



# English: First Additional Language

## NQF 2



# Communicate to inform

## Module 4

# Overview

- Prepared reading aloud
- Basic language pillars: Punctuation; Sentences; Prepositions
- Procedures
- Instructions
- Demonstration speeches
- Directions

# Prepared reading aloud

## Good readers:

are fluent: the words flow easily and confidently

understand what they are reading and help listeners to understand

understand the purpose of the text: is it to inform or to entertain?

follow and use the clues punctuation marks give them

can be heard

use voice, facial expressions and body language to help listeners understand

pronounce words correctly and clearly.

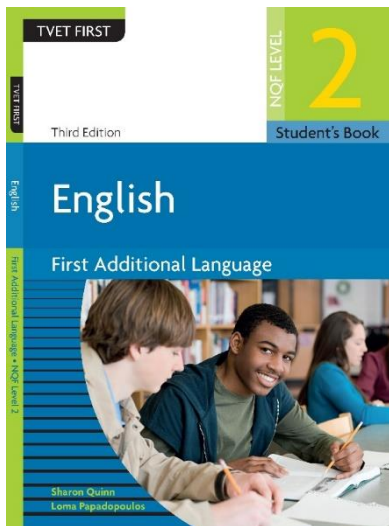
# Strategies for reading aloud

Speak clearly

lamp



- Say the consonants at the beginning, the middle and at the end of words clearly.
- Pronounce vowels and vowel combinations correctly.



# Learning activities 4.1 to 4.3

## Module 4

Test your understanding of this section by completing Learning activities 1 to 3 on pages 44 and 45 of the *Student's Book*.

# Strategies for reading aloud

Use appropriate body language

Position of your body



Gestures



Facial expression



Eye contact

Click to start



# Strategies for reading aloud

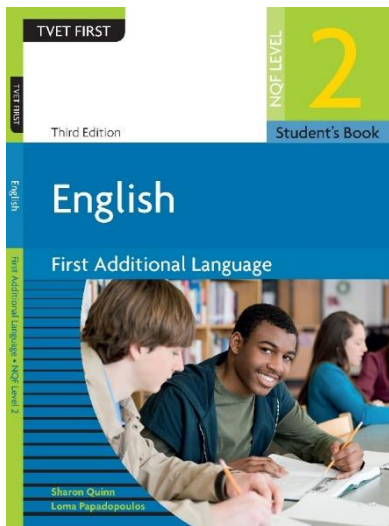
## Voice

The image displays six voice strategies arranged in a 3x2 grid. Each strategy is represented by a colored rectangular card with a white vertical bar on the left side. The strategies are: Tone (green card, icon of four vertical bars of varying heights), Pitch (green card, icon of a sine wave), Volume (blue card, icon of a speaker), Tempo (blue card, icon of a metronome), Rhythm (green card, icon of a jagged waveform), and Projection (green card, icon of a speaker cone). A large, semi-transparent circular graphic is overlaid on the grid. At the bottom center of the grid is a blue button with the text 'Click to start'.

Tone		Pitch	
Volume		Tempo	
Rhythm		Projection	

Click to start





# Learning activity 4.4

## Module 4

Test your understanding of this section by completing Learning activity 4 on page 47 of the *Student's Book*.

