

ENGLISH IN TOWN 06*

Siyavula Uploaders

This work is produced by OpenStax-CNX and licensed under the Creative Commons Attribution License 3.0[†]

1 ENGLISH FIRST ADDITIONAL LANGUAGE

2 English in Town

3 EDUCATOR SECTION

4 Memorandum

The topics chosen for the modules in Grade 1 are all related to stories which reflect the learners' experience in the world in which they are growing up. They are relevant to both boys and girls.

Much depends on the number of times the learners hear the stories and rhymes and the provision made for the repetition of the vocabulary introduced. At first this is done classically. As the learners become more familiar with English they can communicate with a friend. Eventually they will want to tell the teacher and answer questions about the texts.

The educators must keep in mind that there may be many/some learners in the class who are still only at the listening stage, but with the necessary encouragement and praise they will soon join in and begin speaking in English.

4.1 Time scheduled for the modules 1 to 8

It is suggested that the average learners complete all eight modules during the year, finishing \pm two modules per term.

Allow the slower learners to proceed at their own pace when doing the written activities but expose them to all the listening and speaking activities with the class.

The quick learners can be extended and given more tasks and activities to complete.

This module contains much repetition of words relating to size and colour.

Let the learners copy the sentences to the best of their ability. Do not at this stage strive for perfection. It is more important for them to listen and repeat what is being written.

The poem "Time for tea" in three parts introduces the characters the worm, the frog and the mouse and lends itself to acting out the story with the correct forms of greeting. Learners will like to recite the poem on page 32 with the educator as it reflects the noises of the city.

4.2 Integration of themes

- Human rights

*Version 1.1: Jun 3, 2009 5:57 am -0500

[†]<http://creativecommons.org/licenses/by/3.0/>

Public transport should be in place to convey workers to and from work.

- A healthy environment

Discuss air pollution (traffic).

The poems, which are included in this module, give learners the opportunity to practise forms of greeting, e.g. good morning, good afternoon and good evening.

When learners have listened to the poems several times and they begin to say them with the educator, they can be divided into two groups, one group being the owl and the other the worm. When the learners know the words of all three poems, they can be divided into four groups, one group being the owl and the others the worm, the frog and the mouse.

Later individual learners can act out the poems saying the words themselves.

The words that were introduced in Modules 1 to 3 for Grade 1 are revised in this module. The educator is reminded that a listening period must precede the “reading” of the pages. The more practice the learners get in listening and pointing to the words while the educator reads the words, the sooner they will recognise individual words. Give learners the opportunity to enjoy the repetition of the phrases and the words.

New words introduced in this module are found on “My Dictionary Page”. The educator can write them on flash cards. Learners can then play games with these words.

5 LEARNER SECTION

6 Content

- Listen.

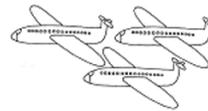


Figure 1

We saw many aeroplanes in town.



one aeroplane



many aeroplanes

Figure 2

- Draw the aeroplanes.

LO 1.3		LO 5.5	
--------	--	--------	--

Table 1

- Read.

There were big aeroplanes with white wings.

There were big aeroplanes with red wings.

There were small aeroplanes with blue wings.

There were small aeroplanes with yellow wings.

There were high aeroplanes with wide wings.

There were low aeroplanes with narrow wings.

There were many aeroplanes in town.

“I like aeroplanes,” said the mouse.

“I can fly in aeroplanes.”

So the mouse flew in an aeroplane.

- Draw the mouse in an aeroplane.



Figure 3

LO 3.1.3		LO 5.5		LO 6.5		LO 6.7	
----------	--	--------	--	--------	--	--------	--

Table 2

- Listen.
- Read.
- Draw

the worm in the train,
the frog on the train,
the mouse under the train.

