

LESSON PLAN – COMMUNICATIVE SKILLS

DATE: 2025/11/06

GRADE: 9

SUBJECT: English Home Language

CLASS: 9B

DURATION: 60 minutes

TERM: 4

WEEK: 5

TOPIC: Communicative Skills – Effective Speaking, Listening, and Conversation Etiquette

TEACHING STRATEGIES

- Differentiated instruction
- Technology-enhanced learning
- Cooperative learning (pair & group activities)
- Modelling and scaffolding
- Guided practice and role-playing

MULTIPLE INTELLIGENCES TARGETED

- Verbal-Linguistic
- Interpersonal
- Intrapersonal
- Musical-Rhythmic (tone, pitch, and pauses in speech)
- Bodily-Kinesthetic (gestures and body language in communication)

LEARNING STYLES CONSIDERED

- Auditory: Listening exercises and audio examples
- Visual: Mind maps and infographics
- Kinesthetic: Role-plays and presentation practice
- Interpersonal: Peer discussions and group activities

INTEGRATION WITH OTHER SUBJECTS

- Life Orientation: Social skills, confidence, empathy, and active listening
- Creative Arts: Expressive communication through gestures, tone, and facial expressions

INTEGRATED LANGUAGE SKILLS

- Reading (dialogues, conversation examples)
- Listening (audio clips, peer speech)
- Speaking (role-plays, presentations)
- Writing (reflective journal, communication plan)

PRESCRIBED LEARNING OUTCOMES (CAPS/ATP Alignment)

CAPS Reference: English HL Grades 7–9, pp. 17–19; ATP Term 4, Weeks 5–6

Learners should be able to:

1. Demonstrate active listening and respond appropriately in conversations.
2. Identify and practice polite conversation strategies, including turn-taking, tone, and body language.
3. Engage in short discussions and presentations, expressing ideas clearly and confidently.
4. Use digital tools to practice, record, and evaluate communication skills.

SKILLS, KNOWLEDGE, VALUES & ATTITUDES

- Skills: Active listening, verbal articulation, turn-taking, questioning, presenting
- Knowledge: Components of effective communication, conversation etiquette, tone, and non-verbal cues
- Values: Respect, empathy, confidence, patience
- Attitudes: Willingness to participate, open-mindedness, reflective thinking

LESSON PLANNING

Subject Theme / Chapter: Building Communicative Competence Linked to learners' everyday interactions (classroom discussions, social media conversations, peer interaction)

Topic / Focus: Effective speaking, listening, and conversation etiquette

Key Concepts / Vocabulary:

- Active Listening: Fully concentrating on the speaker
- Turn-Taking: Respecting pauses and cues in conversation
- Feedback: Giving constructive and polite responses
- Tone & Pitch: Variation in voice for meaning and emphasis
- Non-Verbal Communication: Gestures, facial expressions, posture

LTSMs (Learning & Teaching Support Materials):

- PowerPoint slides on communication skills
- Audio/video clips of dialogues and speeches
- Worksheet with conversation exercises
- Padlet for digital reflections and peer feedback
- Google Form quiz on communication scenarios

Integration of Technology:

- Learners record mini-dialogues and upload for peer review
- Interactive quizzes for identifying good and poor communication strategies
- Padlet reflections and collaborative discussion

LESSON PROGRESSION

Hook – Attention Grabber (10 mins):

- Play a short video clip of two people misunderstanding each other in a conversation.

- Ask learners: “What went wrong in the conversation?” and “How could it be fixed?”
- Write responses on the board to activate prior knowledge and highlight the importance of communication skills.

Introduction (10 mins):

- Introduce key vocabulary (active listening, turn-taking, tone, non-verbal cues).
- Teacher demonstrates a short conversation with proper and improper etiquette.
- Discuss how body language, tone, and pauses change meaning.

Body (30 mins):

- Activity 1 – Role-Play: Learners practice a short dialogue in pairs, focusing on active listening and polite turn-taking.
- Activity 2 – Annotation & Analysis: Learners watch a video clip of a conversation, identify positive and negative communication strategies, and annotate on worksheet.
- Activity 3 – Group Reflection: Groups discuss ways to improve communication in different settings (classroom, social, digital).
- SMART Task: Learners create a digital “Communication Tips Poster” highlighting effective speaking, listening, and body language strategies.

Assessment Tool – Analytic Rubric

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Listening Skills	Fully attentive, responds appropriately	Mostly attentive, responds adequately	Sometimes attentive, needs prompting	Rarely attentive, inappropriate response
Speaking Skills	Clear, confident, expressive	Clear but less confident	Basic clarity, hesitant	Unclear, low confidence
Non-Verbal Communication	Excellent gestures, posture, eye contact	Good use of gestures	Some gestures, limited posture	Minimal or inappropriate gestures
Creativity	Original, engaging, visually appealing	Good effort	Basic	Limited

Consolidation (10 mins):

- Recap key points: active listening, turn-taking, tone, and non-verbal cues.
- Invite volunteers to share their reflections or demonstrate a mini-dialogue.
- Homework: Record a short conversation with a family member or friend and identify areas of improvement.

POST-LESSON REFLECTION

- What went well: Learners engaged in role-play and reflected on peer interactions.
- What could improve: Some learners were shy to speak — use more structured prompts next time.
- Learners understood well: Active listening, turn-taking, and basic conversation etiquette.
- Need re-teaching: Non-verbal communication and tone modulation.

REFERENCES

- Department of Basic Education. (2011). Curriculum and Assessment Policy Statement: English Home Language Grades 7–9. Pretoria: DBE.
- Department of Basic Education. (2023). Annual Teaching Plan: English HL Grade 9. Pretoria: DBE.
- Gardner, H. (1987). The theory of multiple intelligences. *Annals of Dyslexia*, 19–35.
- De Jager, L. J. (2025). Reading and Viewing Lecture Slides. University of South Africa.