# Writing effective procedures, instructions, demonstration speeches and directions

## Basic language pillars:

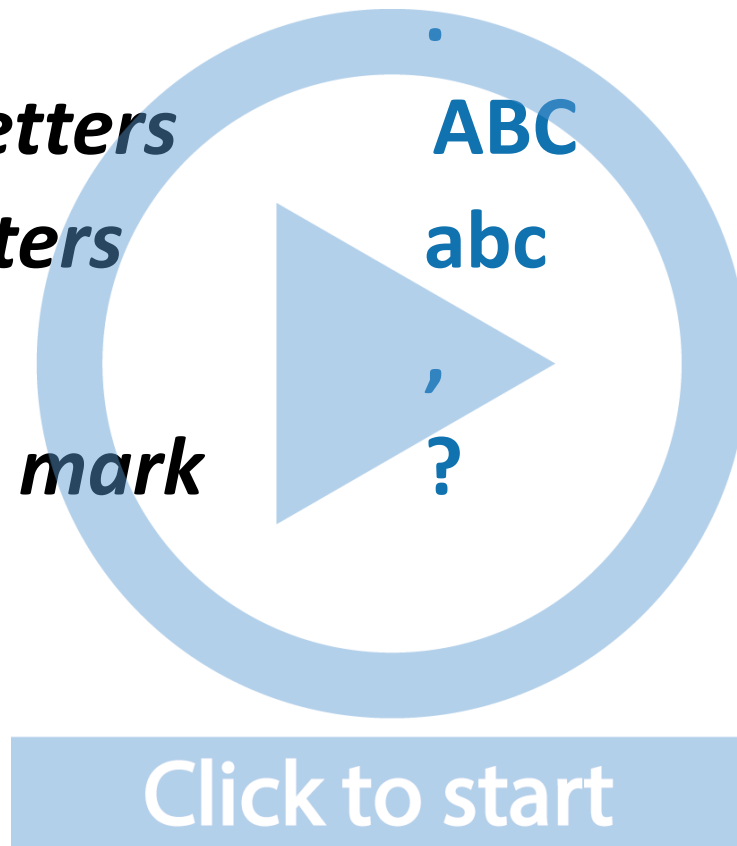
- Punctuation
- Sentences
- The imperative form
- Negative sentences



Click to start

# Punctuation

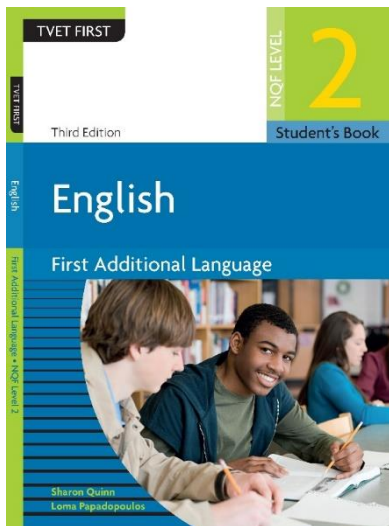
- *Full stop*
- *Capital letters*
- *Small letters*
- *Comma*
- *Question mark*



# Punctuation (continued)

- ***Exclamation mark*** !
- ***Apostrophe:***
  - *Contraction*
  - *Possession*
- ***Quotation marks and inverted commas*** ""
- ***Hyphens*** -

Click to start



# Learning activity 4.5

## Module 4

Test your understanding of punctuation by completing Learning activity 4.5 on page 48 of the *Student's Book*.

# Basic language pillars

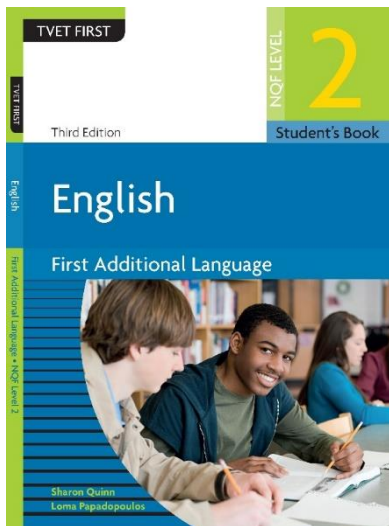
## Sentences

### The imperative form

- *Stand up straight!*
- *Push!*
- *Pull!*
- *Stop!*
- *Take one tablet once a day.*



Click to start



# Learning activity 4.6

## Module 4

Test your understanding of the imperative form by completing Learning activity 4.6 on page 50 of the *Student's Book*.

