

Study & Master

English

First Additional Language

CAPS



Teacher's Guide

Grade

5

Jan Gallow

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Introduction

Welcome

Welcome to *Study & Master English*. This English course meets all the requirements of the Curriculum and Assessment Policy Statement (CAPS) for English as a First Additional Language in the Intermediate Phase.

The course includes:

- a Learner's Book that teaches, provides practice for, and includes Formal Assessment Tasks for all content, concepts and skills required to meet the First Additional Language CAPS
- a Core Reader containing stories, drama, poetry; and information social and media texts
- a Teacher's Guide that provides support for teachers. It helps you organise a learning programme that enables your learners to master the skills and knowledge of English as their First Additional Language.

This Teacher's Guide includes:

- notes on the listening, speaking, reading, writing and language skills
- extended contents pages that tell you which skills are covered in each activity in the Learner's Book
- guidelines for time allocations (these can be adapted – if a lesson takes too much time it can be completed independently at home)
- teaching notes for every activity in the Learner's Book
- answers to all activities in the Learner's Book
- resources for the daily listening and speaking activities
- notes on assessment requirements
- ideas for assessment
- examples of rubrics you can use or adapt for assessment
- memorandums for the Formal Assessment Tasks and examinations in the Learner's Book
- notes on recording and reporting and record sheets.

Time allocation

Listening, speaking, reading, writing and language skills are developed during the Intermediate Phase. The teaching time for First Additional Language is five hours per week. The content is planned in two-week cycles (ten hours). Timetables should include a double period (60 minutes) per week.

FIRST ADDITIONAL LANGUAGE			
Time allocation per two-week cycle (five hours per week)			
Skills	Grade 4	Grade 5	Grade 6
Listening and speaking	1 hour	1 hour	1 hour
Reading and viewing	2 hours, 30 minutes	2 hours, 30 minutes	2 hours
Writing and presenting	1 hour	1 hour	1 hour, 30 minutes
Language structures and conventions	30 minutes	30 minutes	30 minutes
	Language structures and conventions and their usage are integrated within the time allocation of the four language skills. There is also time allocated for formal practice. Thinking and reasoning skills are incorporated into the skills and strategies required for listening and speaking, for reading and viewing, and for writing and presenting.		

The First Additional Language in the Intermediate Phase

Learners need language to think and communicate effectively.

Learning to use language effectively enables them to:

- think and acquire knowledge
- express their identity, feelings and ideas
- interact with others
- manage their world.

Learning English as a First Additional Language is essential in order to communicate effectively within a broader society. The curriculum aims to prepare learners to be able to use both their home and first additional languages confidently. Learners are often nervous and uninspired about learning an additional language. As the teacher of an additional language, you can make the difference between this being a positive or negative experience. It is important to create a secure and enriching atmosphere in your classroom. If your learners feel relaxed and confident they are more likely to be enthusiastic about learning English and willing to work to their full potential.

Listening and speaking

Listening and speaking skills are essential to learning and life in general. Through effective listening and speaking strategies, learners:

- collect and synthesise information
- construct knowledge
- solve problems
- express ideas and opinions.

Critical listening skills enable the learners to:

- recognise values and attitudes
- challenge bias and manipulative language.

In the Intermediate Phase, learners should build on the skills they developed in the Foundation Phase and use listening and speaking skills to:

- interact
- negotiate meaning
- hold sustained conversations
- partake in discussions
- give short oral presentations.

In the Intermediate Phase, learners:

- still need to be provided with frames for spoken language
- need to be given opportunities to speak
- need to be able to progress at different paces
- should progress to speaking more
- build on the text types introduced in the Foundation Phase and are introduced to new ones which they listen to and speak about.

Learners should not feel as though they are being judged whenever they speak. They need to know that what they have to say is important and that it does not matter if they cannot express themselves perfectly. Don't allow them to be ridiculed if they make mistakes. Comments should be constructive and encouraging. Be patient with them. If learners feel secure in your class, their confidence will grow and they will become more involved in listening and speaking activities. The more involved they become, the quicker they will develop important language skills.

Study & Master English creates opportunities for all learners to listen and speak. It encourages you to introduce lessons daily by having the learners practise listening and speaking. The CAPS document suggests that the learners do one of the following activities daily:

- **Perform a simple rhyme, poem or song.** (Resources can be found in the Learner's Book or in the 'Resources' section of this Teacher's Guide.)
- **Play a simple language game.** (Resources can be found in the Learner's Book or in the 'Resources' section of this Teacher's Guide.)
- **Give and follow simple instructions.** (Resources can be found in the Learner's Book. Alternatively, divide the learners into pairs and have them take turns giving one another simple instructions or directions.)
- **Tell own news.** (Divide the learners into pairs and have them share their personal news with one another.)
- **Retell a story they have heard or read.** (Many activities in the Learner's Book give the learners the opportunity to practise this skill.)

- **Tell of own related experiences.** (Encourage the learners to share experiences they have had that are similar to those in the texts they listen to and read.)

Group-work rules

- Listen to each other.
- Give everyone a chance to share their ideas.
- Be polite and courteous.

Group work

Many of the activities, especially those related to listening and speaking, are done in groups. Group work needs to be carefully planned and used thoughtfully.

- For group work to be successful, the whole class has to be well behaved. Therefore it is important for you to set very definite ground rules.
- Make the learners aware of the consequences if they do not adhere to the ground rules. It is usually best to remove them from the group and for them to complete the activity on their own.
- Make sure that they know how loudly they are expected to talk.
- Let them know if they are allowed to get up out of their seats or not.
- Have signals that will tell your learners that the activity is coming to an end or the noise level is getting too loud, for example, flicker the lights on and off or ring a bell. It is best not to use your voice, as you will end up shouting to be heard above the group discussions.
- Move around and supervise. This is not free time for you. You need to listen to discussions, check if groups have understood the instructions and conduct informal assessments.
- Vary the groups. Three to five members per group is ideal. If groups are too large, you will usually find someone not participating.

