



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Curriculum and Assessment Policy Statement: Technical Occupational

Year 1 - 4

FIRST ADDITIONAL LANGUAGE:

ENGLISH

PUBLIC COMMENT

CONTENT

SECTION 1: INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY

STATEMENT: TECHNICAL OCCUPATIONAL

- 1.1 Background
- 1.2 Overview
- 1.3 General aims of the Technical Occupational Curriculum
- 1.4 Subjects and Time allocation

SECTION 2: INTRODUCTION TO ENGLISH FIRST ADDITIONAL LANGUAGE

- 2.1. What is English First Additional Language?
- 2.2. Language levels
- 2.3. Skills to be studied in English First Additional Language
- 2.4. Additive Bilingualism
- 2.5. Specific aims
- 2.6. Requirements for English First Additional Language as a subject
- 2.7. Career opportunities

SECTION 3: OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLANS

- 3.1 Content overview per Year
- 3.2 Content outline per term (Annual Teaching Plan)

SECTION 4: ASSESSMENT IN ENGLISH FIRST ADDITIONAL LANGUAGE

- 4.1 Introduction
- 4.2 Assessment Principles
- 4.3 Managing Assessment
- 4.4 Moderation of Assessment
- 4.5 General

SECTION 5: RESOURCES

Annexure 1 – An event

Annexure 2 – Communication

Annexure 3 – Communication Problems

Annexure 4 – Telephone etiquette

Annexure 5 – Reading

Annexure 6 – Information Literacy

Annexure 7 – Curriculum Vitae

Annexure 8 – Interviewing

SECTION 6: REFERENCES

SECTION 1:

INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT: TECHNICAL OCCUPATIONAL

1.1 Background

The South African Constitution, Act 108 of 1996, enshrines the right of every child to access quality basic education without there being any form of discrimination. There are learners participating in the General Education and Training Band who have an interest and talent in applied knowledge and in technical and vocational skills subjects which are currently not available in the National Curriculum Statement, Grades R to 12 (2011). This cohort of learners should be given an opportunity to achieve a formal qualification or recognition of achievement towards a qualification that is related to any vocational and occupational learning within their area of interest and aptitude.

This Subject Statement has been developed to respond more effectively to the needs of these learners who have been identified and assessed through the protocols approved by the Department of Basic Education and who will benefit from curriculum content that is aligned to the Senior Phase of the National Curriculum Statement at a more applied and functional level in accordance with their interest and aptitude.

It is critical, that through differentiated methodologies, the learners enrolled for this qualification will be able to progress with regard to applied competencies, even where they might not be able to attain the minimum theoretical requirements of the respective grades of the senior phase. There should always be high expectations for all learners and the necessary scaffolding and learning support to master foundational competencies (language and numeracy) relevant to the specific subject, so that they are in a position to demonstrate the practical competencies that they have mastered which will make it possible for them to progress to further education and training pathways.

The learning programme will be structured in such a way that it would adequately prepare learners to progress onto the academic, technical vocational or technical occupational pathways of the Further Education and Training Band, albeit with endorsement. It will also enable learners across the range of competencies and aptitudes to obtain a recognised and accredited qualification or certificate of attainment.

The programme aims at contributing to the ideal of education to produce learners who will function **meaningfully** and **effectively** in the society, be able to enter future **careers** and be equipped to meet the requirements of the **economy** (local and global).

1.2 Overview

Through the policy document the Minister of Basic Education will be able to prescribe the minimum norms and standards for technical occupational education in the General Education and Training band.

The following legal framework will be adhered to:

- (i) National Curriculum Statement, Grades R to 12 (2011) together with the National Protocol for Assessment and the National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement, Grades R to 12;
- (ii) Draft Technical Vocational Subject Statements listed in the Draft General Certificate of Education: Technical Occupational, a Qualification at Level 1 on the National Qualification Framework;
- (iii) General and Further Education and Training Quality Assurance Act, 2001 (Act No.58 of 2001); the General and Further Education and Training Amendment Act, 2008 (Act No 50 of 2008); the NQF Act, 2008 (Act no 67 of 2008) and the Continuing Education and Training Act, 2006 as amended by Act No 3 of 2012 and Act No 1 of 2013;
- (iv) The General and Further Education and Training Qualifications Sub- Framework (August 2013);
- (v) Standards and quality assurance for General and Further Education and Training (June 2008, Revised April 2013);
- (vi) Policy and regulations pertaining to the conduct, administration and management of assessment for the General Education and Training Certificate in Skills and Vocational Training: A qualification at Level 1 on the National Qualification Framework (NQF);
- (vii) Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);
- (viii) The United Nations Convention on the Rights of Persons with Disabilities adopted by the United Nations General Assembly on 13 December 2006 and ratified by the South African parliament on 5 June 2007;
- (ix) The White Paper on the Rights of Persons with Disabilities, 2015;
- (x) Section 11 of the Children's Act (2007);

- (xi) Chapter 5, section 76 of the Children's Act as amended (2007);
- (xii) Umalusi's Quality Assurance of Assessment: Directives, Guidelines and Requirements;
- (xiii) Skills Development Act, 1998 (Act 97 of 1998); and
- (xiv) Assessment Policy for Qualifications and Part Qualifications on the Occupational Qualifications Sub-Framework (OQSF), 2014 of the QCTO.

1.3. General Aims of the Technical Occupational Curriculum

- (a) The National Curriculum Statement, Grades R to 9 gives expression to the knowledge, skills and values worth learning in South African schools. The Technical Occupational Curriculum aims to ensure that learners, irrespective of their abilities, have the opportunity to develop competences for meeting challenges and taking up opportunities in the fast changing 21st century and are also guided to apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives, including the demands of the fourth industrial revolution. Sustaining development-relevance in the face of constant and rapid change requires curricula to be lifelong learning systems in their own right, capable of constant self-renewal and innovation.
- (b) The curriculum serves the purposes of:
 - Equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
 - Promoting critical thinking, creativity and innovation, communication, collaboration, information, media and ICT literacies, flexibility and adaptability, initiative and self-direction, social and cross-cultural, productivity and accountability, leadership and responsibility and life-long learning;
 - Facilitating the transition of learners from education institutions to the workplace;
 - Providing employers with a sufficient profile of a learner's competences.
 - Being sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, and other factors;
 - Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and

- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.
- (c) The curriculum is based on the following principles:
- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
 - Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
 - High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
 - Progression: content and context of each grade shows progression from simple to complex; and
 - Human rights, inclusivity, environmental, gender and social justice and equality: infusing the principles and practices of social justice and human rights as defined in the Constitution of the Republic of South Africa as well as the greening of the economy.
- (d) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity. The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, School-based Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's Guidelines for Responding to Learner Diversity in the Classroom (2011), as well as the Standard Operating Procedures for Accommodations in Assessment (2016).

1.3.1. The aims of the General Certificate of Education: Technical Occupational

The specific aims of the qualification are to:

- Give recognition to learners who would meet the requirements and achieve the competencies as specified in the Exit Level Outcomes and associated Assessment Criteria as set out in the GFETQSF along differentiated pathways;

- Provide a foundation of quality, standardised general education which will suit the needs of these learners and help prepare them for life after school and enable them to access particular employment or occupational workplace-based learning. It may also enable the learners to access a vocational qualification at a Technical and Vocational Education Training College;
- Promote Lifelong learning to enable learners to continue with further learning and skills development in the workplace;
- Prepare learners to function better in a fully inclusive society and workplace; and
- Provide employers with a profile of the learner's competence.

Learners successfully completing the qualification will be able to:

- Identify, select, understand and apply knowledge to the intended purpose and identify solutions to problems in the field of study;
- Demonstrate the necessary applied knowledge and skills identified for competence in a subject, as specified in the subject statement;
- Demonstrate knowledge and skills gained for purpose of formal communication and basic numerical operations;
- Have the ability to apply knowledge and skills in changing contexts;
- Reflect on their learning in order to promote an interest in learning and further study; and
- Demonstrate basic entrepreneurial skills that will enable them to create their own work and business opportunities in the contexts in which they live.

1.4. Subjects and Time Allocation

Instructional Time for the Technical Occupational Learning Programmes is 27½ hours in a five-day cycle

Subjects		Time	
General Education			
Languages (Home Language and First Additional Language)		3 Hours for Home Language	
All 11 official languages (Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Siswati, Sesotho, Setswana, Sepedi, Tshivenda, Xitsonga)		2 hours for First Additional Language	
Mathematics		3 hours	
Life Skills	Personal and Social Well-being (including aspects of Life Orientation, Social Sciences and Economic and Management Sciences)	2½ hours	6 hours
	Physical Education	1 hour	
	Creative Arts	1 hour	
	Natural Sciences	1½ hours from year 2 onwards This time to be used in year 1 to support Languages and Mathematics	
Information Communication Technology ICT is a compulsory subject for all learners. It can be offered either as a stand-alone or integrated across various subjects. If offered as a stand-alone a school may use time allocated to the Technical Occupational programme. ICT does not count towards the qualification but is a necessary life-long skill. ICT is not to be confused with the Technical Occupational Subject “Office Administration” which is an elective.			

Subjects	Time
Technical Occupational: Electives	
Agricultural Studies Art and Crafts Civil Technology: Bricklaying and Plastering Civil Technology: Plumbing Civil Technology: Woodworking and Timber Consumer Studies: Food Production Consumer Studies: Sewing Early Childhood Development Electrical Technology: Electrical Hospitality Studies Mechanical Technology: Body Works: Panel Beating and or Spray Painting Mechanical Technology: Motor Mechanics Mechanical Technology: Sheet Metal Work Mechanical Technology: Welding Mechanical Technology: Maintenance Office Administration Personal Care: Ancillary Health Care Personal Care: Beauty and Nail Technology Personal Care: Hairdressing Service Technology: Upholstery Wholesale and Retail	13½ hours
Total: General and Occupational	27½

The table below proposes the learner progression across the years at a School of Skills.

Year 1 Minimum of 1 year of orientation	Year 2	Year 3	Year 4
<p>Base Line Assessment for Language and Mathematics</p> <p>➤ Intervention (ISP)</p> <p>General Education:</p> <ul style="list-style-type: none"> • Home Language • FAL • Mathematics • Life Skills: <ul style="list-style-type: none"> ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts <p>➤ <u>ICT Enrichment</u></p> <p>Technical Occupational Minimum 2 x SKILLS Across the year</p> <p>Post Assessment</p> <ul style="list-style-type: none"> • Analyse results <p>Progress to Year 2 with appropriate support for Languages and Mathematics</p>	<p>General Education:</p> <ul style="list-style-type: none"> • Home Language • FAL • Mathematics • Life Skills: <ul style="list-style-type: none"> ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts ✓ Natural Sciences <p>➤ <u>ICT Enrichment</u></p> <p>Technical Occupational Minimum of 1 Skill</p>	<p>General Education:</p> <ul style="list-style-type: none"> • Home Language • FAL • Mathematics • Life Skills: <ul style="list-style-type: none"> ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts ✓ Natural Sciences <p>➤ <u>ICT Enrichment</u></p> <p>Technical Occupational Minimum of 1 Skill</p>	<p>General Education:</p> <ul style="list-style-type: none"> • Home Language • FAL • Mathematics • Life Skills: <ul style="list-style-type: none"> ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts ✓ Natural Sciences <p>➤ <u>ICT Enrichment</u></p> <p>Technical Occupational Minimum of 1 Skill</p> <p>GCE: TO Qualification Or Certificate of Achievement</p> <p>(External exam- results verified / moderated)</p>

Note:

Year One is an orientation year and learners must be exposed to a minimum of two occupational skills so that they can select a skill with which they will continue from Year Two. Schools that offer more than the minimum two skills in Year One may adapt the Annual Teaching Plan for Year One to accommodate their rotation system to expose learners to more skills e.g. schools may offer a skill per term for Terms 1, 2 and 3 and learners then select the skill they will specialise in and start it in Term 4. It is important that learners in Year One experience the core competencies of the skills so that an informed choice can be made.

Years Two, Three and Four are the critical years for learners. It is important that learners are exposed to all the Topics and Specific Aims per selected Occupational skill, acknowledging that not all learners will be successful in all of these.

SECTION 2:

INTRODUCTION TO ENGLISH FIRST ADDITIONAL LANGUAGE

2.1 WHAT IS LANGUAGE?

Language is a tool for thought and communication. It enables learners to make better sense of the world they live in. Learning to use language effectively enables learners to acquire knowledge, to express their identity, feelings and ideas, to interact with others, and to manage their world. It also provides learners with a rich, powerful and deeply rooted set of images and ideas that can be used to make their world other than it is; better and clearer than it is.

2.2 LANGUAGE LEVELS

2.2.1 Home Language

The Home Language level assumes that learners come to school able to understand and speak the language. It is the language first acquired by learners. Emphasis is placed on the teaching of the listening, speaking, reading and writing skills at this language level.

2.2.2 First Additional Language

The First Additional Language refers to a language which is not a mother tongue but which is used for certain communicative functions in a society, that is, medium of learning and teaching in education. English First Additional Language is very important for learners whose Home Language is not English. English is an acknowledged language worldwide and is the language commonly used in the World of Work. It would be almost impossible to communicate effectively in the world of work without being able to use English and therefore will make employment very difficult.

2.3 SKILLS TO BE STUDIED IN ENGLISH FIRST ADDITIONAL LANGUAGE

1	Listening and Speaking
2	Reading and Viewing (Phonics in Year 1)
3	Writing and Presenting
4	Language Structures and Conventions

2.4 ADDITIVE BILINGUALISM

To enhance what was already learned in English First Additional Language in the primary school, they still need to build a strong oral foundation. They need to hear lots of simple, spoken English which they can understand from the context. Listening to the teacher read

Stories, dialogues etc. is a good way of doing this as it also supports children's emergent literacy development. As children's understanding grows, they need plenty of opportunities to speak the language in simple ways. This provides the foundation for learning and improving reading and writing skills.

Fortunately, children can transfer many literacy skills from their home language. For example, if learners are taught handwriting well in their home language, they can use this skill when writing in English. If they learn phonics in their home language, it will be great help when learning sound-spelling relationships in English. They can apply their knowledge in English and learn those sound-spelling relationships that are different in English.

The First Additional Language CAPS take advantage of learners' literacy skills in their home language. For example, activities such as Guided reading that are introduced in the Home Language CAPS is also introduced in the First Additional Language CAPS. This is what is called 'additive bilingualism' – developing a stronger literacy foundation in the Home Language and building First Additional Language literacy onto this.

2.5 SPECIFIC AIMS

Focus should be given to developing literacy in the First Additional Language. Thus, more time is devoted to listening, speaking, reading & viewing activities in the First Additional Language CAPS for Year 1. Writing and Language structure & Conventions will increase from Year 1 to 4.

2.5.1 Listening and Speaking

Listening and Speaking are central to learning in all subjects. Through effective Listening and Speaking, learners collect and synthesise information, construct knowledge, solve problems, and express ideas and opinions. Critical listening skills enable learners to recognise values and attitudes embedded in texts and to challenge biased and manipulative language

2.5.2 Reading and Viewing

Well-developed Reading and Viewing skills are central to successful learning across the curriculum. Learners develop proficiency according to their own ability in Reading and Viewing a wide range of literary and non-literary texts, including visual texts. Learners recognise how genre and register reflect the purpose, audience and context of texts. Through classroom and independent reading, learners become critical and creative thinkers. Use guided group reading and independent/pair reading methods and gradually get learners to do more and more independent reading. Encourage your learners to do independent reading in any spare time that they have. Reading gives learners more exposure to their additional language. We know from research that children's vocabulary development is heavily dependent on the amount of reading they do. You will also set a variety of comprehension activities to ensure that learners understand what they read.

The activities for Reading and Writing are as follows:

a. Exposure to environmental print

From their earliest years, South African children are exposed to a great deal of environmental print in English, for example in signage (traffic signs, shop signs) and packaging. The teacher can start labelling objects in the classroom in both the Home Language and English. These activities support incidental learning; they are not focused literacy activities and should not be given too much time.

b. Shared Reading

Shared Reading is introduced in Year 1, this activity is an important focus for language and literacy development. The purpose of Shared Reading is to give learners exposure to their additional language in a meaningful, supportive context. It also develops learners' emergent literacy in their additional language. They develop concepts of print and start to recognise written words in English. At this level, the teacher should:

- Choose a very simple enlarged text (e.g. a Big Book, font 14) with a limited amount of text and good illustrations.
- The story should have a clear, simple structure.
- Talk about the pictures with the learners so that they understand the vocabulary. Ask questions in their home language. Help them to link the story to their lives.
- Read the text several times to the learner while you are using your finger or a 'pointer' to enable learners to follow your progress through the text.
- Ask questions about the story.
- Gradually involve learners in 'reading' the story.

As learners progress in each Year the texts should become more challenging. The teacher models fluent reading and uses the text to develop vocabulary, comprehension, decoding skills, understanding of text structure, grammar and punctuation.

c. Group Guided Reading

Learners are introduced to Group Guided Reading. They will be familiar with the activity since they will have been doing it in their home language. For this activity, the teacher needs a set of readers graded according to level of difficulty. The teacher should organise the learners in combined groups (strong and weak) of 4 - 5 learners and then should select a reader/text appropriate for their level. This will promote peer learning. The teacher works with an individual group while the other groups are involved in Paired or Independent Reading. The purpose of Guided Reading is for the teacher to give learners individual attention in order to develop their comprehension and word attack skills in their additional language.

Steps in a Group Guided Reading Lesson

I. Select an appropriate text:

Graded readers will mostly be used for group reading. They should be at a lower level than the texts used for Shared Reading. Read through the text beforehand and note any vocabulary or grammar that may be challenging for the children. These may provide the teacher with a teaching focus.

II. Introduction:

Introduce the type of book (e.g. fiction or non-fiction) and the topic. Help the children to link the topic to their own life experiences. Keep this 'talk' focused and just enough for the children to read successfully (3-5 minutes).

III. Talk about the pictures

Use the pictures to introduce the learners to the topic and talk about any new vocabulary. Again, try to keep this focused and brief. (2–3 minutes)

IV. First Reading:

Children read the text individually. The teacher observes the children's reading behaviours and may select an additional teaching focus based on these observations. The teacher moves from child to child and hears each read a small section of the text aloud. The teacher prompts the children at this stage by saying for example:

- What do you expect to read in this book?
- Does that make sense to you?
- Well done! You corrected yourself. That makes sense.
- What would sound right in this sentence?
- Look at the illustration.
- It could be but look at the first letter again.

Initially you will probably have to ask these questions in the learners' home language. However, as soon as possible start asking the questions in English.

V. Comprehension

Ask the learners questions about the text to ensure comprehension.

VI. Second and subsequent readings

On subsequent days, children re-read the text either in pairs or alone. The prime focus here is to develop fluency and provide opportunities to use the text for the development of vocabulary, grammar and deeper comprehension of the text. Repeated reading supports the development of fluency in the additional language. Teachers may be unfamiliar with using Guided Reading especially in the First Additional Language class. Therefore, they can introduce the method gradually. Once they become confident about using it in the Home Language, they can then start using it in First Additional Language. In the meantime, teachers can do whole class reading where all the learners have a copy of the same text and each child takes a turn to read. Teachers should still observe individual children's reading behaviour and help them to develop comprehension and word attack skills. There is also not as much time for Guided Reading in the First Additional Language CAPS as there is in the Home Language CAPS. Teachers who are using the minimum time for First Additional Language will have to do whole class reading instead of Guided Reading.

d. Paired and Independent Reading

Paired and Independent Reading provides a way of giving children reading practice and encouraging reading for enjoyment. In paired reading, two children read together or take turns to read. Learners should use this time to do two things: 1) re-read the reader from the Group Guided Reading Session until they can read it fluently 2) read for pleasure from books in the reading corner/class or library. The text should be at a lower level than that used for Shared and Group Guided Reading. Providing opportunities for children to read books on their own also develops fluency, provided that the books are easy enough for the children to read without help. Short, simple books with predictable text and colourful illustrations are ideal. Some teachers like to give children individual reading to do at home – to reread the group reading book or read simple, 'fun' books. This extra reading practice, done on a regular basis every day, plays an important role in learning to read.

e. Phonics

The first stage of learning to decode written language is oral – learning to isolate the different sounds of the language (phonemic awareness). The learner then has to relate the sounds to the letters that represent them. Start with "s, a, t, i, and n". Then blend letters together to form words (e.g. sat, tin) (phonics). The learner has to understand the words (comprehension) and encounter them so often

in print that he/she recognises them automatically. Finally, the learner has to be able to read the words in sentences quickly with comprehension (fluency). However, these elements of learning to read do not happen in a step by step sequence. For example, children learn to recognise and understand whole words from environmental print and Shared Reading when they are still very young. Nevertheless, a systematic phonics programme is important in learning to read in one's home language, alongside reading, writing, and listening to stories being read.

When children begin to read and write in their additional language, they already know how to decode in their home language. They already understand concepts of print and have considerable prior knowledge of sound-spelling relationships. What they need in their First Additional Language phonics class is practice in applying this knowledge to learning to decode text in English (e.g. blending known sounds to make words). Children also need to learn where sound-spelling relationships are different in their home and additional languages. For example, 'th' in English represents two different sounds, which are different to the sound which 'th' represents in African languages (e.g. English: thank and that. African language: thatha). English vowels are particularly challenging for African language speakers, and this is made more difficult by the variety of ways in which these vowels are spelt (e.g. see, sea, key, me). It is important that in Year 1, children develop a strong oral foundation in their additional language. Otherwise, they will not understand the words they are decoding in English in Year 2 and the work they do in phonics will simply become 'barking at print'. Children will also benefit from learning to identify the sounds of English (phonemic awareness) in Year 1.

It is important for the teacher to keep in mind that her role is to build awareness over time of sound-spelling relationships in the additional language, not to drill for complete accuracy. Phonics should take the form of short, regular activities throughout Year 1.

Daily/weekly phonics activities

Specific attention should be given to phonics throughout Year 1. A programme is provided in the First Additional Language CAPS. In the first term, the focus is on developing phonemic awareness. In term 3 & 4, a phonics programme is provided which builds on what learners have already done in their home language. Since there is a limited time available for teaching phonics, teachers are encouraged to integrate phonics teaching into Listening, Speaking and Shared Reading activities.

f. Word recognition

English has a large number of words that are not spelt as they sound (e.g. one, two). It is therefore very difficult, and sometimes impossible, to decode them phonetically. Children learn to recognise sight words (or 'look and say' words) by seeing them repeatedly. Words that appear frequently in texts (high frequency words) can be learned in this way. The more children read in their additional language, the more sight words they will acquire.

g. Comprehension

Children are often able to decode in their additional language, but are unable to understand what they read. This results in what some people call 'barking at print'. The main reason that children are unable to comprehend text is that their language skills are weak. They lack sufficient vocabulary and grammar to make sense of what they read. Therefore, the teacher must build their vocabulary and grammar by exposing them to plenty of English at the right level. Strategies such as building a 'word wall' in the classroom and encouraging learners to keep personal dictionaries (or vocabulary books) are also helpful. Getting children to read more in their additional language is perhaps the best way of improving their vocabulary. However, this strategy will only work if the texts are at a suitable level for independent reading.

Another important way of developing children's reading comprehension is by asking questions that enable learners to engage with the text. The teacher should begin with simple questions, e.g. 'Who?' (e.g. Who ate the apple?) 'What?' (e.g. What did Joseph eat?) and 'Where?' (e.g. Where did Joseph go to sleep?) Gradually, as learners get used to question forms and develop the language necessary to answer them, more complex questions can be asked. By the time learners exit Year 1, they should be able to answer 'Why ...?' questions (e.g. 'Why didn't Joseph eat the orange?').

For further information on how to teach Shared Reading, Guided Reading, Paired and Independent Reading, Phonics, word recognition and comprehension, refer to the Department of Basic Education's handbook, 'Teaching Reading in the Early Grades' (2008), which can be downloaded from www.education.gov.za

2.5.3 Writing and Presenting

Writing is a powerful instrument of communication that allows learners to construct and communicate thoughts and ideas coherently. Frequent writing practice across a variety of contexts, tasks and subjects enables learners to communicate functionally and creatively. Writing which is appropriately scaffold using writing frames, produces competent, versatile writers who will be able to use their

skills to develop and present appropriate written, visual and multi-media texts for a variety of purposes.

- Process approach to writing.
- Writing and designing texts is a process which consists of the following stages:
 - Pre-writing/planning.
 - Drafting.
 - Revision.
 - Editing/Proofreading.
 - Publishing/presenting.
- Learners need an opportunity to put this process into practice and they should:
 - Decide on the purpose and audience of a text to be written and/or designed;
 - Brainstorm ideas using, for example mind maps, flow charts or lists;
 - Consult relevant sources, select relevant information and organise ideas;
 - Produce a first draft which takes into account purpose, audience, topic and text structure
 - Read drafts critically and get feedback from others (classmates or the teacher);
 - Edit and proofread the draft; and
 - Produce a neat, legible, edited final version.

2.5.4 Language Structures and Conventions

A good knowledge of vocabulary and grammar provides the foundation for skills development (listening, speaking, reading and writing) in the First Additional Language. Year 3 and 4 learners will build on the foundation that was laid in Year 1 and 2.

Learners will learn how Language Structures and Conventions are used. They will develop a shared language for talking about language (a 'meta-language'). They will be able to evaluate their own and other texts critically in terms of meaning, effectiveness and accuracy. They will also be able to use this knowledge to build meaning from word and sentence levels to whole texts, and to see how a text and its context are related. Through interacting with a variety of texts, learners extend their use of vocabulary (also vocational vocabulary) and correctly apply their understanding of Language Structures and Conventions.

Through interacting with a variety of texts, learners extend their use of vocabulary and correctly apply their understanding of Language Structures and Conventions. In Year 3 and 4 of First Additional Language learners will take more notice of words and grammatical structures they are already familiar with from Year 1 and 2. Explore the way their additional language works and take some

conscious control of it, and use this developing knowledge to check their usage of language, especially when writing. It is expected that Language Structures and Conventions should be taught in context as other language skills are taught and developed. The teaching plans contain a list of Language Structures and Conventions (items) that should be covered in each grade. When selecting listening and reading texts for each two-week cycle, make sure that they contain some of the language items you want to cover. Create activities related to these texts that will enable learners to use these items, in context. Similarly, the texts learners will write will include some of the language items. Give your learners guidance on appropriate and correct usage of these items. Select some of the items your learners have difficulty with and give them formal practice. Thirty minutes per two-week cycle is set aside for formal instruction and practice in Language Structures and Conventions.

a. Language teaching approaches

The approaches to teaching language are text-based, communicative and process orientated. The text-based approach and the communicative approach are both dependent on the continuous use and production of texts.

The Balanced Language Approach has been adopted by the Department of Basic Education (DBE) as the methodology to teach Languages. It balances various approaches to the teaching of reading and uses all language skills (listening, reading, speaking and writing) in a balanced way.

A text-based approach explores how texts work. The purpose of a text-based approach is to enable learners to become competent, confident and critical readers, writers and viewers of texts. It involves listening to, reading, viewing and analysing texts to understand how they are produced and what their effects are. Through this critical interaction, learners develop the ability to evaluate texts. The text-based approach also involves producing different kinds of texts for particular purposes and audiences. This approach is informed by an understanding of how texts are constructed. This approach will require quite a lot of modelling, support and scaffolding in the First Additional Language classroom. Suggestions for these are built into the teaching plans.

A communicative approach suggests that when learning a language, a learner should have a great deal of exposure to the target language and many opportunities to practise or produce the language by communicating for social or practical purposes. Language learning should be a natural, informal process carried over into the classroom where the literacy skills of reading/viewing and writing/presenting are learned in a 'natural' way – learners read by doing a great deal of reading and learn to write by doing a range of writing.



2.6 REQUIREMENTS FOR ENGLISH FIRST ADDITIONAL LANGUAGE AS A SUBJECT

2.6.1 Time Allocation

The suggested teaching time for the First Additional Language in the Year 1 - 4 is 2 hours per week. All language content is provided within a two-week cycle (4 hours). The following time allocation for the different language skills is suggested:

TOPICS/SKILLS	TIME ALLOCATION PER 2 WEEKS			
	Year 1	Year 2	Year 3	Year 4
Listening and Speaking (oral)	1½ hr	1½ hr	1½ hr	1½ hr
Reading and Viewing	1 hr	1 hr	1 hr	1 hr
Writing and Presenting	1 hr	1 hr	1 hr	1 hr
Language Structure and Conventions	½hr	½hr	½hr	½hr
	*Language Structures and Conventions and their usage are integrated within the time allocation of the four language skills. There is also time allocated for formal practice. Thinking and reasoning skills are incorporated into the skills and strategies required for Listening and Speaking, Reading and Viewing as well as Writing and Presenting.			

2.6.2 Resources

a. Personal resources for learners

- 1 x A4 Flip file
- 1 x 72-page exercise book
- 2 blue pens, 2 grey pencils, rubber, ruler, scissor, glue, colour pencils

b. Minimum requirements and equipment in FAL classes

FUNDAMENTAL MATERIALS	
A Curriculum and Assessment Policy Statement document	National Language in Education Policy
A TEACHER SHOULD HAVE THE FOLLOWING CORE MATERIALS	
English FAL textbooks; use a range of LTSM and other relevant DBE workbooks to address content on a relevant level.	Multimedia projector
Dictionary	Internet access/ Wi-Fi
Access to computer (preferable in the classroom to be used with the multimedia projector)	Readers containing the following text types: stories, drama, poetry, dialogues, comic strips, Information-, Social- and Media-texts
LEARNER AND TEACHER RESOURCES	
Brochures	Notices
Information texts	Social texts
Magazines	Newspapers
Flyers	You-tube (audio-video aids)
Television programmes	Posters
Radio programmes	Advertisements
Video clips (audio-video aids)	Card board
Glue	Scissors
Colour pencils	Coloured permanent markers
Newspapers	Magazines

2.6.3 Infrastructure, equipment and finances

Infrastructure/Environment

A teaching space with the following minimum requirements is recommended:

- Teachers with skills to teach learners experiencing barriers to learning.
- Classes with not more than 18 learners.
- These learners often have emotional, social and psychological problems that need to be addressed intensively. Therefore there is a need for Occupational Therapists and Psychologists at every school. This deprives the learners of becoming the best he/she could be.
- Classrooms with tables and chairs at the right height for every learner to sit and work on.
- Electricity in all class rooms to use equipment required.
- The grounds and buildings (classes, bathrooms, stoops etc.) of the school must be accessible for learners and parents with disabilities. Suggestions: ramps, bars, levelling play grounds, accessible toilets.

Equipment

The table below provides the minimum equipment required to teach the subject:

Personal computer / Laptop	Internet access
Multimedia projector	Wi - Fi
Printer	Photocopying machine
Photocopying paper	Ink and Toner

Finances

Budget and inventory

A budget must be allocated for the subject. The amount will be determined by the number of learners taking the subject across all the years and the nature of the assessment required as stipulated in the curriculum. The budget needs to be revised annually and must consider all resources needed per year.

A stock inventory must be maintained by the teacher and verified annually by a Senior Management Team member.

2.7 CAREER OPPORTUNITIES

Learners doing English First Additional Language will benefit tremendously because English is a language acknowledged worldwide and the language commonly used in the world of work. Being able to communicate effectively in English in the world of work will raise employment possibilities. A learner will be able to enter the world of work, with the skills that he/she acquired during the four years, as a: receptionist, telephonist, cashier, waiter, stock controller, shelf packer, sales person and many more.

