



# YEAR 4 ENGLISH TERM 2

## HOME LANGUAGE

1 & 2	<u>Listening and Speaking</u> <u>Activity 1</u>	<u>Listening comprehension:</u> <u>audio-visual text</u> <ul style="list-style-type: none"> <li>• explain listening process <ul style="list-style-type: none"> <li>○ pre-listening</li> <li>○ during listening</li> <li>○ after listening</li> </ul> </li> </ul>	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> <li>○ listens to an appropriate audio-visual text/ listen to text with supporting visuals</li> <li>○ listens for specific information</li> <li>○ identifies main and supporting ideas</li> <li>○ take notes</li> </ul>
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Show appropriate video of vocational subject for Year 4. Learners should listen and watch. Then answer the questions asked by the teacher:

<u>Reading and viewing</u> <u>Activity 2</u>	<u>Group Guided Reading</u> <u>Reads youth novel</u> Reading process <u>Pre-reading strategies</u> Introduce learners to: <ul style="list-style-type: none"> <li>• <b>Text features-</b> titles, headings, captions, illustrations</li> <li>• <b>Parts of a book-</b> title page, table of contents, chapters, glossary, index, appendix, footnotes, etc.</li> </ul>	<u>Activities/Differentiation:</u> Chooses a novel of interest to the learner and on the learners' level. Pre-reading: <ul style="list-style-type: none"> <li>• Learners are encouraged to form certain expectations about the text based on clues from pictures or photographs</li> <li>• skimming and scanning text features</li> <li>• skimming for main ideas</li> <li>• scanning for supporting details</li> <li>• predicting</li> </ul>
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Learners should read the story below:

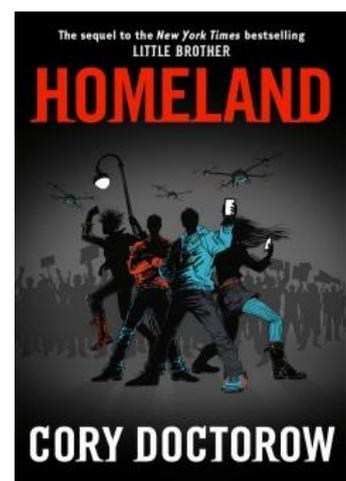
## Homeland

By Cory Doctorow

### Book Synopsis

The sequel to [Little Brother](#).

In Cory Doctorow's wildly successful Little Brother, young Marcus Yallow was arbitrarily detained and brutalized by the government in the wake of a terrorist attack on San Francisco—an experience that led him to become a leader of the whole movement of technologically clued-in teenagers, fighting back against the tyrannical security state.



A few years after a terrorist attack on San Francisco, California's economy collapses. But Marcus Yarrow's hacktivist past lands him a job as webmaster for a crusading politician who promises reform. Masha emerges from the political underground to gift him with a thumb drive containing a Wikileaks-style cable-dump of hard evidence of corporate and governmental perfidy. It's incendiary stuff—and if Masha goes missing, Marcus is supposed to release it to the world. Then Marcus sees Masha being kidnapped by the same government agents who detained and tortured Marcus years earlier.

Marcus can leak the archive Masha gave him—but he can't admit to being the leaker, because that will cost his employer the election. He's surrounded by friends who remember what he did a few years ago and regard him as a hacker hero. He can't even attend a demonstration without being dragged onstage and handed a mike. He's not at all sure that just dumping the archive onto the Internet, before he's gone through its millions of words, is the right thing to do.

Meanwhile, people are beginning to shadow him, people who look like they're used to inflicting pain until they get the answers they want. Fast-moving, passionate, and as current as next week, Homeland is every bit the equal of Little Brother—a paean to activism, to courage, to the drive to make the world a better place.

Excerpt:

Attending Burning Man made me simultaneously one of the most photographed people on the planet and one of the least surveilled humans in the modern world.

I adjusted my burnoose, covering up my nose and mouth and tucking its edge into place under the lower rim of my big, scratched goggles. The sun was high, the temperature well over a hundred degrees, and breathing through the embroidered cotton scarf made it even more stifling. But the wind had just kicked up, and there was a lot of playa dust -- fine gypsum sand, deceptively soft and powdery, but alkali enough to make your eyes burn and your skin crack -- and after two days in the desert, I had learned that it was better to be hot than to choke.

