

SUBJECT: RECOVERY PLAN FOR LANGUAGES: FAL and HL: GRADES 4-9

**PREAMBLE**

The President Honourable Cyril Ramaphosa responding to the COVID 19 pandemic gripping our country pronounced that schools should be closed from 18 March 2020 up to the 14th April 2020. According this pronouncement, learners will lose 9 days of their schooling. This communiqué is in response to recover contact time that will be lost by the Learners in week 1&2 of April 2020.

Parents/Guardians are kindly requested to ensure that learners continue to learn at home by following these guiding plans of activities according to their Grades.

The Language Specialists for Grade 4-9 are humbly requested to ensure that teachers receive this Guideline.

Schools should provide the learners with the texts referred to in this guideline. Learners should be given activities based on the four SKILLS which are as follows:

* Listening and Speaking
* Reading and Viewing
* Writing and Presenting
* Language Structures and Conventions

**Note:**

1. **The above Skills are outlined in the ATP per Grade level.**
2. **The following resources should be used to assist learners to do activities: Textbooks, Workbooks, news papers, TV and Radio etc.**

**GRADE 4**

1. **LISTENING AND SPEAKING**

The learners will listen to a weather report on a Radio or TV paying attention to the following:

* Discuss the usefulness of weather report
* Link information to their own life
* How weather affects people.
* Indicate your preferred weather condition.

1. **READING AND VIEWING**

Learners will read Charts/Tables/Maps about weather from the TV, Workbooks, Textbooks and Newspapers, etc

* Learners will identify new vocabulary words from the text read.
* Learners will compare differences and state similarities between two different places that they know.

1. **WRITING AND PRESENTING**

Design two weeks weather chart of your own location starting from 31/03/2020 to 13/04/2020.

Your report must include the following:

* Temperatures
* Rainy/ sunny/cloudy/ windy days

1. **LANGUAGE STRUCTURES AND CONVENTIONS**

Learners should identify word levels like:

* Adjectives, degrees of comparison, simple past tense and future tense.

**GRADE 5**

1. **LISTENING AND SPEAKING**

GIVES AND FOLLOW INTRUCTIONS ON HOW TO MAKE A SANDWICH

Parents/Guardians will be given instructions on how to make a sandwich.

* The learners will listen and give specific details
* Will use the correct sequence on how to make a sandwich
* Ask relevant questions and respond appropriately
* Carry out instructions

1. **READING AND VIEWING**

The teachers will identify a text based on how to make a Sandwich and give to the learners to read at home. Preferably the text must have pictures/ illustrations for the learner to follow the sequence of instructions.

* The learners must identify new vocabulary words from the text read.
* Follow sequence of instructions
* Carry out instructions

1. **WRITING AND PRESENTING**

The learner must write an instruction on how to make a Sandwich.

* The learner will select relevant ingredients for making a sandwich.
* Use the correct sequence
* Use correct format
* Use correct grammar, spelling and punctuation marks.
* Follow the writing process.

1. **LANGUAGE STRUCTURES AND CONVENTIONS**

Learners should identify word levels and use them in a sentence.

* Adverb of manner, time, place, degree, prepositions, moods and adjectives, simple and complex sentences, spelling and punctuation marks should be used.

**GRADE 6**

1. **LISTENING AND SPEAKING**

The learner listens to the Parents/ Guardians and discusses clear instructions on **HOW TO MAKE A CUP OF TEA.**

* Apply the features of instructional text e.g list of material needed
* The title that states the goal to be achieved
* Learners must make notes and apply instructions given

1. **READING AND VIEWING**

* The teacher should identify a text based on Recipe.
* Learners to give the purpose, correct structure and the correct tense
* Compare two different recipes/ instructions

e.g. Compare the Instruction on how to make a **cup of tea** and how to **Fry an egg**.