SECTION 3:

OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLANS

3.1 Content overview

TERM 1

TOPIC/SKILLS	Year 1	Year 2	Year 3	Year 4
Listening & Speaking	<p>Introduce, build theme-specific vocabulary, understand and demonstrates it in context.</p> <p>Understand meaning of newly introduced vocabulary and use correctly.</p> <p>Respond to questions.</p> <p>Pronunciation of words.</p> <p>Participates in a discussion on a picture.</p> <p>Act out/role play dialogue.</p> <p>Describe/re-tell an event.</p>	<p>Taking part in discussions. organizing an event.</p> <p>Make suggestions?? To add to planning of an event.</p> <p>Present a poster in class with a friend.</p> <p>Building oral vocabulary.</p> <p>Obtain meaning of newly introduced vocabulary found in pictures, dialogues, photos</p> <p>Follows instructions.</p> <p>Introduce, understand and use an "Index".</p>	<p>Building theme specific oral vocabulary.</p> <p>Understand meaning of and use newly introduced vocabulary found in the informational text.</p> <p>Have a discussion on: communication and body language.</p> <p>Demonstrate body language.</p> <p>Mime: body language and greetings.</p> <p>Play the telephone game.</p>	<p>Introduce and build on oral vocabulary.</p> <p>Understand meaning of and use newly introduced vocabulary found in informational text.</p> <p>Take part in discussions.</p> <p>Answer questions orally.</p> <p>Listen to and grasp how a summary and mind map works.</p> <p>Listen to and take part in memorising mind map.</p>

	<p>Listen attentively to stories read.</p> <p>Re-tells a story in the correct sequence.</p> <p>Communication through body language using mime.</p> <p>Matches words with opposite meanings (antonyms).</p> <p>Play language games.</p>	<p>Listen to a story read.</p>	<p>Give own opinion and examples.</p> <p>Answer questions orally.</p> <p>Use different facial expressions.</p> <p>Listen attentively.</p> <p>Apologise for being late.</p> <p>Body language mistakes in an interview.</p> <p>Communication styles.</p> <p>Levels of communication.</p>	<p>Prepared Speech: give ideas how to memorise mind map done in class.</p>
Reading, Viewing & Phonics	<p>Shared reading using: dialogue, narrative text, and story.</p> <p>Group guided reading using: dialogue.</p> <p>Phonemic awareness.</p> <p>Read and interpret: a chart.</p>	<p>Shared reading on an advertisement, comprehension questions, text, and index / table of contents.</p> <p>Individual reading on an advertisement, instructions, text and index / table of contents.</p> <p>Group reading using text and index / uses a table of contents.</p>	<p>Shared reading using: information text and questions.</p> <p>Individual reading using: information text, activities.</p> <p>Body language mistakes during an interview.</p> <p>Communication styles.</p> <p>Levels of communication.</p>	<p>Shared reading using: informational text, summary, mind map and methods of memorising.</p> <p>Individual reading using: informational text, summary, mind map and methods of memorising.</p> <p>Memorising Room Method and 1-10 Method.</p>

Writing & Presentation	<p>Builds own word bank and personal dictionary.</p> <p>Pair words to: pictures.</p> <p>Use word bank to complete sentences.</p> <p>Complete column on past tense verb.</p> <p>Match the words on opposites.</p> <p>Describe meaning of new vocabulary in own words.</p> <p>Answer questions based on a chart.</p> <p>Underline the correct homophone.</p> <p>Number sentences to place them in the correct sequence.</p>	<p>Build vocabulary.</p> <p>Make notes.</p> <p>Work in pairs designing a poster.</p> <p>Present paper hats.</p> <p>Write answers to comprehension questions.</p> <p>Complete sentences.</p>	<p>Build vocabulary.</p> <p>List: body language mistakes.</p> <p>Peer assessment on: demonstrations.</p> <p>Match the characteristics.</p> <p>Answer questions.</p> <p>Identify the correct type of communication to use</p>	<p>Add new vocabulary to dictionary.</p> <p>Underline important words.</p> <p>Write a summary with assistance and individually.</p> <p>Write a mind map with assistance and individually.</p> <p>Write additional notes on informational text.</p> <p>Writing of own poem</p> <p>Descriptive paragraph.</p>
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Language Structure & Conventions	<p>Understand and apply alphabetical order.</p> <p>Apply punctuations: capital letters, question mark, full stop.</p> <p>Understand and use simple present and past tense verbs.</p> <p>Introduce common homophones.</p> <p>Matches words with opposite meanings (antonyms).</p>	<p>Understand and use contractions in its long form, conjunctions, possessive pronouns and antonyms,</p> <p>Build compound words and play “match the word”.</p> <p>Understand and apply alphabetical order.</p>	<p>Understand and use: demonstrative pronoun this, that, these and those; definite article.</p> <p>Demonstrate the use of demonstrative pronouns in singular and plural form.</p> <p>Give examples of definite and indefinite article.</p> <p>Complete sentences on definite and indefinite article.</p> <p>Understand and use but and because when joining sentences.</p>	<p>Understand and use: verbs, adjectives relating to age, temperature and what things are made of.</p> <p>Understand and use modals: “can” and “may”.</p> <p>Understand and use: “should”, “have to” to show obligation and “must” to show necessity</p> <p>Apply alphabetical order</p> <p>Punctuation marks</p> <p>Singular and plural, pronouns, adverbs, indirect speech.</p>
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TERM 2

TOPIC/SKILLS	Year 1	Year 2	Year 3	Year 4
Listening & Speaking	<p>Understand meaning of new vocabulary.</p> <p>Pronunciation.</p> <p>Interpret pictures.</p> <p>Sequence a story.</p> <p>Express ideas and opinions.</p> <p>Listen attentively to story read.</p> <p>Answer oral questions.</p> <p>Role play parts of a story.</p> <p>Predict: article, story.</p> <p>Discuss map.</p> <p>Understand how to use four main directions on a map.</p> <p>Give the correct past tense verb playing "roll the dice".</p> <p>Match present- to past-tense verb.</p>	<p>Understand meaning of new vocabulary.</p> <p>Answer questions orally.</p> <p>Discussion on pictures.</p> <p>Give qualities a person should have to be a leader.</p> <p>Present themselves for an election as class captain.</p>	<p>Understand meaning of new vocabulary.</p> <p>Take part in discussions.</p> <p>Listen to shared reading.</p> <p>Share with class when someone treated him with empathy.</p> <p>Give own opinion.</p> <p>Answer questions orally.</p> <p>Look and listen to You Tube clips.</p> <p>Listen to homework assignment and prepare for a speech.</p> <p>Listen to activities being read and explained.</p> <p>Give a speech on effect of cultural differences on communication.</p>	<p>Understand meaning of new vocabulary.</p> <p>Take part in discussions.</p> <p>Tell the class why he is interested in a certain job advertisement.</p> <p>Bring job advertisement to school.</p> <p>Listen to reading, and explanation on informational text and ask questions to make it more comprehensible.</p> <p>Explain a certain aspect to the class in own words and style.</p> <p>Give reasons why it is important that a CV is proof read.</p>

	<p>Participate in games.</p> <p>Re-tell a story in sequence.</p> <p>Take part in demonstration and discussion.</p> <p>Use visual and pictorial cues to make meaning.</p>		Give examples from own life.	<p>Requirements and a framework for a CV.</p> <p>Cover letter.</p>
Reading, Viewing & Phonics	<p>Take part in shared-, group and paired reading on the story, or article.</p> <p>Recognise the “th” sound – phonics.</p> <p>Underline the correct answer that applies to the map.</p> <p>Read an article, narrative text and story individually.</p> <p>Answer oral questions on a story.</p> <p>Develop memory skills.</p> <p>Interpret pictures.</p>	<p>Paired reading using dialogue, and tips on making a poster.</p> <p>Shared reading using information text.</p> <p>Individual reading using qualities of a friend, article, and a notice.</p>	<p>Shared reading using information text and activities.</p> <p>Individual reading using informational text, text on YouTube clip and activities.</p>	<p>Shared reading using informational text, advertisements, activities, homework and self- and peer-assessment.</p> <p>Individual reading using dictionary, informational text, advertisements, activities, homework assignments and self- and peer-assessment.</p> <p>Reading and viewing of a CV and cover letter.</p>

Writing & Presentation	Add vocabulary words to dictionary.	Add vocabulary words to dictionary.	Add vocabulary words to dictionary.	Add vocabulary words to dictionary.
	Answer comprehension questions.	Answer comprehension questions.	Complete activities.	Answer comprehension questions on advertisements.
	Write the correct street name.	Make a poster.	Write: sentences/paragraph.	Underline important words and phrases.
	Sequence sentences in logical order of events.	Choose correct answer in multiple choice questions.	Make suggestions to ensure good listening.	Complete self- and peer assessment.
	Fill in a mind map.	Write a presentation for an election (Class captain).		Edit work where necessary.
	Re-write sentences into a different tense.	Mind map.		Complete CV with assistance from teacher.
	Correct past tense of verb in brackets.	Most important rules/ essence remembered from article.		Complete CV individually.
	Underline all words ending on – ed.			Plan and draft a Cover letter.
	Plan writing, following writing process on rough draft.			
	Write sentences using prepositions using pictures.			
	Write short simple text, using correct spacing.			

Language Structure & Conventions	<p>Understand countable- and uncountable-nouns.</p> <p>Punctuate sentences using capital letters.</p> <p>Use “am, is, are” correctly.</p> <p>Use present and past tense.</p> <p>Understand opposites.</p> <p>Complete sentences using opposites.</p> <p>Use basic prepositions.</p> <p>Understand noun-verb agreement.</p>	<p>Understand and make mind map.</p> <p>Understand and use of homonyms, abbreviations, degrees of comparison, and superlative degree of comparison.</p> <p>Identify different types of nouns.</p>	<p>Understand and use conjunctions e.g. but, because, before and then.</p> <p>Understand, identify and use prefixes and suffixes.</p> <p>Build new words using prefixes and suffixes.</p>	<p>Understand and use new vocabulary in sentences.</p> <p>Correct spelling and language errors as indicated by teacher.</p> <p>Stems, prefixes, suffixes, idioms, proverbs, synonyms, antonyms, homophones, direct and indirect speech, abbreviations, past-, future-, and present tense and conjunctions.</p>
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TERM 3

TOPIC/SKILLS	Year 1	Year 2	Year 3	Year 4
Listening & Speaking	<p>Answer questions orally based on recipe, story, poster, and map and distance indicator.</p> <p>Understand and use vocabulary.</p> <p>Take note of plurals.</p> <p>Interpret pictures and predict story using new vocabulary.</p> <p>Participate in games.</p> <p>Take part in discussion on train time table and symbols on the map.</p> <p>Follow listening process.</p> <p>Link the analogue and digital time.</p> <p>Understand digital time.</p> <p>Role play poem.</p>	<p>Introduce, understand and use new vocabulary.</p> <p>Have discussions on sport attire, poem, social media, aliens, favourite belonging, attributes of a good speaker and a CV.</p> <p>Answer questions.</p> <p>Role play a story read and an interview.</p> <p>Rap a poem.</p> <p>Make a wish list.</p> <p>Draw a picture.</p> <p>Make learner aware of rhyme.</p>	<p>Introduce, understand and use new vocabulary.</p> <p>Take part in discussions on answering a telephone call, video clips, problems that develop because of faulty messages and ending a call.</p> <p>Give opinion.</p> <p>Explain proper telephone etiquette.</p> <p>Listen to basic rules of answering telephone call and how to take a message.</p> <p>Look at video clips.</p> <p>Demonstrate how call should have been answered.</p> <p>Practise skills on telephone etiquette such as answering a</p>	<p>Introduce, understand and use new vocabulary.</p> <p>Take part in discussions.</p> <p>Answer oral questions.</p> <p>Give own ideas and opinion.</p> <p>Role play interview.</p> <p>Make positive comments and suggest areas of improvements.</p> <p>Speaking about a poster.</p> <p>Speaking about a cartoon.</p>

	<p>Listen to explanations, descriptions and re-telling of a story.</p> <p>Read poster individually.</p> <p>Interview two friends.</p> <p>Listen and take part in discussions.</p>		<p>call, putting customer on hold, transferring and ending a call.</p> <p>Listen to and follow step by step instructions.</p> <p>Explain to class step by step how to find a word in the dictionary.</p>	
Reading, Viewing & Phonics	<p>Group reading on recipe, poster and informational text.</p> <p>Interpret recipe, weather map and rainfall chart.</p> <p>Use reading cues to make meaning.</p> <p>Develop memory skills and vocabulary.</p> <p>Individual reading on story.</p> <p>Pre-read and predict using title and visuals.</p> <p>Shared reading on role play, weather map, rainfall chart and passage.</p>	<p>Group reading using poem.</p> <p>Shared reading using story, peer assessment and CV.</p> <p>Take part in paired reading on story.</p> <p>Individual reading on peer assessment, e-mail, a friend's description and poem.</p> <p>Answer oral questions.</p>	<p>Shared reading using activities, informational text, dictionary and a message.</p> <p>Individual reading using: activities, dictionary and informational text.</p> <p>Prepared reading on newspaper and magazine articles.</p> <p>Individual reading for comprehension.</p> <p>Prepared reading on dialogue.</p>	<p>Shared reading using an informational text.</p> <p>Individual reading using: marked activities.</p> <p>Group reading.</p> <p>Informational text.</p> <p>Making a summary.</p> <p>Dictionary and notes on an interview.</p> <p>Read and edit notes.</p> <p>Poster.</p>

	<p>Become aware of rhyme words.</p> <p>Number sentences in correct order.</p> <p>Answer questions orally on interview columns.</p> <p>Read TV programme guide.</p>			
Writing & Presentation	<p>Sequence sentences by numbering them.</p> <p>Build vocabulary.</p> <p>List utensils and ingredients.</p> <p>Write answers to comprehension.</p> <p>Choose the correct line in a word bank to complete a poem.</p> <p>Underline verbs and use in sentences.</p> <p>Complete Dialogue.</p> <p>Present and design group poster.</p> <p>Describe weather in specific province.</p> <p>List information.</p>	<p>Build vocabulary.</p> <p>Write an informal letter, poem, reply to an e-mail, answers to comprehension questions, questions for an interview and a description of something specific.</p> <p>Write a wish list.</p> <p>Fill in personal details on a short CV.</p>	<p>Build vocabulary.</p> <p>Write a proper message.</p> <p>Complete a form and self-evaluation check list.</p> <p>Complete sentences on relations. Or any other relevant topic.</p> <p>Comprehension test.</p> <p>Dialogue between customer and employee.</p>	<p>Add vocabulary to dictionary.</p> <p>Write notes during interviews that will be handy to use.</p> <p>Writing own interview questions.</p> <p>Summary on interview.</p> <p>Write sentences.</p> <p>Make a poster.</p>

Language Structure & Conventions	<p>Write singular into plurals.</p> <p>Underline correct helping verb.</p> <p>Change verb into present continuous tense.</p> <p>Write a present continuous sentence under picture to describe it.</p> <p>Take note of plurals ending on –es.</p> <p>Fill in prepositions using word grid.</p> <p>Write plural form.</p> <p>Punctuation: apostrophe and exclamation mark.</p> <p>Revision on: question mark, exclamation mark, full stop, comma and apostrophe and language structures.</p>	<p>Point out adjectives in sentences.</p> <p>Write sentences using: nouns and adjectives, using adverbs to the verbs provided, proper nouns and common nouns.</p> <p>Underline common nouns in a story.</p>	<p>Understand and use: “can” and “may”.</p> <p>Identify silent letters in a word.</p> <p>Match word with correct meaning.</p> <p>Understand and use commonly confused words correctly e.g. there, their, they’re, to, too, two, of and off.</p> <p>Complete sentences on relations or any other topic.</p>	<p>Understand and use: punctuation on text, concrete and abstract nouns, collective nouns, degrees of comparison, singular and plural, adjectives and tenses.</p> <p>One word for a phrase.</p> <p>Different types of sentences.</p>
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TERM 4

TOPIC/SKILLS	Year 1	Year 2	Year 3	Year 4
Listening & Speaking	<p>Understand and use new vocabulary.</p> <p>Tell class of person with disability, own life story, person being disliked and favourite song with reasons.</p> <p>Shared reading on autobiography.</p> <p>Listen to an excerpt of an autobiography.</p> <p>Discussion on narrative text.</p> <p>Answer questions orally on story and information text.</p> <p>Give own opinion on being an artist and on own favourite artist.</p> <p>Take part in discussions.</p> <p>Describe personal experiences.</p>	<p>Introduce, understand and use new vocabulary.</p> <p>Answer oral questions.</p> <p>Present information and attractions of the province he lives in.</p> <p>Identify: and discuss properties of a good advertisement, of an E-mail, and a map.</p> <p>Recount a holiday.</p> <p>Have a discussion on: endangered animals.</p> <p>Recall important facts on an animal.</p>	<p>Introduce, understand and use new vocabulary.</p> <p>Take part in discussions on newspaper/magazine articles.</p> <p>Answer questions on study-, speed- and shared-reading as well as skimming and scanning.</p> <p>Listen to and understand that some words can't be found in a bilingual dictionary. Then a soul Afrikaans or English dictionary should be used.</p> <p>Identify reasons.</p> <p>Listening comprehension on written/audio-visual text.</p> <p>Listen attentively to a short drama.</p> <p>Role play a dialogue.</p>	<p>Introduce, understand and use new vocabulary.</p> <p>Take part in discussions and conversations.</p> <p>Answer oral questions.</p> <p>Watch, listen and read You Tube clips and answer questions.</p> <p>Watch and listen You Tube clips and give comment.</p> <p>Listening comprehension.</p> <p>Conversation on suitable topic.</p> <p>Read an article.</p>

	Hold his/her opinion.			
Reading & Viewing	<p>Give own opinion.</p> <p>Paired reading: autobiography story and song.</p> <p>Individual reading: information text and story.</p> <p>Shared reading: story, dialogue and informational text.</p> <p>Take turns reading a text.</p> <p>Introduction to direct speech.</p>	<p>Paired reading using: poem.</p> <p>Shared reading using: informational text, a letter and a story.</p> <p>Individual reading using: a letter, advertisement, informational text and a friend's paragraph.</p> <p>Group reading using: an- E-mail</p>	<p>Individual reading using: dictionary, speed reading, skimming & scanning, study reading and activities.</p> <p>Shared reading using: informational text, skimming & scanning, study reading and activities.</p> <p>Read a short text aloud on a short drama, play or dialogue.</p> <p>Use of descriptive English dictionary.</p>	<p>Individual reading using: informational text, summary and newspaper article.</p> <p>Shared reading using: informational text.</p> <p>Summary.</p> <p>Individual reading on job interviewing tips.</p> <p>Information/article on body language during an interview.</p> <p>Reading comprehension.</p>
Writing & Presentation	<p>Build vocabulary.</p> <p>Write own opinion.</p> <p>Punctuation: capital letters, question marks, exclamation marks, commas, full stops, apostrophes and inverted commas.</p>	<p>Build vocabulary.</p> <p>Complete a mind map.</p> <p>Write a paragraph on information provided.</p>	<p>Build vocabulary.</p> <p>Design and make a poster.</p> <p>Newspaper/magazine article.</p> <p>Dialogue.</p> <p>Activities on skimming and scanning.</p>	<p>Add vocabulary to dictionary.</p> <p>Write model answers to interview questions.</p> <p>Writing tips on dress for success.</p>

	<p>Complete answers on information text and story.</p> <p>Change statements into questions.</p> <p>Comparison in columns.</p>	<p>Formulate 5 questions for clarity based on an advertisement.</p> <p>Identify and rectify mistakes on an E-mail.</p> <p>Answer comprehension questions.</p> <p>Apply alphabetical order.</p> <p>Template of structure of formal letter.</p>		<p>Sentences on specific words.</p> <p>Complete Job- and ID-application forms.</p>
Language Structure & Conventions	<p>Discussion on synonyms.</p> <p>Complete worksheet on synonyms.</p> <p>Complete sentences on past continuous tense.</p> <p>Take note of direct speech and use of inverted commas.</p> <p>Practise changing statements into questions.</p> <p>Recognise and tick uncountable nouns.</p>	<p>Identify and understand and use: collective nouns, gender form of nouns and conjunctions.</p> <p>Re-arrange words in alphabetical order.</p> <p>Give plural forms of words.</p>	<p>Change sentences into the negative using: present, future, past, present continuous, future continuous and past continuous tense.</p> <p>Complete sentences using: personal pronouns and possessive pronouns.</p> <p>Punctuation marks.</p> <p>Negatives.</p>	<p>Revision: collective nouns, one word for a phrase, different types of sentences, stems, prefix, suffix, idioms, proverbs, synonyms, antonyms, homophones, direct and indirect speech, abbreviations, tenses, adjectives, verbs, alphabetical order, modal-words, degrees of comparison, singular,</p>

	Rewrite statements into questions.			plural, pronouns, concrete and abstract nouns and punctuation.
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3.2 CONTENT OUTLINE PER TERM

Information under Topic/Skill and Content column must be addressed as Policy where the information under Techniques/activities etc. are suggested guidelines for teachers and is not Policy.

Content within a term may be sequenced differently but must be done in the same term and year.

Year 1 Term 1

WEEK	DATE	TOPIC/SKILL	CONTENT The learner is able to:	Techniques, activities, resources and process notes USE ANNEXURE 1: Year 1 Term 1 An Event
Week 1	DATE _____	Baseline assessment	<ul style="list-style-type: none"> Complete standardised baseline assessment. 	<p>Use as described in guideline</p> <p>Data is captured and ability is determined</p>
Week 2	DATE _____	Athletics Listening & Speaking	<ul style="list-style-type: none"> Understand meaning of newly introduced vocabulary, use it in context and pronounce it correctly. Participate in discussion on visual impulses (pictures). 	<p>Choose a theme (e.g. Athletics):</p> <p>New vocabulary words are introduced to the learner through questions, demonstrations. (e.g. high jump, long jump, shot-put, javelin, discuss, hurdles, spectators etc. Divide class in five groups and play a game using word cards and demonstrations.</p> <p>Teacher points at word and say it. Learner must repeat after teacher. Mention that word is not always spelt the way it sounds. (phonemic awareness).</p>

				Teacher asks individuals leading questions about the pictures. Ensure that each learner has had an opportunity to respond.
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Participate in shared reading: read a dialogue and re-tell it. 	<p>Choose very simple dialogue with limited amount of text and good illustrations.</p> <p>Dialogue should have clear, simple structure.</p> <p>Read the dialogue several times while you are using your finger.</p>
		Writing & Presenting	<ul style="list-style-type: none"> Build own dictionary by adding new vocabulary. Pair words to picture on worksheet. Understand and apply alphabetical order when writing new words in own dictionary. 	<p>Reinforced new vocabulary and complete worksheet by linking words to pictures.</p> <p>Learner creates own dictionary and re-write the words alphabetical in the dictionary.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> Understand and apply alphabetical order. Recognize and identify punctuation marks. 	<p>New vocabulary must be arranged in correct alphabetical order.</p> <p>While reading make learner aware of basic punctuation. (capitals, full stop, comma, colon, question marks inverted commas)</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 3	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Understand meaning of newly introduced vocabulary, use it in context and pronounce it correctly. Role play the dialogue. 	<p>New vocabulary words introduced: coach, warm-up, fitness, attire (spikes, tackies and sport clothes)</p> <p>Use dialogue in annexure 1 for learner to role play. Pair strong and weaker learners for peer learning and support.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Participate in shared reading. Understanding text. Discuss text and make meaning. 	Example: Read 5 tips given by a coach on what to do on sports grounds or prepare for a match.
		Writing & Presenting	<ul style="list-style-type: none"> Build own dictionary by adding new vocabulary. Use key vocabulary in personal word lists. 	Use the word bank to complete the sentences. Teacher gives examples.
		Language Structure & Conventions	<ul style="list-style-type: none"> Use basic punctuation. 	Use the given sentences and fill in the following punctuation marks: Capital letters, question mark and full stop.

WEEK	DATE	TOPIC/SKILL	CONTENT	Techniques, activities, resources and process notes
Week 4	DATE _____	<u>A sports day</u> Listening & Speaking	<ul style="list-style-type: none"> Understand meaning of newly introduced vocabulary found in the picture (labels), use it in context and pronounce it correctly. Communicate through body language and facial expressions using mime. Participate in discussion on the visual impulse (picture). 	<p>New vocabulary words are introduced to the learner through pictures, questions and showing different emotions using facial expression and body language. (E.g. excited, nervous, happy, sad, win, lose, prepared, unprepared).</p> <p>Teacher asks leading questions about the picture. (E.g. How is the boy feeling? How do you know he is sad? Why do you think he lost?) Ensure that each learner has had an opportunity to respond.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Participate in shared reading on narrative text. 	<p>Shared reading: Sports Day</p> <p>Read the text provided on a Sports Day while following the teacher's pointer</p> <p>While reading make learner aware of the simple present and past tense verbs.</p>
		Writing & Presenting	<ul style="list-style-type: none"> Build own dictionary by adding new vocabulary. Complete a column using the present and past tense verbs. Build vocabulary pertaining. to the topic Add new vocabulary to own dictionary. 	<p>Complete the column by writing the past tense verb in column B to suit the present tense verb in column A.</p>

		Language Structure & Conventions	<ul style="list-style-type: none"> • Understand and use simple present and past tense. • Language is straightforward and often repetitive 	Learners are made aware of the use of the simple present and past tense verbs during the discussion.
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WEEK	DATE	TOPIC/SKILL	CONTENT	Techniques, activities, resources and process notes
Week 5	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Understand meaning of newly introduced vocabulary, use it in context and pronounce it correctly. 	New vocabulary words are introduced to the learner using the dialogue e.g. sunny, cloudy, hot, cold, noisy, quiet, won, lost, happy and sad.
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Participate in group guided reading: Dialogue 	Read the dialogue using group guided reading
		Writing & Presenting	<ul style="list-style-type: none"> Build own dictionary by adding new vocabulary. Match the words that have opposite meanings. 	Use a ruler and different colour pencils to connect the opposite words.
		Language Structure & Conventions	<ul style="list-style-type: none"> Identify common homophones. Match opposites of new vocabulary. 	<p>Use pictures so that the meaning of the homophones is clearly explained. E.g. Use a picture of men and women. Explain that the men are fat and the ladies are thin. The “e” in the word “their” will represent the fat men and the “i” will represent the thin women.</p> <p>Write the word “there” on the board and extend the last e in the word into an arrow pointing into the distance. Let the learner write the words in the air, exaggerate the fat e and the long arrow e.</p>

				Use picture cards of new vocabulary give learners a chance to match the opposite of each picture e.g. sunny – cloudy.
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WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 6	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Understand meaning of newly introduced vocabulary, use it in context and pronounce it correctly. Apply the new vocabulary in short sentences. 	New vocabulary words are introduced using photos, questions and discussions e.g. amputate, prosthetic legs, determination, disability, Paralympic Games.
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Participate in shared reading of a narrative text. 	<p>Topic: any current topic will do, e.g. the athlete Wayde van Niekerk.</p> <ul style="list-style-type: none"> Use pictures and enlarged text provided. Follow the steps for shared reading. Encourage learners to join in on repeated lines/words to explain the new words. Pronounce words correctly. Understand words' meanings.
		Writing & Presenting	<ul style="list-style-type: none"> Build own dictionary by adding new vocabulary. Explain the meaning of the new vocabulary using your own words in a short sentence. 	<p>Give new vocabulary words to the learners.</p> <p>Learners give a short explanation of it in their own words.</p>

		Language Structure & Conventions	<ul style="list-style-type: none"> Introduce common homophones. 	Explain the words ate and eight in two sentences.
WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 7	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Re-tell an event. Describe an event using the FAL. Listen to stories and answer questions about the story. Understands and responds to simple questions Play simple language games. 	<p>Play the “guessing game”.</p> <p>Teacher gives each learner a word card with an athletic event (introduced in week two) on it.</p> <p>Each learner must describe an athletic event using four sentences without mentioning the name of the event.</p> <p>The rest of the learners must guess the name of the event after the learner described it.</p> <p>Each learner gets a chance.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Read and interpret the chart that shows the number of learners taking part in different athletic events. Practice close reading. Answer text-dependent questions. Ask and answer questions. 	<p>Teacher explains Shared reading: Chart.</p> <p>Leading questions will help learners interpret the chart with meaning.</p> <p>Apply strategies for asking and answering questions.</p>
		Writing & Presenting	<ul style="list-style-type: none"> Build own dictionary by adding new vocabulary. Use own formulation skills. 	Teacher gives written questions to which learners must write the answers.

			<ul style="list-style-type: none"> Writes down answers text-dependent questions. 	
		Language Structure & Conventions	<ul style="list-style-type: none"> Identify and use homonyms: 	Understand and use words with same sound but different spelling and meaning, e.g. explain the word blue and blew using sentences and/ or pictures.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 8	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Listen to and understand text Build vocabulary Make meaning Sequence text in correct order. 	<p>Listen to a story read by the teacher. Use prediction questions involving sequencing. Answer simple questions on the story and be able to sequence the story in the order of events.</p> <p>Use mnemonics for the learners to remember steps</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Participate in shared reading and read text aloud with understanding. Answer questions about the story 	<p>Read the sentences and number it to sort it in the correct order.</p> <p>Use numbers or letters to indicate order</p> <p>Use cloze activities where one part is missing for the learner to complete</p>
		Writing & Presenting	<ul style="list-style-type: none"> Build own dictionary by adding new vocabulary. Participate in writing activities Write words and short sentences 	<p>Copy these words on cards</p> <p>Let learners exchange the cards and read to each other while giving meaning</p> <p>Connect words to write short sentences</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> Understand and use homophones in context. 	<p>Pre-teach vocabulary</p> <p>Underline the correct homophone in each sentence</p>

				Develop understanding and ability to use language structures in spoken and written language.
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WEEK 9 & 10	Formal Assessment	The weeks allocated for formal assessment must be integrated across the weeks planned for teaching and learning. The assessment will consist of all the skills indicated in the Programme of Assessment. Language Structures and Conventions should be assessed in context. The following assessments may be done throughout the term or in week 9 & 10. Learners should be scored accordingly using recording sheets and rubrics.
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Assessment activities

SKILLS	WEIGHTING	ACTIVITIES
Listening & Speaking	40%	Role play any familiar topic covered in the term.
Reading & Viewing	25%	Read and interpret a chart.
Writing & Presenting	15%	Complete sentences using word bank with new vocabulary.
Language structures & Conventions	20%	Apply punctuation and complete column by writing past tense verb.

Year 1 Term 2

WEEK	DATE	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
Week 1	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Interpret a picture, express ideas and opinions. Listen attentively to the story/article read and answer oral questions. 	Look at picture and the heading. Predict what the story will be about.
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Participate in shared reading. Pronounce words correctly. Recognise the “th” sound (phonics) in words given by the teacher. 	<p>Apply shared reading strategies.</p> <p>Follow teacher's pointer during shared reading.</p> <p>Make learner aware of phonics: “th” in the following words: that, they, there, then, this and the.</p>
		Writing & Presenting	<ul style="list-style-type: none"> Answer comprehension questions on the story/ article. Answer simple questions. Sequence sentences. Write short, simple texts. Build own personal dictionary. 	<p>Give 5 simple questions on the story.</p> <p>Give 5 sentences which learner must sequence in the logical order of events.</p> <p>Use graphic organisers for the learner to record ordered information.</p> <p>Use mnemonics to for the learner to remember steps.</p>
		Language	<ul style="list-style-type: none"> Understand what countable and uncountable nouns are. Use countable and uncountable nouns. 	Teacher gives a list of nouns (orally) supported with pictures for learner to comprehend. Explain countable and uncountable nouns.

		Structure & Conventions		
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WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 2	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> • Role play a story. 	Teacher divides the class in groups. After the story is read by the teacher each group role plays either the beginning, middle or end of the story.
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> • Take part in group reading. 	Teacher reads a story. Give each group the opportunity to group read either the beginning, middle or end of the story.
		Writing & Presenting	<ul style="list-style-type: none"> • Fill in a mind map. 	Teacher provides learner with the structure of a mind map and learners must complete it.
		Language Structure & Conventions	<ul style="list-style-type: none"> • Distinguish countable from uncountable nouns. 	Teacher hands out worksheets for the learner to complete on countable and uncountable nouns.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 3	DATE _____	Safety Listening & Speaking	<ul style="list-style-type: none"> • Predict what a story/article is about having only the headline, picture and caption. • Use visual and pictorial cues to make meaning. • Listen to a story and understand the gist of it. • Builds and understands new vocabulary. • Learn vocabulary. • Participate in language games. • Participates in thematic discussions. 	<p>Look at the news article and talk about what you think the article will be about. Talk about what the headline of the picture and the caption tell us about the article. Also make learner aware of the name of the newspaper, date and by-line.</p> <p>Now listen to the text.</p> <p>Teachers introduce vocabulary: blazing, brave, rescue, quick-thinking, fire brigade, possessions.</p> <p>Teacher asks leading questions to allow learner to express their opinion on the first five steps to take when a fire occurs.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> • Take part in shared reading. • Develop memory skills. • Use visual and pictorial cues to make meaning. • Interpret pictures. 	Participate in shared reading of an article and responds to the article by answering questions and making meaning.
		Writing & Presenting	<ul style="list-style-type: none"> • Answer comprehension questions. • Add new vocabulary words to personal dictionary. 	Use questions to be asked orally and learner must answer in writing.

		Language Structure & Conventions	<ul style="list-style-type: none"> • Apply capitalisation. 	Teacher gives sentences with place, street, and city names which the learner must punctuate using capital letters. Use capital letters for all names.
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WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 4	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Derive information from maps or charts. Understand how to derive information from a map. 	<p>Discuss a map and answer oral questions Explain what is seen on the map e.g. Hospital, police station, school, fire brigade, different streets p. 27.</p> <p>Explain the four main directions and how it is applied on a map.</p> <p>Ask learner questions about the map using the four directions.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Derive information from maps/charts. 	<p>Give sentences from which the learner underlines the correct direction. Underline the correct answer that applies to the map. Write the correct street name.</p> <p>Questions asking for a certain street name.</p>
		Writing & Presenting	<ul style="list-style-type: none"> Re-write sentences into different tenses. Continues to write sentences correctly with correct spacing. 	<p>Give the present tense sentences and provide learners with the past tense words to rewrite it correctly.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> Understand the noun – verb agreement: Use “am, is, are” with the correct pronoun. 	<p>Explain when to use “am, is, are” with the pronouns “I, he, she, we, you, it).</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 5	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> • Use the past tense in sentences. • Give the correct past tense verb. • Match the present to the past tense. 	<p>Play “roll the dice”. Design a snake board game of 15 blocks with present tense verbs in it. Learner must roll the dice and guess the past tense of the verb in the block.</p> <p>Provide a word bank: went, ate, read, slept, visited, spoke, did, rode, cleaned and worked.</p> <p>Play “match the words”. Each learner has a word card with the past tense verb on it. It must be matched with the present tense on the wall.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> • Read an article individually. • Build oral vocabulary. • Continue to answer oral questions about the story. 	<p>Individual reading of an article.</p> <p>Pre-teach vocabulary.</p> <p>Ask questions about the content.</p> <p>Continue to build on vocabulary in the FAL from the text.</p>
		Writing & Presenting	<ul style="list-style-type: none"> • Write short sentences using the past tense: • Add vocabulary to own dictionary. 	<p>Explain that a diary is always written in the past tense.</p> <p>Learner must complete the diary by using the past tense of the word in brackets.</p>

		Language Structure & Conventions	<ul style="list-style-type: none"> Use present and past tenses. 	Give learner a column with the present tense verb and they must write the past tense verb.
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WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 6	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> • Use visual and pictorial cues to make meaning. • Build oral vocabulary using themes or relevant topics. • Participate in conversations by responding to specific questions and instructions. • Participate in language games. • Participate in thematic discussions. 	<p>Lead the learner with questions to look at the pictures and tell a friend what he thinks the story is about. Who are the main characters?</p> <p>Lead learners to make up a story on the same picture. Teacher starts with a sentence and any learner may continue the story by adding a sentence. The next learner continues where the previous learner stopped and adds a sentence.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> • Take part in shared reading. • Develop a wider range of vocabulary from different contexts • Act out a story. • Continue to build on oral vocabulary in the FAL from the pictures. 	<p>Learners to read language experience stories, extracting information from visual clues and answer oral questions on the story.</p> <p>New vocabulary is entered into the personal dictionary.</p> <p>You can act out the story if enough dramatic elements are in the story.</p>
		Writing & Presenting	<ul style="list-style-type: none"> • Underline all words ending with -ed. • Add vocabulary to own dictionary. 	<p>Do exercises on sound-symbol relationships as well as on sound patterns. Circle the correct letter next to the correct answer. The oral questions answered during reading and viewing are now answered in writing.</p>

				Do a few examples with learner underlining all words ending with -ed .
		Language Structure & Conventions	<ul style="list-style-type: none"> Understand and demonstrate opposites. 	Introduce opposites orally: weak, strong, light, heavy, huge and little. Learner must demonstrate the meaning of the words in context.
WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 7	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Sequence a story. 	<p>Support learner while he tells a friend, in the correct sequence, what happened at the beginning, in the middle and at the end of the story.</p> <p>Make learner aware of opposites in story: tiny/little, huge, sleep, awake, under, on top, big, small, out, in.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Read the story individually. 	Motivate and support learner read the story individually.
		Writing & Presenting	<ul style="list-style-type: none"> Use visual and pictorial cues to make meaning. Writes new vocabulary. Writes simple sentences. Participate in language games. Follows the writing process. 	<p>Give pictures on story and let learner choose the correct sequence.</p> <p>Learner writes one sentence on each picture.</p> <p>Assist learner.</p> <p>Plan writing on rough draft.</p> <p>Write a sentence about each picture in sequence.</p>

				Let a friend or parent check it. Check a friend's sentences. Add vocabulary to own dictionary.
		Language Structures & Conventions	<ul style="list-style-type: none"> Complete sentences using antonyms (opposites). 	Use opposites for learner to complete sentences.

