>Learners should write a written report on their investigation and prepare to do an oral presentation.</p> <p>Before learners write the investigation, allow them to collect information, demonstrate understanding of concepts to be used, do research on the design and layout.</p> <p>Guide them on writing as a process:</p> <ul style="list-style-type: none"> Introduction Paragraphs Drafts, reads, discusses, Give feedback, revise, re write and submit final. <p><u>Activity 11</u></p> <p>Teacher revises grammar learnt in previous grades.</p> <p>Expand vocabulary.</p> <p>Learners respond to the questions reflecting prior knowledge. Write meaning of words and formulate sentences.</p>	<p>In pairs</p> <p><u>Tools:</u></p> <p>Checklists / rubric</p> <p><u>Form:</u></p> <p>Speech</p> <p>Formal assessment</p> <p><u>Tool:</u></p> <p>Rubric</p> <p><u>Form:</u></p> <p>Questioning and answering</p> <p>Form:Class work/Homework/Test</p> <p>Method: Teacher/pair/</p> <p>Tool:Memorandum</p>
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<p>(identifies key words and sentences, lists important points);</p> <ul style="list-style-type: none"> • does simple research and writes a report using tools such as graphs, tables, diagrams and statistics; • transfers information from one mode to another (e.g. uses information from a visual or written text to create a graph or a chart, or to label a diagram). <p>LO 6: Language and structure use As 1,7,8,9</p> <p>As 1 Revises the grammar learned in the earlier grades.</p> <p>As 7 Uses some language to talk about language (meta-language - terms such as verb, noun, adverb, adjective).</p> <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 words.</p>		
<p>Barriers to leaning: Learners given a copy of the drama Learners sit next to someone (academically stronger) Learners with speech problems and struggles to complete speaking tasks effectively could be scaffolded by peers or more time could be provided Learners who might have difficulty in completing reading tasks, could be provided with texts with a bigger font or could be given more time to complete tasks Access to libraries or books, newspapers and magazines at home should be organized Learners who may experience difficulties in writing well structured paragraphs or essays may be provided with additional scaffolding in the writing process Learners with cognitive barriers which negatively impacts on the thinking and reasoning process could be given more opportunities to practice this ski</p>		
<p>Resources: Dictionaries, photographs, magazine pictures and advertisements, songs, rhymes, Weather reports, interviews, encyclopaedias, tables of contents and indexes, pamphlets, mind maps, flow-diagrams, forms for filling in, invitations, charts, rosters, television, videos, internet, posters, speeches, autobiographies and biographies</p>		

Teacher Reflection:

Expanded opportunities

(Drama: LO 1 LISTENING) Assessment Check list:(Teacher observation)

Criteria	Yes	NO
1.Listen actively for specific information/main ideas		
2.Reflect on own opinions		
3.Describes characteristics, features (e.g. reports)		
4.Identify use of sound effects in different audio-visual texts		
5.Identify words/phrases/sentences which influence listener/explains their impact-emotive language		
6.Distinguishes between fact/opinion		
7.Recognised bias/prejudice		
8.Recognises different varieties of language e.g. dialect, slang		
9.Identify values and historical/social and cultural context in text		.

(Drama: LO 2 SPEAKING): Assessment Rating Scale

Dramatization (Play)

Criteria	1	2	3	4
1.Communicated ideas/feelings expressively and confidently, clearly and coherently	Learner does not meet the criteria	Learner meets some of the criteria	Learner meets most of criteria	Learner meets criteria
2.Produced logical argument in their presentation	Learner does not meet the criteria	Learner meets some of the criteria	Learner meets most of criteria	Learner meets criteria
3.Demonstrated basic interaction skills, active participation and conversation	Learner does not meet the criteria	Learner meets some of the criteria	Learner meets most of criteria	Learner meets criteria
4.Tackled social and environmental issues confidently	Learner does not meet the criteria	Learner meets some of the criteria	Learner meets most of criteria	Learner meets criteria
5.Acknowledge others opinions	Learner does not meet the criteria	Learner meets some of the criteria	Learner meets most of criteria	Learner meets criteria
6.Explain others point of view	Learner does not meet the criteria	Learner meets some of the criteria	Learner meets most of criteria	Learner meets criteria
7.Asked questions and gave choices	Learner does not meet the criteria	Learner meets some of the criteria	Learner meets most of criteria	Learner meets criteria

(Drama: LO 4 WRITING): Assessment Rating Scale

Imaginative text (play script)

Criteria	1	2	3	4
1.Express imagination, ideas and feelings about self and others	Very limited adherence	Partial adherence	Good adherence	Total adherence
2.Creative and playful use of language in the play	Very limited adherence	Partial adherence	Good adherence	Total adherence
3.Established the setting, plot and characters	Very limited adherence	Partial adherence	Good adherence	Total adherence
4.Used the uniting process with assistance and collaboratively	Very limited adherence	Partial adherence	Good adherence	Total adherence
5.Used other plays as a model for planning and development of script	Very limited adherence	Partial adherence	Good adherence	Total adherence
6.Oraganized ideas coherently in a logical order to produce the first draft	Very limited adherence	Partial adherence	Good adherence	Total adherence
7.Reflected on the draft, considering the purpose, audience and language usage and revised appropriately	Very limited adherence	Partial adherence	Good adherence	Total adherence

8.Reflected on and discussed own and peer's writing, showed sensitivity to do right and feelings of members of the group	Very limited adherence	Partial adherence	Good adherence	Total adherence
9.Proof read, corrected final draft focusing on grammar, punctuation spelling and vocabulary	Very limited adherence	Partial adherence	Good adherence	Total adherence