# Basic language pillars

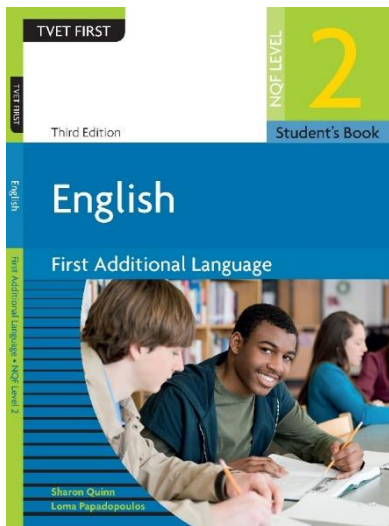
## Sentences

### Writing negative sentences

- *I do not understand.*
- *He does not understand.*
- *We do not understand.*

Click to start





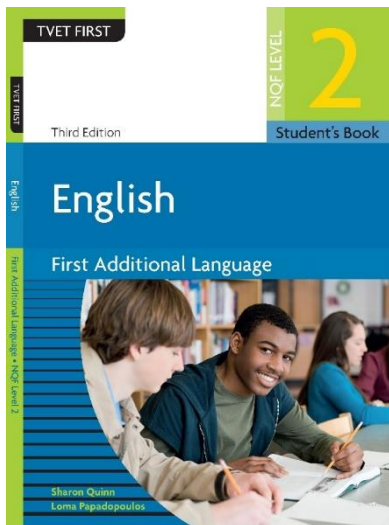
# Learning activity 4.7

## Module 4

Test your understanding of writing negative sentences by completing Learning activity 4.7 on page 51 of the *Student's Book*.

# Procedures

A procedure tells a reader or a listener how to make or do something by giving a set of instructions organised into logical steps.



# Learning activity 4.8

## Module 4

Test your understanding of a procedure by completing Learning activity 4.8 on page 53 of the *Student's Book*.

# Write a procedure

## Characteristics of an effective procedure:

Clear, simple writing.

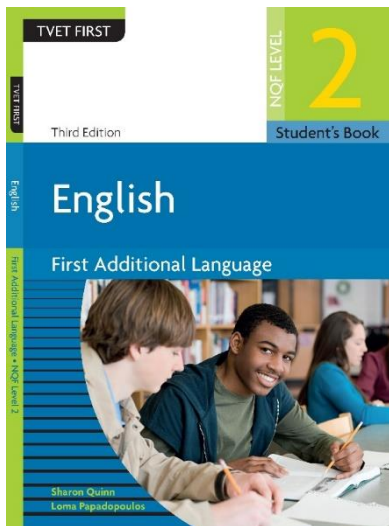
Explains technical detail. Why and when?

Knows the audience.

Lists all equipment and tools.

Breaks tasks up into small steps arranged from start to finish.

Could use simple, clear illustrations.



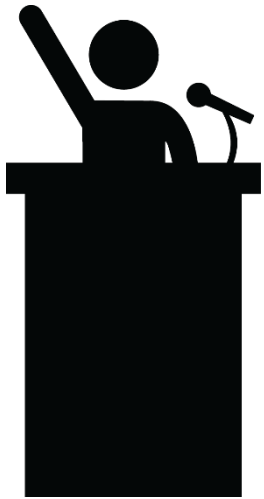
# Learning activity 4.9

## Module 4

Write a procedure. Complete Learning activity 4.9 on page 54 of the *Student's Book*.

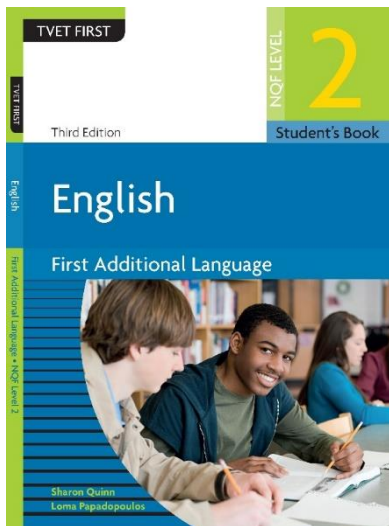
# Instructions

Written or spoken commands that explain how to perform a task.