Pretty much everyone was holding a camera of some kind -- mostly phones, of course, but also big SLRs and even old-fashioned film cameras, including a genuine antique plate camera whose operator hid out from the dust under a huge black cloth that made me hot just to look at it. Everything was ruggedized for the fine, blowing dust, mostly through the simple expedient of sticking it in a zip-lock bag, which is what I'd done with my phone. I turned around slowly to get a panorama and saw that the man walking past me was holding the string for a gigantic helium balloon a hundred yards overhead, from which dangled a digital video camera. Also, the man holding the balloon was naked.

Well, not entirely. He was wearing shoes. I understood that: playa dust is hard on your feet. They call it playa-foot, when the alkali dust dries out your skin so much that it starts to crack and peel. Everyone agrees that playa-foot sucks.

Burning Man is a festival held every Labor Day weekend in the middle of Nevada's Black Rock desert.

Fifty thousand people show up in this incredibly harsh, hot, dusty environment, and build a huge city -- Black Rock City -- and participate. "Spectator" is a vicious insult in Black Rock City. Everyone's supposed to be doing stuff and yeah, also admiring everyone else's stuff (hence all the cameras). At Burning Man, everyone is the show.

I wasn't naked, but the parts of me that were showing were decorated with elaborate mandalas laid on with coloured zinc. A lady as old as my mother, wearing a tie-dyed wedding dress, had offered to paint me that morning, and she'd done a great job. That's another thing about Burning Man: it runs on a gift economy, which means that you generally go around offering nice things to strangers a lot, which makes for a surprisingly pleasant environment. The designs the painter had laid down made me look amazing, and there were plenty of cameras aiming my way as I ambled across the open desert toward Nine O'clock.

Black Rock City is a pretty modern city: it has public sanitation (portable chem-toilets decorated with raunchy poems reminding you not to put anything but toilet paper in them), electricity and Internet service (at Six O'clock, the main plaza in the middle of the ring-shaped city), something like a government (the non-profit that runs Burning Man), several local newspapers (all of them doing better than the newspapers in the real world!), a dozen radio stations, an all-volunteer police force (the Black Rock Rangers, who patrolled wearing tutus or parts of chicken suits or glitter paint), and many other amenities associated with the modern world.

But BRC has no official surveillance. There are no CCTVs, no checkpoints -- at least not after the main gate, where tickets are collected -- no ID checks at all, no bag-searches, no RFID sniffers, no mobile phone companies logging your movements. There was also no mobile phone service. No one drives -- except for the weird art cars registered with the Department of Mutant Vehicles -- so there were no license plate cameras and no sniffers for your E-Z Passes. The WiFi was open and unlogged. Attendees at Burning Man agreed not to use their photos commercially without permission, and it was generally considered polite to ask people before taking their portraits.

<p><b><u>Writing &amp; Presenting</u></b></p> <p><b><u>Activity 3</u></b></p>	<p><b><u>Write a review of a story/novel</u></b></p> <ul style="list-style-type: none"> <li>• uses a frame</li> <li>• vocabulary development</li> </ul>	<p><b><u>Activities/Differentiation:</u></b></p> <ul style="list-style-type: none"> <li>• Explain the purpose of a book review</li> <li>• Reads an extract of the story</li> <li>• Writes the review (8-12 sentences) <ul style="list-style-type: none"> <li>○ Provide a writing frame with the following guidelines: <ul style="list-style-type: none"> <li>❖ title of the book</li> <li>❖ author</li> <li>❖ plot (what happens in the story)</li> <li>❖ setting (where and when did the story take place)</li> </ul> </li> </ul> </li> </ul>
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Write a review for the story that you read in Activity 2. The review should include the title, author, plot and setting. Further you should give your own opinion on the book.