WEEK	DATE	TOPIC	Techniques, activities, resources and process notes	Techniques, activities, resources and process notes
Week 8	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Understand the function of prepositions in context. 	<p>Demonstrate prepositions: on, under, behind, next to, in front of. Learner gets chance to demonstrate the meaning of the preposition. Through mimicry.</p> <p>Learner gets a word and must demonstrate it to the class.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Read and re-tell a simple story and can demonstrate comprehension of simple language forms. 	<p>Read narrative text with prepositions individually.</p> <p>Underline the prepositions and use in own sentences.</p>
		Writing & Presenting	<ul style="list-style-type: none"> Use simple verb tenses and basic prepositions with teacher's help. 	<p>Give pictures illustrating prepositions. Learner writes sentences using the prepositions.</p>
		Language structures and conventions	<ul style="list-style-type: none"> Build vocabulary. Use basic prepositions in sentences. 	<p>Cut and paste out five pictures on prepositions.</p> <p>Add vocabulary to own dictionary.</p>

WEEK 9 & 10	Formal Assessment	The weeks allocated for formal assessment must be integrated across the weeks planned for teaching and learning. The assessment will consist of all the skills indicated in the Programme of Assessment. Language Structures and Conventions should be assessed in context.	
<u>Assessment activities</u>			
SKILLS		WEIGHTING	ACTIVITIES
Listening and Speaking		40%	Use a picture to tell a story
Reading & Viewing		35%	Read a text orally.
Language Structures and Conventions and Writing and Presenting.		25%	Written test covering term 1 & 2. Section A: punctuation (capital letter, question mark, full stop), present and past tense verb, homophones, opposites, countable and uncountable nouns, prepositions. Section B: Write one sentence on each picture given.

Year 1 Term 3

WEEK	DATE	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
Week 1	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Listen to a text (recipe) and answer questions orally. Understand and use new vocabulary. Take note of plurals. 	<p>Introduce vocabulary: ingredients, method, peel, slice, mix, squeeze, pour and sprinkle. Ask leading questions based on a recipe.</p> <p>Make learner aware of plurals used in the recipe.</p> <p>Use shared reading to guide learner through the recipe.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Read a recipe and interpret it during group reading. Develop a wider range of vocabulary from different contexts. Continue to build on oral vocabulary in the FAL from the pictures. 	<p>Divide learner in groups. They read and interpret the recipe during group reading.</p> <p>Write new vocabulary down and paste words on word wall.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> Write singular words into plurals. 	<p>Give learners a list of singular words to write it over in the plural form: chair, door, table, window and floor.</p>

		Writing & Presenting	<ul style="list-style-type: none"> • Sequence the sentences by numbering them. • Add vocabulary to own dictionary. 	<p>Learner must add vocabulary to own dictionary.</p> <p>Give five sentences in the wrong order and learner must number it to put it in the correct sequence Enrichment: Learner can list the utensils and ingredients which were spoken to in the recipe.</p>
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WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 2	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> • Use visual cues to make meaning. • Try to use new vocabulary. • Discusses ideas and participate in language games. • Follows the listening process. 	Look at pictures and interpret them to predict what will happen in the story. Answer questions. Use pictures to interpret and predict a story. Ask oral questions.
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> • Develop memory skills. • Reads aloud and discusses text. • Use reading cues to make meaning. 	Use group reading to read the information text. Ask leading questions.
		Writing & Presenting	<ul style="list-style-type: none"> • Write answers to set questions. • Produce a short piece of writing. • Build a personal dictionary. 	Give 10 written questions that the learner must answer in writing.
		Language Structure & Conventions	<ul style="list-style-type: none"> • Underline the correct auxiliary verb and change the verb in brackets to the present continuous tense. • Uses tense correctly. 	Use sentences where learner must choose the correct auxiliary verb (am, is, are) and change the verb into the present continuous tense (go - going) orally and in writing.

WEEK	DATE	TOPIC/SKILL	CONTENT	Techniques, activities, resources and process notes
Week 3	DATE _____	Transport Listening & Speaking	<ul style="list-style-type: none"> Take part in a discussion on the train time table. Link the analogue- and digital time to each other. Understand digital time on the time table. 	<p>Discuss the train time table asking leading questions.</p> <p>Introduce digital time (give both analogue- and digital time in the time table).</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Read a story individually and re-tell it using a variety of strategies. 	Read the story in week 2 individually.
		Writing & Presenting	<ul style="list-style-type: none"> Answer comprehension questions in writing. 	<p>Give comprehension questions based on the time table.</p> <p>Make your own timetable for a small trip.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> Determine the correct helping verb (am, is, are) and change the sentence into the present continuous tense. 	Learner must underline the correct helping verb (am, is, are) and change the verb in brackets into the present continuous tense (go – going).

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 4	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> • Role play a poem by reading aloud every second line. 	Use the poem. Learner pair up with a friend and role plays the poem saying every second line.
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> • Take part in shared reading preparing for role play. • Aware of rhyme words. 	Use shared reading to prepare the learner for role play. Make them aware of rhyme words.
		Writing & Presenting	<ul style="list-style-type: none"> • Use the correct line in a word bank to complete a poem. 	Learner to choose and write the first line of a poem given and then repeat in succession.: “
		Language Structure & Conventions	<ul style="list-style-type: none"> • Write a sentence in the present continuous tense under the picture to describe it. 	Use six pictures and learner write what is happening in it, using the present continuous tense.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process
Week 5	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Read, listen and re-tell a story using a variety of strategies e.g. dramatization. Answer questions orally. 	Read the story using shared reading technique. Teacher read while they listen. Ask questions based on the story and learners answer orally.
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Read the passage during shared reading. Write a number next to each sentence in order to sequence it in the correct order. 	<p>Read the passage using shared reading.</p> <p>Learner must write the correct number next to each sentence to put it in the correct order.</p>
		Writing & Presenting	<ul style="list-style-type: none"> Underline 5 verbs in poem and use in five sentences. 	<p>Use shared reading when reading the poem indicating the rhyme words.</p> <p>Learner must underline five verbs in the poem and use it to make five sentences.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> Take note of plurals ending in –es. Use prepositions correctly. 	<p>Introduce plurals adding –es orally.</p> <p>Fill in prepositions using the word grid.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 6	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Listen when teacher explains the questions asked during an interview. Interview two friends. 	<p>Use questions to help learner interview friends.</p> <p>Learner must think what their favourite things are and discuss it. Also ask two friends what their favourite things are.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Reads information texts with visuals Read a TV programme. 	Teacher asks questions orally: "Who knows what Jonathan's favourite TV programme is?" "And what about Susan's?"
		Writing & Presenting	<ul style="list-style-type: none"> Complete answers with own favourites and that of two friends'. 	<p>Write favourite things down.</p> <p>Record answers on interview. write them in the different columns of the table.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> Write the plural form of the words given. 	Explain worksheet to learner where he must write the plural form of the words given.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 7	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Read a poster individually and understand the different fonts and colours used. Discuss in pairs topics Answer questions. 	<p>Teacher guides learner to “read” a poster and make them aware of the different fonts and colours. Ask questions that learner answer orally: What activities do your school offer? What information does the poster give?</p> <p>Divide class in six groups. Each group gets a topic to use in designing their own poster.</p> <p>Topics: Water-fun-day, Go-cart-day and a concert.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Read another group’s poster and answer oral questions on it. 	Exchange posters between groups. Teacher asks oral questions giving information on the posters.
		Writing & Presenting	<ul style="list-style-type: none"> Take part in the design of his group's poster. 	Give each group the opportunity to make and to present poster to the class.
		Language Structure & Conventions	<ul style="list-style-type: none"> Use apostrophe and exclamation mark. 	Introduce the apostrophe and exclamation mark in context.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 8	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> • Take a visual clue from an information texts e.g. charts /tables/ maps. • Listen and take part in discussion on all symbols used on the map. • Answer specific questions. 	<p>Discussion on all symbols used on the map to make the meaning clear. Also use leading questions to get learner involved in discussion.</p> <p>Pair learners, making sure a weak and a strong learner are paired together. Ask questions that pairs must answer orally.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> • Read information texts with visuals e.g. charts, tables and maps. • Pre-reading: predicting from title and pictures/visuals. • Uses reading strategies, e.g. skims to get the general idea, scans for specific details, etc. • Identifies the way the text is organized. • Give opinion on the detail on the map in the FAL. 	<p>Guide learner to read and interpret the weather map and rainfall chart. Ask their opinion on: the highest rainfall, no rainfall etc.</p>
		Writing & Presenting	<ul style="list-style-type: none"> • List information: 	<p>Use a table to describe the weather in each province.</p> <p>Use a table to list the weather pattern (temperatures) in a specific province.</p>

		Language Structure & Conventions	<ul style="list-style-type: none">Revision on language covered in the term.	Revision on punctuation marks (? ! , . ').
WEEK 9 & 10	Formal Assessment	The weeks allocated for formal assessment must be integrated across the weeks planned for teaching and learning. The assessment will consist of all the skills indicated in the Programme of Assessment. Language Structures and Conventions should be assessed in context. The following assessments may be done throughout the term or in week 9 & 10. Learners should be scored accordingly using recording sheets and rubrics.		
<u>Assessment activities</u>				
SKILLS		WEIGHTING	ACTIVITIES	
Listening & Speaking		35%	Role play a poem with a friend.	
Reading & Viewing		25%	Reading a recipe.	
Writing & Presenting		20%	Use the correct line in a word bank to complete a poem.	
Language Structures & Conventions		20%	Written task in context: complete column changing Singular to Plural and vice versa. Complete sentences using Present continuous tense.	

Year 1 Term 4

WEEK	DATE	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
Week 1	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Understand and use new vocabulary. Describe anyone who has a disability. read an autobiography. 	<p>Introduce new vocabulary: impatient, barriers, eventful, discomfort and autobiography.</p> <p>Shared reading is used to read the autobiography of e.g. Helen Keller to the learner.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Participate in shared reading. Give own opinion to questions. 	<p>Give sentences that will make the learner think of Helen Keller and give their own opinion e.g. what was the most interesting thing in this story for you? Do you think she was brave? Why?</p> <p>Assist learner during the reading and formulating their opinion.</p>
		Writing & Presenting	<ul style="list-style-type: none"> Write down their own opinions to questions. Build vocabulary. 	<p>Write answers to the five questions in reading and viewing. Writes own opinion to read text.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> Use synonyms in context. 	<p>Introduce synonyms (similar words in meaning) orally to learner. Learners to take part in discussion on synonyms.</p> <p>Building on own vocabulary.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 3	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Understand and use new vocabulary. Read and take part in short discussion Answer questions orally. 	<p>Explain or show photos of new vocabulary to the learner: northern, southern, administrative, capital, jacaranda trees, average, record high/low and arches.</p> <p>Using shared reading, read the text on Pretoria and has a short discussion.</p> <p>Apply shared reading on the climate chart. Ask oral questions on the chart.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Read independently to find information. 	Learner must read individually to complete the worksheet in Writing.
		Writing & Presenting	<ul style="list-style-type: none"> Build vocabulary. Complete the worksheet. 	Learner must answer questions in writing.
		Language Structure & Conventions	<ul style="list-style-type: none"> Complete sentences in the past continuous tense. 	Learner must choose the correct answer in brackets and change the verb in brackets into the past continuous tense. Give them 8 sentences e.g. Yesterday he (was / were) _____ (clean) the kitchen.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 4	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Understand and use new vocabulary. Answer questions on a story about an artist or singer. Take turns with a friend telling who his favourite singer/band is etc. 	<p>Introduce new vocabulary: groaned, brass, staggered, collapsed, flicked, stubborn, contest, sneaky and brilliant. Ask oral questions on the text.</p> <p>Learners pair up and take turns telling who their favourite singer/band, why they like them so much and what is their best song. Ask learners what they think the toughest part is of being a singer.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Take part in shared reading (read a dialogue). Take note of direct speech. 	<p>Apply shared reading using the dialogue.</p> <p>Make reference of direct speech.</p>
		Writing & Presenting	<ul style="list-style-type: none"> Answer questions on the text. 	Learner must write the answers to the questions on the text.
		Language Structure & Conventions	<ul style="list-style-type: none"> Take note of direct speech and the use of the inverted commas. 	Make learner aware of direct speech. Also, the use of “ “ (inverted commas) that indicates direct speech.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 5	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Describe personal experiences. Hold his/her opinion 	<p>Each learner gets the opportunity to explain what he/she thinks the toughest part is of being an artist.</p> <p>Give examples and motivate their opinion.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Take turns with a friend reading a sentence at a time. Prepare for individual reading. 	<p>Learners pair up and read the text to each other taking turns reading one sentence at a time.</p> <p>This is in preparation for individual reading.</p>
		Writing & Presenting	<ul style="list-style-type: none"> Change statements into questions. 	Learner must change statements into questions.
		Language Structure & Conventions	<ul style="list-style-type: none"> Practise changing statements into questions. 	Learner practice changing statements into questions.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 6	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Present a talk and use appropriate language to facilitate group discussion. 	Each learner tells the class his/her favourite song and gives five reasons for his/her choice.
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Read individually (Song). 	Learner must use the song, which they practiced in pairs, to read individually.
		Writing & Presenting	<ul style="list-style-type: none"> Punctuate a paragraph using question marks, exclamation marks, commas, full stops, capital letters, apostrophes and inverted commas. 	Give five sentences that learner must punctuate. Pay attention to: question mark, exclamation mark, comma, full stop, capital letters, apostrophe and inverted commas.
		Language Structure & Conventions	<ul style="list-style-type: none"> Identify uncountable nouns and use them in context. 	Learner must tick only the uncountable nouns in the column provided and make own sentences.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 7	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Understand new vocabulary and use it. Present a viewpoint. 	<p>Introduce new vocabulary: adjust, unapproachable, insult, miserable, despair, dislike, culture and sanitation.</p> <p>Ask learner if he/she has been disliked or has seen someone being disliked by others.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Take part in paired reading with a friend. 	Paired reading.
		Writing & Presenting	<ul style="list-style-type: none"> Complete a list. 	<p>Give learner a column to compare city life and country life.</p> <p>Use the following column to help him/her: clothes, food, entertainment, transport and sanitation.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> Rewrite a statement into a question. 	Learner must change a statement into a question in writing.

WEEK 8 - 10	Formal Assessment	The weeks allocated for formal assessment must be integrated across the weeks planned for teaching and learning. The assessment will consist of all the skills indicated in the Programme of Assessment. Language Structures and Conventions should be assessed in context.
<u>Assessment activities</u>		
SKILLS	WEIGHTING	ACTIVITIES
Listening and Speaking	35%	Speech on favourite artist/actor.
Reading & Viewing	35%	Paired reading: autobiography
Writing & Presenting Language structures and Conventions	30%	Written exam covering term 3 & 4. Section A: singular, plural, plural ending in –es, change verb to present and past continuous tense, punctuation (, ! ' . ? and capital letters), synonyms, change into question, uncountable nouns. Section B: Read train time table and answer questions.

YEAR 2 TERM 1

WEEK	DATE	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process
Week 1	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Make an effective presentation on a classroom topic. Discuss and analyse instances of bad planning. 	<p>Start with an ice breaker. Use leading questions in class discussion e.g. we want to organise a concert at school. What should we keep in mind when planning for it? E.g. the venue, cost of tickets, expenditures, invitations, advertisements, seating and refreshments etc.</p> <p>Teacher writes suggestions on the board.</p> <p>After reading the learner must give suggestions that could be added.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Extract information from specific features of text (advertisement). Compare suggestions on the board. 	Use shared reading to read the advertisement and comprehension questions.
		Writing & Presenting	<ul style="list-style-type: none"> Read and answer comprehension questions. 	Teacher reads comprehension questions to learner and learner get opportunity to complete it.
		Language Structure & Conventions	<ul style="list-style-type: none"> Make connections to the basic form of a contractions. 	Learner must draw a line to connect the contraction to its long form e.g. isn't, wasn't, aren't, weren't, don't and didn't connect to was not, is not etc.

				Ask learner to make notes of anything that is on the poster that was left out on the board.
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WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 2	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Present a poster. 	Give each pair the opportunity to present their poster to the class.
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Read and answer questions on an advertisement. 	Give learner an advertisement to read individually and ask questions learners must answer orally.
		Writing & Presenting	<ul style="list-style-type: none"> Design a poster. 	Using information on the concert poster lead learners to design their own poster on the topic "Market day". Learner must work in pairs (weak and strong).
		Language Structure & Conventions	<ul style="list-style-type: none"> Listen to an explanation on compound words. Help to make compound words. Understand and apply alphabetical order. 	Explain what a compound word is, two smaller words put together to make a compound word, e.g. Sun + shine = sunshine. Ask learner to help make seven compound words. Support learners during activity.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 3	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Take part in class discussion. Use new vocabulary. Listen to partner reading instructions and follow those instructions. 	<p>Start class discussion using these questions as an example. E.g. Have you ever made something out of paper? Tell us what you made? How did you make it?</p> <p>Introduce and demonstrate with a piece of paper new vocabulary e.g. horizontal, vertical, centre, corners, tuck in, edges.</p> <p>Pair-up strong and weak learners. The learner and his partner are going to make a paper hat. One person reads the instructions and the other follow the instructions. Learners take turns.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Take turns reading instructions individually and following instructions being read by a friend. 	The pairs take turns to read the instructions on folding a paper hat individually to their partner.
		Writing & Presenting	<ul style="list-style-type: none"> Following instructions. 	Pairs will present their paper hat they folded.

		Language Structure & Conventions	<ul style="list-style-type: none"> • Build compound words. • Understand and apply alphabetical order. 	<p>Play “match the word card”. Give each learner a one-word card. Learner must stand and read the word card out loud and show it to the class.</p> <p>The learner that can make a compound word with the word card he/she has, stand and read the card out loud.</p> <p>Learner put their compound word on the wall.</p> <p>E.g. classroom, fireman, newspaper, pancake, cupcake, rainbow, sunflower, thumbnail, sunshine etc.</p>
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WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 4	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Understand and use new vocabulary. Listen to and follow instructions on folding a paper jet. 	<p>Introduce new vocabulary: lengthwise, unfold, 90 degrees, 3 dimensional and tendency.</p> <p>Learner must listen and fold the paper as instructed.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Take part in shared reading on folding a paper jet. Read instructions on paper jet individually. 	<p>Share read instructions on folding a paper jet.</p> <p>Learner reads paper jet instructions individually.</p>
		Writing & Presenting	<ul style="list-style-type: none"> Build vocabulary. Read instructions, summarise and sequence them. 	<p>Learner must read instructions and summarise those. It is expected to put it in the correct order.</p> <p>Use example in week3. Learner must read instructions and link it to the correct illustration.</p> <p>Learner must use colour pencils to draw connecting lines.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> Take note of conjunctions. Do sample sentences orally. 	<p>Make learner aware of conjunctions in text on instructions of paper jet. Also introduce “but” e.g. I made a paper jet. I made a paper hat. (and)</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 5	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Take part in discussion on pictures of children playing games. Relate own experiences. Understand new vocabulary. 	<p>Show pictures to learner on children playing different games. Discuss the pictures.</p> <p>Learner gets a chance to tell the class, what games they used to play.</p> <p>Introduce new vocabulary.</p> <p>Take part in a discussion on the text: Would you have enjoyed sliding down the hills? Have you ever drunk milk from the udder of a cow? etc.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Take part in shared reading. Read the text individually for information. Underline difficult words. 	<p>Shared reading using a section taken from Nelson Mandela's autobiography. Use only the first three paragraphs.</p> <p>Learner must read the text individually for information, underline difficult words and may ask for assistance.</p>
		Writing & Presenting	<ul style="list-style-type: none"> Answer comprehension questions. Build vocabulary. 	Learner must answer comprehension questions based on the text given.
		Language Structure & Conventions	<ul style="list-style-type: none"> Combine sentences using conjunctions. 	Learner combine sentences in writing using conjunctions: and, until, but, because and so.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 6	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Take part in a short discussion on the planets and stars. Use graphic organisers for memorisation. Understand and use new vocabulary. 	<p>Learner must take part in a short discussion on the planets and stars. "Do you know the names of the planets? You can memorise them using this acrostic: My Very Energetic Mother Just Served Us Noodles.</p> <p>New vocabulary is introduced using photos from the internet where necessary: invisible, constellations, pollution, confusing, permission, telescope and binoculars.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Take part in shared reading. Take part in group reading. 	<p>Teacher reads the text on Sky watching using shared reading.</p> <p>Learners divide into groups (weak and strong) and do group reading on same text.</p>
		Writing & Presenting	<ul style="list-style-type: none"> Build vocabulary. Link the similar meaning of a phrase to the sentence given. 	<p>Learner must link the similar meaning of a phrase to the sentence given.</p> <p>Match column A with column B.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> Listen to introduction, understand and do some examples on possessive pronouns. 	<p>Introduce possessive pronouns. Possessive pronouns show that something belongs to a person.</p>

				E.g. I label all my clothes to show that they are mine. This is his book it belongs to him. This is her dress it is hers, this is our class – the class is ours.
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WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 7	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Work in a group and try to find specific information from a very thick library book within two minutes. Listen to explanation of an “Index”. Complete sentences orally using possessive pronouns. 	<p>Teacher hands out very thick books e.g. encyclopaedia from the library. Learners work in groups. Ask each group to find a specific article, picture or information. They only have 2 minutes to find it. Learners will be confused and nervous because they can’t find it quick enough.</p> <p>Introduce the “Index” that is in front of books. Explain that it helps you find information quicker. Give more information on the “index”: chapters, sub-topics, page numbers etc.</p> <p>Do oral examples on possessive pronouns: your - yours, their – theirs, my – mine, his – him, her – hers, our – ours.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Apply shared reading to find a specific topic, chapter or information from the index given by teacher. 	Hand out a copy of the index of a book. Ask learners to find a specific topic. They must give the chapter number, find sub-topics and give the page number etc. Apply shared reading.

		Writing & Presenting	<ul style="list-style-type: none"> Complete sentences using possessive pronouns. 	Learners must complete sentences using possessive pronouns: your - yours, their – theirs, my – mine, his – him, her – hers, our – ours.
		Language Structure & Conventions	<ul style="list-style-type: none"> Listen to explanation on antonyms. Understand the meaning of antonyms. 	<p>Use demonstrations, pictures, sentences etc. to make the meaning clear.</p> <p>Introduce antonyms (a word that has the opposite meaning of another word) to learners e.g. fat – skinny, last – first, hard – soft, foolish – wise, wide – narrow. Use demonstrations, pictures, sentences etc. to make the meaning clear.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 8	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Listen to a fable being read. Take part in discussion on a fable. Link the fable to everyday life. 	<p>Read a story to the learner with a moral lesson.</p> <p>Have a discussion on the fable.</p> <p>Link the fable read to the learners' everyday life.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Extract information from an index. 	<p>Give learner an Index.</p> <p>Learner read individually for information.</p>
		Writing & Presenting	<ul style="list-style-type: none"> Write answers to questions on index read. 	Learner answer questions on the given Index.
		Language Structure & Conventions	<ul style="list-style-type: none"> Complete the list with antonyms. 	Learner must complete the column giving the antonym of the words given.

WEEK 9 & 10	Formal Assessment	The weeks allocated for formal assessment must be integrated across the weeks planned for teaching and learning. The assessment will consist of all the skills indicated in the Programme of Assessment. Language Structures and Conventions should be assessed in context. The following assessments may be done throughout the term or in week 9 & 10. Learners should be scored accordingly using recording sheets and rubrics.	
<u>Assessment activities</u>			
SKILLS		WEIGHTING	ACTIVITIES
Listening & Speaking		30%	Give instructions on folding a paper hat.
Reading, Viewing & Phonics		30%	Read a text relating to work covered in term.
Writing & Presenting		25%	Design and make a poster.
Language Structure & Conventions		15%	Conjunctions and Possessive Pronouns.

Year 2 Term 2

WEEK	DATE	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process
Week 1	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Differentiate between different/opposing concepts. Understand and use new vocabulary. 	<p>Learner use pictures of invention wheel to differentiate between inventions and non-inventions.</p> <p>Introduce new vocabulary e.g. inventions, non-inventions, famous, expert, embarrassing, catch on, appreciate.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Read dialogue in pairs. Indicate difficult words to teacher. 	<p>Learner use dialogue for paired reading.</p> <p>Ask learner to indicate difficult words in dialogue.</p>
		Writing & Presenting	<ul style="list-style-type: none"> Answer comprehension questions on dialogue. Build vocabulary. 	<p>Give written questions on dialogue which learner must answer.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> Complete mind map with guidance from teacher. 	<p>Introduce mind map to explain how to match words and phrases.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 2	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Understand new vocabulary. Discuss and evaluate a service. 	<p>Introduce vocabulary e.g. service providers, approximately, popular.</p> <p>Learner must answer oral questions on the chart to find out the number of people using the four services providers in S.A.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Read in pairs. 	Use paired reading on “tips on how to make a poster for a friend to sell a phone”.
		Writing & Presenting	<ul style="list-style-type: none"> Make a poster on advertising the old cell phone. Build vocabulary. 	Learner must use information from “tips” to make a poster advertising the old cell phone of a friend.
		Language Structure & Conventions	<ul style="list-style-type: none"> Understand the concept of homonyms. Will take part in doing examples on homonyms. 	<p>Give explanation of homonym, different meanings of the same word.</p> <p>Give examples to learner: I went for a drive in the car. There was a big drive to raise money.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 3	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Understand new vocabulary. Describe different types of transport in the world. Answer oral questions. 	<p>Introduce new vocabulary e.g. pioneers, dedicated, attempt, benefit, reliability, century and frayed.</p> <p>Learner must look at the pictures and say what mode of transport is displayed.</p> <p>Ask and answer oral questions on different types of transport e.g. What medium is utilised when traveling by air, sea, road and railway.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Read the information text using shared reading. 	Apply shared reading on the information text.
		Writing & Presenting	<ul style="list-style-type: none"> Write answers to questions. Build vocabulary. 	<p>Learner write answers to comprehension questions on story.</p> <p>Add new vocabulary to personal dictionary.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> Complete exercise on homonyms. 	Give learner an exercise to complete on homonyms.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 4	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Understand and use vocabulary. Answer questions orally. Take part in shared reading. 	<p>Introduce vocabulary e.g. entire, flickering, instruments, quit, perfected and imitating.</p> <p>Ask leading questions on the information text e.g. Who invented the sewing machine? Do you know somebody that makes clothes?</p> <p>Read the information text using shared reading.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Find specific information during shared reading in groups. Indicate any other difficult words. 	<p>Let learner do shared reading again to find specific information in groups.</p> <p>Give learner the opportunity to indicate difficult words.</p> <p>Each group must have their own invention info text.</p>
		Writing & Presenting	<ul style="list-style-type: none"> Choose the correct answer in multi choice questions. Build vocabulary. 	<p>Give multiple choice questions on the text.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> Match abbreviations with the meaning. 	<p>Learner must match abbreviation to the correct meaning.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 5	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Understand and use new vocabulary. Discuss pictures and answer questions. Mention the qualities that would describe a person with good leadership skills. 	<p>Introduce new vocabulary e.g. clear communication, motivation, responsibility, trustworthy etc.</p> <p>Look at the picture of two people wanting to be elected for the same post. Ask questions such as: Have you ever felt this way? Maybe you wanted to be included in a team? Have you wanted to be the captain of a team? Have you ever voted?</p> <p>Explain that choices are similar to voting e.g. Which pudding to take? You vote for your favourite pudding? Would you like to be a class captain?</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Read for information during shared reading. 	Use shared reading on text.
		Writing & Presenting	<ul style="list-style-type: none"> Build vocabulary. Answer comprehension questions. 	<p>Underline new vocabulary.</p> <p>Learner must answer comprehension questions.</p>

		Language Structure & Conventions	<ul style="list-style-type: none"> Write abbreviations. 	Learner must give the abbreviations for e.g. page, South-Africa, turn over, as soon as possible, estimate time of arrival, do it yourself, etc.
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WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 6	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Listen to the teacher presenting herself to become the principal. Use the information needed to present himself for the position of class captain. 	<p>Based on the teacher presentation you must present yourself to be the newly elected class captain.</p> <p>Use the following information e.g. name, surname, age, grade, why they should vote for you, your qualities, what would you be able to do better than anyone other class captain before you?</p> <p>Learners present themselves to be the new class captain.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Read a friend's response. Write more qualities about himself. 	Learner must help a friend to identify more qualities about himself by reading the friend's answers individually and making suggestions.
		Writing & Presenting	<ul style="list-style-type: none"> Use a mind map to write presentation for election. 	<p>Learner use information given during listening and speaking.</p> <p>Learner can use the mind map to refine his presentation for election.</p>

		Language Structure & Conventions	<ul style="list-style-type: none"> Understand degrees of comparison introduced. 	Introduce degrees of comparison e.g. good - better, cheap – cheaper, fast – faster, clean – cleaner.
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WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 7	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Take part in discussion on sport. Answer questions orally. 	<p>Discuss pictures on different sports.</p> <p>Ask questions such as: Do you do any sports? Do you enjoy it? Do you like to watch sport? Do you like soccer? Why do you like it? Do you know the rules of soccer?</p> <p>New vocabulary e.g. turf, intensely, glamorous, passion, triumphant, powerhouse.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Read an article individually. Take part in shared reading and answer comprehension questions. 	<p>Learner read the article on soccer individually.</p> <p>Apply shared reading on comprehension questions.</p>
		Writing & Presenting	<ul style="list-style-type: none"> Build vocabulary. Answer comprehension questions. 	Give learner opportunity to answer questions.

		Language Structure & Conventions	<ul style="list-style-type: none"> Listen and take part in repeating the superlative degrees of comparison. 	<p>Introduce superlative degree of comparison to learner e.g. good – better – best etc.</p> <p>Give at least eight examples to the learner.</p>
WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 8	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Understand and use new vocabulary. Take part in discussion. Give and listen to the four most important rules. 	<p>Introduce new vocabulary e.g. trials, additional, promptly, required, expenses, snacks.</p> <p>Have a discussion on why rules are important in sports. Ask leading questions such as: What behaviour should a true sportsman portray? What will happen if?</p> <p>Learner must give the four most important rules in soccer.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Read a notice individually. 	Teacher supports learners while they read a notice.
		Writing & Presenting	<ul style="list-style-type: none"> Build vocabulary. Write down the most important rules of a sport. 	Ask learner to write the most important rules they can remember in a sport of their choice.
		Language Structure & Conventions	<ul style="list-style-type: none"> Take part in revision on: homonyms, abbreviations, degrees of comparison and mind maps. 	Revision on homonyms, abbreviations, degrees of comparison and mind maps.

WEEK 9 & 10	Formal Assessment	The two weeks allocated for formal assessment should be integrated across the 8 weeks planned for teaching and learning. The assessment will consist of all the skills indicated in the Programme of Assessment. Language Structures and Conventions should be assessed in context.	
<u>Assessment activities</u>			
SKILLS	WEIGHTING	ACTIVITIES	
Listening and speaking	30%	Present self to be elected as new class captain.	
Reading & Viewing	15%	Read any informational text.	
Writing & Presenting	30%	Mind map on election	
Writing & Presenting	25%	Written test covering term 1 & 2. Section A: contractions, compound words, conjunctions, possessive pronouns, antonyms, homonyms, abbreviations, degrees of comparison. Section B: Comprehension	

Year 2 Term 3

WEEK	DATE	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
Week 1	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Understand and use new vocabulary. Take part in discussion on sport attire. Listen to and follow pointer during shared reading. 	<p>Introduce new vocabulary e.g. regulations, sharply, referee, sighed, grumpiness, perfectly and happily.</p> <p>Have a discussion on the correct attire for soccer.</p> <p>Use shared reading to make the story clear and to allow learners to apply paired reading better.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Take part in shared reading to understand the text. 	<p>Use shared reading to make the story clearer.</p> <p>Learner then read above in pairs.</p>
		Writing & Presenting	<ul style="list-style-type: none"> Build vocabulary. Copy the format of the letter. 	<p>Introduce the format of an informal letter e.g. salutation, address, content containing of introduction, body and conclusion.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> Underline more common nouns in the text. 	<p>Introduce common nouns e.g. soccer boots, ball, coach, grandmother, whistle, poles etc.</p> <p>Give at least 10 examples.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 2	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Re-tell a story through role play. 	Support learner to re-tell the story through role play having 3 characters.
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Read a friend's letter. 	Give a check list that can be used as a guideline when writing a friendly letter. Learners can this guideline to assess each other's format of their letters.
		Writing & Presenting	<ul style="list-style-type: none"> Build vocabulary. Write a letter. Assess a friend's letter using a checklist. 	Provide learner with a word bank to write a letter to the coach and give motivation why he should be included in the trials.
		Language Structure & Conventions	<ul style="list-style-type: none"> Use common nouns in proper structured sentences. 	Assist learner using common nouns in sentences. Pay attention to sentence structures.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 3	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Follow pointer during shared reading. Take part in short discussion on a poem. Rap a poem in groups used in shared reading and act it out. 	<p>Have a short discussion on the poem.</p> <p>Give learner the opportunity to use their creativity when rapping a poem in groups.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Group read the poem and sing it to a rap sound while acting it out. 	<p>Use poem during shared reading.</p> <p>Divide class in groups. They group read the poem and plan how to rap and act it out.</p>
		Writing & Presenting	<ul style="list-style-type: none"> Write own poem on a specific topic. 	<p>Give learner topics they can choose from to write their own poem.</p> <p>Assist learner during writing.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> Understand what a proper noun is and give examples. 	<p>Introduce proper nouns: Limpopo, Benoni, Sam etc.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 4	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Take part in discussion on social media. Make up own e-mail address. 	<p>Discuss social media (internet, e-mail and e-mail address) using leading questions: Have you ever received and e-mail? Have you sent an e-mail? How does an e-mail address look like?</p> <p>Show learner a few e-mail addresses and guide them to make their own.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Individually read an e-mail for information. 	Learner must read an e-mail message for information individually.
		Writing & Presenting	<ul style="list-style-type: none"> Write a reply to the e-mail. 	Help learner to write a reply to the e-mail. Remembering the address etc.
		Language Structure & Conventions	<ul style="list-style-type: none"> Write sentences using the proper nouns. 	Give a worksheet to complete the proper nouns.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 5	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Take part in discussion on his favourite belonging. Look at pictures, You Tube clips etc. and make own wish list. 	<p>Have a discussion on learner's favourite belongings.</p> <p>Show learners picture, You Tube etc. of belongings of wealthy people (cars, homes, jewellery etc.)</p> <p>Learner must make a wish list.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Participate in shared reading and do comprehension questions. 	<p>Apply shared reading on story.</p> <p>Share read comprehension questions.</p>
		Writing & Presenting	<ul style="list-style-type: none"> Write a list. Answer comprehension questions in writing. 	<p>Learner must write a wish list.</p> <p>Give comprehension questions.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> Understand and use adverbs correctly. 	<p>Introduce at least 10 adverbs: I walk <u>slowly</u>. I cried out <u>loudly</u>.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 6	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Take part in discussion. Draw a picture. Participate in shared reading. Take notes. 	<p>Have a discussion on what they think aliens look like what they eat, wear, entertainment and give reasons.</p> <p>Learner must draw a picture of an alien.</p> <p>Make learner aware of rhyme.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Read poem individually. 	<p>Use individual reading to help learner with pronunciation.</p> <p>Use shared reading on a poem.</p>
		Writing & Presenting	<ul style="list-style-type: none"> Work in pairs and write questions and answers. 	<p>Give example of an interview.</p> <p>Learner must work in pairs, write questions and answers to an interview with an alien.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> Write sentences. 	<p>Give verbs that learners must use applying adverbs.</p> <p>Make learner aware of rhyme.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 7	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> • Role play interview in pairs. 	Make learner aware of attributes a good speaker should have e.g. talk loud, eye contact, good composure etc.
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> • Read individually. • Draw the alien he described. • Evaluate the drawing a friend made on the description he wrote. 	Learner exchange description of alien and read a friends' description individually.
		Writing & Presenting	<ul style="list-style-type: none"> • Give a description in writing. 	Learner must use the following adjectives to describe an alien e.g. size, colour, shape, how it moves.
		Language Structure & Conventions	<ul style="list-style-type: none"> • Able to point out the adjectives in a sentence. 	Introduce adjectives e.g. round greenish face; three wobbly eyes; big green ears; little hands.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 8	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Take part in discussion on CV. Make suggestions on information in a CV. Understand and use new vocabulary. 	<p>Introduce new vocabulary e.g. Curriculum Vitae, personal details, hobbies, references, experience and qualifications.</p> <p>Discussion on how to find a job? What is a CV? Why must you have a CV? What information is in it? etc.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Answer oral questions. 	Ask oral questions.
		Writing & Presenting	<ul style="list-style-type: none"> Fill in the short CV. 	Provide learner with the format of a short CV.
		Language Structure & Conventions	<ul style="list-style-type: none"> Write sentence adding adjectives to given nouns. 	Provide learner with nouns to which they must add adjectives and use it in a sentence.