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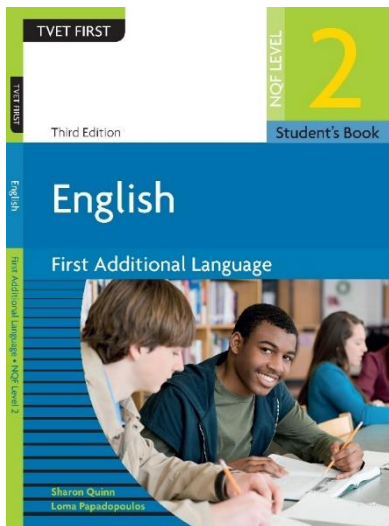




# Learning activity 4.10

## Module 4

How well can you read and follow instructions? Complete Learning activity 4.10 on page 55 of the *Student's Book*.



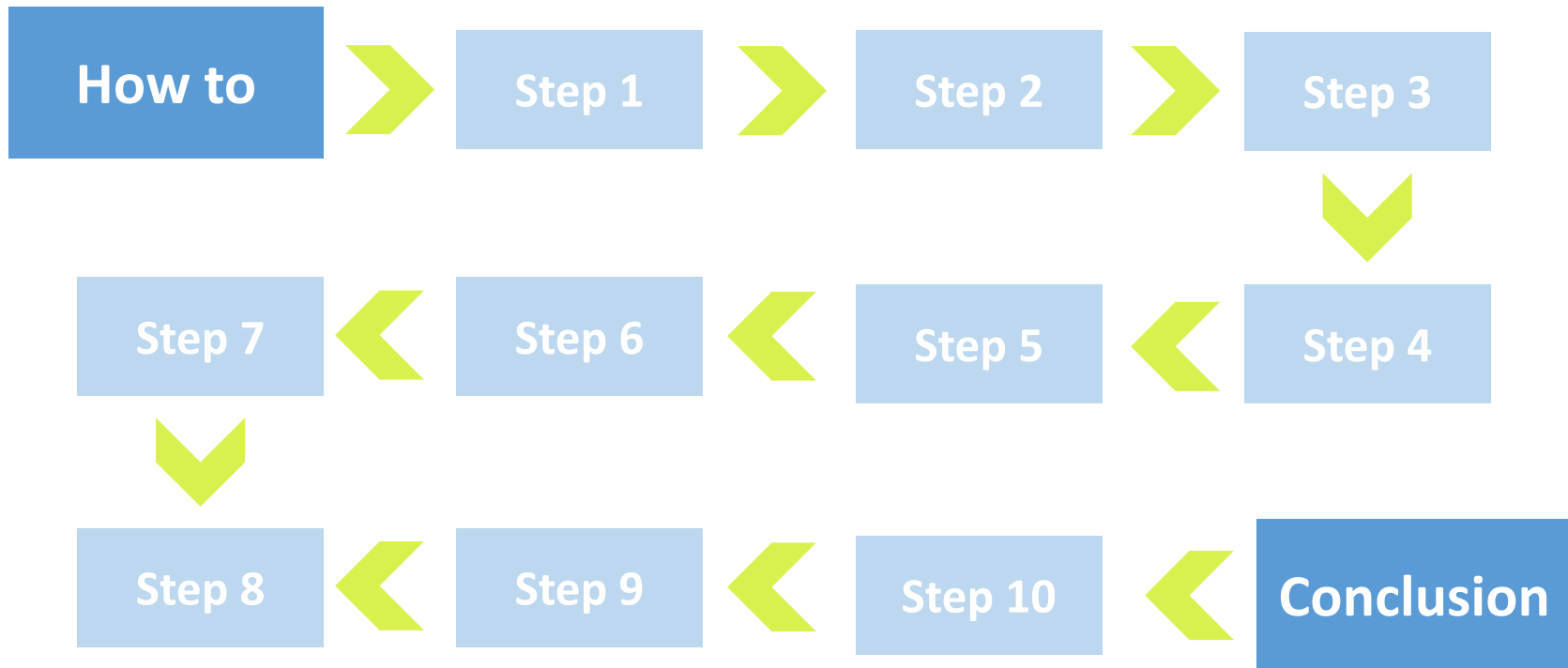
# Learning activity 4.11

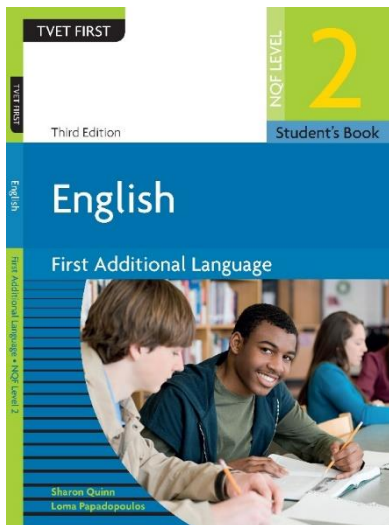
## Module 4

How well can you listen to and follow instructions? Complete Learning activity 4.11 on page 56 of the *Student's Book*.



# Flow chart template for writing instructions





# Learning activity 4.12

## Module 4

Can you give clear oral instructions? Complete Learning activity 4.12 on page 56 of the *Student's Book*.

# Demonstration speeches

A demonstration speech teaches your audience how to do something by giving step-by-step instructions and demonstrating or showing each step.

# Outline of a demonstration speech

1

**Introduction:** Say something funny or interesting to get the attention of the audience.  
**Introduce the topic:** *Today I am going to show you how to ...*

2