You should follow the writing process:

Step 1: Planning

Step 2: Drafting

Step 3: Editing

Step 4: Final Draft

Step 5: Finished Product

<p><b><u>Language structures &amp; conventions</u></b></p> <p><b><u>Activity 4</u></b></p>	<p><b>Sentence level work:</b></p> <ul style="list-style-type: none"> <li>○ simple sentences.</li> <li>○ simple present and past</li> </ul>	<p><b><u>Activities/Differentiation:</u></b></p> <ul style="list-style-type: none"> <li>• Use extract from story/novel used for book review</li> <li>• Different exercises using the given paragraph e.g. write down all the nouns, verbs and then form simple sentences with them.</li> </ul>
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Use the extract from the book in activity 1: Chose a paragraph. Underline all the nouns in blue. The verbs in red. The adjectives in green and the pronouns in yellow.

Use the underlined nouns to make 10 new sentences in the present tense.

<b>3&amp;4</b> <b>Activity 5</b>	<u><b>Listening and Speaking</b></u>	<u><b>Listening comprehension: audio-visual text (continued)</b></u> <ul style="list-style-type: none"> <li>• listen for specific information</li> <li>• identify main and supporting ideas</li> <li>• share ideas and experiences and show understanding of concepts</li> </ul>	<u><b>Activities/Differentiation:</b></u> Different performance levels will be recognised -Some learners: <ul style="list-style-type: none"> <li>○ will not be able to follow an audio text without losing concentration.</li> <li>○ will be unable to connect the visuals with the audio.</li> <li>○ will understand the relation between audio and visuals or text and visuals and be able to answer the relevant questions.</li> </ul>
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Learners will get a chance to redo the listening activity from Activity 1

<u><b>Reading and viewing</b></u> <b>Activity 6</b>	<u><b>Group Guided Reading</b></u> <u><b>Reads youth novel (continued)</b></u> <b>During reading</b> (features of text) <b>Post reading</b> (answer questions)	<u><b>Activities/Differentiation:</b></u> Pre-reading: During reading <ul style="list-style-type: none"> <li>• inferring meaning of unfamiliar words</li> <li>• visualising</li> <li>• questioning</li> <li>• clarifying issues</li> <li>• explaining</li> </ul> Post-reading <ul style="list-style-type: none"> <li>• learners formulate own opinion</li> </ul>
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Learners uses dictionaries to look up unknown words.

<b>3&amp;4</b> <b>Activity 6</b>	<u>Writing &amp; Presenting</u>	<u>Write a review of a story/novel (continued)</u> <ul style="list-style-type: none"> <li>• Planning/pre-writing</li> <li>• Produces first draft</li> <li>• Revising</li> <li>• Editing</li> <li>• Writes final draft</li> <li>• Presents final draft</li> </ul>	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> <li>• Writes the review (continued) <ul style="list-style-type: none"> <li>○ Provide a writing frame with the following guidelines: <ul style="list-style-type: none"> <li>❖ characters (who are the people in the story)</li> <li>❖ theme (what is the story about / message of the story)</li> <li>❖ narrator (who tells the story)</li> <li>❖ what I like (what was the best part of the story)</li> <li>❖ recommendation (Why would you recommend the story to a friend)</li> </ul> </li> <li>○ Pair learners to enable support with appropriate grammar, spelling, punctuation and text structure</li> </ul> </li> </ul>
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Learners finish the writing process.

<u>Language structures &amp; conventions</u> <b>Activity 7</b>	<u>Word level work:</u> <ul style="list-style-type: none"> <li>• degrees of comparison</li> </ul> <u>Spelling and punctuation:</u> <ul style="list-style-type: none"> <li>• dictionary use</li> </ul>	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> <li>• Revise Spelling and Punctuation.</li> <li>• Work in pairs and complete a worksheet on degrees of comparison</li> </ul>
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Learners check their spelling for the formal assessment.

Learners complete the worksheet on degrees of comparison:

## ADJECTIVES

FILL IN THE CORRECT FORM OF ADJECTIVE.