WEEK 9 & 10	Formal Assessment	The weeks allocated for formal assessment must be integrated across the weeks planned for teaching and learning. The assessment will consist of all the skills indicated in the Programme of Assessment. Language Structures and Conventions should be assessed in context. The following assessments may be done throughout the term or in week 9 & 10. Learners should be scored accordingly using recording sheets and rubrics.	
<u>Assessment activities</u>			
SKILLS		WEIGHTING	ACTIVITIES
Listening & Speaking		30%	Name 3 belongings you would save in case of a fire. Give reasons.
Reading, Viewing & Phonics		25%	Read a text and focus on pronunciation.
Writing & Presenting		25%	Describe the Alien they drew.
Language structures & Conventions		20%	Common nouns, adverbs, verbs, adjectives

Year 2 Term 4

WEEK	DATE	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
Week 1	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Extract information from a map and discuss it. Answer oral questions. Understand and use new vocabulary. 	<p>Teacher gives learner a map of South Africa with the names of all the provinces. Ask leading questions on the map. E.g. What country is shown on the map? Which province do you live in? How many provinces are there in South Africa?</p> <p>Introduce new vocabulary on a story e.g. especially, vast, samosas, carve, extremely.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Shared reading on a story. Answer oral questions. 	<p>Apply shared reading on a story.</p> <p>Ask oral questions based on the story.</p>
		Writing & Presenting	<ul style="list-style-type: none"> Build vocabulary. Complete a mind map. 	<p>Give learner a mind map with certain pictures of South Africa. They must complete the mind map by filling in the words missing.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> Identify and understand collective nouns. 	<p>Introduce and give learner sentences containing collective nouns.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 2	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Present short passage on the information and attractions of the province they live in orally. 	Give learner information on the province he lives in. They must write a short passage on the information and attractions and come and present it to the class.
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Take part in shared reading. Read the information text individually. Read a friend's paragraph individually. 	<p>Apply shared reading on the provinces they live in.</p> <p>Learner reads information individually when writing a paragraph.</p>
		Writing & Presenting	<ul style="list-style-type: none"> Design a mind map. Write a paragraph. 	<p>Write a paragraph on the information and attractions of the province he lives in.</p> <p>Learner must use their own informational text to design a mind map.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> Complete exercise on collective nouns. 	Give learner an exercise containing 5 collective nouns.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 3	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Name the important properties of an advertisement. Identify different properties on different advertisements. Understand and use new vocabulary. 	<p>Revise the important properties of an advertisement by asking oral questions.</p> <p>Teacher and learners bring different advertisements to class. Ask oral questions on the advertisements.</p> <p>Introduce new vocabulary.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Read an advertisement individually. 	Provide learner with an advertisement.
		Writing & Presenting	<ul style="list-style-type: none"> Build vocabulary. Formulate questions for clarity based on an advertisement. 	Learner must write 5 questions on clarity of the advertisement down.
		Language Structure & Conventions	<ul style="list-style-type: none"> Identify and use the gender form of nouns. 	Introduce and give learner 10 examples of the gender form of nouns.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 4	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Give a recount of the past holiday. Understand and use new vocabulary. 	<p>Learner must tell class of a holiday.</p> <p>Introduce new vocabulary. E.g. surprised, different etc.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Take part in shared reading on a letter. Read letter individually. 	<p>Shared reading on a letter.</p> <p>Individual reading on a letter.</p>
		Writing & Presenting	<ul style="list-style-type: none"> Build vocabulary. 	Compile own holiday schedule of different activities and time.
		Language Structure & Conventions	<ul style="list-style-type: none"> Complete exercise on gender form of nouns. 	Give learner an exercise with 10 gender forms of nouns.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 5	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Discuss an e-mail. Identify the importance of an e-mail. Understand and use new vocabulary. 	<p>Ask leading questions on an e-mail e.g. What does an e-mail look like? Why do you send someone an e-mail?</p> <p>Ask oral question to bring the important properties of an e-mail to learner attention.</p> <p>Introduce new vocabulary.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Read an e-mail in a group. 	Group reading an e-mail.
		Writing & Presenting	<ul style="list-style-type: none"> Build vocabulary. Identify and correct mistakes on an e-mail. 	Learner must underline the mistakes on the e-mail and re-write the e-mail correctly.
		Language Structure & Conventions	<ul style="list-style-type: none"> Apply and revise alphabetical order. 	Give learner 10 words to put in alphabetical order.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 6	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Discuss endangered animals. Identify endangered animals. Understand and use new vocabulary. 	<p>Discuss endangered animals. Ask leading questions e.g. what does the word endangered mean? Name animals that you know are endangered. Why are these animals endangered?</p> <p>Provide learner with pictures of endangered animals. Let them answer questions orally e.g. did you ever see one of these animals? What interesting fact do you know of this animal?</p> <p>Introduce new vocabulary. E.g. disappearing, rare, territory, dung, charge.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Take part in shared reading on an informational text. 	Shared reading on informational text on the African rhino.
		Writing & Presenting	<ul style="list-style-type: none"> Build vocabulary. Answer comprehension questions. 	Give learner 10 questions based on the informational text.
		Language Structure & Conventions	<ul style="list-style-type: none"> Revise and complete activity on plurals. 	Learner must complete the plurals of 10 words after doing revision on plurals.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes,
Week 7	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Recalls important facts. 	Let learner name 5 interesting facts of the rhino.
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Read a poem in pairs. 	Paired reading on a poem.
		Writing & Presenting	<ul style="list-style-type: none"> Complete a mind map. 	Give learner a mind map based on the rhino. They must fill in the interesting facts of the rhino.
		Language Structure & Conventions	<ul style="list-style-type: none"> Revise conjunctions and complete activity on it. 	Revise conjunctions. Give learner 10 sentences to combine using conjunctions.

WEEK 8 - 10	Formal Assessment	The weeks allocated for formal assessment must be integrated across the weeks planned for teaching and learning. The assessment will consist of all the skills indicated in the Programme of Assessment. Language Structures and Conventions should be assessed in context.
<u>Assessment activities</u>		
SKILLS	WEIGHTING	ACTIVITIES
Listening and Speaking	30%	Speech on any endangered animal and measures take to protect it.
Reading & Viewing	25%	Unprepared reading on a suitable text.
Writing and Presenting	20%	Write a paragraph on interesting attractions in South Africa you would like to visit.
Writing & Presenting	25%	<p>Written exam covering term 3 & 4.</p> <p>Section A: common noun, proper noun, collective noun, adverbs, adjectives, gender form of nouns, alphabetical order, plurals, conjunctions.</p> <p>Section B: Comprehension test using an advertisement. e-mail.</p>

YEAR 3 TERM 1

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
			The learner is able to:	USE ANNEXURE 1: Year 3 Term 1 Communication
Week 1	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Understand and use new vocabulary. Take part in discussion on what communication is. Answer questions on “sender” and “receiver” and what happened in a “telephone conversation”. Use different facial expressions to contradict a message and influence the receiver. Give own opinion. 	<p>Introduce new vocabulary: sender, receiver, decode and respond.</p> <p>Have a discussion on “What is communication”.</p> <p>Using leading questions make learners aware that communication is a two-way process. Sender – person communicating. Receiver – person receiving information.</p> <p>Receiver must decode message before he can understand and respond.</p> <p>Play the “telephone game” (Activity 1). A certain message is whispered from one learner to another (the whole class participates). The last learner says the message he received out loud. Repeat using different messages as well as facial expressions that contradict the message e.g. with a happy face say: “Mr Bones passed away”.</p>

		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Take part in shared reading on what communication is and what the three parts involved in communication are. Apply shared- and individual reading 	<p>Use shared reading on Annexure 2 no. 1 “What is communication” and no. 1.1 “Three parts involved in communication”.</p> <p>Learners read activity 1 and 2 individually.</p>
		Writing &Presenting	<ul style="list-style-type: none"> Builds vocabulary. Apply new knowledge to complete activity 1 & 2. 	<p>Learner must add new vocabulary to personal dictionary.</p> <p>Complete activity 1 & 2.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> Understand and demonstrate the use of the demonstrative pronouns. 	<p>Explain and demonstrate the “demonstrative pronouns” in singular form to learners.</p> <p>Singular: “this” – when it is near “that” – when it is far</p> <p>E.g. This is my shoes. That car across the road is red.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 2	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Take part in discussion and demonstration on body language. Will know that is very helpful when going for an interview. Demonstrate understanding of the influence of body language during communication. Demonstrate and mime positive and negative body language. 	<p>Introduce new vocabulary: excessive nodding.</p> <p>Have a discussion on body language and how it influences what is being said. Demonstrate examples, e.g. "I am sorry" with rolling eyes while walking away. "I am sorry" while looking the person in the eyes.</p> <p>Divide learners into pairs and give each pair something to say. The one revealing positive body language and the other negative while saying the same thing.</p> <p>How did it make the learner feel?</p> <p>Some learners must mime the same idea but the one with positive- and the other with negative-body language. What was the message the observer received from the body language, not being able to hear what was said?</p> <p>Communication consists of three parts:</p> <ul style="list-style-type: none"> Words: 7% Tone of voice: 38% Body Language: 55%

		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Learner reads individually. 	<p>Google the 10 worst body language mistakes made in interviews (pointing, crossed arms, excessive nodding etc.).</p> <p>https://www.linkedin.com/pulse/10-worst-body-language-mistakes-you-can-make-job-interview-burch?trk=pulse-det-nav_art</p> <p>Learner must read text, view and interpret the photos.</p>
		Writing & Presenting	<ul style="list-style-type: none"> Build vocabulary. Write a list. 	<p>Learner must add new vocabulary to personal dictionary.</p> <p>List 8 body language mistakes one can make in an interview.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> Understand and demonstrate the use of the demonstrative pronouns in plural form. 	<p>Explain and demonstrate the “demonstrative pronouns” in plural form to learners.</p> <p>Plural: “these” – when it is near</p> <p>“those” – when it is far.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 3	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Build vocabulary. Demonstrate different body languages 	<p>Learner must add new vocabulary to personal dictionary.</p> <p>Learner listens, interprets and assess demonstrations.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Apply shared reading on an information text. 	<p>Google "What does body language mean?" choose e.g. "25 examples of body language – listverse.com/2007/11/08/25-examples-of-body-language/</p> <p>Apply shared reading on the text.</p>
		Writing & Presenting	<ul style="list-style-type: none"> Interpret body language. Match body language and meaning. 	<p>Give the learner a tick list to use during peer assessment on demonstrations of different interview body languages</p> <p>Give learner a column to match the body language to the correct meaning.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> Understand demonstrative pronouns in singular and plural form. 	<p>Give a worksheet on the demonstrative pronouns in both singular and plural form.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 4	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Continue with demonstration done in week 3. 	Learner listens, interprets and assess demonstrations.
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Continue with work in week 3. 	Continue with work in week 3.
		Writing & Presenting	<ul style="list-style-type: none"> Continue with work in week 3. 	Continue with work in week 3.
		Language Structure & Conventions	<ul style="list-style-type: none"> Write short sentences. Correctly use the definite and indefinite article in writing. 	<p>Learner is given the opportunity to write sentences.</p> <p>Provide sentences that the learner should complete using the definite and indefinite article.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 5	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Understand and use new vocabulary. Discuss the three communication styles and apply to own life. Demonstrate different styles of communication and apply the correct body language to emphasise the style. 	<p>Introduce new vocabulary: approach, exchange, communication styles, logic and context.</p> <p>Have a discussion on the three styles of communication (transacting as a parent, adult or child), using the text.</p> <p>Give several examples to learners.</p> <p>Pair learners. They demonstrate different communication styles. Motivate them to use the correct body language that fits the specific style. If they don't have their own ideas from everyday live the teacher may give them topics/situations to use for a demonstration.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Apply shared reading on three communication styles. 	Learner must share read text on no. 2 Communication analysis, paying attention to 2.1 to 2.3 in Annexure 2.
		Writing & Presenting	<ul style="list-style-type: none"> Match the characteristics and the 3 communication styles. 	<p>Provide a tick list with different characteristics of the three communication styles. After each demonstration learners tick off the style that was demonstrated and what characteristic could be identified e.g. reason - adult style / playful - child style.</p> <p>Condemn - parent style.</p>

		Language Structure & Conventions	<ul style="list-style-type: none"> Understand and use the definite article and indefinite article. Make sentences with “a” and “an”. 	<p>Explain the use of the definite article “the” and the indefinite article “a / an”.</p> <p>Make sentences using “a” and “an”.</p> <p>Give examples of the definite and indefinite article and let learner answer orally.</p>
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WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 6	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Understand and use new vocabulary. Use polite forms for greetings in formal and informal situations. 	<p>Introduce new vocabulary: formal, and informal.</p> <p>Divide class into two groups.</p> <p>Help learner to mime greetings on the two different levels of communication. (Informal, formal)</p> <p>In a group, mime greeting on the three different levels of communication.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Use shared reading to obtain information. 	Learner must apply shared reading using text on levels of communication.
		Writing & Presenting	<ul style="list-style-type: none"> Build vocabulary. Use polite forms for greetings in formal and informal situations. 	<p>Give learner a worksheet with the two levels of communication. Leave open lines to write two sentences. Learner must indicate the type of language they will use in each level.</p> <p>Write one sentence saying hello and one sentence saying good-bye under each level of communication</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> Understand when to use because and but when joining sentences. 	Explain that joining sentences with because gives a reason for what is said. Joining sentences with but shows contrast.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 7	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Understand vocabulary in context. Recognise and give examples of everyday situations where HOAD must be implemented. 	<p>Introduce new vocabulary: tempered, diplomacy, rude and hurtful.</p> <p>Give examples in everyday communication being Honest, Open, Appropriate and Direct (HOAD).</p> <p>Give learners scenarios where they must apply HOAD.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Apply share reading of text: "How to choose your own style". Demonstrate independent reading. 	<p>Shared reading "How to choose your own style".</p> <p>Give learners the opportunity to read individually afterwards.</p>
		Writing & Presenting	<ul style="list-style-type: none"> Build vocabulary. Make a mind map 	<p>Make a mind map: HOAD and give an example of each style.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> Join sentences using: because and but 	<p>Give sample sentences to join with "because" and "but". Learner does it orally.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 8	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Read with comprehension. 	<p>Explain what a chart is, where it is used, who benefits from it etc.</p> <p>Show a chart and examples from internet and guide learners to read and interpret a chart.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Read a chart. 	Paired reading on a chart.
		Writing & Presenting	<ul style="list-style-type: none"> Answer questions on a chart. 	Comprehension on a chart.
		Language Structure & Conventions	<ul style="list-style-type: none"> Join sentences in writing using “because” and “but”. 	Give sentences to join using “ because ” and “ but ”.

WEEK 9 & 10	Formal Assessment	The weeks allocated for formal assessment must be integrated across the weeks planned for teaching and learning. The assessment will consist of all the skills indicated in the Programme of Assessment. Language Structures and Conventions should be assessed in context. The following assessments may be done throughout the term or in week 9 & 10. Learners should be scored accordingly using recording sheets and rubrics.	
<u>Assessment activities</u>			
SKILLS		WEIGHTING	ACTIVITIES
Listening and speaking		25%	Role play 3 levels of communication styles.
Reading and viewing		25%	Comprehension on communication.
Writing & Presenting		35%	Match body language to the communication style e.g. Child-, adult-, and parent style Three parts of communication: words, tone of voice, body language. Complete a column: A write 10 body language mistakes during an interview and B write what message the specific body language sends.
Language structures and conventions		15%	Conjunctions: but and because, Demonstrative pronouns (singular and plural), definite and indefinite form.

YEAR 3 TERM 2

WEEK	DATE	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes USE ANNEXURE 3: Year 3 Term 2 Communication Problems
Week 1	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Understand and use new vocabulary in context. Take part in discussion on description of problems and the clip on “different perspectives”. Listen to shared reading on the first two problems to communication: different perspectives and listening with the view to respond, not to understand. 	<p>Introduce new vocabulary: problem, mistake, frequently.</p> <p>Cover an object with cloth. Invite two learners to sit in front and the other at the back of the object. Each gets an opportunity to describe the object. Description will differ. Why? Different perspectives.</p> <p>Repeat the exercise twice using different objects.</p> <p>Show learner a You Tube clip on “different perspectives”. www.quora.com › ... › Attributes of People › Perspective</p> <p>Have a discussion on it using leading questions.</p> <p>Learner must know that he must learn to understand another person’s perspective – although you do not agree.</p>

		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Shared reading on first two problems to communication. 	Learner must take part in shared reading text on the First two problems.
		Writing & Presenting	<ul style="list-style-type: none"> Add vocabulary to dictionary. Work in a group and write suggestions how to respond to ensure a positive ending. 	Make a mind map about the best ways to deal with problem 1.
		Language Structure & Conventions	<ul style="list-style-type: none"> Know when to use but and because when joining sentences. Listen to and give answers to joining sentences using before and then. 	Revise conjunctions using but and because . Also introduce using before and then .

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 2	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Understand and use new vocabulary in context. Listen to shared reading on problem 2. Take part in discussion on problem 2, listen to scenarios and give solutions. 	<p>Introduce new vocabulary: aggression, irritation, fiddling, attentively.</p> <p>Have a discussion on problem 2 using leading questions.</p> <p>Give scenarios to which learner must give solutions.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Shared reading on problem 2. 	Share read problem 2: Listening with the view to respond not with the view to understand.
		Writing & Presenting	<ul style="list-style-type: none"> Add vocabulary to dictionary. 	Use colours and make a summary of problem. What is the problem? How to deal with the problem.
		Language Structure & Conventions	<ul style="list-style-type: none"> Join sentences orally using conjunctions: before, then, but and because. 	Give examples of sentences to join using: before, then, but and because .

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 3	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Understand and use new vocabulary in context. Take part in discussion on problem 3. Share with the class situations where you did not check the quality of your own communication. 	<p>Introduce new vocabulary: misunderstanding, blaming, society, instinctively.</p> <p>Have a demonstration with a learner where you ask him: "Do you want a piece of cake or not?" Learner will answer yes. Does it mean: "yes I want a piece of cake?" or "yes I don't want a piece?".</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Read text on problem 3. Formulate problem 3 in own words. 	Share read problem 3.
		Writing & Presenting	<ul style="list-style-type: none"> Add vocabulary to dictionary. Write 5 sentences to describe problem 3. 	Write 5 sentences to explain problem 3.
		Language Structure & Conventions	<ul style="list-style-type: none"> Join sentences using: before, then, but and because. 	Give sentences to join using: before, then, but and because .

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 4	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Take part in discussion on cultural differences. Prepare and present a speech. 	<p>Show a video in a European language. Ask leading questions e.g. Why didn't learner understand what was said?</p> <p>Have a discussion on different types of cultural differences e.g. religion, marriage etc.</p> <p>Learner presents a speech on: "How cultures has an effect on communication".</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Take part in shared reading on problem 4. 	<p>Learner takes part in shared reading on problem 4.</p> <p>Also read activity 8 and explain what should be done.</p>
		Writing & Presenting	<ul style="list-style-type: none"> Complete activity 8. 	Learner complete activity 8.
		Language Structure & Conventions	<ul style="list-style-type: none"> Understand the use of prefixes. Identify and colour the stem and prefix of a word. 	<p>Introduce the use of prefixes to make new words.</p> <p>Colour the stem green and the prefix red. Give words and learners must identify stem and prefix e.g. uncomfortable, misbehave, disappoint etc.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 5	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Understand and use new vocabulary in context. Take part in discussion on empathy. 	<p>Introduce the concept “empathy”. Show video clips that demonstrate empathy.</p> <p>Use leading questions during class discussion on empathy. Talk about movies, cartoons or everyday lives where empathy is witnessed.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Find the meaning of “empathy” in the dictionary / internet and read it out loud. 	Guide learners to look up meaning of “empathy” in dictionary/internet.
		Writing & Presenting	<ul style="list-style-type: none"> Write a few sentences about a real-life situation where he had to show empathy. 	Assist learner where needed.
		Language Structure & Conventions	<ul style="list-style-type: none"> Work in a group to make new words using prefixes and write it. 	Learner work in a group. Give words to learner and a word bank of prefixes. He must now add the prefix to the stem to make new words. All learners in the group write the new word on rough work paper. The group with the most words is the winner.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 6	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Understand and use new vocabulary in context. Take part in a discussion on listening and hearing. Work in a group and act out the body language of a person hearing and a person listening. Select the best act. 	<p>Introduce new vocabulary: necessary, passive, active.</p> <p>Have a discussion on listening and hearing. Ask learner his opinion: "does most learners hear or listen?"</p> <p>Divide class in two groups. One group stand in front of the class and the learners must act out the body language of a person hearing. Learners select the best person acting it out. The other group does the same but act out a person that is listening.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Take part in shared reading on information text. Individual reading for answers to questions. 	<p>Apply shared reading on the Difference between listen and hear as well as the 5 Phases of listening.</p> <p>Learner read individually for answers to questions.</p>
		Writing & Presenting	<ul style="list-style-type: none"> Add vocabulary to dictionary. Answer questions on text. 	<p>Give learner questions on read text to show the difference between hear and listen.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> Understand the use of suffixes. Identify and colour the stem and suffix of a word. 	<p>Introduce the use of suffixes to make new words. Colour the stem green and the suffix blue. Give words and learners must identify stem and suffix e.g. dangerous, careful, harmless etc.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 7	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Understand and use new vocabulary in context. Take part in discussion on the four barriers to listening and techniques to overcome it. Give examples in own life where these barriers occurred. Listen to and follow text being read. 	<p>Introduce new vocabulary: physical, social, physiological and personal.</p> <p>Discuss the four Barriers to listening using leading questions: have you ever listened to someone and be distracted by a noise? Have you ever had a conversation with someone that doesn't really talk a lot? Tell the class what happened.</p> <p>Discuss techniques to overcome it.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Take part in shared reading to text on barriers to listening, techniques to overcome it. Read a dialogue individually and make five suggestions that will ensure good listening. 	<p>Apply shared reading to text on Barriers to listening, techniques to overcome it.</p> <p>Give learner a dialogue to read individually.</p>
		Writing & Presenting	<ul style="list-style-type: none"> Add vocabulary to dictionary. Read the dialogue individually and make five suggestions to ensure good listening. Add the suggestions in red pencil where it is appropriate. 	<p>Give learner a dialogue to read individually. Explain that he should make five suggestions, in green pencil, which the person could say or do to ensure good listening.</p>

		Language Structure & Conventions	<ul style="list-style-type: none"> Work in a group to make new words using suffixes and write it. 	Learner work in a group. Give words to learner and a word bank of suffixes. They must now add the suffix to the stem to make new words. All learners in the group write the new word on rough work paper. The group with the most words is the winner.
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WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 8	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Take part in discussion and give own opinion on things that will encourage the other person to talk. Listen and take part in shared reading on open and closed questions. Work with a friend, have a conversation and motivate each other to give more information. 	<p>Have a discussion on ways that will encourage the other person to talk. Learner give own opinions.</p> <p>Learner works in pairs and gets a topic. They must have a conversation using open questions to encourage each other to give more information.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Take part in shared reading on worksheet of prefixes and suffixes. 	<p>Apply shared reading on Open and Closed questions that will either encourage or discourage a person to take part in a conversation.</p> <p>Read and explain the worksheet on prefixes and suffixes.</p>
		Writing & Presenting	<ul style="list-style-type: none"> Write examples of open and closed questions. 	Guide learner to write 5 examples each of open- and closed-questions.
		Language Structure & Conventions	<ul style="list-style-type: none"> Complete the worksheet on prefixes and suffixes. 	Learner complete worksheet on prefixes and suffixes.

WEEK 9 & 10	Formal Assessment	The weeks allocated for formal assessment must be integrated across the weeks planned for teaching and learning. The assessment will consist of all the skills indicated in the Programme of Assessment. Language Structures and Conventions should be assessed in context.
<u>Assessment activities</u>		
SKILLS	WEIGHTING	ACTIVITIES
Listening & Speaking	40%	Speech on “Effect of different cultures on communication”.
Reading & Viewing	35%	Choose any of the 4 problems during communication to pair read.
Writing & Presenting	25%	<p>Written test covering term 1 & 2.</p> <p>Section A: demonstrative pronoun, demonstrative pronoun in plural form, definite and indefinite article, join sentences, prefixes, suffixes.</p> <p>Section B: Comprehension and questions on Body language, Communication Styles, HOAD and cultural problems during communication.</p>

YEAR 3 TERM 3

WEEK	DATE	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes USE ANNEXURE 4: Year 3 Term 3 Telephone Etiquette
Week 1	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Take part in discussion on different methods of answering a telephone call. Give opinion on telephone call scenarios and motivate answer. Explain how the customer feels when a telephone operator is not giving good customer service. 	<p>New vocabulary: etiquette, polite, put on hold, domestic, foreign, customer service, transfer and impression.</p> <p>Have a discussion on how to answer a telephone call from your friend, mother, grandmother, teacher etc. Some calls are formal and some informal. Different answering methods. Use leading questions.</p> <p>Learner must give his opinion on the scenarios in activity one and motivate it.</p> <p>Discuss how a bad telephonist contributes to customer service of the company.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Do shared reading on activity one and give his opinion. 	<p>Apply shared reading on: activity 1: Testing your telephone etiquette IQ. Learner must read and give his or her opinion.</p>

		Writing & Presenting	<ul style="list-style-type: none"> • Write new vocabulary in dictionary. • Complete activity 1 by only writing True or False. 	Help learner to understand and complete activity 1.
		Language Structure & Conventions	<ul style="list-style-type: none"> • Understand the difference between “can” and “may”. 	Explain the difference between “can” and “may”. Give different sentences where they are used to make the difference clearer.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 2	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Listen to basic rules of answering a telephone call and take part in discussion on it. Look at the basic rules of Answering a telephone call and take part in discussion on the two video clips. 	<p>New vocabulary: decide, identify and included.</p> <p>Have a discussion on no. 1 the basic rules of Answering a telephone call.</p> <p>Indicate to learner why his answer in activity 1 scenario one was correct or incorrect.</p> <p>Show a You Tube video clip on “How not to answer the phone at work”. Also show a video clip on “Professional Phone Etiquette” from Expert Village. Have a discussion on the two clips, using leading questions.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Read activity 2 with comprehension. 	Learner must read activity 2 independently and understand each question.
		Writing & Presenting	<ul style="list-style-type: none"> Add new vocabulary to dictionary. Complete activity 2 in own words. 	Help learner to understand and complete activity 2.
		Language Structure & Conventions	<ul style="list-style-type: none"> Complete sentences using “can” and “may”. 	Give a worksheet to complete sentences using “can” and “may”.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 3	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Memorise the 5 steps and 3 options when putting a caller on hold. Take part in discussion on scenario two in activity 1 and indicate why this scenario is false. Work in a group and demonstrate how the call should have been answered. Take part in the pop quiz based on activity 3. 	<p>Learner must memorise the 5 steps and 3 options there is to use.</p> <p>Have a discussion on scenario two in activity 1. Learner must indicate what is wrong in the answering of the call.</p> <p>Give learner opportunity to work in a group and demonstrate how it should have been done.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Share read activity 3 "Putting a caller on hold". Comprehend text read on 5 steps and 3 options. 	<p>Apply share reading on no. 2 "Five steps and three options there is to use" and "Putting a caller on hold". Learner must read the steps out loud together with the teacher to memorise it.</p> <p>Read and explain activity 3. Focus on 5 steps and 3 options.</p>
		Writing & Presenting	<ul style="list-style-type: none"> Complete activity 3 worksheet. 	<p>Assist learner when completing activity 3.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> Pronounce the words with silent letters and point out the silent letters in each word. 	<p>Explain that some words start with or contain silent letters that you don't pronounce. Give examples: psalm, thumb, listen, reign, knuckle, ascend, and dumb.</p> <p>Show the following video:</p> <p>www.youtube.com/watch?v=6phRbPQC2W</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 4	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Take part in discussion on problems with transferring a call. Demonstrate the right and wrong ways to transfer a call. 	<p>Have a discussion on problems with transferring a call.</p> <p>While demonstrating wrong and right ways of answering and transferring a call.</p> <p>Discuss why they think it is wrong and why it may be right.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Share read 4 things to do when transferring a call and how to take a proper message. 	<p>Apply shared reading on the 4 things to do when transferring a call.</p> <p>Share read activity 4 and let learners complete it.</p>
		Writing & Presenting	<ul style="list-style-type: none"> Answer activity 4 in a group. Listen to activity 5 being explained and answer individually. 	<p>Work in groups and answer activity 4.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> Pronounce the words with silent letters. Re-write the words but write the silent letters in green pencil. 	<p>Give more examples of words with silent letters: palm, tomb, calm, gnaw, scent and write.</p> <p>Give a worksheet where learner must re-write the 13 words using green pencil for the silent letter that is not pronounced.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 5	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Take part in discussion on how to take a proper message. Look and listen to video clip on taking messages. Act out how to take a message. 	<p>Have a discussion on how to take a proper message.</p> <p>Video: www.youtube.com/watch?v=uhd.Y50lt30</p> <p>Pair learners and let them act out the telephone call and take a proper message.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Share read information on “how to take a proper message”. 	<p>Share read information on “how to take a proper message”.</p> <p>Use different colours to make it easier for the learner to understand and remember what must be included when taking a message.</p>
		Writing & Presenting	<ul style="list-style-type: none"> Write down a proper telephone message from information given. 	<p>Learner writes a proper telephone message from given information.</p> <p>Complete activity 5.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> Match the silent letter words with the correct meaning. 	<p>Give a worksheet to match the silent letter words to the correct meaning.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 6	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Listen to a telephone call and take a message. Take part in discussion on ending a call. 	<p>Teacher role plays a telephone call and leaves a message. Learners listen and take a proper message.</p> <p>Have a discussion on number 6 “Ending a call”.</p> <p>Ask learners how they would feel if the call was just ended without a greeting or if the telephonist starts asking personal questions e.g. “what colour is your eyes/car?”</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Read number 6 on the importance of ending a call. 	Learners read the information given individually and underline the important information.
		Writing & Presenting	<ul style="list-style-type: none"> Individually write a proper message from a role play phone call. Write ideas and ways to end a call positively. 	<p>During the role play of the telephone call each learner must write a proper message.</p> <p>Write a few ideas on how you could end a call on a positive note.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> Complete the sentences using the words in the word bank. 	Give a worksheet with commonly confused words in the work bank: there, their, they’re, to, too, two, of and off . Give simple sentences where these words must be used to complete the sentences.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 7	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Work with a friend to find words without the help of the teacher. Look up words individually. 	<p>Demonstrate and let learners work in pairs on how to look up specific words in the dictionary. Support and guide them to find 4 words. Allow enough time for each pair to find the words successfully.</p> <p>Let learner look up the next 4 words individually.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Read a word with a friend (paired reading). Know where in the alphabet to start looking for a word. Read a word individually and look it up. 	Learner must read the word with a friend and later on individually. He must know where in the alphabet to start looking up a word.
		Writing & Presenting	<ul style="list-style-type: none"> Write the meaning of the words 	Write the meaning of the words
		Language Structure & Conventions	<ul style="list-style-type: none"> Use a dictionary. 	<p>Assist learner to use a dictionary to look up the following words: niece, nephew, cousin.</p> <p>Learner completes sentences on relations: my father's mother is my ___, my mother's sister is my ___, my uncle's daughter is my ___, my sister's son is my ___ etc. Provide a word bank.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 8	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Look up words individually. Explain to class step by step how to find a word in the dictionary given by the teacher. Continue with week 7. 	<p>Let learner look up the next 4 words individually.</p> <p>Give learner the opportunity to explain to class mates how to find a word in the dictionary.</p> <p>Continue with week 7.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Know where in the alphabet to start looking for a word. Read a word individually and look it up. Continue with week 7. 	<p>Continue with week 7. Learner must know where in the alphabet to start looking up a word.</p> <p>Give more words to find.</p>
		Writing & Presenting	<ul style="list-style-type: none"> Complete a self-evaluation check list. 	Learner completes a self-evaluation check list. Use this to identify problem areas to give more attention to when finding words in the dictionary.
		Language Structure & Conventions	<ul style="list-style-type: none"> Complete a crossword puzzle in context. 	Make a crossword puzzle on relations and let learners complete it.