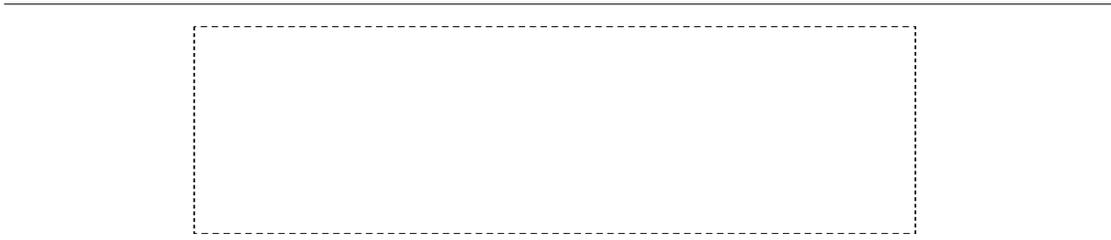


Figure 4

-
- Draw

the frog in the bus,
the mouse on the bus,
the worm under the bus.

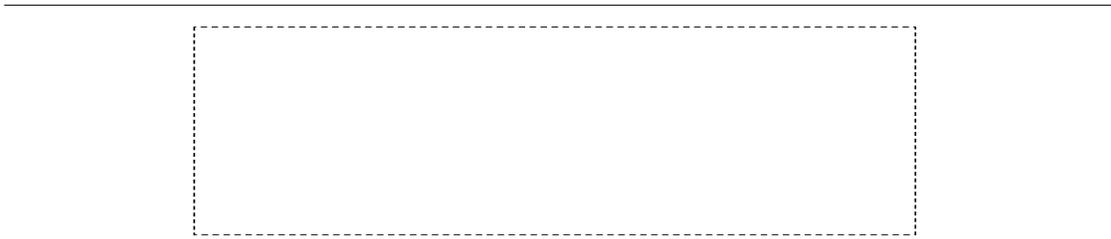


Figure 5

-
- Draw

the mouse in the aeroplane,
the worm on the aeroplane,
the frog under the aeroplane.



Figure 6

LO 1.1.3		LO 6.9	
----------	--	--------	--

Table 3

- Listen.
- Read and draw.



Figure 7

We saw many



Figure 8

boys on bicycles,



Figure 9

girls on bicycles,



Figure 10



Figure 11

men on bicycles,



Figure 12

women on bicycles.

- We saw many bicycles in town.
- Let's count the bicycles in English. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10one, two, three, four, five, six, seven, eight, nine, ten.
- Let's count the bicycles in Afrikaans. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10een, twee, drie, vier, vyf, ses, sewe, ag, nege, tien.

“We can speak English” said the worm, the frog and the mouse.

- Can you speak English?

Yes or No

- Draw yourself here.



Figure 13

LO 1.1.5	LO 5.1.2
----------	----------

Table 4

7 Assessment

Learning Outcome 1:LISTENING: The learner is able to listen for information and enjoyment and respond appropriately and critically in a wider range of situations.

Assessment Standard 1.1: We know this when the learner understands short, simple stories:

1.1.5 answers simple literal ‘yes/no’ and open questions with one-word answers;

Assessment Standard 1.3: We know this when the learner understands simple oral instructions by responding physically.

Learning Outcome 3:READING AND VIEWING: The learner is able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment Standard 3.1: We know this when the learner uses pictures to understand written texts:

3.1.3 uses illustrations to understand simple captions;

Learning Outcome 5:THINKING AND REASONING: The learner is able to use language to think and reason, and access, process and use information for learning.

Assessment Standard 5.1: We know this when the learner understands concepts and vocabulary relating to:

5.1.2 number;

Assessment Standard 5.5: We know this when the learner understands and uses some mathematical language.

Learning Outcome 6:GRAMMAR AND VOCABULARY: The learner knows and is able to use the sounds, vocabulary and grammar of the language to create and interpret texts.

Assessment Standard 6.5: We know this when the learner understands some modals in oral texts;

Assessment Standard 6.7: We know this when the learner understands plurals or nouns in oral texts;

Assessment Standard 6.9: We know this when the learner understands some prepositions in oral texts.