

**TEMPLATE 4: EFAL LESSON PLAN EXEMPLAR**

<b>1. Unit</b>	Term 1 Week 3
<b>2. Lesson Number</b>	Week 3 (Wednesday)
<b>3. Lesson Title</b>	Speaking
<b>4. Lesson Time</b>	30 mins
<b>5. Policy &amp; Outcomes</b>	Teaching speaking skills will help learners express ideas and opinions, and develop more sustained conversations, discussions and oral presentations.
<b>6. COVID-19 Information</b>	<p>How to wash hands?</p> <ul style="list-style-type: none"> <li>• Wet hand with running clean running water</li> <li>• Apply enough hand washing soap to cover wet hands</li> <li>• Scrub gentle all hand surfaces- the back, between fingers and under the nails for at least 20 seconds</li> <li>• Rinse thoroughly with running water</li> <li>• Dry hands with a clean dry cloth or hand drier if available</li> </ul>
<b>7. Psychosocial Support</b>	When a friend’s family member has been diagnosed with COVID-19, do not discriminate them. But always remember the safety protocols.
<b>8. Language Component</b>	Personal pronouns
<b>9. Content (Concept Development)</b>	<p><b>DISCUSS...</b></p> <ol style="list-style-type: none"> <li>1. This week, learners will discuss <b>a story</b>: <i>A bus ride to granny’s house</i></li> <li>2. <b>Before class begins, write the following conversation frame on the board:</b> <ol style="list-style-type: none"> <li>a. In this story...</li> <li>b. I can infer that...</li> <li>c. I like / dislike this story because...</li> </ol> </li> <li>3. Read the conversation frame out loud to learners.</li> <li>4. Read the text out loud to learners. Instruct learners to think about the conversationframe as they listen to the story.</li> </ol> <p><b>READ THE TEXT</b></p> <p>Thingo and Zanele were sisters and best friends. They lived in King William’s Town in the Eastern Cape, with their mother. For the winter school holidays, their mother was sending them to visit their grandmother. Thingo and Zanele were very excited to go on this trip, but they were also nervous to catch a bus without an adult for the first time!</p> <p>The girls’ mother helped them to prepare for their trip. The first thing that they did was to use their mother’s phone to go onto the internet. They went onto the Checkers website to look at the bus schedule. Their mother typed in <a href="http://www.checkers.co.za">www.checkers.co.za</a> on her phone. Then, when the website opened, she clicked on the section called ‘Services’, and then on the section called ‘Bus Tickets’.</p>

Next, they typed in that they were leaving from East London on the 9th July, and that they wanted to go to Johannesburg. A list of all the bus trips they could take

appeared, together with the times and prices. The girls had a choice of two trips; they could catch a Greyhound Bus from East London for R450. Or they could catch an Intercape Bus from East London for R479.

Their mother told them to choose the trip for R450. Then, she took the phone from them, and paid for the tickets by typing in the number of her bank card. 'There,' said mother, 'All done. We have your tickets! Now, we must just ask Uncle Morris to drive us to East London in the afternoon on the 9th of July, so that you can catch your bus.'

Zanele and Thingo excitedly packed their suitcases. Granny had told them to pack lots of warm clothes. They put their new hats and jackets into their suitcases. They also packed their toiletries. Finally, they each packed a book to read on the journey.

The morning of their trip, Thingo and Zanele woke up very early. They bathed and had their breakfast. Then, Uncle Morris drove the girls and their mother to the bus depot in East London. Finally, it was time to climb on the bus! Mother kissed and hugged the girls and told them to always stay together.

When the girls arrived in Johannesburg, their grandmother was waiting for them at the bus depot. The girls kissed and hugged their grandmother. Then, they phoned their mother, 'Mama, it was such fun on the bus! We stayed together the whole time like you told us. Now we are here with Gogo!'

#### **SMALL GROUP DISCUSSION**

1. Instruct learners to break into their small groups (4 learners).
2. Instruct learners to think about the sentences they will say.
3. Instruct learners to take turns sharing their sentences with their group members.
4. When there are 5 minutes left in the lesson, call all learners back together.

Call on one group member from **each group** to share one thing someone in their group said.

<b>10. Class work Activity</b>	Ask learners to complete the conversation on the board in their classwork books. <ul style="list-style-type: none"><li>a. In this story...</li><li>b. I can infer that...</li><li>c. I like / dislike this story because...</li></ul>
<b>11. Homework Activity</b>	Learners complete class work at home.