WEEK 9 & 10	Formal Assessment	The weeks allocated for formal assessment must be integrated across the weeks planned for teaching and learning. The assessment will consist of all the skills indicated in the Programme of Assessment. Language Structures and Conventions should be assessed in context. The following assessments may be done throughout the term or in week 9 & 10. Learners should be scored accordingly using recording sheets and rubrics.	
<u>Assessment activities</u>			
SKILLS		WEIGHTING	ACTIVITIES
Listening & Speaking		30%	Demonstrate good telephone etiquette when answering a business call.
Reading & Viewing		25%	Read any text used in the term.
Writing & Presenting		30%	Write 15 tips a new telephonist can use to portray a positive image of the company.
Language		15%	Language done in the term.

YEAR 3 TERM 4

WEEK	DATE	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes USE ANNEXURE 5: Year 3 Term 4 Reading
Week 1	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Have a conversation or take part in a discussion based on a newspaper/magazine article. 	<p>Emphasise that reading is important for all forms of learning and especially for communication.</p> <p>Learners must be able to indicate roles, take turns to speak, explain own views, use appropriate language, style and register.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Read a newspaper/magazine article. 	Learners must focus on, format, language use, text features and sequencing.
		Writing & Presenting	<ul style="list-style-type: none"> Write a newspaper/magazine article. To be completed in week two. 	<p>The article should not exceed 10 lines.</p> <p>Learners must focus on the writing process namely planning, drafting, revision, editing, proof-reading and presenting.</p> <p>Attention must be paid to correct format, purpose, main and supporting ideas and logical order of sentences.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> Change sentences to the negative. 	<p>Give examples of how to change sentences to the negative, e.g. Jane is ill, the cat is eating its food, they are riding on the tractor (use present, and present continuous tense). Learner gets a chance to give an example.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 2	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Understand the importance of listening. 	<p>Emphasise that listening is important for all forms of learning and especially for communication.</p> <p>Learners should be able to listen to a text being read and to identify main and supporting ideas, write notes and answer questions.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Read or view a text for information. 	<p>Learners must focus on intensive reading, making inferences, predicting and meaning of words</p> <p>Providing them motivational phrases to read would have a double purpose.</p>
		Writing & Presenting	<ul style="list-style-type: none"> Write a short newspaper/magazine article (continued from week 1). 	Learners complete transactional text.
		Language Structure & Conventions	<ul style="list-style-type: none"> Negative sentences: past and past continuous tense. 	<p>Give examples of how to change sentences into the negative e.g. Jane <u>was</u> ill. / The cat <u>was eating</u>.</p> <p>Let learners give a few examples.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 3	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Apply Skimming and Scanning as a method of reading. Take part in a discussion. 	Have discussion on Skimming and Scanning as a method of reading. Ask leading questions, such as: In the reading process, where does Skimming and Scanning fit in?
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Follow the reading process and apply Skimming and Scanning as a method of reading. 	<p>Apply shared reading using information on Skimming and Scanning as a method of reading.</p> <p>Share read "Snapshot of SA Cyberspace" applying Skimming and Scanning.</p> <p>Learner must apply individual reading when completing given activity.</p>
		Writing & Presenting	<ul style="list-style-type: none"> Complete Activity 1 	Learners must complete Activity 1 after applying Skimming and Scanning.
		Language Structure & Conventions	<ul style="list-style-type: none"> Revise week 1 & 2. 	Revise work of week 1 & 2 to make sure learners can do it.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 4	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Answer oral questions on Study Reading. Explain the difference between study reading and speed reading. 	<p>Use dictionary to look up: essence.</p> <p>Ask oral questions on Study Reading information to ensure learner understands.</p> <p>Have a discussion on the difference between study reading and speed reading. Use leading questions: think of the time it takes you to read, the amount of information you have after reading etc.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Take part in shared reading. Read individually by applying study reading method. 	<p>Apply shared reading "Study Reading".</p> <p>Learner must read any text individually, applying study reading.</p>
		Writing & Presenting	<ul style="list-style-type: none"> Build vocabulary. Answer questions on text. 	Learners answer questions on Study Reading.
		Language Structure & Conventions	<ul style="list-style-type: none"> Reinforcement of language covered in previous weeks 	Give learners a worksheet on which they have to change sentences (future and future continuous tense) to the negative and apply the correct punctuation.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 5	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Listen to a short drama read aloud. Act out/role play a dialogue. 	<p>Listen to a drama read aloud learners take turns when reading different characters, appropriate reading skills are pointed out to learners, learners read with understanding, using punctuation correctly and learners pay attention to the opening and closing of the text when reading.</p> <p>Act out/role play the drama.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Read a dialogue text such as a short drama/play. 	<p>Reading process:</p> <ul style="list-style-type: none"> pre-reading (introduce text) reading (features of text) post-reading (answer questions)
		Writing & Presenting	<ul style="list-style-type: none"> Design a poster advertising a play being performed in the school hall. 	Learners should focus on using colour and pictures, big letters (bright and clear, easy to read) and minimum writing.
		Language Structure & Conventions	<ul style="list-style-type: none"> Complete sentences using personal pronouns. 	Revise use of personal pronouns e.g. I, you, he, she, it, they; me, you, him, her, us, them. Give sentences that the learners must complete.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 6	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Act out/role play a dialogue. 	Continue with week 5: Act out/role play the drama.
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Read a dialogue text such as a short drama/play. 	Reading process: <ul style="list-style-type: none"> pre-reading (introduce text) reading (features of text) post-reading (answer questions)
		Writing & Presenting	<ul style="list-style-type: none"> Design a poster advertising a play being performed in the school hall. 	<ul style="list-style-type: none"> Continue with week 5
		Language Structure & Conventions	<ul style="list-style-type: none"> Complete sentences using personal pronouns. 	Revise use of personal pronouns e.g. I, you, he, she, it, they; me, you, him, her, us, them. Give sentences that the learners must complete.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 7	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Do dictionary work. Take part in discussions. Evaluate printed material. 	<p>Look up the Afrikaans meaning of: patriotism, vital, glance and cluttered. Explain to learners that not all words are found in the Afrikaans–English dictionary and that, when a word cannot be found in that dictionary, it has to be looked up in a descriptive English dictionary.</p> <p>Google “war posters” and show them to the learners when having a discussion on posters. Examples of newspaper posters on lamp posts can also be found on the internet. Physical examples of these posters can also be used.</p> <p>Give examples of poorly made posters. The learner must identify mistakes and give ideas on how to rectify them. This will make the learners aware of the characteristics of a good poster and of the importance of properly made posters.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Use various kinds of dictionaries. Do shared reading. 	Learner must apply individual reading to find the new vocabulary in the two different dictionaries.

		Writing & Presenting	<ul style="list-style-type: none"> Continue week 5: Design and make a poster. 	Give learners the opportunity to evaluate their posters and make changes.
		Language Structure & Conventions	<ul style="list-style-type: none"> Use possessive pronouns. 	<p>Revise the use of possessive pronouns e.g. mine, yours, his, hers, ours, theirs.</p> <p>Provide sentences that the learners must complete.</p>

WEEK 8 - 10	Formal Assessment	The weeks allocated for formal assessment must be integrated across the weeks planned for teaching and learning. The assessment will consist of all the skills indicated in the Programme of Assessment. Language Structures and Conventions should be assessed in context.	
<u>Assessment activities</u>			
SKILLS		WEIGHTING	ACTIVITIES
Listening & Speaking		30%	Role play of dialogue (drama).
Reading and viewing		25%	Unprepared reading on a familiar topic.
Writing & Presenting		20%	Write a short article. Provide a few ideas that can be used (different from week 1 & 2).
Language structures and conventions		25%	Written test covering term 3 & 4. Section A: Language covered in the term in context. Section B: Comprehension and questions on telephone etiquette (answering a call, putting a caller on hold, taking a message etc.)

YEAR 4 TERM 1

WEEK	DATE	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes USE ANNEXURE 6: Year 4 Term 1 Information Literacy
Week 1	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Take part in discussion and answer questions. Make a summary. 	<p>Ask leading questions to refresh learners' memory on Reading e.g. why is it important to read? Explain study reading, skimming & scanning and study reading.</p> <p>Explain that making a summary goes hand in hand with study reading. After reading page 1 of Annexure 6, explain the steps of making a summary in detail. Repeat it and ask learners what the next step is or what the previous step was. Repetition will ensure that learners grasp the steps.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Make a summary. 	<p>Apply shared reading on page 1 of Annexure 6.</p> <p>Use a short text and apply shared reading while demonstrating how to make a summary.</p>
		Writing & Presenting	<ul style="list-style-type: none"> Make a summary. 	<p>Each learner underlines the important words and phrases in a text supplied by the teacher.</p> <p>Teacher assist learners.</p> <p>Write the summary on the blackboard using the words and phrases (if a projector is not available) as you continue.</p>

		Language Structure & Conventions	<ul style="list-style-type: none"> Use adjectives correctly. 	<p>Revise use of adjectives before nouns e.g. The <u>small</u> dog.</p> <p>Write 5 sentences using 2 adjectives in each sentence and underline the adjectives.</p>
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WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 2	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Take part in discussion and answer questions. Apply the 8 steps of the summary on the given text while the teacher assists. 	<p>Guide the learners to recollect the 8 steps in the correct order.</p> <p>Now use a different text. Learners should give the steps and explain exactly what to do. All the learners apply the 8 steps together, while the teacher assists them.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Take part in shared reading. 	Apply shared reading to a specific text.
		Writing & Presenting	<ul style="list-style-type: none"> Write a summary with the help of the teacher. 	Help learner to write a summary according to the 8 steps.
		Language Structure & Conventions	<ul style="list-style-type: none"> Use adjectives correctly. 	<p>Use different types of adjectives, including those relating to age e.g. old, young; temperature e.g. hot, cold; what things are made of e.g. woollen, golden etc.</p> <p>Write 5 sentences using 2 adjectives in each sentence and underline the adjectives.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 3	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Take part in revision on making a summary. Apply shared reading. 	<p>Quickly do revision on the 8 steps of a summary.</p> <p>Give learners a different text that must be summarised for homework.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Take part in shared reading. 	<p>Apply shared reading to new text.</p> <p>Learners must read the new homework text individually when doing the summary for homework.</p>
		Writing & Presenting	<ul style="list-style-type: none"> Write a summary with the guidance of the teacher. 	<p>Hand in homework assignment on summary.</p> <p>Discuss the homework summary with each learner.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> Use adjectives correctly. 	<p>Give the learners 10 sentences with open spaces in which to fill in adjectives.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 4	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Discuss what a mind map is. Understand the importance of a mind map when preparing for an exam. Make a mind map. 	<p>Explain and demonstrate how a mind map works using page 2 of Annexure 6.</p> <p>Also explain what the importance of a mind map is.</p> <p>Use the text in week 2 to make a mind map.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Read page 2 Annexure 6 on the Mind Map. 	Apply shared reading to mind map information.
		Writing & Presenting	<ul style="list-style-type: none"> Make a mind map of the summary in week 2 with minimal assistance from the teacher. 	Use the summary made in class in week 2 and assist learners in making a mind map.
		Language Structure & Conventions	<ul style="list-style-type: none"> Understand when to use “can” and “may”. Use commas, inverted commas, exclamation marks and question marks correctly. Arrange words in alphabetical. 	<p>Explain the use of modals e.g. “can” to show ability and “may” to ask for permission.</p> <p>Arrange given words in alphabetical order.</p> <p>Use punctuation in context.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 5	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Listen to text being read. Take part in demonstration of the Room Method during memorising. 	<p>Listen to memorising information.</p> <p>Listen to and demonstrate Room Method using summary done in week 4.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Apply paired reading on Memorising and the Room Method. 	Each learner takes a turn to continue with the demonstration of the Room method of memorising.
		Writing & Presenting	<ul style="list-style-type: none"> Make a mind map of the steps that must be used with the Room Method. 	Make a mind map on the steps of the Room Method.
		Language Structure & Conventions	<ul style="list-style-type: none"> Use modals correctly. Use personal and relative pronouns correctly. 	<p>Give the learners a worksheet on which to fill in the correct modals e.g. can, may, should, must.</p> <p>Pronouns: Personal and relative</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 6	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Listen to text being read. Take part in demonstration of the 1-10 Method during memorising. 	<p>Listen to memorising information.</p> <p>Listen to and demonstrate 1-10 Method using summary done in week 3.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Apply paired reading on Memorising and the 1-10 Method. 	Each learner takes a turn to continue with the demonstration of the 1-10 Method of memorising.
		Writing & Presenting	<ul style="list-style-type: none"> Make a mind map of the steps that must be used with the 1-10 Method. 	Make a mind map on the steps of the 1-10 Method.
		Language Structure & Conventions	<ul style="list-style-type: none"> Use direct and indirect speech correctly. Understand when to use modals (such as “should”, “have to” and “must”). Use singular and plural correctly. Arrange words in alphabetical order. 	<p>Explain the use of direct and indirect speech.</p> <p>Explain the use of “should” and “have to” to show <u>obligation</u> and “must” to show <u>necessity</u>.</p> <p>Reinforcement of singular and plural.</p> <p>Arrange given words in alphabetical order.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 7	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Listen to instructions and follow through. Demonstrate a memorising method on own mind map. 	<p>Learners are given a text. Instruct the to underline key words and phrases, make a summary and a mind map.</p> <p>Demonstrate a memorising method on own mind map.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Apply individual reading on given text and underline key words and phrases. 	Learner reads, underline and view given text.
		Writing & Presenting	<ul style="list-style-type: none"> Make a summary and a mind map. 	Make a summary and mind map.
		Language Structure & Conventions	<ul style="list-style-type: none"> Use adjectives and adverbs in context. 	Help learners to refer to the characters in the fairy tale and use adjectives and adverbs when memorising a mind map.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 8	DATE _____	Listening & Speaking	Give a prepared speech.	Speech where the learner explains how to make use of summary and a mind map to make learning for a test easier.
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Continue with work in week 7: Apply individual reading on given text and underline key words and phrases. 	Continue with work in week 7: Learner reads, underline and view given text.
		Writing & Presenting	<ul style="list-style-type: none"> Continue with work in week 7: Make a summary and a mind map. 	Continue with work in week 7: Make a summary and mind map.
		Language Structure & Conventions	<ul style="list-style-type: none"> Understand when to use modals (such as “should”, “have to” and “must”). Use adjectives correctly. 	<p>Give the learners a worksheet on which to fill in “should”, “have to” and “must”.</p> <p>Let the learners use adjectives in sentences.</p>

WEEK 9 & 10	Formal Assessment	The weeks allocated for formal assessment must be integrated across the weeks planned for teaching and learning. The assessment will consist of all the skills indicated in the Programme of Assessment. Language Structures and Conventions should be assessed in context. The following assessments may be done throughout the term or in week 9 & 10. Learners should be scored accordingly using recording sheets and rubrics.	
<u>Assessment activities</u>			
SKILLS		WEIGHTING	ACTIVITIES
Listening and speaking		30%	Oral: Speech describing a method to use for memorising.
Reading & Viewing		30%	Read text and make a summary.
Writing & Presenting		20%	Make a mind map of a given summary.
Language structures and conventions		20%	Adjectives, verbs, alphabetical order, should, have to, must, singular and plural, pronouns.

YEAR 4 TERM 2

WEEK	DATE	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes USE ANNEXURE 7: Year 4 Term 2 Curriculum Vitae
Week 1	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Take part in a discussion. Build vocabulary. Read a job advertisement. 	<p>Have a discussion on what the learners want to do after school. At some stage, the learners must apply for a job. A CV is needed for any application.</p> <p>Give an example of a CV and provide job advertisements.</p> <p>Find meaning of new vocabulary: "steward", "proficiency", "subsidy" and "testimonial".</p> <p>How will learner know about vacant posts? Discuss different advertisements provided.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Take part in shared reading. Read individually. Build vocabulary. 	<p>Apply shared reading on the meaning of a CV and what must be in it.</p> <p>Learners read individually when looking up new vocabulary.</p> <p>Shared reading of advertisements and what should be in an advertisement.</p> <p>The learners must individually answer comprehension questions.</p>
		Writing & Presenting	<ul style="list-style-type: none"> Build vocabulary. 	Learners complete activity on advertisements.

			<ul style="list-style-type: none"> Answer questions on a text (e.g. an advertisement). 	
		Language Structure & Conventions	<ul style="list-style-type: none"> Write sentences explaining the meaning of recently learnt vocabulary. Correctly identify stems, prefixes and suffixes. 	<p>Learners must use the new vocabulary in good sentences.</p> <p>Learners must be able to identify stems, prefixes and suffixes in context.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 2	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Select a job advertisement and bring to school. 	<p>Have the learners bring a job advertisement to school. Be prepared to supply advertisements or copies of advertisements to learners that does not have access to newspapers.</p> <p>Have a discussion on the advertisements brought to class. Would it help if you applied for a post even if you did not meet the requirements?</p> <p>Have a discussion on one of the advertisements of the homework assignment that learner is interested in most.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Take part in shared reading. Answer comprehension questions individually. Read aloud to the class. 	<p>Apply shared reading to advertisements.</p> <p>The learner applies individual reading when answering comprehension questions.</p> <p>Learner applies individual reading to one of the advertisements of homework assignment when reading it out loud to class.</p>
		Writing & Presenting	<ul style="list-style-type: none"> Answer comprehension questions. 	Learners complete activity on advertisement.
		Language Structure & Conventions	<ul style="list-style-type: none"> Listen to, read and understand the use of conjunctions. Understand meaning of idioms and proverbs. 	<p>In context, explain the use of conjunctions to show addition and sequence.</p> <p>Learners are introduced to idioms and proverbs.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 3	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Express an opinion on a transactional text (e.g. a CV). 	<p>Have a discussion on “What is a CV”. Show learners different CVs. One should be two hand-written pages stapled together. Show another one that is typed, in a folder. Ask learners what impression the first CV creates. What impression do the learners get of the person who submitted the second CV? The learners must know that first impressions last.</p> <p>Have a discussion “Tips for writing your CV”. Explain to make every tip understandable to the learners. Don’t take it for granted that the learners know what you are talking about.</p> <p>Discuss:</p> <ul style="list-style-type: none"> requirements of format and style pertaining to a CV target audience purpose and context word choice, figurative language, colour, placement selection of visual and design elements.

		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Take part in shared reading. 	<p>Read through tips on how to compile a CV.</p> <p>Answer questions on “What is a CV” and “What should a CV contain?”</p>
		Writing & Presenting	<ul style="list-style-type: none"> Plan and use a given writing frame to draft a transactional text (such as a CV). 	Teacher provides writing framework of a CV and learners complete it as homework.
		Language Structure & Conventions	<ul style="list-style-type: none"> Use synonyms, antonyms and homophones correctly. 	Teacher explains the use of synonyms, antonyms and homophones.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 4	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Do self-assessment. Build vocabulary and ask questions to improve understanding. Demonstrate an understanding of the importance of proofreading a text. 	<p>Self-assess the homework assignment that was given previously – namely, to write a CV. Have a discussion, if necessary.</p> <p>Discuss why the various categories of information (other information, extracurricular activities, skills, miscellaneous, references, etc.) must appear in a CV.</p> <p>Look up the meaning of new vocabulary: “attributes”, “volunteer”, “miscellaneous” and “references”.</p> <p>Discuss why it is important to have your CV proofread.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Read individually. Build vocabulary. Take part in shared reading. 	<p>Learner must read his homework assignment individually to apply self-assessment.</p> <p>Learner reads individually when looking up new vocabulary.</p>
		Writing & Presenting	<ul style="list-style-type: none"> Edit and correct own work. 	<p>Help learners to make corrections to homework assignment.</p> <p>Complete homework assignment on the aspects of a CV covered this week.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> Use direct and indirect speech correctly. 	<p>Give the learners an exercise on direct and indirect speech.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 5	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Take part in a discussion. Ask and answer questions to improve understanding. 	<p>Self-assess the homework assignment that was given previously – namely, to write a CV. Have a discussion if necessary.</p> <p>Encourage the learners to ask relevant questions throughout to confirm comprehension.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Read individually. Share information that has been read. 	<p>Apply shared reading to the CV. It will be handy to have previous notes available while doing the CV format.</p> <p>Learners must individually read the blank CV form to determine what information is required.</p>
		Writing & Presenting	<ul style="list-style-type: none"> Edit and correct own work. Write a transactional text with assistance from the teacher. 	<p>Help learner to make corrections to homework assignment.</p> <p>Teacher must help learners step-by-step to complete CV using personal details.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> Do dictionary work on abbreviations. 	<p>Learners must look up the meaning of a range of abbreviations in dictionary.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 6	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Continue with work in week 5 	Encourage the learners to ask relevant questions throughout the completion of the blank CV form, thus ensuring learners knows exactly what to do.
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Continue with work in week 5 Read individually. 	<p>Read and use all information on CV to complete Writing & Presenting.</p> <p>Learners must individually read the blank CV form to determine what information is required.</p>
		Writing & Presenting	<ul style="list-style-type: none"> Continue with work in week 5 	Complete blank CV form.
		Language Structure & Conventions	<ul style="list-style-type: none"> Correct spelling and language errors as indicated by the teacher. 	The learner must correct spelling and language errors as indicated by the teacher.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 7	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Take part in a discussion. 	Have a discussion on the cover letter accompanying a CV. Ask leading questions: name opportunities that the cover letter provides you. What is the next phase in the application process after handing in your CV? What does the cover letter reflect about you?
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Apply shared reading. 	Teacher to explain aspects that should be covered in the cover letter.
		Writing & Presenting	<ul style="list-style-type: none"> Plan and draft a letter. 	Focus on the writing process.
		Language Structure & Conventions	<ul style="list-style-type: none"> Use past, future, and present tense correctly. 	Teacher to provide the learners with a worksheet on tenses.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 8	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Take part in a discussion. 	Have a discussion on guidelines for writing a cover letter and the format of such a letter. Ask leading questions.
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Apply shared reading. 	Apply shared reading (guidelines for writing a cover letter and the format of such a letter).
		Writing & Presenting	<ul style="list-style-type: none"> Write a letter. 	Focus on the writing process: <ul style="list-style-type: none"> planning drafting revision editing proofreading presenting
		Language Structure & Conventions	<ul style="list-style-type: none"> Use grammatical structures: stems, prefixes, suffixes idioms and proverbs synonyms, antonyms, homophones direct and indirect speech abbreviations past, future, and present tense 	Revision of term 2 language.

WEEK 9 & 10	Formal Assessment	The weeks allocated for formal assessment must be integrated across the weeks planned for teaching and learning. The assessment will consist of all the skills indicated in the Programme of Assessment. Language Structures and Conventions should be assessed in context.
<u>Assessment activities</u>		
SKILLS	WEIGHTING	ACTIVITIES
Listening and speaking	30%	Oral: Explain why you are applying for a certain job by making use of an advertisement
Reading & Viewing	15%	Answer questions on advertisements.
Writing & Presenting	30%	Completing a CV form.
Writing & Presenting Language Structures	25%	<p>Written test covering term 1 & 2.</p> <p>Section A: singular and plural, pronouns, adverbs, indirect speech, synonyms and antonyms, direct and indirect speech, tenses, abbreviations, should, must, have to, can and may.</p> <p>Section B: Comprehension and questions on Body language, Communication Styles, HOAD and cultural problems during communication.</p>

YEAR 4 TERM 3

WEEK	DATE	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes USE ANNEXURE 8: Year 4 Term 3 & 4 Interviewing
Week 1	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Take part in a discussion on revision of CV and Cover letter. 	Learners answers leading questions on the CV and Cover letter. What is the purpose of CV and Cover letter?
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Take part in group reading. 	Group read the CV form and basic Cover letter.
		Writing & Presenting	<ul style="list-style-type: none"> List information that should be in a CV. 	Learner must write a list of information that should be in a CV.
		Language Structure & Conventions	<ul style="list-style-type: none"> Use abstract and concrete nouns in context. Degrees of comparison, singular and plural.	Distinguish between abstract and concrete nouns.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 2	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Take part in a discussion. Answer oral questions on information read. 	<p>Have a discussion on the next phase of the application: Interviewing. Ask leading questions. What is an interview? What is the purpose of an interview? Can you prepare for an interview?</p> <p>After reading, ask oral questions. E.g. Who or what is the product in the interview? Who or what is the customer? Are you allowed to ask questions in an interview?</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Take part in shared reading. Read individually and make a summary. 	<p>What is the purpose of an interview and how do I prepare for it?</p> <p>The learner must read individually when making the summary.</p>
		Writing & Presenting	<ul style="list-style-type: none"> Write a summary. 	Learner must write a summary of 9 points on: Preparing for the interview.
		Language Structure & Conventions	<ul style="list-style-type: none"> Use punctuation marks correctly. 	Revise punctuation marks.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 3	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Build vocabulary. Take part in a discussion. 	<p>Find the meaning of the following words: grooming, integrity, initiative, ethic, analytical, flexible and adaptable.</p> <p>Have a discussion on what the learner thinks an employer is looking for in an employee.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Build vocabulary. Take part in shared reading. 	<p>Learner must read individually when looking for the meaning of new vocabulary.</p> <p>After a discussion on what employers are looking for in an employee and what one can expect during an interview, applying shared reading (text from the Internet).</p>
		Writing & Presenting	<ul style="list-style-type: none"> Build vocabulary. 	<p>Ask learners to write 4 – 5 sentences explaining in their own words what they understand the following quote to mean:</p> <p>” Past behaviour is the most likely predictor of future behaviour”.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> Use adjectives correctly. 	Reinforcement of adjectives in context.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 4	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Take part in a discussion. Express ideas. 	Have a discussion on behavioural questions that can be asked during an interview and the types of answers that can be provided. Ask leading questions and give learners the opportunity to give own ideas for answers.
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Apply shared reading. 	Apply shared reading on “Examples of Typical Behavioural questions and answers” (e.g. How do you deal with stress? What are your strengths? What are your weaknesses?).
		Writing & Presenting	<ul style="list-style-type: none"> Complete a worksheet. 	Complete a worksheet on behavioural questions. Write answers to questions given as a homework assignment.
		Language Structure & Conventions	<ul style="list-style-type: none"> Use collective nouns in context. 	Match the collective noun to the correct phrase.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 5	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Take part in role play. Take part in a discussion. 	Role play an interview from beginning to end. Each learner gets the opportunity to take part and answer 4 – 5 questions. During each interview, the learners must make notes. After each interview, there should be a short discussion, during which learners should make positive comments and suggest areas of improvement.
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Read and edit notes. 	Learners should read the notes that they have made and rewrite them until they make sense
		Writing & Presenting	<ul style="list-style-type: none"> Develop interview questions. 	Learners should work in pairs and write down 10 questions that an interviewer might ask and the answers that an interviewee might give. Thereafter, the learners should present their interview in front of the class.
		Language Structure & Conventions	<ul style="list-style-type: none"> Revise tenses. 	Learners do exercises, in context.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 6	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Take part in discussion (interview). 	<p>Continue from week 5. Have a discussion on the questions and answers read.</p> <p>Discuss the extra questions and give learner opportunity to give possible answers.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Take part in shared reading. 	Shared reading of questions and answers.
		Writing & Presenting	<ul style="list-style-type: none"> Write an interview on a specific vocation. 	Learners to work in pairs and to present the interview that they have written with regard to their specific vocation.
		Language Structure & Conventions	<ul style="list-style-type: none"> Provide one word for a phrase. 	<p>Learners are to give one word for a phrase, e.g.:</p> <ul style="list-style-type: none"> In the near future – Shortly/soon A game in which neither party wins – Draw A government by the people – Democracy A life history written by oneself – Autobiography A thing that cannot be seen with human eyes - Invisible

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 7	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Display listening comprehension 	<p>Teacher to provide a poster which the learners will view. Thereafter, the learners have to describe what they see.</p> <ul style="list-style-type: none"> Discuss the main and supporting ideas portrayed by the poster Share ideas and experiences and show understanding of concepts Answer questions on the message of the poster.
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Read and view for comprehension. 	<p>Teacher to provide a poster which the learners will view. Thereafter, the learners have to describe what they see.</p> <ul style="list-style-type: none"> Make inferences (about the message)
		Writing & Presenting	<ul style="list-style-type: none"> Make a poster on a given topic. 	Learners design own poster by collecting pictures and making use of different font sizes, etc.
		Language Structure & Conventions	<ul style="list-style-type: none"> Differentiate between sentence types: 	<p>Learners must be able to identify the four different sentence types:</p> <ul style="list-style-type: none"> Question sentence (interrogative) Statement sentence (declarative) Exclamation sentence (exclamatory) Command sentence (imperative)

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 8	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Orally interpret a visual text to demonstrate comprehension of the intended meaning (e.g. cartoon). 	Use reading/viewing strategies for comprehension and information: <ul style="list-style-type: none"> Skimming and scanning. Inferring meaning and drawing conclusions. How languages and images reflect and shape values and Attitudes.
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Read visual text (e.g. cartoon). 	Use reading/viewing strategies for comprehension and information on skimming and scanning, intensive reading, purpose and target group, inferring meaning and drawing conclusions and how languages and images reflect and shape values and attitudes
		Writing & Presenting	<ul style="list-style-type: none"> Analyse a range of texts and answer questions (e.g. cartoon). 	Learners must analyse a given cartoon and answer questions on it.
		Language Structure & Conventions	<ul style="list-style-type: none"> Use language structures and conventions correctly Concrete and abstract nouns Punctuation Collective nouns One word for a phrase Different types of sentences 	Teacher to provide the learners with a revision worksheet on the following: <ul style="list-style-type: none"> Concrete and abstract nouns Punctuation Collective nouns One word for a phrase Different types of sentences

WEEK 9 & 10	Formal Assessment	The weeks allocated for formal assessment must be integrated across the weeks planned for teaching and learning. The assessment will consist of all the skills indicated in the Programme of Assessment. Language Structures and Conventions should be assessed in context. The following assessments may be done throughout the term or in week 9 & 10. Learners should be scored accordingly using recording sheets and rubrics.	
<u>Assessment activities</u>			
SKILLS	WEIGHTING	ACTIVITIES	
Listening & Speaking	35%	Speech on “What is the purpose of an interview and how do I prepare myself for it?”	
Writing & Presenting	25%	List 10 specific tips on what not to wear to an interview.	
Writing & Presenting	25%	Write 10 typical behavioural questions asked during an interview.	
Language structures and conventions.	15%	Concrete and abstract nouns, punctuation, adjectives, collective nouns, one word for a phrase, different types of sentences.	

YEAR 4 TERM 4

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
			Revision and Consolidation	USE ANNEXURE 8: Year 4 Term 3 & 4 Interviewing
Week 1	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Take part in a discussion on an interview. 	<p>Have a discussion and ask leading questions: How can you research a company? Where have you read some of the most common interview questions? Where else can you get interview questions?</p> <p>Google YouTube clips, e.g. "What not to wear to a job interview", and let the learners watch the video clips. Have the learners note down at least 10 specific tips for what not to wear to an interview.</p> <p>Do revision on: 5.1 What is the purpose of the interview and 5.3 What are interviewers looking for. Ask leading questions.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Take part in a discussion and ask leading questions. 	<p>Google YouTube clips, e.g. "Interview Tips - The Top 5 Job Interview Tips You NEED to Pay Attention To" by The Interview Guys", and let the learners watch the video clips.</p> <p>During the discussion session, the learners must apply individual reading to their notes on tips for What not to wear to an interview.</p>
		Writing & Presenting	<ul style="list-style-type: none"> Make a list. 	Learners must write down tips for how to dress for an interview.

		Language Structure & Conventions	<ul style="list-style-type: none"> • Apply language structures and conventions correctly. 	<p>Complete a revision exercise on the following:</p> <ul style="list-style-type: none"> • stems, prefixes, suffixes • idioms and proverbs • synonyms, antonyms, homophones • direct and indirect speech • abbreviations
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WEEK	DATE	TOPIC	CONTENT Revision and consolidation	Techniques, activities, resources and process notes
Week 2	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Take part in a discussion. 	Have a short discussion on: "Body Language during an interview".
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Read an article with understanding. 	On the internet, find articles about body language during an interview. Have the learners read the articles.
		Writing & Presenting	<ul style="list-style-type: none"> Make sentences specified vocation-related vocabulary. 	<p>Learners must make sentences with given words regarding the world of work:</p> <ul style="list-style-type: none"> Promotion prospects, career goals, salary advice, medical aid and benefits, home allowance, remuneration, pension overtime and promotion.
		Language Structure & Conventions	<ul style="list-style-type: none"> Apply language structures and conventions correctly. 	<p>The learner must apply language structures and conventions when writing sentences in context:</p> <ul style="list-style-type: none"> Past, future, and present tense Adjectives Verbs Alphabetical order Should, have to, must

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
			Revision and consolidation	
Week 3	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Listen with understanding. 	<ul style="list-style-type: none"> Reacts critically to a variety of texts Listens for specific information Answers questions
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Reading for comprehension (text from prescribed literature) 	<ul style="list-style-type: none"> Skimming and scanning Intensive reading Meaning of words Viewpoint of writer
		Writing & Presenting	<ul style="list-style-type: none"> Complete an ID application form. 	<p>Learners complete an ID application form.</p> <p>Teacher can find it on the internet.</p>
		Language Structure & Conventions	<p>Apply language structures and conventions correctly:</p> <ul style="list-style-type: none"> Degrees of comparison Singular and plural Pronouns Concrete and abstract nouns Punctuation 	Complete revision exercise.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
			Revision and consolidation	
Week 4	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> Hold a conversation. 	Decide on suitable topic Apply speaking convention Use suitable language for the chosen topic.
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> Read a newspaper article. 	Identify key features of article. Figures of speech. Abbreviations that occur in the text. Current affairs value of article.
		Writing & Presenting	<ul style="list-style-type: none"> Fill in a job application form 	Learners are to complete a given job application form.
		Language Structure & Conventions	<ul style="list-style-type: none"> Apply language structures and conventions correctly: Collective nouns Active and passive One word for a phrase Different types of sentences 	Have the learners complete a worksheet on the following: Collective nouns <ul style="list-style-type: none"> One word for a phrase Different types of sentences
5-10	External examination		External moderation of school assessment over terms 1, 2 and 3 = 75% of qualification Formal external assessment written test or oral = 25% of qualification	

SECTION 4

ASSESSMENT

4.1 Introduction

This section on assessment *standardises* the recording and reporting processes for the Technical Occupational Curriculum and Assessment Policy Statement that is offered in schools that offer this learning programme. It also provides a policy framework for the management of school based assessment and school assessment records.