1. My brother is ..... my sister. (short)
2. I'm as .....at football as my best friend. (good)
3. She's ..... girl in the class. (beautiful)
4. You are ..... person I have ever known.(nice)
5. Summer is ..... winter. (hot)
5. Houses are ..... flats. (expensive)
7. This apple is ..... that apple. (tasty)
3. My grandad is ..... member in our family. (old)
9. The Welsh language is ..... English. (difficult)
10. What's the matter? You are as ..... as snow. (white)
11. Today was .....day in this week. (windy)
12. The theatre is .....from my home than the stadium. (far)
13. This tree is ..... tree in our street. (big)
14. She's not as ..... as her sister. (famous)
15. Elephant is .....animal in this ZOO. (heavy)
16. Monday was..... day of this week. (good)
17. It was raining. He was as. .... as his dog. (wet)
18. Mice are ..... cats. (bad).
19. Scotland is ..... England. (mountainous -magine)
20. This summer was as ..... as the summer in 1976. (dry)
21. Look. These shoes are ..... the shoes I have. (flat)

<p><b>Week</b> <b>5&amp;6</b> <b>Activity</b> <b>8</b></p>	<p><b><u>Listening and Speaking</u></b></p>	<p><b><u>Oral forms of communication e.g.</u></b></p> <p><b><u>Group Discussion on how to give instructions/ follow procedures/list</u></b></p> <ul style="list-style-type: none"> <li>• Planning, researching, organising and presenting</li> <li>• Identifies the feature of instructional text</li> <li>• Instructional text describes a logical process</li> </ul>	<p><b><u>Activities/Differentiation:</u></b></p> <ul style="list-style-type: none"> <li>• Group discussion: e.g. instructions how to grow a vegetable garden</li> <li>• Divides the class in 4 groups</li> <li>• The teacher reads a text on instructions how to grow a vegetable garden.</li> <li>• The following headlines can be used <ul style="list-style-type: none"> <li>○ digging the garden</li> <li>○ laying out the garden</li> <li>○ crop rotation</li> <li>○ sowing seed</li> </ul> </li> <li>• The groups must make notes, have a group discussion, list instructions on cards and prepare themselves for feedback.</li> <li>• Give time for questions</li> <li>• During feedback: <ul style="list-style-type: none"> <li>○ The teacher initiates and sustains discussion (try to bring people into discussion)</li> <li>○ turn taking conventions</li> <li>○ share ideas and experiences and show understanding of concepts</li> <li>○ listen to one another and responds to others with respect</li> </ul> </li> </ul>
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Learners must take part in the group discussion on the given topic.

<p><b>5&amp;6</b> <b>Activity</b> <b>9</b></p>	<p><b><u>Reading &amp; Viewing</u></b></p>	<p><b><u>Group Guided Reading:</u></b></p> <p><b><u>Reads an instructional text like instructional procedure</u></b></p> <ul style="list-style-type: none"> <li>• Analysis of the characteristics of an instructional text.</li> <li>• Orders jumbled instructions</li> <li>• Uses appropriate reading and comprehension strategies</li> </ul>	<p><b><u>Activities/Differentiation:</u></b></p> <p>Group guided reading using reading strategies.</p> <ul style="list-style-type: none"> <li>• Divide the class in groups to discuss the details of the factual text.</li> <li>• Facilitate group discussions.</li> </ul>
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## VEGETABLE GARDENING FOR BEGINNERS

Why garden, you ask? If you've never tasted garden-fresh vegetables (lots of people haven't!), you will be amazed by the sweet, juicy flavours and vibrant textures. There's absolutely nothing quite like fresh veggies, especially if you grow them yourself—which you can!

In this guide, we'll highlight the basics of vegetable gardening and planning: how to pick the right site for your garden, how to create the right size garden, and how to select which vegetables to grow.

### PICK THE RIGHT LOCATION

Picking a good location for your garden is absolutely key. A sub-par location can result in sub-par veggies! Here are a few tips for choosing a good site:

1. **Plant in a sunny location.** Most vegetables need at least 6 hours of direct sunlight per day. The more sunlight they receive, the greater the harvest, the bigger the veggies, and the better the taste.
2. **Plant in good soil.** Plants' roots penetrate soft soil more easily, so you need nice loamy soil. Enriching your soil with compost provides needed nutrients. Proper drainage will ensure that water neither collects on top nor drains away too quickly.
3. **Plant in a stable environment.** You don't want to plant in a place that's prone to flooding during heavy rains, or in a place that tends to dry out a lot. You also don't want to plant somewhere where strong winds could knock over your young plants or keep pollinators from doing their job. Plant in a location that would make Goldilocks proud.