1. **WRITING AND PRESENTING**

* Learners will write an instructional text on how to make a **cup of tea** or how **to fry an egg**.
* List material and Ingredients
* Follow the correct frame for writing a recipe
* Follow the correct sequence
* Organise words and sentences appropriately
* Follow the writing process

1. **LANGUAGE STRUCTURES AND CONVENTIONS**

* The Learners will divide words into stem, prefix and suffix
* Identify subject and object in a sentence

**GRADE 7**

1. **LISTENING AND SPEAKING**

The teacher will provide the learners with one of the following Genres: **Youth Novel/ drama** so that Parents/ Guardians can read for them at home. Discuss the following features:

* Character, plot, conflict, background, settings, narrator, and theme.
* Make notes on what has been read.
* Answer questions
* Retell a story

1. **READING AND VIEWING**

The learner will read the text provided: **Youth Novel/ Drama**

* Identify the following features:
* Character, plot, conflict, background, settings, narrator, and theme.

1. **WRITING AND PRESENTING**

* Learners will write a narrative essay of about 6 paragraphs.
* Indicates the topic sentence
* Logical order of paragraphs
* Language usage and punctuation marks
* Follow the writing process

1. **LANGUAGE STRUCTURES AND CONVENTIONS**

Learners will identify the following word level from the text read

* Complex noun, predicate, and object, dual use of some nouns, finite verbs, adjectives, comparative, superlative and use each in a sentence.

**GRADE 8**

1. **LISTENING AND SPEAKING**

The teacher will provide the learners with information text based on Maps/ Landmarks/ Scales.

Parents/ Guardians will read the texts to the learners.

* Make notes on what has been read.
* Answer questions
* Retell a story

1. **READING AND VIEWING**

The learners read the same text provided: Maps/ Landmarks/ Scales.

* The learners take note of the format,
* Make use of correct language usage.

**READING POETRY**

The teachers will also provide the learners with a poem to read and the learners will pay attention on the following features.

* Internal structure: figure of speech, imagery, rhyming, rhythm
* External Structure: Heading, stanzas, lines

1. **WRITING AND PRESENTING**

Learners will write a transactional text on giving **Directions** about the following places:

**(from home to school/ from home to the church/ from home to the clinic)**

* Use correct format
* Use main supporting ideas
* Logical order of paragraphs
* Language usage and punctuation marks
* Follow the writing process

1. **LANGUAGE STRUCTURES AND CONVENTIONS**

Learners will identify the following word level from a text read

* adjectives, comparative, superlative , common and proper nouns, conjunctions,
* use the following Language structures in a sentence: Topic sentences, statement, simple and compound sentences
* Know the meaning of synonyms, antonyms as well as the Punctuation marks and spelling patterns.

**GRADE 9**

1. **LISTENING AND SPEAKING**

The teacher will provide the learners with Literature text, e.g drama, folklore/ short story/ novel. Parents/ Guardians will read the story to the learners.

* Learners will identify main and supporting ideas,
* language usage,
* register
* Answer questions

1. **READING AND VIEWING**

The learners will read drama, folklore/ short story/ novel and concentrate on the following features:

* Plot
* Character
* Settings
* Narrator perspective
* Mood
* Theme

**READING POETRY**

The teacher will also provide the learners with a poem and the learners will identify the following features.

* Internal structure: figure of speech, imagery, rhyming, rhythm
* External Structure: Heading, stanzas, lines, words, typography, figurative meaning, mood, theme and message

1. **WRITING AND PRESENTING**

Learners will write a transactional text by choosing from the following: **Diary entry/ constitution/ Policy.**

Pay attention on:

* Use correct format
* Purpose of the text
* Register
* Use main supporting ideas
* Logical order of sentences
* Use of conjunctions Language usage and punctuation marks
* The length and structure
* Follow the writing process

1. **LANGUAGE STRUCTURES AND CONVENTIONS**

* Learners will divide the words into stems, prefix and suffixes and identify pronouns
* Use the following Language structures in a sentence:

Sentence types, generalisation, direct/indirect speech, tenses.

* Know the meaning of Idioms and Proverbs, literal and figurative meanings.
* Know Punctuation marks and spelling patterns, quotation marks and abbreviations.

For more information and clarification please contact people mentioned in the Enquiries.

Thanking you in advance

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