**Explain the purpose:** *You will need this skill when you ...*

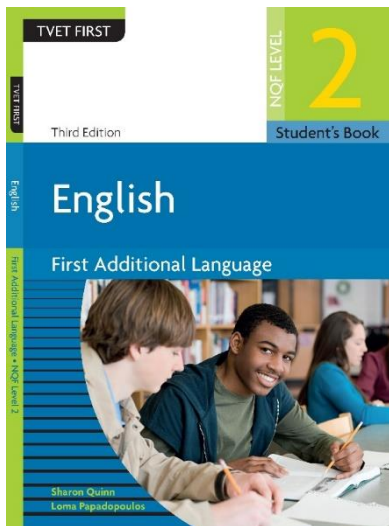
3

**The body of the speech:** explains the demonstration in detail:  
**Equipment:** *You will need the following equipment / tools / ingredients:*  
*1..... 2. ....3..... 4..... 5. .... 6..... 7.*  
**Method:** *There are (?) steps in this process:*  
*Step 1: Step 2: Step 3: Step 4: Step 5: Step 6 (as many as you need!)*  
**Include warnings about what can go wrong:** *Take care when you ...*

4

**Click to start**

**Conclusion:** Encourage your audience to try the skills you have shown them.



# Learning activity 4.13

## Module 4

Can you do a demonstration speech? Prepare Learning activity 4.13 on page 57 of the *Student's Book*.

# Directions

Directions explain what route to take to find a place.  
You will learn how to:

Ask for  
directions



Follow  
directions



Give  
directions

# Ask for directions

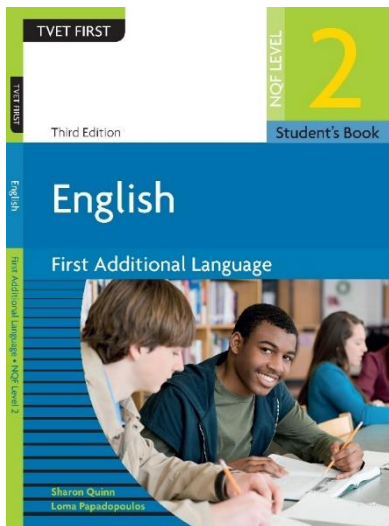
Phrases for asking directions

- How do I get there ...?
- What's the best way to ...?
- Where is ...?
- How long will it take to ...?
- Could you tell me how to find this address/place?