## CHOOSING A PLOT SIZE: START SMALL!

Remember: *It's better to be proud of a small garden than be frustrated by a big one!*

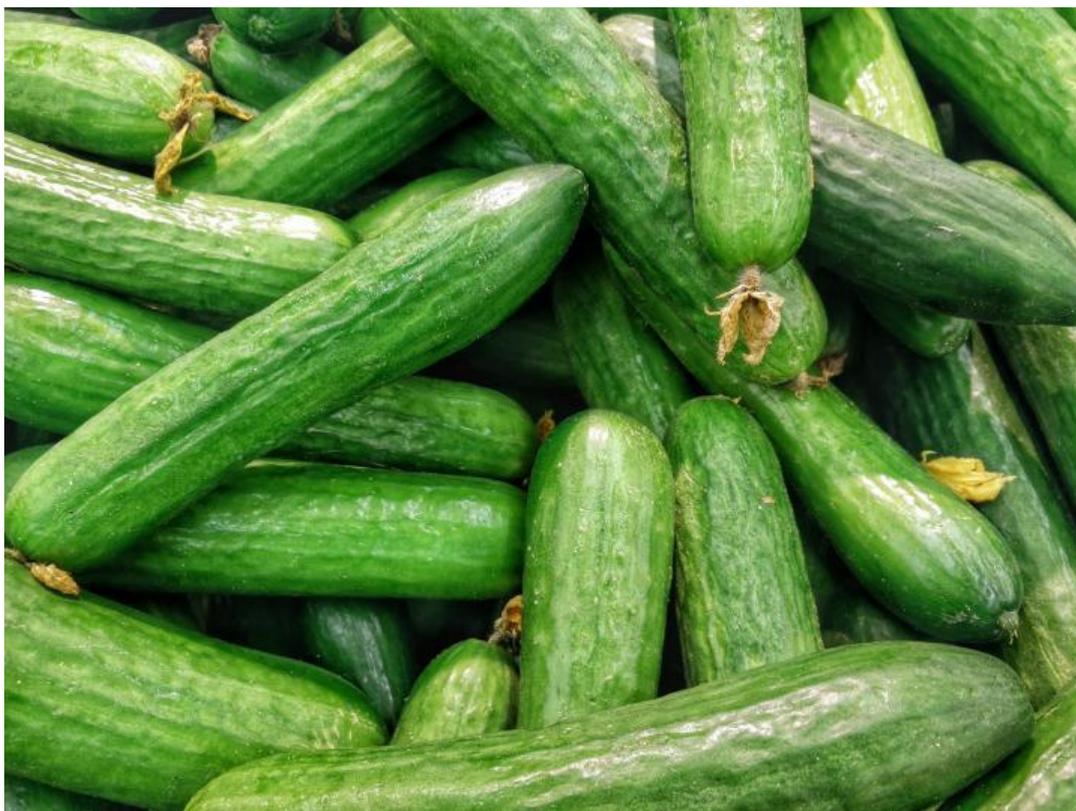
One of the most common errors that beginners make is planting too much too soon—way more than anybody could ever eat or want! Unless you want to have zucchini taking up residence in your attic, plan your garden with care. Start small, and only grow what you know you'll eat.

A good-size beginner vegetable garden is about 16x10 feet (or smaller) and features crops that are easy to grow. A plot this size, based on the vegetables suggested further down this page, can feed a **family of four** for one summer, with a little leftover for [canning](#) and freezing (or giving away to jealous neighbours).

Make your garden 11 rows wide, with each row 10 feet long. The rows should run north and south to take full advantage of the sun.

Vegetables that may yield more than one crop per season include [beans](#), [beets](#), [carrots](#), [cabbage](#), kohlrabi, [lettuce](#), [radishes](#), [rutabagas](#), [spinach](#), and [turnips](#).