It is critically required of teachers to offer all measures of differentiated assessment as outlined in Chapter 9 of the National Protocol for Assessment. Especially learners in special schools who follow the Technical Occupational Curriculum over a period of four years have diverse learning styles and support needs. Since a learner or learners may be functioning on different levels, the assessment / recording / reporting system must make provision to reflect the level(s) of each learner. Each learner, regardless of his/her number of years in the school, must have access to the standard of assessment best suited to his/her needs. The learner's *abilities* determine what will be expected of him/her and the *pacing* of instruction must accommodate each individual learner within a framework of high expectations (See Chapter 9 of the National Protocol for Assessment).

Learners are also eligible for Accommodations and Concessions as outlined in the Standard Operating Procedures for the Assessment of Learners who Experience Barriers to Assessment from Grade R to 12 (2017).

All decisions related to differentiated assessment are made through completing the protocols as outlined in the Policy on Screening, Identification, Assessment and Support (2014) and recorded and tracked through the Individual Support Plans of learners.

Note for the Language Teacher

It is important that learners' *understanding* of what they are *reading* is assessed and not just their ability to recognise or decode words. Assessment of reading should therefore also take place regularly and not just be a once-off assessment. Formal reading assessment should focus on reading aloud as well as activities which help you to determine how much the learner has understood, for example, re-telling a story or answering questions. The language structures should be assessed in context. It must be ensured that assessment is not only done as written work, but allows for practical and oral work too.

4.2 Assessment Principles

4.2.1 Definition

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching. Assessment should be both informal (Assessment for Learning) and formal (Assessment of Learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

Assessment is a process that measures individual learners' attainment of knowledge (content and concepts) and skills by collecting, analysing and interpreting the data and information obtained from this process to:

- Enable the teacher to judge a learner's progress in a reliable way;
- Inform learners of their strengths, weaknesses and progress; and
- Assist teachers, parents and other stakeholders in making decisions about the learning process and the progress of learners.

Assessment should be mapped against the content, skills, intended aims and topics specified in the learning programme. In both informal and formal assessments, it is important to ensure that in the course of a school year:

- All of the topics and content are covered;
- The full range of skills is included; and
- A variety of different forms of assessment are used.

4.2.2 Informal Assessment or Daily Assessment

Assessment for learning has the purpose of continuously collecting information on a learner's achievement that can be used to improve their learning. Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching, but need not be recorded. It should not be seen as separate from learning activities taking place in the classroom. Learners

or teachers can assess their performance in the tasks. Self-assessment and peer assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. **The results of daily, informal assessment tasks are not taken into account for progression, promotion and certification purposes.**

Informal, on-going assessments should be used to scaffold the acquisition of knowledge and skills and should be the stepping stones leading up to the formal tasks in the Programmes of Assessment.

4.2.3 Formal Assessment

All assessment tasks that make up a formal programme of assessment for the year are regarded as Formal Assessment. Formal Assessment Tasks are marked and formally recorded by the teacher for progression and certification purposes. All Formal Assessment Tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained. Formal assessment tasks form part of a year-long formal Programme of Assessment.

a. Why use a Formal Assessment task?

“Formal Assessment Task (assessment of learning)” – is a systematic way of assessment used by teachers to determine how well learners are progressing in a level and in a particular subject.

b. What is a Formal Assessment Task?

It is a set of questions and or instructions that learners need to respond to. A task may consist of a range of activities. A formal task must be valid, fair and reliable and must cover sufficient knowledge and or skills to report on the learners' progress.

Teachers must ensure that assessment criteria are very clear to the learners before the assessment process commences. This involves explaining to the learners which knowledge and skills are being assessed and the required length of responses. Feedback should be provided to the learners after assessment and could take the form of whole-class discussion or teacher-learner interaction. Examples of formal assessments include projects, oral presentations, simulations, performances, tests, examinations, practical demonstrations, etc. The **forms of assessment** used should be appropriate to the age and the developmental

level of the learners as well as the context of the subject or skills being assessed. The assessment tasks should be carefully designed to cover the topic, content and or skills of the subject. The design of these tasks should therefore ensure that a variety of skills are assessed.

Practical Assessment Tasks allow for learners to be assessed on a regular basis during the school year and also allow for the assessment of skills that cannot be assessed in a written format, e.g. test or examination.

Assessment in the General Certificate of Education: Technical Occupational (GCE: TO)

Assessment in the GCE: TO is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements.
- Facilitate access to and progression within education, training and career paths.
- Enhance the quality of education and training.
- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities.
- Contribute to the holistic development of the learner by addressing:
 - Social adjustment and responsibility;
 - Moral accountability and ethical work orientation;
 - Economic participation; and
 - Nation-building.

The principles that drive these objectives are:

- **Integration**

To adopt a unified approach to education and training that will strengthen the human resources development capacity of the nation.

- **Relevance**

To be dynamic and responsive to national development needs.

- **Credibility**

To demonstrate national and international values and acquired competencies and skills so as to ensure the recognition of the qualification to be attained.

- **Coherence**

To work within a consistent framework of principles and certification.

- **Flexibility**

To allow for creativity and resourcefulness when achieving skills to cater for different learning styles and use a range of assessment methods, instruments and techniques.

- **Participation**

To enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.

- **Access**

To address barriers to learning at each level to facilitate learners' progress.

- **Progression**

To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

- **Portability**

To enable learners to transfer parts of a qualification from one learning institution and/or employer to another institution or employer.

- **Articulation**

To allow for vertical and horizontal mobility in the education system when pre-requisites for accreditation have been successfully completed.

- **Recognition of Prior Learning**

To grant credits for a unit of learning following an assessment or if a learner possesses the capabilities specified in each skills area.

- **Validity of assessments**

To ensure assessment covers a broad range of knowledge, skills, values and attitudes (SKVAs) needed to demonstrate applied competency. This is achieved through:

- Clearly stating the skill to be assessed;
- Selecting the appropriate or suitable evidence;

- Matching the evidence with a compatible or appropriate method of assessment; and
- Selecting and constructing an instrument(s) of assessment.

- ***Reliability***

To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.

- ***Fairness and transparency***

To verify that no assessment process or method(s) hinders or unfairly advantages any learner. The following could constitute unfairness in assessment:

- Inequality of opportunities, resources or teaching and learning approaches;
- Bias based on ethnicity, race, gender, age, disability or social class;
- Lack of clarity regarding topic, content or skill being assessed; and
- Comparison of learner's work with that of other learners, based on learning styles and language.

- ***Practicability and cost-effectiveness***

To integrate assessment practices within the teaching and learning process and strive for cost and time-effective assessment.

4.3 Managing Assessment

Assessor Requirements

Assessors must be subject specialists with adequate formal assessment experience. If the teacher conducting the assessments has not been declared a competent assessor, an assessor who has been declared competent may be appointed to oversee the assessment process to ensure the quality and integrity of assessments for the qualification.

Types of Assessment

Assessment benefits the learner and the teacher. It informs learners about their progress and helps teachers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.

- **Baseline assessment:** At the beginning of a level or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes (SKVAs) that learners bring to the classroom. This knowledge assists teachers to plan learning programmes and learning activities.
- **Diagnostic assessment:** This assessment diagnoses the nature and causes of barriers to learning experienced by specific learners. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for learners requiring specialist help.
- **Formative assessment (Informal Assessment):** This assessment monitors and supports teaching and learning. It determines learners' strengths and weaknesses and provides feedback on progress. It determines if a learner is ready for summative assessment.
- **Summative assessment (Formal Assessment)** This type of assessment gives an overall picture of student progress at a given time. It determines whether the student is sufficiently competent to progress to the next level.

Planning Assessment

An assessment plan should cover three main processes:

- **Collecting evidence:** The assessment plan indicates which learning programme topics, content and skills will be assessed, what assessment method or activity will be used and when this assessment will be conducted.
- **Recording:** The process of recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.
- **Reporting:** All the evidence is put together in a report to deliver a decision for the subject.

Methods of Assessment

Methods of assessment refer to who carries out the assessment and includes teacher assessment, self-assessment, peer assessment and group assessment.

TEACHER ASSESSMENT	The Teacher assesses learners' performance against given criteria in different contexts, such as individual work, group work, etc.
SELF-ASSESSMENT	Learners assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
PEER ASSESSMENT	Learners assess another student or group of learners' performance against given criteria in different contexts, such as individual work, group work, etc.
GROUP ASSESSMENT	Learners assess the individual performance of other learners within a group or the overall performance of a group of learners against given criteria.

Task lists and **checklists** show the learners what needs to be done. They consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the learner has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

Rubrics are a hierarchy (graded levels) of criteria with benchmarks that describe the minimum level of acceptable performance or achievement for each criterion. It is a different way of

assessment and cannot be compared to tests. Each criterion described in the rubric must be assessed separately. Mainly, two types of rubrics, namely holistic and analytical, are used.

Competence Descriptions

All assessment should award marks to evaluate specific assessment tasks. However, marks should be awarded against rubrics and not simply be a total of ticks for right answers. Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) a learner must demonstrate to achieve each level of the rating scale. When teachers or assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a topic or skill. The relevant content must be used to create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.

Strategies for Collecting Evidence

A number of different assessment instruments may be used to collect and record evidence. Examples of instruments that can be (adapted and) used in the classroom include:

Record sheets: The teacher observes learners working in a group. These observations are recorded in a summary table at the end of each task. The teacher can design a record sheet to observe learners' interactive and problem-solving skills, attitudes towards group work and involvement in a group activity.

Checklists: Checklists should have clear categories to ensure that the objectives are effectively met. The categories should describe how the activities are evaluated and against what criteria they are evaluated. Space for comments is essential.

School Assessment Programme

The **Programme of Assessment** is designed to spread formal assessment tasks in all subjects in a school across a term.

The programme of assessment should be recorded in the Teacher's planning file (Portfolio of Assessment) for each subject.

The following should at least be included in the Teacher's File:

- A contents page;
- The formal schedule of assessment;

- The requirements for each assessment task;
- The tools used for each assessment task;
- Recording instrument(s) for each assessment task; and
- A mark sheet and report for each assessment task.

The learner's Evidence of Performance must at least include:

- A contents page;
- The assessment tasks according to the assessment programme as indicated below;
- The assessment tools or instruments for the task; and
- A record of the marks (and comments) achieved for each task.

Where tasks cannot be contained as evidence in the Portfolio of Evidence (PoE), its exact location must be recorded and it must be readily available for moderation purposes.

Formal Assessment requirements

The formal Programme of Assessment comprises of three (3) tasks which make up 75% of the promotion mark and one end-of-the-year examination for the final 25%.

- Formal assessment task could be made up of activities that assess Listening and Speaking, Reading and Viewing, Writing and Presenting, and Language Structures and Conventions, and should take place over a period of days. Language Structures and Conventions should be assessed in context.
- Formal assessment tasks must assess a range of aspects of the language skills so that key aspects will be assessed over the course of the term and the year. Ensure that these aspects have been informally assessed and feedback given to the learner before they are formally assessed.

Requirements for the compilation of a task are given in percentages. Where the programme indicates 20% for a language skill it means that in the final allocation of marks for that language skill should be 20% of the total and not twenty marks. Schools are not limited to a number of marks allocated to a language skill as long as the weighting for each language skill is observed for each task according to the percentage allocated in the assessment programme. For example, in Year 1, a language knowledge test may be set for 20 marks or

more, as long as the final weighting does not exceed the weighting indicated in the assessment programme.

In Writing parts of the planning process or the whole process should be assessed at least once per term.

All work must make provision for *functioning* level(s) of the learner. The learner's *abilities* determine what will be expected of him/her in the exam. Formal Assessment in English First Additional Language must cater for a range of cognitive levels and abilities of learners:

WEIGHTING	COGNITIVE LEVEL	BLOOM'S TAXONOMY	EXAMPLES
40%	Lower order	Level 1 & 2	List, name, what, why, who?
40%	Middle order	Level 3 & 4	Discuss, explain, describe etc.
20%	Higher order	Level 5 & 6	Apply, how will you? Etc.

PROJECTS

Projects will be any piece of work in which knowledge, skills and values which lead towards competence in the specific or integrated content, are demonstrated. The task will involve collecting, analysing and/or evaluating data and information that will result in a written product. The written product must be presented by the learner using all 4 basic skills and their different component. Learners will collect information outside of contact time to perform some tasks or will be able to complete it in class with information at hand. The completion of the project will be facilitated by the teacher in class time to ensure the authenticity of the product. The topic and nature of the project will be determined by the content covered according to the annual teaching plan. Learners should be given enough time to complete the project. They need adequate guidance at the outset of the task. The focus will be more on the oral use of English First Additional Language than on writing. Writing however also plays an important role.

Projects will be conducted in each of the following skills:

- Listening and Speaking
- Reading and Viewing & Phonics (Phonics in Year 1)
- Writing and Presenting
- Language structures and Conventions.

Examinations

Content for the examination should be drawn from the work done in the period preceding the examination and should be a selection of skills and activities that will enable the learner to show that he/she is ready to engage with the work in the next period/year.

Programme of assessment

Note: The time allocated for First Additional Language: is two (2) hours per week throughout all years

The Programme of Assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term.

The programme of assessment is designed to spread formal assessment tasks throughout the school year. In English First Additional Language learners are expected to complete a certain amount of formal assessment tasks per year as indicated in the tables below. The formal assessment tasks make up 25% of the total mark for the subject for each year

Year 1	Formal School-Based Assessments			Final End-of-Year Assessments
	Term 1	Term 2	Term 3	Term 4
	Role play dialogue. Read and interpret a chart. Apply punctuation. Complete column by writing past tense verb.	Individual reading on a text. Tell a story. Test covering term 1 and 2. Mark: 30 Time Allocation: 60 minutes.	Change singular into plural and vice versa. Present Continuous Tense. Role play a poem. Read a recipe. Complete a poem.	Paired reading on an autobiography. Speech on favourite artist or actor. End-of-year examination on term 3 and 4. Mark:40 Time Allocation: 60 minutes
	Dates: Spread across the Term	Dates: Spread across the Term	Dates: Spread across the Term	Dates: Spread across the Term
Term Report	100%	100%	100%	25%
End of Year	SBA 75%			25%

Year 2	Formal School-Based Assessments			Final End-of-Year Assessments
	Term 1	Term 2	Term 3	Term 4
	<p>Give instructions on how to fold a paper hat.</p> <p>Read a text relating to work covered in term.</p> <p>Design and write a poster in pairs.</p> <p>Conjunctions and Possessive pronouns.</p>	<p>Present self to be elected as new class captain.</p> <p>Read any informational text.</p> <p>Make a mind map on election</p> <p>Test covering term 1 and 2.</p> <p>Mark: 40</p> <p>Time Allocation: 60 minutes</p>	<p>Name 3 belongings you would save in case of a fire. Give reasons.</p> <p>Read text and focus on pronunciation.</p> <p>Write a description of the Alien drawn.</p> <p>Common nouns, adverbs, verbs, adjectives</p>	<p>Speech on any endangered animal and measures taken to protect it.</p> <p>Unprepared individual reading on any suitable text.</p> <p>Paragraph on attractions in S.A.</p> <p>End-of-year examination on term 3 and 4.</p> <p>Mark: 50</p> <p>Time Allocation: 60 minutes</p>
	Dates: Spread across the Term	Dates: Spread across the Term	Dates: Spread across the Term	Dates: Spread across the Term
Term Report	100%	100%	100%	25%
End of Year	<p>SBA</p> <p>75%</p>			25%

Year 3	Formal School-Based Assessments			Final End-of-Year Assessments
	Term 1	Term 2	Term 3	Term 4
	Role play 3 levels of communication styles. Comprehension on communication. Match the body language to communication style. Mistakes in interview on 3 parts of communication. Language covered.	Speech "Effect of different cultures on communication". Pair read any one of 4 problems in communication. Test covering term 1 and 2. Mark: 60 Time Allocation: 60 minutes.	Demonstrate good telephone etiquette with business call. Read any text used in the term. Write 15 tips for a telephonist. Language done in term.	Role play dialogue Unprepared reading on a familiar topic. Write a paragraph on attractions in S.A. End-of-year examination on term 3 and 4. Mark: 65 Time Allocation: 60 minutes
	Dates: Spread across the Term	Dates: Spread across the Term	Dates: Spread across the Term	Dates: Spread across the Term
	100%	100%	100%	25%
Term Report				
End of Year	SBA 75%			25%

Year 4	Formal School-Based Assessments			Final End-of-Year Assessments
	Term 1	Term 2	Term 3	Term 4
	<p>Oral: Speech on a memorising method</p> <p>Read and make a summary and mind map.</p> <p>Language covered in term.</p>	<p>Explain application for a certain job (use advertisement)</p> <p>Answer questions on advertisement.</p> <p>Complete CV form.</p> <p>Test covering term 1 and 2.</p> <p>Mark: 75</p> <p>Time Allocation: 70 minutes</p>	<p>Explain what the purpose is of an interview and how to prepare for an interview?</p> <p>Write 10 typical behavioural questions asked during an interview.</p> <p>List 10 Specific tips what not to wear to an interview.</p> <p>Language covered in the term.</p>	External Formal Assessment
	Dates: Spread across the Term	Dates: Spread across the Term	Dates: Spread across the Term	Dates: Spread across the Term
Term Report	100%	100%	100%	25%
End of Year	<p>SBA</p> <p>75%</p>			25%

Timing of formal assessment

YEAR 1					
Term	Skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS:TO
TERM 1	Listening & Speaking	Describe an event.	Oral: speech.	40%	FAT 1
	Reading & Viewing	Read and interpret a chart.	Oral: Individual reading.	25%	
	Writing & Presenting	Use new vocabulary when completing sentences.	Written task.	15%	
	Language Structures & Conventions	Apply punctuation and complete column by writing past tense verb.	Written task.	20%	
TERM 2	Listening and Speaking	Use a picture to tell a story	Oral: story	40%	FAT 2
	Reading & Viewing	Reading a text	Oral: Individual reading.	35%	
	Writing & Presenting Language Structures and Conventions Comprehension	Written test covering term 1 & 2. Section A: punctuation (capital letter, question mark, full stop), present and past tense verb, homophones, opposites, countable and uncountable nouns, prepositions. Section B: Comprehension test (read a chart).	Written task: test covering term 1 and 2. Mark: 60 Time Allocation: 60 min.	25%	

TERM 3	Listening & Speaking	Role play poem with friend.	Oral: Role play.	35%	FAT 3
	Reading & Viewing	Read a recipe.	Individual reading: Recipe	25%	
	Writing & Presenting	Complete poem using correct line in word bank.	Written task.	20%	
	Language Structures & Conventions	Written task in context	Singular to plural and present Continuous Tense.	20%	
TERM 4	Listening and Speaking	Speech on favourite artist/actor.	Oral: Speech	35%	FAT 4
	Reading & Viewing	Paired reading: autobiography.	Oral: Paired Reading:	35%	
	Writing & Presenting	Written exam covering term 3 & 4. Section A: singular, plural, plural ending in –es, change verb to present and past continuous tense, punctuation (, ! ' . ? and capital letters), synonyms, change into question, uncountable nouns. Section B: Read train time table and answer questions.		30%	

YEAR 2					
Term	Skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS: TO
TERM 1	Listening & Speaking	Give instructions on how to fold a paper hat.	Oral: Instructions	30%	FAT 1
	Reading & Viewing	Text related to work done in term.	Oral: Individual Reading	30%	
	Writing & Presenting	Design and make a poster in pairs.	Written task: Creative writing	25%	
	Language Structures & Conventions	Write and use conjunctions and possessive pronouns.	Written task.	15%	
TERM 2	Listening and Speaking	Present himself to be elected as a class captain.	Oral: Presentation for class leader.	30%	FAT 2
	Reading and viewing	Read informational text.	Read: Individual	15%	
	Writing & Presenting	Make a mind map on election.	Written task.	30%	
	Reading & Viewing and Writing & Presenting: Language Structures and Conventions	Written test covering term 1 & 2. Section A: contractions, compound words, conjunctions, possessive pronouns, antonyms, homonyms, abbreviations, degrees of comparison. Section B: Draw a poster advertising a "Special Day" at school.	Written task: test covering term 1 and 2. Mark: 40 Time Allocation: 60 minutes	25%	

TERM 3	Listening & Speaking	Name 3 belongings you would save in case of a fire. Give reasons.	Oral: speech	30%	FAT 3
	Reading & Viewing	Any suitable text focusing on pronunciation.	Oral: Reading	25%	
	Writing and presenting	Write a description of the alien drawn.	Written task: Creative Writing.	25%	
	Language structures and Conventions	Common nouns, adverbs, verbs, adjectives	Written task	20%	
TERM 4	Listening & Speaking	Speech on endangered animal and measures taken to protect it.	Oral: Speech	30%	FAT 4
	Reading & Viewing	Unprepared reading on suitable text.	Oral: Individual Reading	25%	
	Writing & Presenting	Paragraph on attractions in S.A.	Written task: paragraph	20%	
	Writing & Presenting:	Written exam covering term 3 & 4. Section A: common noun, proper noun, collective noun, adverbs, adjectives, gender form of nouns, alphabetical order, plurals. Section B: Comprehension test using an e-mail.	Written task: exam covering term 3 and 4. Mark: 50 Time Allocation: 60 minutes	25%	

YEAR 3					
Term	Skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS: TO

TERM 1	Listening & Speaking	Role play 3 parts of communication and communication styles with a friend.	Oral: Role play	25%	FAT 1
	Reading & Viewing	Comprehension on communication.	Written task: activity 5.	35%	
	Writing & Presenting	Mistakes in interview on 3 parts of communication.	Written task: match two columns.	25%	
	Language Structures & Conventions	Written task in context.	Conjunctions, demonstrative pronouns.	15%	

TERM 2	Listening and Speaking	Speech on "Effect of different cultures on communication".	Oral: Speech.	40%	FAT 2
	Reading & Viewing	Choose any one of the 4 communication problems.	Oral: Pair Reading	35%	
	Writing & Presenting	Written test covering term 1 & 2. Section A: demonstrative pronoun, demonstrative pronoun in plural form, definite and indefinite article, join sentences, prefixes, suffixes. Section B: Body language, 3 communication styles, HOAD, cultural obstacles during communication.	Written task: test covering term 1 and 2. Mark: 60 Time Allocation: 60 minutes	25%	
TERM 3	Listening & Speaking	Demonstrate good telephone etiquette during a business call.	Oral: Demonstrate	30%	FAT 3
	Reading & Viewing	Read any text used in the term.	Oral: Individual reading	25%	
	Writing & Presenting	Write 15 tips a telephonist needs to portray a positive image of the company.	Written task: message	30%	
	Language Structures & Conventions	Complete worksheet on language covered in the term.	Written task: worksheet	15%	

TERM 4	Listening & Speaking,	Role play dialogue.	Oral: Role play	30%	FAT 4
	Reading & Viewing	Reading an unprepared text used during the term.	Oral: Unprepared individual reading.	25%	
	Writing & Presenting	<p>Written exam covering term 3 & 4.</p> <p>Section A: commonly confused words, relations, change to negative, personal pronoun, possessive pronoun, reflexive pronoun.</p> <p>Section B: basic rules of answering a phone call, write a proper message from text on phone call, 5 steps placing a caller on hold.</p>	<p>Written task: exam covering term 3 and 4.</p> <p>Mark: 65</p> <p>Time Allocation: 60 minutes</p>	25%	

YEAR 4					
Term	Skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS: TO
TERM 1	Listening and Speaking	Speech on a method to use for memorising.	Oral: Speech	30%	FAT 1
	Reading & Viewing	Read a text and make a summary.	Reading: Individual Written task: make a summary	30%	
	Writing & Presenting	Make a mind map using a summary.	Written task: apply individual reading when writing a mind map.	20%	
	Language Structures & Conventions	Adjectives, verbs, alphabetical order, should, have to, must, singular and plural, pronouns, can and may.	Written task: Revision	20%	

TERM 3	Listening & Speaking	Explain why/What is the purpose of an interview (use advertisement) "I'm myself for it?"	Oral Speech.	36%	FAT 2
	Writing & Presenting	Write 10 behavioural questions asked during an interview.	Written task.	25%	
	Reading & Viewing and Writing & Presenting	Answer questions on an advertisement.	Written task: Comprehension.	25%	
	Writing & Presenting	Complete CV form.	Written task: Complete form.	30%	
	Writing & Presenting	List 10 specific tips what not to wear to an interview.	Written task: List	25%	
	Writing & Presenting	Written test covering term 1 & 2. Section A: the use of "can, may, should, have	Written task: Complete form.	25%	
	Language Structures & Conventions	Language use covered during the term. Section B: use information text to make summary, use summary to make a mind map,	Written task test covering term 1 and 2. Mark: 70	15%	
TERM 4		name 2 methods that could be used when External moderation of school assessment over term learning. Formal external assessment written test or oral =	Time Allocation: 60 minutes terms 1, 2 and 3 = 75% of qualification 25% of qualification		External Assessment
TERM 5					

Recording and Reporting

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge and skill. Records of learner performance should provide evidence of the learner's progression. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process. Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc.

Good record keeping is essential in all assessment, particularly in continuous assessment. A record book or file must be kept up to date by each teacher. It should contain:

- Learners' names;
- Dates of assessment;
- Name and description of the assessment activity;
- The results of assessment activities, according to Subject; and
- Comments for support purposes.

Teachers report in percentages against the subject. The various achievement levels and their corresponding percentage bands are as shown in the table below. Recording is a process in which the teacher documents the level of a learner's performance. Teachers record the actual raw marks against the task using a record sheet. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process. Records should be used to monitor learning and to plan ahead.

Note: The seven-point scale should have clear descriptions that give detailed information for each level. Teachers will record actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.

Codes and percentages for reporting

Rating code	Description of competence	Percentage	Nature of support provided to learners
7	Outstanding achievement	80 – 100	Independent
6	Meritorious achievement	70 – 79	Independent, verbal cues needed
5	Substantial achievement	60 – 69	Minimum support
4	Adequate achievement	50 – 59	Moderate support
3	Moderate achievement	40 – 49	Maximum support (Physical / Verbal)
2	Elementary achievement	30 – 39	Goals to be revisited – Change of direction required.
1	Not achieved	0 – 29	Little / no interest shown in the activity despite maximum support

All records must be accessible, easy to interpret, securely kept, confidential and helpful in the teaching and reporting process. The school assessment policy determines the details of how record books must be completed. Schools are required to provide quarterly feedback to parents on the Programme of Assessment, using a formal reporting tool, such as a report card. The schedule and the report card should indicate the overall level of performance of a learner.

NOTE:

Criterion referencing is best used to describe learner's performance in a skill. Teachers must make use of suitable analytical rubrics when assessing a learner's competence for a specific skill using practical demonstrations.

Progression and Promotion:

Learners will progress with age cohort in this Phase (Year 1-4). Where a learner does not meet the minimum requirements to be promoted to the next year then a learner may spend one extra year in the phase (Year 1-4) to strengthen their ability to achieve the qualification.

4.4 Moderation of Assessment

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation must be implemented at school, district, and provincial levels as required. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments. The Formal School Based Assessment and the practical assessment tasks must be moderated by the relevant subject specialists at the district and, if required, provincial levels in consultation with the moderators at school.

Moderation serves five purposes:

1. It must ascertain whether subject content and skills have been sufficiently covered.
2. The moderator must ensure that the correct balance of cognitive demands are reflected in the assessments.
3. The assessments and marking are of an acceptable standard and consistency.
4. The moderator must make judgements about the comparability of learner performance across schools; whilst recognising that teachers teach in different ways.
5. The subject specialist/moderator must identify areas in which a teacher may need development and support and must ensure that this support is provided.

4.4.1 Internal moderation

Assessment must be moderated according to the internal moderation policy of the School, Provincial and National Departments. Moderation is a continuous process. The moderator's involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessors. Internal moderation creates common understanding of topics and skills and maintains these across the learning programmes.

4.4.2 External moderation

External moderation is conducted by the Districts and or Provincial offices, Department of Basic Education, Umalusi and, where relevant, the QCTO. The external moderator:

- Monitors and evaluates the standard of all summative assessments;

- Maintains standards by exercising appropriate influence and control over assessors;
- Ensures proper procedures are followed;
- Ensures summative integrated assessments are correctly administered;
- Observes a minimum sample of 12 summative assessments in total;
- Gives written feedback to the relevant quality assessor; and
- Moderates in case of a dispute between an assessor and a student.

Policy on inclusive education requires that assessment procedures for students who experience barriers to learning be customised and supported to enable these students to achieve their maximum potential.

Moderation is therefore an on-going process and not a once-off end-of-year event.

4.5 General

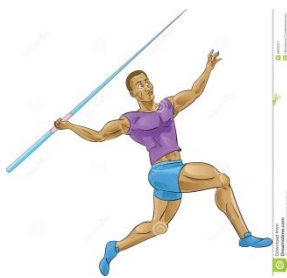
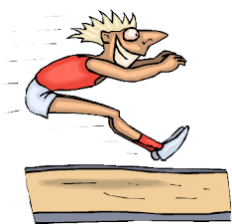
This document should be read in conjunction with:

- White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);
- *National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R – 12*; and (NPPPPR) (2011);
- *National Protocol for Assessment Grades R – 12. (NPA) (2011)*;
- *Guidelines for Responding to Diversity in the Classroom through the Curriculum and Assessment Policy Statements (2011)*;
- *Guidelines to Ensure Quality Education and Support in Special Schools and Special School Resource Centres (2013)*;
- *Policy on Screening, Identification, Assessment and Support (2014)*;
- *Guidelines for Full-service/Inclusive Schools (2010)*; and
- *Standard Operating Procedures for Assessment of Learners who Experience Barriers to Assessment (2016)*.

SECTION 5

RESOURCES

Annexure 1: Year 1 Term 1 An event



javelin

shot-put

long jump

high jump

discuss

sprints

hurdles

spectators

PUBLIC COMMENT

B Athletics Dialogue Week 2

Teacher: “Mary do you know that there are different kinds of events in athletics?”

Mary: “Yes, long jump and high jump.”

Teacher: “Good Mary. Peter can you think of other events?”

Peter: “Shot-put and sprints”.

Teacher: “Well done. There is also javelin, discuss and hurdles. Do you know what we call people that are watching athletics?”

Mary: “I know, it is spectators!”

Peter: “Wow, you clever Mary.”

C. Reading and Viewing

Sports Day

Today is a warm and sunny day. We are all very excited because it is Sports Day. The children are prepared for their different events. Before the event starts some are very nervous. Tom runs very fast and wins the race. Jack felt sad because he lost.

D. Writing and Presenting

lost, started, ran, won, felt

lose	
run	
win	
start	
feel	

E. Dialogue: Week 5

Susan: "It is the perfect day for athletics. Sunny and hot."

Ben: "I like it when it is cloudy and cold."

Susan: "The spectators are very noisy because their favourite athlete won."

Ben: "My ears hurt, that's why I like tennis better. The spectators are quiet."

Susan: "Just wait and see how quiet and sad they get at the end of the day when their team lost."

Ben: "I will be happy if the day is over."

F. Oscar photos on new vocabulary



Oscar Pistorius

Oscar was born without the long bone under the knees. His parents were advised by doctors to amputate his legs from under the knees. Six months later he received his first pair of prosthetic legs. With the help of his parents and his determination he overcame his disability. In 2004 at the Paralympic Games in Athens he won the gold medal. This goes to show that anyone can overcome a disability and live a successful life.

G. Chart

70				
60				
50				
40				
30				
20				
10				
	Javelin	Shot-put	Hurdles	Sprints

Look at the pictures and the heading. Talk about what you think the story is about.

Read the story written by Mapula's 11-year-old friend. In her story, she explains why Mapula missed school today.

Beginning of the story

Mapula did not come to school today. There was a big fire at her home. Mapula's family uses paraffin for cooking at home. They have a **red** paraffin stove. Mapula has a **young** brother, Thami, who never listens to anyone. Last night Thami played with the stove, even though it is not allowed. He also found the matches that someone had carelessly left lying around. The **little** boy lit the stove and then, in his excitement, knocked the stove over onto the carpet. Soon the **small** room was on fire.

Middle of the story

Luckily for Thami, Mapula carried him out of the house. She asked the **kind** neighbours to phone the fire brigade. They arrived very quickly, and they used their **long** hoses to put the fire out. Soon the whole house was filled with water and smoke.

The fire was put out before Mapula's **angry** parents came home. Everything in the room was burned, and Mapula was very sad because her favourite **baby** doll and her **beautiful** workbooks were also burned in the fire.