Word order of question sentences

- The subject comes after the verb.
- Question sentences start with a question word: **How, Where, Why, When, What, Which.**
- Question sentences end with a question mark.

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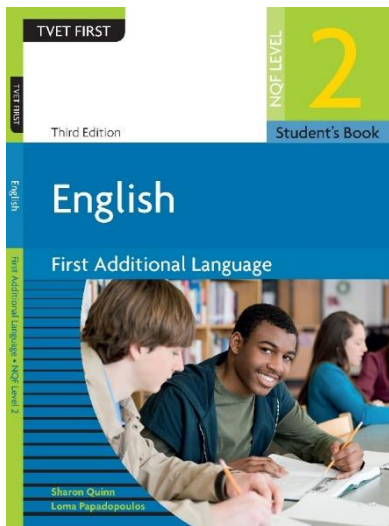


# Learning activity 4.14

## Module 4

Can you ask for directions? Complete Learning activity 4.14 on page 58 of the *Student's Book*.

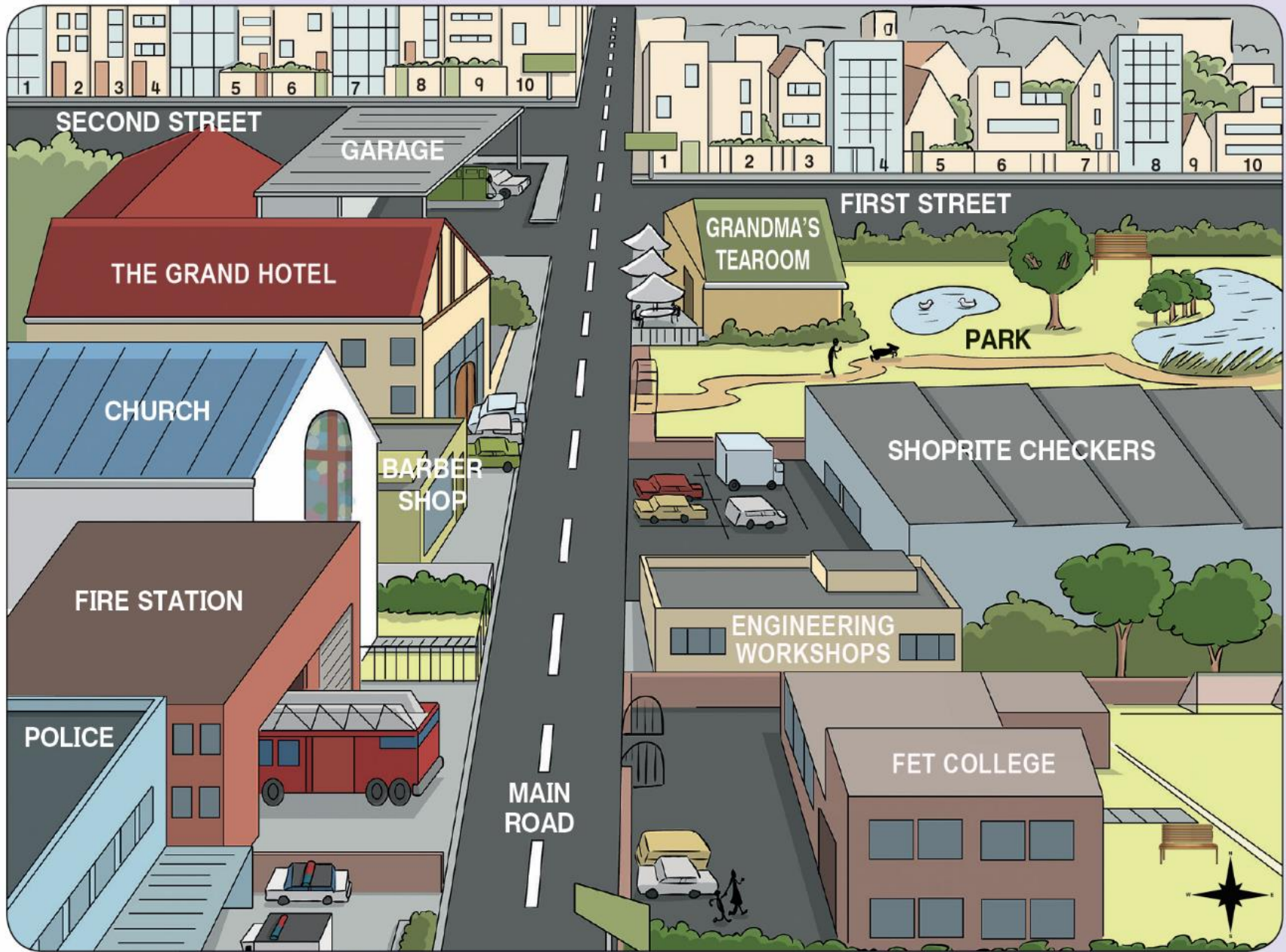




# Learning activity 4.15

## Module 4

Can you follow directions? Complete Learning activity 4.15 on page 59 of the *Student's Book*.