(**Note:** If this garden is too large for your needs, you do not have to plant all 11 rows, or you can simply make the rows shorter.)



## HOW TO GROW THE BEST VEGETABLES?

In addition to choosing the right location, here are a few tips that will help you grow your best veggies yet:

1. **Space your crops properly.** For example, corn needs a lot of space and can overshadow shorter vegetables. Plants set too close together compete for sunlight, water, and nutrition; are more susceptible to disease and pests; and fail to mature. Pay attention to the spacing guidance on seed packets and plant tabs.
2. **Use high-quality seeds.** Seed packets are less expensive than individual plants, but if seeds don't germinate, your money—and time—are wasted. A few extra cents spent in spring for that year's seeds will pay off in higher yields at harvest time.
3. **Water properly.** Watering your plants, the correct amount—neither too much nor too little—will give them the best chance at producing well-formed, mature vegetables.
4. **Plant and harvest at the right time,** not too early or too late. Every vegetable has its own planting dates so be sure to check the seed packet.

### SUGGESTED PLANTS FOR A BEGINNER'S VEGETABLE GARDEN

The vegetables suggested below are common, productive plants that are relatively easy to grow. It would be wise to contact your state to find out what plants grow best in your area, and when the best time for planting them is. Think about what you like to eat as well as what's difficult to find in a grocery store or farmers' market.

### Top Ten Vegetables

1. **Tomatoes**
2. **Zucchini squash**
3. **Peppers**
4. **Cabbage**
5. **Bush beans**
6. **Lettuce**
7. **Beets**
8. **Carrots**
9. **Chard**
10. **Radishes**

Answer the following questions for Formal Assessment:

1. Identify 3 adjectives that describe garden veggies.

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(3)

2. What 3 things are important for the site that you chose?

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(3)

3. Quote a line from the article that gives you advice for your garden site.

\_\_\_\_\_ (2)

4. What 3 veggies yield multiple crops?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (3)

5. Name 4 things you can do to make your veggies grow the best.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (4)

6. Name the 5 top veggies.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (5)

[20]

<u>Writing &amp; Presenting</u>  <u>Activity 10</u>	<u>Write transactional text: instructions/lists</u> <ul style="list-style-type: none"> <li>• Designs media text</li> <li>• Selects relevant material</li> <li>• Organises main and supporting ideas</li> </ul>	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> <li>• Designs transactional texts e.g. a list</li> <li>• Pair the class in groups</li> <li>• Each group decides on a suitable and interesting topic</li> <li>• Provide magazines for the learners to use for their research</li> </ul>
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Make a list of all the equipment, requirements and everything needed to make a vegetable garden.

<u>Language Structure and Conventions</u>  <u>Activity 11</u>	<u>Sentence level work:</u> <ul style="list-style-type: none"> <li>• correct word order</li> <li>• sentence structure</li> </ul>	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> <li>• Worksheet: example of an instructional text.</li> </ul>
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Place the following steps in the correct order:

Prepare the soil

Check planting dates

Give your plants room to grow

Fertilize as needed

Choose the right location

Select your veggies

Plant the seeds

Keep the weeds out

Reap what you sow

Add water

- After learners have unscrambled the list they must prepare to give the step by step instruction verbally for Formal Assessment.

### Rubric 25

<b>7&amp;8.</b> <b>Activity</b> <b>12</b>	<u><b>Listening &amp; Speaking</b></u>	<u><b>Take part in a debate</b></u> <ul style="list-style-type: none"> <li>• Reads an article about chosen topic</li> <li>• Planning, research, organizing, presenting,</li> <li>• Prepares effective introduction and conclusion</li> <li>• Make judgments and provide evidence</li> <li>• Speaking skills</li> </ul>	<u><b>Activities/Differentiation:</b></u> <ul style="list-style-type: none"> <li>• Choose a relevant topic e.g. advantages and disadvantages of fashionable clothing</li> <li>• Pair learners in groups of two and divide them; those in favour and those not</li> <li>• Reads the article about relevant topic</li> <li>• Learners listen for specific information</li> <li>• Learners must make meaningful notes</li> <li>• Give suitable time for preparation</li> <li>• Start the debate</li> </ul>
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Learners will be asked why certain brands of clothing is more expensive than others. The class will divide into two groups. The one will be for expensive fashion, the other against.