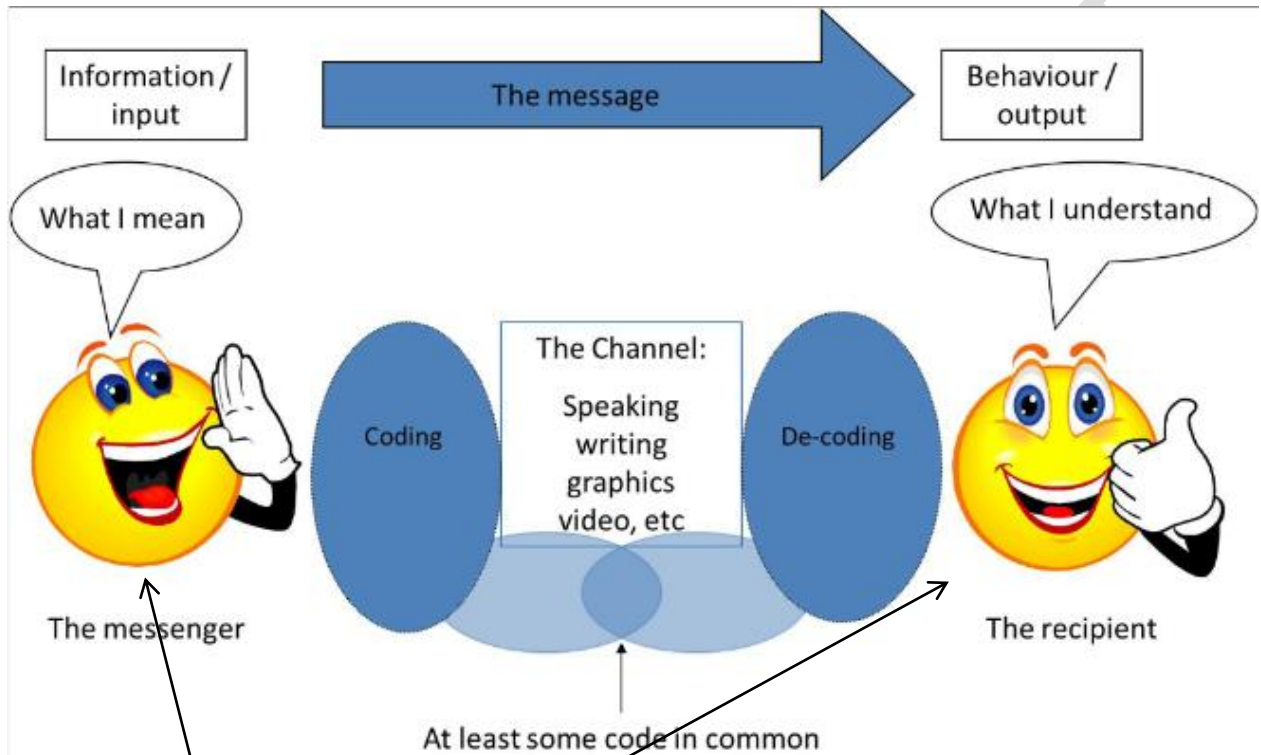
End of the story

Today, Mapula helped her mother to clean their house. She hung all the **wet** blankets and curtains in the sun to dry. Meanwhile little Thami had been sent to preschool, so that he could stay out of trouble. Tomorrow Mapula will go back to school. Her mother will buy her a **new** school bag.

Annexure 2: Year 3 Term 1

Communication

1. WHAT IS COMMUNICATION



New vocabulary.

Sender	The person who sends the message (Communicates)
Receiver	The person who receives the message
Decode	Understand the message
Respond	Say something back / send a message back

Communication means

**that a message was
sent**



**Send a
message back**

**(2 way
process)**

Decode

was received

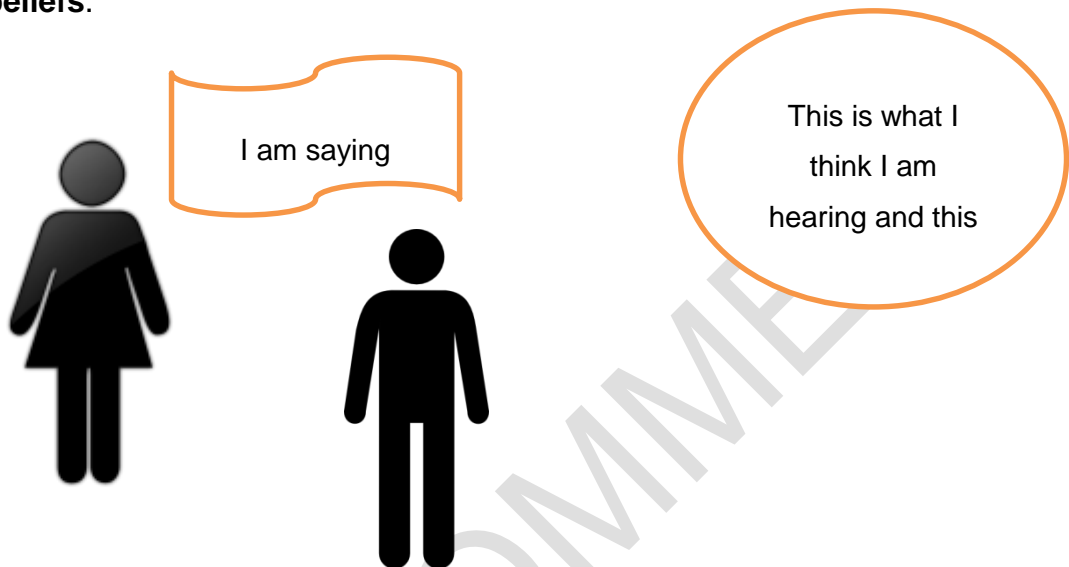


and was understood



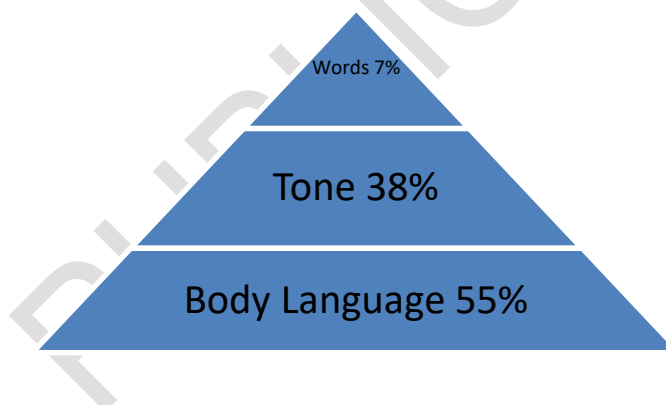
We respond based on:

- what we **think we have heard**
- our **background** and
- our **beliefs**.



However, when we communicate, words are only part of the story. We also use body language and tone of voice to communicate.

1.1 Three parts of communication



A Words

Words make up a mere 7% communication. However, if we do not know what the words mean, there is no way that we can communicate successfully.

B Tone of voice

Tone of voice is how we say something, compare for example:

- **THIS** is mine
- This **IS** mine
- This is **MINE**

C Body Language

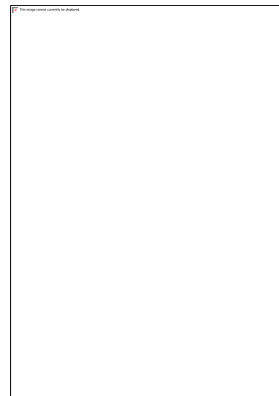
Body language is the way we use our bodies to communicate, for example rolling our eyes, using our hands and even the way we stand. It is important to keep our body language positive. Some examples of positive body language are:

- Making eye contact
- Keeping our hands open as opposed to clenched
- Smiling
- Standing up straight
- Leaning towards the person we are listening to
- Turning our head slightly towards the person talking.

2. THREE STYLES OF COMMUNICATION



Communication at a shop



Communication with colleagues/family

When we communicate we can choose to communicate from a **Parent, Adult** or **Child communication styles**.

Your mother was communicating from a Parent style. You felt hurt because it was not on purpose and you pushed out your lip saying: "It's not my fault". That was communicating from the Child style.

An **Adult** is where you use just logic, facts and reason to communicate. For example, your mother could say: "I have just washed the floor and your feet are dirty. Please go outside and clean them before you come in". That is communicating from an **Adult** style.

We have parent, adult and child communications styles in us at all times and depending on the situation, we react out of one of these styles.

2.1 Communicating as a PARENT

- This is the communication style that you pick up from all the people who taught you in your life, for example your parents, extended family, teachers, ministers of religion and those in authority positions.
- The parent communication style is judgemental and it shows your value system. Your father may well have said: "Boys don't cry". So, you are uncomfortable / judgemental when you see a boy/man crying.
- Phrases used are for example: how to, always, never.



2.2 Communicating as a CHILD

- When you act like a child, for example throwing a tantrum or ignoring someone is typical.
- It can also be playful, fun and full of jokes.



2.3 Communicating as an ADULT

- The ability to think and do for yourself, based on information that you have received. It is about direct, rational responses to the here and now.
- Phrases used are for example: “Why do you think that ____?”, “Where will you find that?” etc.



3. LEVELS OF COMMUNICATION

In general, we should try to write as we would speak to the audience concerned and we should speak so that the audience will listen.

If you were speaking to the CEO of a large corporation, you would probably use a more formal tone and style, than you would if you were speaking to your childhood friend. The use of slang and a “buddy-buddy” approach would be inappropriate to a job interview, but it would be just right for a youth outreach programme.

Our style of speech has to be adjusted to suit the audience and the occasion; otherwise it can result in miscommunication. Miscommunication is where the message intended to be sent was not the one received. E.g. An overly casual tone and approach may result in the audience being offended, while a very formal and stilted style could bore or even irritate.

Three levels of communication:

3.1 Formal



When you speak to the manager of a company or when you go for an interview.

3.2 Informal



When you talk to friends you are more relaxed.

3.3 Personally



When you talk to someone whom you can share your secrets with, confidentially.

HOW TO CHOOSE YOUR OWN STYLE

Use the HOAD approach and you **WILL** be successful in all your communications.

HOAD

Honest

Honest and **open** (about thoughts and feelings) but this must be tempered with diplomacy.

Open

E.g. You may think that your friend's dress is awful, but to say it would be rude and hurtful – aggressive, in fact. Rather say: "I really think your pink dress suits you better."

Appropriate

Appropriate to the situation and to the relationship with the audience.

E.g. (sitting in a restaurant with friends) "Maria, I think I want a divorce ____". Definitely not appropriate. Not the right time or place.

Direct

Do not hint or try to manipulate. Say what you want to say!

E.g. "Mom, Khanyi has the new CD by Mendoza ____"

Activity 1

Communicate verbally: Telephone

Choose 6 items you can buy at a store.

Whisper it into your friend's ear.

He now whispers it in his friend's ear until everybody in the class had a chance.

The last person must repeat all 6 items out loud.



What did you learn from this?

Complete the sentences, by underlining the correct word.

1. Person who sends the message must be (old / clear).
2. Important to understand the message, before (sending / responding) on it.
3. Use (negative / positive) body language
4. There is (more / less) than one way to communicate – verbal and non-verbal
5. A message can (slowly / quickly) be understood wrong.

TOTAL 5

Activity 2

What is communication?

1. Fill in the correct word. Choose from the word box.

Think respond decode two-way process background information

person code receiver sender

Communication is a _____.

There is a _____ (the person sending the
_____) and a _____ (the

receiving the information). It is as if we talk in _____ and the
receiver has to _____ the message before he can understand it.




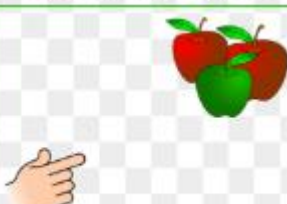
We _____ based on what we _____
have heard, our beliefs and our _____.

2. When we communicate we use the following:





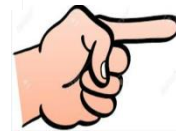




3. Name the 7 signs of positive body language.

TOTAL 20

Language: Week 1




Near	Singular	 <u>This</u> is an apple.	 <u>That</u> is an apple.	Far
	Plural	 <u>These</u> are apples.	 <u>Those</u> are apples.	

Activity 3

- _____ **is** my shoe. 
- _____ **is** my friend's shoe.  
- _____ **is** my shirt. 
- _____ **is** my brother's shirt.  
- _____ **is** my car. 
- _____ **is** my father's _____ car.  

Week 2: Body Language

New vocabulary.

1.Excessive	<p>More than is necessary (Too much)</p> 
2.Nodding	<p>Lower and raise your head slightly</p> 
3. Fidgeting	

Body Language: The signals you SEND

Positive Signals

- Leaning forward = interest
- Smiling = friendly
- Nodding = attentive and alert
- Eye contact = curious and focused

Negative Signals

- Crossed arms = defensive
- Fidgeting hands or tapping feet = nervous or bored
- Lack of eye contact = untrustworthy
- Leaning back = discomfort

Read through the following and answer the question that follows.

The 10 Worst Body Language Mistakes You Can Make In a Job Interview

January 19, 2015 • 426 Likes • 103 Comments

Below are the top 10 body language mistakes you can make when interviewing. Take note of these and be aware. Do some practice runs with a friend or family member.

Here you go:

Slouching: Leaning back in your chair makes you appear either lazy or arrogant. Leaning forward makes you look too eager or aggressive. Experts say your best bet in an interview is to sit up

straight back. **Breaking Eye Contact:** Don't stare, but try to hold your interviewer's gaze for an extra second before breaking away from the first handshake. It establishes a personal connection with them and lets them know you are engaging. During the interview pay attention and maintain good eye contact. It shows authenticity, sincerity and an earnest intent.

Pointing: Agreed that this might be a way to make a point but that and the action of "chopping" with your flat hand to make a point creates a space between you and the interviewer and can be viewed as overly aggressive.

Crossed arms: Crossed arms over your chest signal defensiveness and resistance and you appear less approachable. Keep your arms at your side or hands folded gently on lap to appear more open to conversation and open to the interviewer.



Excessive Nodding: You don't want to look like a baseball bobble head figurine. Often, we are unaware of how much we are nodding our head as people speak to us. A few nods with a smile of agreement works but find your center and keep your head there while focusing on paying attention, good eye contact and appropriate affirmations like, "Yes, I see," or "that makes sense."

Fidgeting: Your mother used to tell you all the time "stop fidgeting!" This is one time you should heed mom's advice. The nervous energy you display whether with finger nail biting, shifting in your chair too much, crossing and uncrossing and

Hands Behind Your Back: It's important to appear approachable and open, so don't try to control gestures or fidgeting by keeping your hands locked behind your back. This is especially important when you begin to speak. Keeping your hands in your pockets or behind your back inhibits movement and makes you appear stiff. Bring those hands out in front and use them in a casual manner when speaking during your interview.

Mismatched Expressions: Does your facial expression match the enthusiasm of your voice? If someone asks you during your interview what you're most passionate about and your face looks like it's been embalmed or deadpan as you answer, interviewers may see this as a lack of sincerity.

Shifty eyes: Be aware of any habits to shift your eyes upward as you speak. It can suggest someone is lying or not sure of themselves. It's important to look someone directly in the eye to convey certainty, confidence and honesty.

Staring: There is a distinct line between good eye contact and staring during an interview. Be aware of this. You do not want to look creepy by appearing as though you are hexed on the person with a long, no-blink stare. Maintain good eye contact but look down when you need to take a moment to gather your thoughts in response to a question. Locking eyes with someone for an extended period of time can be interpreted as aggressive, not to mention creepy.

Give a list of 8 body language mistakes in an interview.

Total 8

Language: Demonstrative pronouns (Plural)

1. _____ are my pencils.



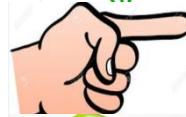
2. _____ are my mother's pencils.



3. _____ flowers are beautiful



4. _____ flowers are dead.

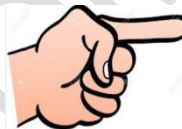


5. _____ apples are green.



6. _____

7. _____ apples are red.



Week 3: Body Language

First look at the demonstration of the teacher and learners having an interview and then complete the following questions by filling in true or false.

1. The teacher kept her eyes focused on the learners_____.
2. The teachers' arms were nicely (not crossed) on her lap_____.
3. The teacher kept her hands still_____.
4. The teacher walked in with her hands next to her body_____.
5. The teacher used the right face expressions_____.
6. The teacher nodded her head when she agreed to something_____.
7. The teacher sat up straight_____.

Do you think the teacher is ready for an interview?

No, the teacher's body language is incorrect. She must still practice.

Activity 3

Practise your Communicating Analysis skills

1. **Write the characteristics of the different communication styles.**

Only write **C/A/P** which represents Child, Adult and Parent

COLUMN A	ANSWER: C / A / P
Reason	
Playful	
Condemn	
Fun	
Facts	
Nurture	
Tantrums	
Logic	
Manipulative	
Always, never	

2. **Write the correct communication style for each of the following statements:**

Only write **C/A/P**. It represents: Child, Adult and Parent

1	"A client is expecting the delivery this afternoon at 15:00. Can you please make sure it is done?"	
2	"Ah shame, are you not feeling good today?"	
3	"Can we discuss this?"	
4	"You always expect me to work late!"	
5	"How many times have I told you not to be late?"	
6	"You are ignoring a colleague."	
7	"I am unable to help you when you are interrupting me."	
8	"Can you explain why you are late?"	
9	"You look tired, why do you not sit down?"	
10	Said in a sarcastic way: "Oh, I see you have not done your work!"	

TOTAL 20

PUBLIC COMMENT

Activity 4

Communication Styles

1. **Use the abbreviations to identify each of the following statements:**

Only write **NA / A / AG**. It represents: Non-assertive, Assertive and Aggressive.

		NA / A / AG
1	"Are you and idiot? Don't do that!"	
2	"You know, we might consider an alternative. What do you think?"	
3	"I can't go, I have other plans."	
4	"Could you please give us another solution, we are not comfortable with this one?"	
5	"No, thank you. I appreciate you asking me, but I really do not like dancing."	
6	"Dancing? Are you out of your mind?"	
7	"Well, it's fine if you want to have the green one."	
8	"Let's go!"	
9	"Tracy, please fax this to all the shops today."	
10	"I know you would have liked something else. I'm not good at picking presents."	

Week 5: Language: Definite and indefinite article

Definite Articles

- In English, **THE** is a definite article. **The** is used to indicate a specific noun. (In English, it does not matter if the noun is masculine, or feminine, singular or plural.)

the boy

the boys

the book

the books

the girl

the girls

the table

the tables

The indefinite article **a** or **an**:

- The article **a / an** is used when we don't specify the things or people we are talking about:
- I met **a** friend.
- I work in **a** factory in New York.
- I borrowed **a** pencil from **a** passenger sitting next to me.

Complete with - A or An

- | | | |
|---------------------|---------------------|-------------------|
| 1- ____ architect | 9- ____ green apple | 17- ____ aunt |
| 2- ____ house | 10- ____ apple | 18- ____ uncle |
| 3- ____ hour | 11- ____ story | 19- ____ hat |
| 4- ____ good artist | 12- ____ elevator | 20- ____ help |
| 5- ____ umbrella | 13- ____ moment | 21- ____ accident |
| 6- ____ honest man | 14- ____ bicycle | 22- ____ elephant |
| 7- ____ woman | 15- ____ airplane | 23- ____ car |
| 8- ____ horse | 16- ____ university | 24- ____ ant |

Examples: Definite article

Specific

"The" = definite article

- **The** dog my father bought for me is a poodle.
- **The** bike that Pablo bought cost him Bs2,000.
- **The** movie we saw last night was very funny.
- **The** doctor who assisted us was an intern.

Week 6: **Language: Because and but (conjunctions – joining words)**



Because



She didn't drink the tea **because** it was very hot.



But



	<div><h2>Conjunctions</h2><h3>BUT</h3><div><p>He hit the ball.</p></div><div><p>He dropped the bat.</p></div><div><p>He hit the ball but dropped the bat.</p></div></div>
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Annexure 3: Year 3 Term 2

Communication Problems

1. FREQUENT MISTAKES IN COMMUNICATION

Study each of the 4 problems during communication that can occur in the workplace.

1.1 Problem 1: Different perspectives

Description	Identify this problem	Best way to deal with this problem
<p>If you put a statue of a woman on a table, with one person looking at it from the front and one person from behind, you will have two different perspectives of what is seen – although both persons are looking at exactly the same object.</p> <p><i>Sometimes we do exactly the same thing when we are discussing something.</i></p> <p>If we don't learn to understand another person's perspective, we risk unnecessary arguing and disagreeing.</p>	<ul style="list-style-type: none">• Just don't "see eye-to-eye" with someone about something.• Frequent use of: "No, that's NOT what I said!"• Emotions are running wild: there may be loud voices and aggressive body language.• Your body language may show that you are turned away from someone, and that you don't make eye contact with that person.	<ul style="list-style-type: none">• Listen carefully to what a person is saying.• Listen with the view to UNDERSTAND, not with the view to RESPOND.• Give feedback to your listener: "Am I right in thinking that you said", "Please tell me more; I'm not sure that I understand".• Make eye contact.• Ask questions, probe, and focus!

1.2 Problem 2: Listening with the view to respond, not with the view to understand

Description	Identify this problem	Best way to deal with this problem
We think faster than we talk. This means that while someone is talking, your brain has a lot of “empty space” that is not being used at that moment. What frequently happens is that we use this “empty space” to prepare a response, instead of using it to try to UNDERSTAND what the other person is trying to communicate.	<ul style="list-style-type: none">• You don’t make eye contact.• Your body language may reflect aggression or irritation (folded arms, body turned away from the other person, tapping with your fingers, fiddling with your neck, leaning back from the person etc.)• You never ask: “Did I understand you right? You said ...”• You know your mind is racing to find a response instead of attentively listening.	<ul style="list-style-type: none">• Use the “empty space” to concentrate on the other person.• Turn your whole body toward the person and look him in the eye.• Ask yourself: “Do I truly understand what this person is trying to communicate to me?”• Ask yourself: “What can I do to ensure that I truly understand what this person is trying to communicate to me?”• Realise that LISTENING is the most important communication skill.

1.3 Problem 3: Not bothering to check the quality of your own communication

Description	Identify this problem	Best way to deal with this problem
<p>Generally, we tend to blame others for breakdowns in communication. It is seldom that you hear anybody say: "I'm sorry; I think this whole misunderstanding is my fault. I should have communicated better!" Our modern society, in fact, is known as a "blaming society", and this is just one more example of that.</p> <p>If you ask anybody: "How should people treat you?" you will easily find long lists of to-dos. It seems we instinctively know what is beneficial to us, and we sometimes demand this forcefully. The REAL question to ask is this: "Do I do the things that I identify as the ways in which people should treat me?" Do I communicate as I wish to be communicated to?</p>	<ul style="list-style-type: none"> • You always seem to think that someone else has made the mistake. • You have seldom (if ever!) asked yourself: "How do people experience me and my communications?" • People just don't seem to understand you when you communicate to them. You may even think that people around you are stupid and shallow! • You never ask: "Did that answer your question?", "Did I explain myself adequately?", "Are you sure that you understand what you are supposed to do?" 	<ul style="list-style-type: none"> • Ask others how they experience your communication style. • Ask yourself what you think are your communication problem. • Ask yourself: "If I were that person, right now, would I really understand what I have just communicated?" • Ask yourself: "I wonder how I am coming across to this person right now."

1.4 Problem 4: Cultural differences

Description	Identify this obstacle	Best way to deal with this obstacle
There are definite differences between a so-called “Western” and an “African” perspective of life. These differences in cultural perspective are also expressed in the way that we communicate.	<ul style="list-style-type: none">• Look for apparent cultural differences between you and the person with whom you are communicating.• You may find that you more often have a communication breakdown with someone who is different from you in terms of race, religion, culture, home language etc.• Look for the use of discriminatory and biased language.	<ul style="list-style-type: none">• Be critical of your own prejudices and biases.• Constantly ask yourself: “Is this communication, with this person hard for me because of this person’s culture, race, religion and home language?”• Learn tolerance and acceptance of others’ worldviews.

2. LISTENING or HEARING

2.1 What is the difference between Listening and Hearing?

Listen

- When you concentrate to hear something.
- To use your brain and to understand.



Hear

- When you can hear something with your ears like sounds and words.



Listening	Hearing
Is active – paying attention and being involved, taking responsibility for understanding.	Is passive – a physiological reception of sound.
Have 5 stages .	Is only one stage of hearing.
Hearing is necessary for listening.	Listening is not necessary for hearing.
Is a vital building block of relationship building and empathy?	Hearing alone is not empathic and can result in a relationship breakdown .

2.2 5 Phases of listening

- **Hearing**
A physiological reception of sound waves, receiving information through ears and eyes.
- **Attention**
Blocking out the environment and “other” noise so that we concentrate on the speaker.
- **Understanding**
Grasping mentally, know the meaning of.
- **Deciding**
What you think/feel about that information.
- **Feedback**
Signalling verbally and non-verbally that you have received and understood the message.

3. **BARRIERS TO LEARNING**

- **Physical distractions:**

E.g. poor acoustics, noise levels, static on a telephone line.

- **Social distractions:**

E.g. tense atmosphere, lack of trust and social pressure.

- **Physiological factors:**

E.g. the listener has a headache, is hungry and is tired.

- **Personal factors:**

E.g. personality clash, prejudice, speaker's annoying mannerisms.

4. **TECHNIQUES TO OVERCOME IT**

- Giving verbal and non-verbal feedback, e.g. smiling, nodding, encouraging words and phrases (I see, Oh I get it, Absolutely, I think I understand).
- Imagine that you will be asked questions on the message afterwards – this will automatically raise your level of attention.
- Concentrate on key words and phrases so that you can summarise the main ideas.
- Listen to the whole message, including the tone, before jumping to conclusions and reacting.
- Verify that you have understood the message by asking questions and paraphrasing.
- DON'T INTERRUPT!! Allow the speaker to develop his thought process without jumping in on minor points.
- DON'T finish the speaker's sentence. It is the height of arrogant "Parent"-mode, to assume you know what someone is about to say.
- DON'T simply wait until the speaker has finished and then come in with what you wanted to say. Respond first to his message.
- Try to stand in the speaker's shoes and see his viewpoint before reacting.
- Give the speaker the respect you would like to receive.
- Be discerning when it comes to deciding what is an opinion and what is fact.

In interpersonal communication, aim for empathic listening.

PUBLIC COMMENT

5. OPEN AND CLOSED QUESTIONS

5.1 Open questions

Rudyard Kipling referred to them as his “6 Helping Men” and they are indeed very helpful. Open questions open up the conversation and encourage the speaker to give more information. They are broad questions, generally beginning with:

- Who?
- What?
- Where?
- When?
- Why?
- How?

Other questions to encourage the speaker to express their viewpoint, feelings and ideas:

- What do you think about ____?
- Please would you explain ____?
- How do you view ____?
- Tell me how you feel about ____?
- Could you please expand on that ____?
- What makes you say that ____?

5.2 Closed questions

Can be answered with a simple “yes” or “no”. They are useful for keeping control of the conversation and for verifying information. These are narrow, limiting questions and tend to begin with a verb, for example:

- Do you ____?
- Can you ____?
- Which ____?
- Will ____?
- Would ____?
- Is ____?
- Are ____?

Activity 8

Obstacles to communication

Obstacle 1 Different perspectives

Obstacle 2 Listen with the view to respond

Obstacle 3 Not checking the quality of your own communication

Obstacle 4 Cultural differences

Study each situation in the workplace and identify which obstacle to communication it is.

Only write the correct **obstacle number** on the line.

- a. Two men are fighting over their language. _____
- b. A boy and girl went to see the movie DIE HARD 2. The boy liked it but the girl didn't. _____
- c. Your boss is fighting with you because you are sitting folded arms while you are listening to him but you are not looking at him. _____
- d. Before you could explain to your boss why you're late for work, he chases you out of his office. _____
- e. Kevin is talking the whole day and Johan doesn't like it. _____
- f. There's a misunderstanding between you and your brother and you are fighting. _____
- g. While your teacher is explaining, you are thinking about the answer. _____
- h. Lebo likes to work fast, but Megan is taking her time. _____
- i. You are staring out the window while your mother is fighting with you. _____
- j. Some people like to talk a lot while others prefer writing. _____

TOTAL 10

Annexure 4: Year 3 Term 3

Telephone etiquette



1. Answering a call

- First Impressions are lasting! The way a company answers the phone tells us a lot about the kind of service we can expect to receive from them. The basic rules are as follows:
 - a) Pick up the phone within three rings.
 - b) Smile while greeting the caller.
 - c) Give your company / department name and your name.
 - d) Ask the customer if you can help.
 - e) Pick up the phone within 3 rings. After the third ring customers become irritated.
 - f) If you hear a phone ringing in the department in which you are working and no one picks it up, make it your business to do so. Even if you can't personally help the customer you can at least take a message and further the cause of good customer relations.

2. Putting a caller on hold

1.



Greetings



2. Identify yourself, company/department

3.



Offer to help

4. Resolve query or

5. Ask to be placed on hold / transfer / take a message



6. Keep your promise

3. How to transfer a call?

When transferring a call:

- Explain to the customer why he is transferred, it gives the customer information and a choice.
- Give the name and number of the person you are transferring the customer to. If the customer is disconnected he can call the person directly.
- Confidential information: make sure that you know what information is confidential in your company. Don't give any employer's personal or home telephone number to a customer, unless the person gave you permission to do so.

4. Using empathy on the telephone

- Empathy means understanding your customer's point of view, regardless of whether or not you agree.
- Empathic phrases to practise, remember and use in a company that will make the customer feel good are:
 - "I can see why you feel that way."
 - "I see your point of view."
 - "I hear what you are saying."
 - "I am sorry it happened."



5. Taking messages

Provide the following when you take down a message:

- Full name and surname of the person the message is FOR.
- Full name and surname of the person the message is FROM.
- Name of the COMPANY the person is calling from.
- 2 TELEPHONE NUMBERS: cell phone and landline.
- DATE – day, month and year.
- TIME person called.
- Short but detailed MESSAGE.
- Your name and surname as the person who took the message.
- IMPORTANT: make sure the person gets the message.



6. Ending a call

- Don't underestimate the importance of ending the call on a positive note. Particularly, if the caller has been "difficult".
- Examples of how to end a call positively:
 - Both you and the customer must agree on what is going to be done. Therefore repeat the action steps you are going to take.
 - Ask the customer if you can do anything else for him.
 - Thank the customer for the call.

7. Dictionary

Step-by-step instructions how to look up a specific word in a dictionary:

Let's find the word ***“niece”***

1. First go to the English part of the dictionary.
2. With what letter does the word you are looking for start?

*Yes, it starts with the letter **“n”***

3. Dictionaries follow alphabetical order.
For example, **“n”** in the alphabet will come after
a, b, c, d, e, f, g, h, i, j, k, l, m

4. Now find the second letter of the specific word.

*Yes, it starts with the letter **“i”***

5. Now scroll down and find the first word that starts with **“ni”**
6. You continue to repeat step 4 with each new letter until you find the word
“niece”

ACTIVITY 1

Testing your telephone etiquette

Before we deal with the do's and don'ts of telephone etiquette, let's test your current knowledge by rating each of the following scenario's as TRUE or FALSE. Only write T or F on the line.

Scenario one

It's 11:45 and Sandra is at her desk putting the final touches on her sales report, which is due at noon. She is on the final page when the phone rings. She tries to ignore it for a few moments, but the ringing continues. Eventually she picks up the phone and says with a smile: "This is Sandra, how may I help you?"

Sandra is demonstrating good telephone etiquette: _____

Scenario two

Sipho is a sales assistant at a large hardware store. His supervisor, Debra, is having a meeting with him about some new stock that has just arrived. Sipho's telephone rings. He immediately picks it up, greets the customer on the other end and politely says: "Let me put you on hold for just a minute."

Sipho is demonstrating good telephone etiquette: _____

Scenario three

Gerhard is a travel agent. His area of speciality is domestic travel. His phone rings and on the line, is a customer who needs help booking an overseas trip. Gerhard explains to the customer that he does not deal with foreign travel by saying: "I am sorry, you've reached the domestic travel department, and you need to talk to international. Hold on for a moment, I will transfer you."

Gerhard is demonstrating good telephone etiquette: _____

ACTIVITY 2

Answering a call

1. Based on your experience of when you have phoned different companies, why is it important to have an answering standard when you answer the phone?

2. Set up your own answering standard for **your** company. What will be included in the standard?

3. Use **your own company name** and write the direct words that will be used when a telephone is answered in your company.

ACTIVITY 3

Putting a customer on hold

In scenario two, Sipho did not ask the customer if he could put him on hold – he told him. This can be very frustrating for a customer. Furthermore, Sipho did not ask permission to take the call in the first place. The person standing in front of you is as important as the person on the telephone. Acknowledge this with a gesture or “May I answer quickly?” before reaching for the phone.

The etiquette for putting your customers on hold will help you avoid becoming confused and thereby avoid the many negative moments of truth that the customer associates with the telephone.

Think of a particular scenario that you / your parents were involved in and then discuss the following questions:

1. How did you feel when someone put you on hold for a long time?

2. What did the person say before he/she put you on hold?



3. What was your impression of the customer service?

4. Did the person say anything that made you as a customer, feel special?
What did he say?

5. Why do people dislike being put on hold?

6. How should you approach the caller before putting him on hold?

7. What is wrong with putting your hand over the receiver?

8. Why should you explain to a customer why he is being transferred?

ACTIVITY 4

How to transfer a call

In your groups, discuss the following:

1. Why should you explain to the customer why he is being transferred?

2. Why should you give the customer the person's name and telephone number before you transfer his call?


3. Are you allowed to give employers' personal information to customers?

ACTIVITY 5

Taking a message

Use the information to complete a message slip.

Asked to speak to Mrs J. Viljoen. He wanted to find out if she received the e-mail he sent to her? Mr Gert Basson from FNB Company asked if it is possible to phone him back. He phoned on 19 August at 15:00. His contact information is 085 846 9821 or on the land line at 021 562 4258.

MESSAGE						
Date: _____		Time: _____				
To: _____						
From: _____		Company: _____				
Message: _____		_____				

Contact details: _____						
Message taken by: _____		Signature: _____				

TOTAL 10

ACTIVITY 6

Dictionary

A race against time!

Find the following words in the dictionary.

When you find the word:

- ✓ write the page number, and
- ✓ then write the seconds down.

The teacher will start the timer and read the seconds out loud while you are searching for the word.

If you finished writing the page number, listen to the seconds the teacher is saying and write it in the correct column.

Word	Page	Seconds
Carpet		
Delight		
Annoy		
Waste		
School		

ANNEXURE 5: Year 3 Term 4

Reading

1. Motivational phrases to read every day?

Write it on colourful paper and put it up all over your room:

- Knowledge belongs to everyone.
- It is completely within my power to increase my knowledge.
- Knowledge is not static – it is always increasing.
- Knowledge is truly power.
- Reading is one of the main routes to better knowledge.
- Self-improvement depends on increasing our knowledge.

2. Reading methods

2.1 Skimming and Scanning

- Quickly read through text to save time when you search for information.
- Intentionally skip parts of the text.
- Only pay attention to specific information.
- Focus on headings, sub headings, italic or bold words, words and pictures standing out.
- Use it to find specific information like numbers, amounts, dates, names etc.
- Where do you use it? Look up telephone numbers in a telephone directory, words in a dictionary, studying a weather chart or a bus schedule, searching websites etc.

2.2 Study reading

- Slowest kind of reading.
- Read carefully leaving nothing out.
- Read with attention.
- Think about what you read.
- Stop frequently to check if you remember and understand.
- Try to memorise what you have read.
- KEYWORDS: the most important words in a sentence or paragraph are highlighted. It enables you to understand a sentence and focus on the essence of the sentence.