# Prepositions

Using the correct preposition is crucial when giving directions!

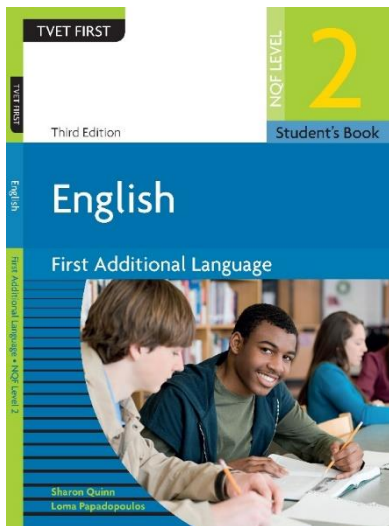
## Prepositions of place

tell us where things are or where they happen.

## Prepositions of movement

show movement to or from a destination.

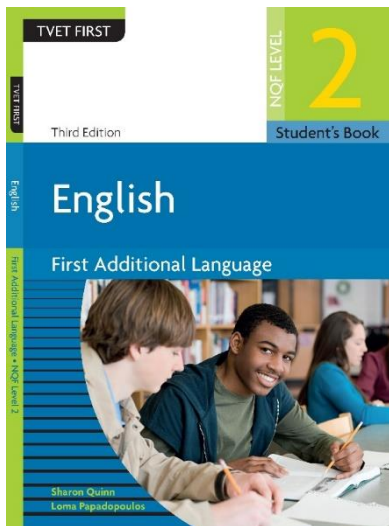
Click to start



# Learning activity 4.16

## Module 4

Can you choose the correct preposition? Complete Learning activity 4.16 on page 60 of the *Student's Book*.



# Learning activity 4.17

## Module 4

Complete Learning activity 4.17 to see if you can give clear, correct directions.