**Reading & Viewing**  
**Activity 13**

**Shared Reading**  
**Reads an advertisement on fashionable clothing.**

- purpose of target group
- emotive language
- background and setting
- message and theme

**Activities/Differentiation:**

- Supply an enlarged copy for each learner
- Analyse the advertisement.

Learners will read the advertisement for Formal Assessment

**SMART CELES SPORTS JUMPERS**

**CELES SHIRT JUMPER**, perfectly cut and tailored, with long ends to bow, trimmed fine stitching pockets bound rouleaux of own material. In ivory, shades of beige, saxe, lemon, green and grey. Sizes 13 to 14½ ins.

**PRICE 79/6**  
Size 15 ins., **84/-**

**SMART SPORTS SKIRTS** in Cumberland tweeds, cut with new shaped yoke, pockets and inverted pleats in front; can be worn with tuck in blouse.  
Price from **69/6**

**BOTTLE GREEN & GLACE KID COURT SHOE** with black patent leather collar, Louis heel, hand sewn.  
Price **69/6**

**Debenham & Freebody**  
Wigmore Street,  
(Cavendish Square), London, W1

*Sent on approval.*

*Catalogue post free.*

## Hats for Spring

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FOR the soft hat for the late Spring we recommend the "MARQUIS," a medium high crown, welt edge, flat set brim, made by the John B. Stetson Co.

A rich shade of dark brown and a soft, subdued green are the popular colors. It is trimmed with the back bow.

**PRICES \$3.50 and \$4.00**

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We never tire of singing the praises of our **B., K. & Co. Special \$3.00 Derby**, and we know it is the best hat produced at this price.

It is made in a very stylish block, exclusive with us, and comes in a range of proportions sufficient to cover every face or feature.

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## Browning, King & Co.

Seventeen Retail Stores

<p><b><u>Writing &amp; Presenting</u></b> <b><u>Activity 14</u></b></p>	<p><b><u>Writes a transactional text:</u></b> <b><u>e.g. a magazine article.</u></b></p> <ul style="list-style-type: none"> <li>• Requirements of format, style</li> <li>• Organize content (mind map)</li> <li>• Main and supporting ideas</li> <li>• Target audience</li> <li>• purpose and context</li> <li>• Paragraph cohesion</li> </ul>	<p><b><u>Activities/Differentiation:</u></b></p> <ul style="list-style-type: none"> <li>• Writes a magazine article or a few sentences to contribute to a full article. (8-12 sentences)</li> <li>• Uses examples of articles as a model</li> <li>• Supplies a template/writing frame for those who needs extra help</li> <li>• Uses a dictionary</li> <li>• Builds vocabulary</li> <li>• Teacher has to guide the learners in the writing process.</li> <li>• Learners must check their article for spelling and punctuation errors after completing the final draft</li> <li>• Pictures can be used if the learner has a writing barrier</li> </ul>
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Write an article on your favourite fashion brand. You should include some of the history of the brand and the reasons why they are your favourite. This will be for Formal Assessment.

You should follow the writing process:

Step 1: Planning

Step 2: Drafting

Step 3: Editing

Step 4: Final Draft

Step 5: Finished Product

### **Rubric 25**

<b><u>Language structures &amp; conventions</u></b> <b><u>Activity 15</u></b>	<b><u>Word level work:</u></b> Gender	<b><u>Activities/Differentiation:</u></b> <ul style="list-style-type: none"> <li>• Work in pairs</li> <li>• Worksheets: gender</li> </ul>
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Complete the following worksheet on Gender:

Male	Female
Ram	
	Queen
Hero	
	Madam
Wizard	
	Vixen
Count	
	Mother
Dog	
	Wife
Monk	
	Witch
Drake	
	Countess
Bridegroom	