2.3 Speed reading

Remember when you first learned how to read as a child? It was a painfully slow process: The – cat – sat – on – the – mat... That was because your brain had to process each word individually. As you recognised words, you speeded up.

Just see how amazing your brain works! Read this:

I cdnuolt blveiee taht I cluod aulacly uesdnatnrd waht I was rdanieg The phaonmneal pweor of the hmuan mnid Aoccdrnig to a rscheearch at Cmabrigde Uinervtisy, it deosn't mtt aer inwaht oredr the ltteers in a wrod are, the olny iprmoatnt tihng is taht the frist and lsat ltteer be in the rghit pclae. The rset can be a taotl mses and you can sitll raed it wouthit a porbelm. Tihs is bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the wrod as a wlohe. Amzanig huh? yaeh and I awlyas thought slpeling was ipmorantt!

Activity 1

Skimming and Scanning

Skim the article: "Snapshot of SA Cyberspace" and answer the questions.

1. What is the title of the article? _____
2. Who is the author? _____ 2
3. In which magazine did the article appear? _____
4. On what date did it appear? _____ 3
5. What city has the biggest Facebook population in S.A.?

6. Which city has 840 000 Facebook users? _____
7. What is the average number of photos uploaded everyday
Worldwide? _____
8. How old is the biggest percentage of users? _____ 2
9. Are the most Facebook users male or female? _____
10. How many Facebook users are there in S.A.? _____ 2

TOTAL 15

SNAPSHOT OF SA CYBERSPACE

From social networking to search terms, a recent survey yields fascinating facts and figures on how South Africans use the internet

By PETRO-ANNE VLOK

WITH the internet you have the world at your fingertips. You can catch up with friends via Facebook, follow your favourite celebrities on Twitter or read up on the day's news.

What you search for online depends on what you want – but have you ever wondered how the rest of the country spends their time online? iProspect, a digital marketing agency, recently released its findings on what South Africans get up to in cyberspace in 2011.

f FACEBOOK

Facebook has reached just 8,7 per cent of the South African population yet it's used by 80,7 per cent of internet users in South Africa. With two million users, Johannesburg has the biggest Facebook population. Next is Cape Town with 860 000, followed by Pretoria with 840 000 users.

250m The average number of photos uploaded to Facebook every day worldwide. That's about 7,5 billion photos each month, 10,4 million photos an hour and about 174 000 a minute.

4 840 360 The number of Facebook users in South Africa. About 480 000 new users signed up during the last six months of 2011.

AGE-SPLIT

33% of users are between 18 and 24 years old

14% are between 35 and 44

31% of users are between 25 and 34 years old

22% are 45 and older

GENDER

f 49% are male users 51% are female
20 minutes – The average time South Africans spend on Facebook every day.



ILLUSTRATIONS: KOBUS GALLOWAY AND MICHAEL DE LUXCH

Activity 2

Study Reading

Apply Study Reading on the article: "Balls, glorious balls" and answer the questions.

1. What is the heading? _____
2. What is the sub heading? _____
_____ 4
3. Who made the first rugby ball? _____
_____ 2
4. What was the ball made of? _____ 2
5. How did they inflate the balls? _____ 2
6. What are rugby balls made of today? _____
_____ 5
7. How many stitches are there on a cricket ball? _____ 2
8. What is used to stuff cricket balls and what do they weigh?
_____ 2
9. Where and when was the most expensive cricket ball ever made? _____ 2
10. Give three reasons why it is the most expensive cricket ball.

_____ 3

Total 25

BALLS, GLORIOUS BALLS

By CHRIZANE VAN ZYL

RUGBY

Did you know rugby players used to play with balls made from pigs' bladders? In 1849 Richard Lindon and William Gilbert made the first



rugby balls from the bladders of swine.

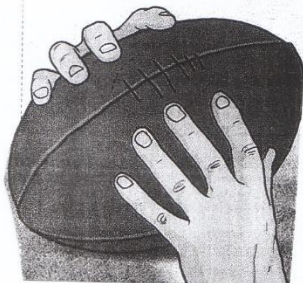
This explains why the ball is oval. Players inflated the bladders with clay

straws – quite an unpleasant job as the bladders were smelly. Yuck!

The bladders were covered with leather panels and stitched by hand. The first balls had four panels joined together and their size depended on the size of the bladder used.

Today rugby balls still have four panels but are made from synthetic rubber, polyurethane layers, microfibre and PVC. What an exact science the manufacturing of balls has become!

Balls are still sometimes made from leather as they give a better grip. But players practise mostly with synthetic balls which are waterproof and last longer.



CRICKET

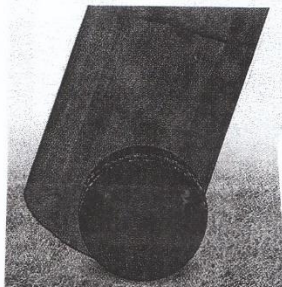
The first cricket balls were made around 1560 and like the tennis balls of old were covered with leather. There are between 65 and 70 stitches on a cricket ball; it's mostly stuffed with cork and weighs about 163 g. The cork is elastic and helps the ball to bounce. The ball consists of small pieces of cork rolled up with pieces of string and tied together.

The most expensive cricket ball ever was made in



Sri Lanka in 2004 – of diamonds! It weighed 53,83 carats and the various panels were joined with a real gold seam. But how were the diamonds joined? With the same material used in Nasa space vehicles.

Cricket bats are made of willow wood. The wood is first compressed by putting weights of up to three tons on top of them. That's the equivalent of 12 elephants!

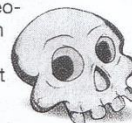


SOCCER

Charles Goodyear made the first rubber soccer balls in 1855. Before that anything from a skull to a stuffed sphere was used to play soccer. Because leather was expensive the balls were also made from pigs' bladders.

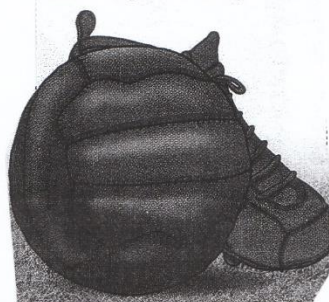
The Chinese were among the first to play soccer. They kicked the balls through a gap in a net stretched between two poles.

It's also believed the English played soccer in the Middle Ages. They kicked the skulls of people who'd been beheaded down the street – gruesome!



Today a soccer ball is made of 32 leather panels sewn together with 720 stitches. The panels are made from synthetic leather reinforced with layers of cotton or polyester.

Pakistan is renowned for its soccer balls which are sewn by hand. Nearly 90 per cent of soccer balls are made there. Latex bladders are used today and balls weigh 320-540 g.



ACTIVITY 3

Poster

Design a poster advertising a play performed in the school hall.

Marks will be given for:

- Catch the eye (5)
- Minimum information (5)
- Words standing out (5)
- Letters bright and clear (5)
- Pictures and colours (5)

TOTAL 25

Annexure 6: Year 4 Term 1 **Information Literacy**

1. Summary (when studying)

You will often be required to cut down/shorten lengthy texts/information to the bare essentials, either as a summary to give to others or for your own research/study purposes. For example: proceedings of committee meetings (minutes) and note-taking at lectures or seminars.

In a summary you need to:

- Read and understand a passage.
- Express in your own words, the essence of the passage.
- Write a summary in about a quarter to a third of the original length.

Steps when making a summary

1. Read through the passage.
2. Underline or highlight the sentences and phrases that express the essence of the passage.
3. Give your summary a descriptive title.
4. Use your own words to express the essence.
5. Edit and edit again. What do you have to include in it to make sense?
What can you safely cut out?
6. Do not add to, or alter the information given.
7. Avoid repetition.
8. Include important sketches, diagrams etc.

2. Mind map

A mind map is the same thing, but it is more visual and allows our brain to think in clusters or themes, rather than in lines. A mind map follows the same patterns as our brains think.

It is always good to use pictures, colour, movement, animation, imagination etc. when you are studying because the information will be linked to “feel good and familiar” concepts.

3. Memorising

When memorising any information, it is very, very important to use the following:

- ❖ Colour
- ❖ Adjectives
- ❖ Movement
- ❖ Animation
- ❖ Imagination
- ❖ Humour
- ❖ Familiar things

There are two methods that can be used.

a) Room method

How does it work?

- ✓ Use a room you are very familiar with. When you close your eyes, you can “see” (imagine) the room. (e.g. your bedroom, living room)
- ✓ Use only **fixed** objects. It is objects that are almost never moved. Your suitcase for instance can’t be used because it is not at the same spot every day. Your bed, window, desk etc. are however at the same place every day.
- ✓ Always start at the door – going clock wise.
- ✓ Memorise one word/phrase connecting it to the door. Now memorise the next one using the light switch next to the door. Repeat word 1 and 2. Now add word 3 using the next fixed object e.g. cupboard. Repeat word 1,2 & 3 while closing your eyes and connecting it to the door, light switch and cupboard.
- ✓ Repeat until all key words are memorised.

- ✓ Very important: you must be able to link the keywords to the sentence used in the summary.

b) “1 – 10” Method

You must make up your own story using number 1 to 10. Each number has a certain shape. Just add colour, imagination, movement, humour etc. and you will be able to memorise key words/phrases!

Each number looks like:

1. A flag post.



2. A swan with a golden neck and head, white diamonds for eyes and ice blue sapphires and diamonds for feathers.



3. A bird drawn by a grade 1 learner.



4. Sail boat drawn using the number 4.



5. Angry, venomous, spitting snake. The number 5 can form a snake.



PUBLIC COMMENT

6. A golf club.



7. A boomerang. You throw it and it returns to you.



8. Formula 1 race track.



9. A worm.



10. Laurel and Hardy. (Chubby and Slim)



We can use this method to memorise the 10 most important pre-trip inspection that is required for your driver's test.

1. A pointing finger shows that something is very important. If you don't do this your car might break down.
Check under the car for any leaks and obstructions.
2. The swan is made of gold, ice blue sapphires and diamonds. You must always ensure it is spotless, clean and ready to show it off. If you want to show off your car it must also be in good working condition.
Make sure all doors can lock, unlock, opening mechanisms work and that all windows can wind up and down.
3. The bird pecks with its sharp beak at the rubbers of your wipers. The wipers are not working properly when it rains and you make an accident!
Wiper blades must be un-perished.
4. It is very important to check that the ropes, sails, instruments and anchor of your sail boat is in good working condition. You don't want to be in the middle of the sea and have problems with the ropes, sails etc.
It is important to check the water, oil, brake fluid and fan belt.
5. The spitting cobra is associated with yelling, saying angry words etc. If your windshield falls out during a road trip imagine all the insects flying into your eyes, how it burns and the cold wind!!
Secure your windshield and mirrors.
6. A golf club is very strong and hard. Use the golf club to:
Check the tyre pressure & tread, make sure all wheels are secure.
7. A boomerang always comes to you. When in an accident you don't want to go flying through the windshield.
Check that seat belts are in order.
8. You park your car at the race track to go watch the Formula 1 Grand Prix. After the race you can't find your car and realize that it is stolen.
Do not steal.
9. A worm must be sure that everything is working well, both at the front and rear end.
Check that the headlights & bonnet (top circle) and tail lights and back window is secure and in working condition.
10. Laurel and Hardy is dressed in black. They represent the police!
Check that the licence disc is valid & petrol cap secure.

Annexure 7: Year 4 Term 2 **Curriculum Vitae**



1. What is the meaning of a CV?

C = Curriculum	➡	road map / race
V = Vitae	➡	life
Curriculum Vitae	➡	Road map of your life

2. You must collect the following for your CV

- ✓ Copy of your ID / Birth certificate.
- ✓ Copies of all your important certificates.
- ✓ Testimonial.
- ✓ CV with all your personal detail.
- ✓ Cover letter.

Where do I start finding a job?

The answer? **Advertisements!!!!**

Job advertisements must contain the following:

1. Job description.
2. Qualifications needed.
3. Salary.
4. Duties (what you will be required to do).
5. Who to contact in order to apply.
6. How to apply: either e-mail, telephone or personally.
7. Closing date for applications.

Examples of job advertisements

Mandela's Panel Beaters

Handy panel beaters needed!

If you have experience and are willing to learn, we want you!

#Basic monthly salary of R2 000

#Car allowance

#Annual leave benefits



© Can Stock Photo - csp5354824

Kindly e-mail your CV to:

duggy@mandelapanelbeaters.co.za

All applications close on 10 October.



Bonna Beauty Salon -

Port Shepstone

Do you love working with people?

Do you have experience in
beauty care or hairdressing?

Need work?

Contact me urgently

Thato Mbele

082 469 3378

**DRIVERS
WANTED!!!!**

*Code 10 & 14 drivers for
transportation of live stock
on farms in USA.*

Start immediately.

Joze 061 982 6684

3. YOUR CV

3.1 What is a CV?

The writing of a Curriculum Vitae has become a form of art. Your CV gives the company that you are applying to for a position, a quick overview about who and what you are.

3.2 What do I put into my CV?

Read the following tips on writing your CV:

- Arrange categories/sections in order of relevance, presenting your most marketable information first.
- Use brief, descriptive phrases instead of complete sentences.
- Do not use personal pronouns such as; “I, me, my, our, their” etc.
- Focus on accomplishments (what you have already achieved) and skills that demonstrate you have the qualifications to be successful at the job.
- Avoid repetitive statements when describing your experience.
- Describe activities that employers may not be familiar with. Instead of using abbreviations or acronyms for organisations, write the entire name of the group.

3.2.1 Personal Details

List your name, address, telephone and e-mail address. All your contact information should go at the top of your CV. Keep the following in mind:

- Put nicknames in brackets or list it under: Preferred name.
- Use a permanent address. If you don't have a permanent address, use your parents' address or that of a friend. Make sure it is an address where you will be able to pick up mail.
- Use a permanent telephone number and include the area code. If you have an answering machine, record a neutral greeting.
- Add your e-mail address. Many employers will find it useful. Use an e-mail address that sounds professional!
- Add language proficiency.

3.2.2 The goal of the CV

The summary tells potential employers the sort of work you're hoping to do:

- Be specific about the job you want. E.g. "to obtain an entry-level position within a company requiring strong organisational skills".
- Tailor your objective to each employer you target/every job you seek.

3.2.3 Education

- Your most recent educational information is listed first.
- Mention academic honours.

3.2.4 Work experience

- List full-time, part-time, internships or co-op jobs.
- Include dates of employment and reason for termination.
- Company name and city of location.
- Your job title.
- Describe your duties using phrases beginning with action verbs.
- List in reverse chronological order, but list most relevant experience first.
- If you have a lack of experience focus on skills you have gained through other activities such as class projects and student organisations.¹

3.2.5 Other information

This can be used to demonstrate valuable attributes for example:

- Publications and presentations.
- Relevant projects completed.
- Membership to bodies e.g. PRISA (Public Relations Institute of South-Africa). However, avoid political bodies.
- Special training licensure or certifications.
- Special skills or competencies.
- Leadership experience in volunteer organizations.
- Participation in sports.

3.2.6 Extracurricular

- List your professional affiliations, clubs, organizations, campus activities and dates of involvement. Include any committees you belong or belonged to.
- A brief description may be necessary for an activity for example “Fish Camp Counsellor”. Describe your duties and responsibilities within the organization.

3.2.7 Skills

List all your KASH. Remember KASH stands for:

- Willing to relocate.
- Willing to travel.
- Date of availability.

3.2.8 Miscellaneous

Optional information includes:

- Knowledge
- Attributes
- Skills
- Habits

3.2.9 References

References are people that can give the interviewer more information about you or confirm certain detail. In general, references are kept on a separate page.

- Ask permission from the people to be used as references and give them a copy of your CV. This allows them to be informed of your goals and what information the potential employer has seen.
- Include the individual's name, address, e-mail, phone number and job title.
- Include 3 – 5 references.
- At least one academic e.g. a teacher or lecturer.
- At least one work-related e.g. a former supervisor.
- Do not use family members and friends as references.

3.3 **CV Check-up**

Once you have written your CV it's time to take the following steps to ensure quality:

- Run a spell check on your computer.
- Get a friend to do a grammar review.
- Ask another friend to proofread.
- The more people who see your CV, the more likely that misspelled words and awkward phrases will be seen and corrected.
- These tips will make your CV easier to read and/ or scan into an employer's data base.
- Use white or off-white paper.
- Use A4 paper.
- Print on one side of the paper only.
- Use a font size between 10 – 14 points.
- Use non- decorative typefaces.
- Choose one typeface and stick to it.
- Avoid italics, scripts and underlined words.
- Do not use horizontal or vertical lines, graphics or shading.
- Number the pages.
- Staple the pages or bind it in a file.
- If you must mail your CV, put it in a large envelope.

On the next few pages we have an example format of a CV.

Even though we get many different formats, this is a good format to use in the beginning when you do not have a lot of work experience.

CV OF: JACK PARROW	
1. PERSONAL INFORMATION	
Surname	Parrow
Names	Jack Jerome
Title	Mr.
Postal address	PO Box 234 Johannesburg 2000
Home Address	22 Tshole Street Johannesburg 2000
Driver's License	Code 08 (April 2017)
ID number	800131 1234 084
Date of birth	1980-10-31 or 31 January 1980
Gender	Male
Nationality	S.A. Citizen
Marriage status	Unmarried
Contact details	Cell number: 084 123 4568
	e-pos: parrowjackie@gmail.com
Other courses done	First Aid Computer programming
Computer Skills	Excellent
2. EDUCATION	
Name of school	Protea School of Skills
language Skills	English, Afrikaans, Tswana (Read, write, talk)
Subjects passed	<u>Scholastic subjects:</u> Home Language, Second Language, Mathematics, Natural Science, Arts and Culture, Computer Literacy. <u>Skills Subjects:</u>

	Engine Mechanics, Woodwork, Welding and Metalworking Nutsman, Panel Knocking, Crafts, Catering, Home Care, Early Childhood Development.
Achievements	Member of the learner council, captain of the netball team, winner of the public speaking, member of the traditional dance group for Eisteddfod
Additional courses	Emergency Aid Course (Level 1)
Interests	Cycling, reading and dancing
3. EXPERIENCE	
Holiday work	Spur: waiter
4. TESTIMONIAL	
Mr. G Vogel, Principal, Protea School of Skills, Klerksdorp, Tel: 018 462 9981	
5. REFERENCE	
Reference	Name: Mr. M. Schoeman Position: Teacher (Protea School) Tel: 012 012 1234
	Name: Mr. G. Vogel Position: Headmaster (Protea School) Tel: 018 462 9981
	Name: Mr. Mothlale Position: Minister (Church) Tel: 018 462 1236

4. THE COVER LETTER

4.1 What is a cover letter?

A cover letter is a letter that accompany your CV or application to the organization to which you are applying for employment. The cover letter provides you with the opportunity to speak directly to your potential employer to convince him / her of your suitability for the job. As well as to emphasize any special talents or abilities you have that would benefit the organization and to persuade him/her to read your CV. If you send your CV to a prospective employer without a cover letter, your job search will be ineffective!

The purpose of your cover letter and CV is to provide all the information which a prospective employer will use to decide whether or not you will reach the next phase in the application process - the interview.

While your goal is an interview and, ultimately, a job offer, the more immediate purpose of your cover letter in some cases may simply be to gain an attentive audience for your CV.

4.2 The Audience

A cover letter provides, in a very real sense, an opportunity to let your prospective employer hear your voice. It reflects your personality, attention to detail, communication skills, enthusiasm, intellect and your specific interest in the company to which you are sending the letter.

Therefore, cover letters should be tailored to each specific company you are applying to. You should conduct enough research to know the interests, needs, values and goals of each company, and your letter should reflect that knowledge.

4.3 Content of the cover letter

- The letter should be addressed to the specific company. You can usually find this through research or by phoning the company.
- If possible, you should also find out who will process your application. If you can find out who it is, refer to that person in the letter.
- The letter should name the position for which you are applying. Indicate your knowledge of and interest in the work the company is currently doing and your qualification for the position. You want the reader to know:
 - Why you want to work at that specific company?
 - Why you fit with that company?
 - Why you are suitable for the position?

- Highlight the most important and relevant accomplishments, skills and experience listed in your CV.
- Point to the CV in some way (as detailed in the enclosed CV).
- Request specific follow up such as an interview.

4.4 **Format**

- A cover letter should be in paragraph form with a conversational, though formal, tone.
- The **first paragraph** should be brief, perhaps two or three sentences, stating:
 - What job you are applying for and how you know about it.
 - Your general qualifications for the job.
- The **second paragraph** must show that you understand the requirements of the job.
 - Show how you are suitable for the job by isolating those qualifications and personal qualities that fit with the listed requirements.
 - Also mention any work experience related to the position. State the type of experience and the employer.
- The **concluding paragraph** should request an interview.
 - State where and when you can be reached.
 - Express your willingness to come to an interview.
 - Supply further information.
- **Close** your letter by thanking your reader for his / her time and consideration.

4.5 **Guidelines for a cover letter**

- Type your address in full at the top right-hand corner of an A4 page.
- Type the name and title of the person your application is addressed to underneath your address on the left-hand side.
- Type the name and address of the company underneath.
- Start the letter with the name of the person it is addressed to e.g. "Dear Mr Singer".
- If the advertisement does not give the name of the person your application should be addressed to, begin the letter with "Dear Sir/Madam". Also start your letter this way if you are sending your CV uninvited in the hope that they may be able to offer you a position.
- End your letter with "Yours sincerely".
- Sign your name underneath.
- Divide your letter into three or four short paragraphs.
- It should take up no more than half a page in length.
- Once you have completed your letter, read it thoroughly to check for mistakes.
- Read it aloud to check that the tone is not too familiar, pushy or aggressive. Ask someone else to read it.
- Check if it sells your skills and individual qualities effectively and makes you sound like a valuable employee.
- If you forward your CV via e-mail, you write the same cover letter and refer to your cover letter and CV in the text of the e-mail.

See example on the next page.

24 Otto Street
Klerksdorp
2570
23 August 2017

Address
block. No

The Manager
Checkers
Klerksdorp
2570

Address block of

Dear Mister De Villiers

Title and description

Applying for the position as packer

Purpose of letter.

I hereby apply for the position as a packer as advertised in The Record of July 29, 2017.

Source, date of advertisement

Included in this is my full curriculum vitae, certified copies of my testimonials, as well as contact details of the referents.

Your kind attention and favourable consideration will be appreciated

Formal ending. No full stops

Yours sincerely

Signature

P. Greeff (Me.)

Name and title of person

Curriculum Vitae

Activity 1

Cut out three advertisements from any newspaper or magazine. It must be for a position that you are interested in and that you can apply for at this present time. Look at the things that must be present in a good job advertisement.

Total **6**

Activity 2 **Answer the questions on every advertisement**



Mandela's Panel Beaters

Handy panel beaters needed!

If you have experience and are willing to learn, we want you!

#Basic monthly salary of R2 000

#Car allowance

#Annual leave benefits All applications close on 10 October.

Kindly e-mail your CV to: duggy@mandelapanelbeaters.co.za

1. What is the job description?

2. What qualifications do you need for this job?

3. What is the salary and what other benefits do you get?

4. What will you be required to do? (duties)

5. Give the contact details for the job?

6. How must your CV reach them?

7. What is the closing date for applications?

TOTAL 10

Activity 3



1. Who should be contacted for this job offer? _____ 1
2. Who should apply? _____ 4
3. When must the applicant start on the job? _____ 1
4. Where will the applicant work? _____ 1
5. What kind of vehicle will the applicant drive? _____ 1
6. Will they transport cars? Motivate. _____ 2

TOTAL 10

Activity 4

Bonna Beauty Salon -

Port Shepstone

Do you love working with people?

Do you have experience in
beauty care or hairdressing?

Need work?

Contact me urgently

Thato Mbele

082 469 3378

1. What is the job description?

_____ 4

2. In what town will you have to work?

_____ 1

3. In what province is this town?

_____ 1

4. Who should you contact? Give details.

_____ 3

5. Do you need any qualifications?

_____ 1

Total 10

PUBLIC COMMENT

Activity 5

Fill in your personal detail:

CV OF:	
1. PERSONAL INFORMATION	
Surname	
Names	
Title	
Postal address	
Home Address	
Driver's License	
ID number	
Date of birth	
Gender	
Nationality	
Marriage status	
Contact details	
Other courses done	
Computer Skills	
1. EDUCATION	
Name of school	Protea School of Skills
language Skills	English, Afrikaans, Tswana (Read, write, talk)
Subjects passed	<u>Scholastic subjects:</u>

	<u>Skills Subjects:</u>	
Achievements		
Additional courses		
Interests		
2. EXPERIENCE		
3. TESTIMONIAL		
4. REFERENCE		
Reference		
Reference		
Reference		

Total 50

Activity 6

Format and Guidelines of Cover letter

1. How many paragraphs should be in a cover letter? _____

2. Explain the content of each paragraph shortly:

3. Where should your address be on the letter?

4. How do you start the letter?

5. What should you do before e-mailing your cover letter?

Annexure 8: Year 4 Term 3 & 4

Interviewing

1. INTERVIEWING SKILLS

1.1 What is the purpose of the interview?

The process of getting the job you want is very similar to conducting a sale. In this scenario, you are selling yourself as the best candidate for the position. Remember you are a product. Discard any previous mind-set you have that the interview is just a setting to answer questions. Instead, ask questions and impress the interviewer with your preparation. In order to be successful, in sales, or interviewing, learn and apply these steps:

Know your product: You are the product. You bring to the bargaining table knowledge, skills, energy, accomplishments, and personality. Take an inventory and be sure your customer (potential employer) fully understands your value.

Know your customer's needs: you must research the employer's organization and industry in order to determine needs, problems and opportunities.

Information is available through the Seta's, employer presentations, career fairs, business and government publications, Career Coaches, the Internet and informational interviews.

Demonstrate how you can fulfil the needs or solve the problems: Based on what you have learned about the employer's needs, highlight the skills and capabilities you have that best fulfil those needs.

1.2 How do I prepare for an interview?

Make sure you know as much as possible about the company and the type of position you are applying for. Here are some good tips on how to prepare for an interview:

- Be aware of the importance of good first impressions. The first five minutes are critical.
- Your appearance should reflect professional dress and grooming. Smile and show enthusiasm for the interview. Maintain good eye contact and give a firm handshake. Exit the interview with the same mannerisms. Be aware of, and avoid, negative habits for example scratching your chin or picking your nose.
- Upon entering the interview room or office, take the lead from the interviewer. Take a seat when and where he/she asks. Sit comfortably, but appear attentive and not overly relaxed (e.g., do not slouch back in the chair)
- Carry a professional file (black, or brown) and include extra copies of your CV and references. Also include questions on a notebook pad that you may want to refer to later in the interview.
- Listen carefully to the questions being asked and answer them completely. Be careful not to ramble, be to the point.
- Memorize the key selling points you want to present in the interview. Be prepared for the appropriate time to communicate these.
- Select and be prepared to describe situations and events that you have dealt with effectively, in the case that your interview is behaviourally-based.
- Memorize at least 3-5 well-stated questions that you will ask the interviewer about the job or the organization.
- Avoid discussing salary or benefits until it appears an offer will be made or unless the interviewer initiates the discussion. Avoid providing a salary expectation until you've researched the going rate for someone with your qualifications.
- Thank the interviewer/s for his/her time.

1.3 What are the employee looking for?

Employers say job candidates who have excellent communication skills; good grooming habits, and relevant work experience impress them. The top 10 qualities or strengths are:

- Communication skills (verbal and written)
- Honesty/integrity
- Teamwork skills (works well with others)
- Interpersonal skills (relates well to others)
- Motivation/initiative
- Strong work ethic
- Analytical skills
- Flexibility/adaptability
- Computer skills
- Organisational skills

1.4 What can I expect during an interview?

You can expect interviewers to have different approaches based on their experience in interviewing. There is a growing trend for interviews to be based on what is known as the **Behavioural Approach**. This approach is based on the following principle:

PAST BEHAVIOUR IS THE MOST LIKELY PREDICTOR OF FUTURE BEHAVIOUR

Essentially interviewers are learning that the most valuable information to collect from a job applicant relates to what they have done *in the past*. If they applicant has demonstrated competence in the past, they are more likely to demonstrate the behaviour *in the future*. It is considered to be the most scientific and advanced interviewing approach.

For example – if the job requires strong leadership and communication skills – the interviewer will ask you to provide examples of when you have been a strong leader and communicated well.

The beauty of this approach is that it enables applicants who have not worked before (or have had only a particular kind of work experience) to show the best of themselves in terms of the skills and competencies required in that job.

When you are preparing for your interview – break the job down into its skill or competency areas. For example, a secretarial job could include:

- Administration skills
- Computer skills
- Communications skills
- Stress tolerance

Plan and prepare to share very specific examples from your own life to show your strengths and abilities in these areas.

The following are examples of typical behavioural questions:

Not all interviewers have been trained in the behavioural approach. Below are the most typical questions that are still asked at interviews. Follow specific behavioural examples/information. This will show your strengths and abilities in a very meaningful way.

1. Tell me about a time when you had to accomplish a task with someone who was particularly difficult to get along with.

Interviewers want to hear something that shows the candidate has the ability to be sensitive to the needs of others but can still influence them. Don't say "I just avoided them" or "They made me cry". Refer to the specific task and then describe how you handled the "difficult" person. Be sure to describe a positive outcome that you achieved

<p>2. Tell me about a time when you had to resolve a problem with no rules or guidelines in place.</p>	<p>The interviewer is looking for pro-active and the ability to initiate action. The question probes a candidate's ability to overcome obstacles. The interviewer may also be probing for your honesty and integrity. This is not the time to talk about any behaviour you are not proud of unless you are certain it ultimately puts you in a good light. Describe instances that show your planning and organizing skills, your initiative and resourcefulness.</p>
<p>3. What are some examples of activities and surroundings that motivate you?</p>	<p>This could for example include issues like teamwork, working towards a goal or even working under pressure. This question allows you to "speak" to the specific competencies of the job and highlight your motivation areas in relation to these.</p>
<p>4. How do you deal with stress?</p>	<p>Give examples of how you handle stress, for example your exercise, follow a healthy diet, relax with friends or even meditate. Handling and overcoming stress is a reality for every person. However, be careful of mentioning stress as one of your weaknesses. The interviewer can easily see a person that will be able to cope with demands in the job.</p>
<p>5. How do you make yourself indispensable to a company?</p>	<p>The interviewer is looking for both technical and interpersonal competence. She/he is also trying to see if you can describe your particular competencies and apply them to the specific position.</p>

<p>6. Tell me about a time when your course load was heavy. How did you complete all your work?</p>	<p>Interviewer is looking for a plan-ahead kind of individual, not someone who just flies by the seat of his pants. You could for example mention how you planned your preparation for your latest exam. Be sure to describe that your planning/organizing skills paid off and how you achieved your goals.</p>
<p>7. Tell me about yourself</p>	<p>Divide your life into logical parts and describe it to the point, for example:</p> <ul style="list-style-type: none"> • “I was born and raised in “List any highlights and achievements up to end of school. Include any responsibilities for example family responsibility. Keep this part short. • Discuss work experience, list highlights, achievements, what you did, where you worked and why you left. Include vacation and temporary work, especially if that is you only experience. • Most importantly, tell the interviewer what you have learned and how it can be plied in this job. Make sure they know how the company can benefit from employing you. Spend the most time here. • This whole story is summarized with something like: “This brings to this particular company, where I am looking for the Secretarial position: Describe your future plans and goals but do on exaggerate.

<p>8. What do you see yourself doing five years from now?</p>	<p>Normally the interviewer wants to hear something related to the work, not for example “I want to be an astronaut” or “I want to win the Academy Award”.</p> <p>This question is designed to help the interviewer know if the job seeker will be happy in that position, or if he or she wants to work in it only as long as it takes to find something better. Make sure the interviewer understands you want to learn.</p> <p>Stay away from saying “money” is a goal.</p> <p>Keep in mind the discussion that we had about lifelong learning – you learn and grow on a continuous basis. Include all big life lessons in your five-year plan.</p> <p>Make sure your five-year plan is in line with what you are doing now. It is important to show the interviewer that you see your growth as a continuous process.</p>
<p>9. What’s your greatest strength?</p>	<p>Don’t just talk about your strength – relate it to the position.</p> <p>For example, I am a very good organizer that is why I will be perfect for this secretarial position. Have a look at the top 10 qualities and strengths to give you some guidelines.</p>
<p>10. What’s your greatest weakness?</p>	<p>Say what it is, but also inform the interviewer what you are doing about it. For example: “I am not the most organized of individuals, so I always answer my e-mails and phone calls right away. I’m aware of the problem and I have strategies to deal with it. So, turn your weakness into a strength.</p>

11. Extra questions	<ol style="list-style-type: none"> 1. What do you know about this company? 2. Why do you want to work here? 3. What can you offer this company? 4. What are your career goals and ambitions? 5. When do you intend leaving your present job? 6. Tell us more about yourself. 7. Do you like working on you own or working in a group? 8. What salary do you have in mind?
12. Questions you can ask during an interview?	<ol style="list-style-type: none"> 1. What does the job entail? 2. What will there be expected of me? 3. What will my promotions prospects be? 4. What will my starting salary be? 5. What will my work hours be? 6. When may I expect to hear your decision on my application? 7. Do I have medical benefits? 8. Do I have pension benefits? 9. Do I have to work overtime? 10. What is your policy on smoking?

1.5 Important tips for an interview

Keep the following good ideas in mind:

- Arrive on time
- Introduce yourself in a courteous manner
- Read company materials while you wait
- Have a firm handshake
- Listen
- Use body language to show interest
- Smile, nod, give nonverbal feedback to the interviewer
- Ask about the next step in the process
- Thank the interviewer
- Write a thank-you letter to anyone you have spoken to



6. DRESS FOR SUCCESS

Different companies and industries have different norms in regard to business dress. For example, you will not wear the same kind of clothing if you are working in an investment company than if you are working in an advertising company.

The majority of organizations in all industries, however, have very similar expectations when it comes to interview attire. The standard protocol is professional dress, which means a conservative, well-tailored suit. Although a business suit is not always the everyday work attire for an organization, recruiters expect candidates to look their most professional during a job interview.

You should always research a company and its culture to learn more about its dress code.

Some don'ts when you are dressing for success. Do not wear:

- Mini-dresses
- Low-cut and open tops
- See through clothing
- White socks. Your socks should be the same colour as your pants
- Elaborate jewellery.
- "Wild" hair



SECTION 6

REFERENCES

- 6.1 Service Seta “World of Work” programme 2006
- 6.2 Google and You Tube clips

PUBLIC COMMENT