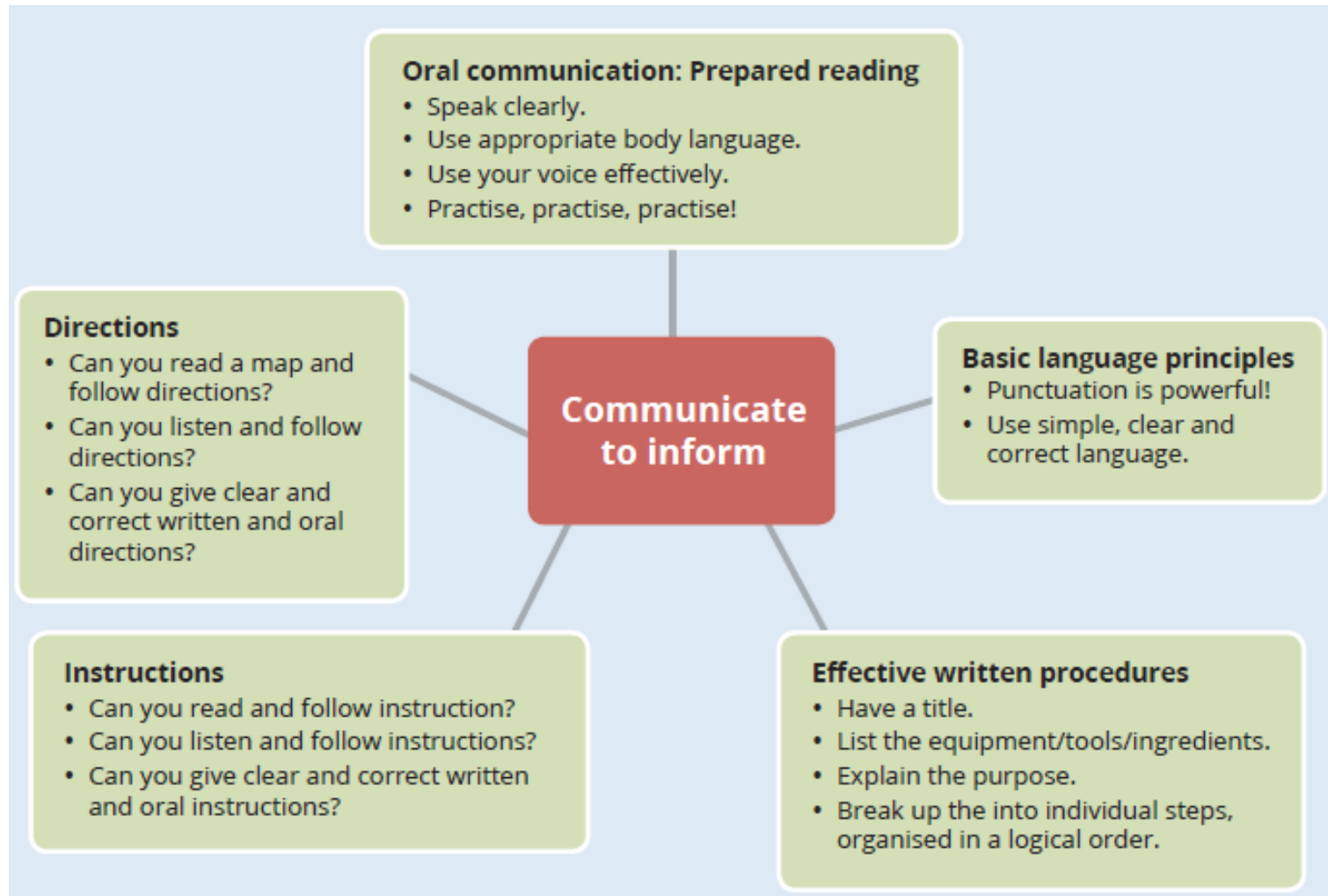




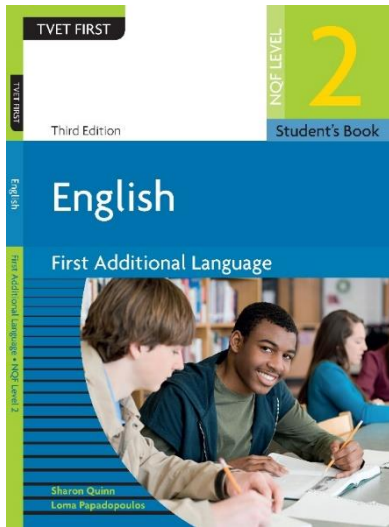
NQF LEVEL

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# Summary of Module 4







# Formative assessment

## Module 4

Test your knowledge of Module 4 by completing the Formative assessment on page 62 of your *Student's Book*.



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