**Total 15**

<b>Assessment Activities</b>		
<b>SKILL</b>	<b>WEIGH TING %</b>	<b>ACTIVITY</b>
<b>Listening and Speaking</b>	<b>25</b>	<ul style="list-style-type: none"> <li>• Listening comprehension</li> <li>• Give instructions/directions</li> <li>• Prepared/ unprepared speaking</li> </ul>
<b>Reading</b> <ul style="list-style-type: none"> <li>• Read aloud</li> <li>• Reflect on reading material</li> </ul>	<b>15</b>  <b>20</b>	<ul style="list-style-type: none"> <li>• Uses comprehension and reading strategies</li> </ul>
<b>Language Structures and Conventions</b>	<b>15</b>	<ul style="list-style-type: none"> <li>• Apply the language structure and use covered this term.</li> </ul>
<b>Writing and Presentation</b>	<b>25</b>	<ul style="list-style-type: none"> <li>• Magazine article</li> </ul>



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## English Home Language

Term 2

Name: _____  Year: _____  Date: _____	Examiner: <b>L. Brookshaw</b> Moderator: E. Bezuidenhout Total: 25
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### Activity 14

<b>RUBRIC for Functional Writing</b>						
<b>Criteria</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
Writing process followed	5 All steps followed	4 4 steps followed	3 3 steps followed	2 Only 2 steps followed	1 Not followed	0 No work done
Correct Length	5 Extremely good	4 Good	3 Acceptable	2 Too short	1 Extremely short	0 No work done
Spelling	5 No mistakes	4 Few Mistakes	3 Many mistakes	2 Too many mistakes	1 Unreadable	0 No work done
Original Theme	5 Original Theme	4 Own idea	3 Acceptable	2 Copied from textbook	1 Copied from book	0 No work done
Handed in on time	5 2 days early	4 1 day early	3 On the due date	2 Late	1 Very Late	0 Not handed in



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## English Home Language

### Term 2

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 Moderator: E. Bezuidenhout  
 Total: 25

### Activity 11

#### Oral Presentation making a garden

Criteria	5	4	3	2	1	0
Remembers Main Points	Remembers all	Remembers most	Remembers some	Remember a few	Remember 1	0 Did not present
Pronunciation	5 All correct	4 Few Mistakes	3 Not Many mistakes	2 Many mistakes	1 Not understandable	0 Did not present
Eye contact	Very good	Good	Some	Very little	No eye contact	0 Did not present
Preparation	5 Extremely well prepared	4 Prepared well	3 Practised at home	2 Prepared	1 Did not prepare	0 Did not present
Comprehension	5 Understands everything	4 Understands almost all	3 Shows understanding	2 Understands most	1 Does not understand	0 Did not read



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### Activity 13

<b>RUBRIC for reading</b>				
<b>Criteria</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
Preparation (Actively practised the passage)	3 Practised at home	2 Prepared	1 Did not prepare	0 Did not read
Voice projection (Reads clearly)	3 Reads clearly	2 Good	1 Very soft	0 Did not read
Pace (Reads at an acceptable pace)	3 Very good	2 Good	1 Very slow	0 Did not read
Pronunciation (Pronounces words accurately)	3 All correct	2 Few Mistakes	1 Many mistakes	0 Did not read
Comprehension (Shows understanding of passage)	3 Complete understanding	2 Understands most	1 Does not understand	0 Did not read



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## **English Home Language**

### **Term 2**

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Total: 15

### **Activity 15**

<b>Male</b>	<b>Female</b>
Ram	
	Queen
Hero	
	Madam
Wizard	
	Vixen
Count	
	Mother
Dog	
	Wife
Monk	
	Witch
Drake	
	Countess
Bridegroom	

[15]



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## **English Home Language**

### **Term 2**

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Total: 15

### **Activity 9**

1. Identify 3 adjectives that describe garden veggies.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (3)

2. What 3 things are important for the site that you chose?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (3)

3. Quote a line from the article that gives you advice for your garden site.

\_\_\_\_\_  
\_\_\_\_\_ (2)

4. What 3 veggies yield multiple crops?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (3)

5. Name 4 things you can do to make your veggies grow the best.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (4)

6. Name the 5 top veggies.

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(5)

[20]