Length of texts

Learners should be exposed to listening texts of the following lengths:

Task	Grade 4	Grade 5	Grade 6
Longer listening comprehension texts, e.g. story, interviews, plays, news reports	100-150 words/ up to 5 min.	100-200 words/ up to 5 min.	150-250 words/ up to 5 min.
Shorter listening comprehension texts, e.g. announcements, information texts, instructions, directions	40-60 words/ 1-2 min.	50-70 words/ 1-2 min.	60-80 words/ 1-2 min.

Reading and viewing

Effective reading skills are essential to successful learning in all areas of the curriculum, as well as to fully understanding society and the world of work. The curriculum aims for learners to:

- develop proficiency in reading and viewing a wide range of literary and non-literary texts for information
- recognise how genre and register reflect the purpose, audience and context of texts.

Reading methods

The Intermediate Phase builds on the Foundation Phase reading programme. The CAPS encourages the following:

- shared reading at the beginning of Grade 4 to guide the learners into the Intermediate Phase
- reading with and reading to the whole class
- group guided reading
- paired reading
- independent reading
- comprehension activities.

Reading texts

Learners' vocabulary development is very dependent on the amount of reading they do. It is therefore vital to give the learners many opportunities to read a variety of texts, including stories, information texts, newspapers, magazines, comics, brochures, flyers, advertisements and posters. Develop an interest in reading by displaying interesting books, posters and items related to the units.

The reading process

Learners should be involved in the following reading activities.

Pre-reading

- Stimulating prior knowledge
- Skimming to identify the source, author and publication date
- Reading the first and last paragraphs of texts
- Making predictions

Reading

- Pausing for comprehension and reflection
- Comparing content to predictions
- Using the context and dictionaries to work out the meanings of words
- Visualising what they are reading
- Persevering when they do not understand parts of texts
- Rereading extracts slowly to gain understanding
- Asking for help in order to lead to understanding
- Adding reading marks and explanatory notes about key points
- Reflecting on what they read

Post reading

- Recalling specific information by making graphic organisers and other outlines of key and supporting ideas
- Drawing conclusions

- Writing summaries in order to clarify and recall main ideas
- Thinking about and writing questions
- Asking if the purpose was achieved
- Confirming understanding of texts
- Evaluating bias, accuracy and quality of texts
- Extending their thinking by using what they have learnt

Daily reading

Aim to conclude all lessons with a reading activity. Read to the class, enjoy shared books together or have the learners read independently. A range of texts (including the Core Reader) to accommodate different reading levels should be available in the classroom.

Reflecting on reading

Learners must be encouraged to read daily, at home or school. Once a fortnight, they should reflect on what they have read. As part of their reflection, they should:

- read to one another
- retell stories
- identify main ideas and key points
- share opinions
- relate texts to their own lives and experiences
- express emotional responses to texts
- give oral reviews
- compare books
- rate texts
- summarise texts
- present structured book reviews
- describe features of texts.

Reading aloud

Learners are given many opportunities to read texts aloud, using appropriate fluency, phrasing, tempo, volume, pronunciation, expression and rhythm. Make opportunities to listen to individuals reading aloud. Give them guidance and assess their reading aloud.

Group-guided reading

Group-guided reading is an ability-group-reading teaching strategy. The reading is done in small groups and guided by the teacher. All the group members read the same text and discuss questions related to it.

Observable behaviour to help group learners for guided reading sessions:

- The text can be read with ease, but it still poses a few challenges.
- The learners read at similar speeds.
- They read fluently and use appropriate expression.
- They are interested in the text.
- They do not need to finger-point while reading.
- They are able to read silently.

Steps in a group-guided reading lesson:

- Choose an appropriate text from the graded readers.
- Introduce the type of text, ask pre-reading questions and discuss new vocabulary.
- Get the learners to read the text individually and to take turns reading aloud.
- Discuss the text by asking questions that lead to discussion and develop comprehension.

Group-guided reading sessions are 10 to 15 minutes long and should take place while the rest of the learners are involved in independent activities. Try to organise at least two sessions of group-guided reading a week.

Independent reading

Have various forms of the printed word available for fast workers to read when they have finished their work. Learners should be aware that in your class there is no time to do nothing as they fill every spare moment with reading.

Core Reader

The Core Reader includes all the genres of text required to cover a year's work according to the CAPS programme, and additional texts that can be used for shared, paired, independent and extended reading.

Extended reading

Extended reading activities have been included in the Learner's Book and lesson-by-lesson plans. These are not compulsory, but can be used to give the learners extra reading practice. Alternatively, lessons allocated to these activities can be replaced with lessons that focus on reinforcing skills and concepts that the learners are struggling to grasp.

Length of texts

Reading texts should be the following lengths.

Task	Grade 4	Grade 5	Grade 6
Reading comprehension/ intensive reading texts	100-150 words	150-200 words	200-250 words

Writing and presenting

Writing is a powerful communication tool that allows learners to construct and communicate thoughts and ideas meaningfully. The CAPS aims to:

- enable learners to communicate functionally and creatively
- produce competent and versatile writers
- equip learners to write and present various texts for a variety of purposes.

Writing forces learners to think about grammar and spelling. This leads to:

- learners processing language
- language acquisition
- increased accuracy.

The *Study & Master English* course includes a variety of writing activities. Writing support is provided in the form of writing frames and checklists that promote the use of the writing process.

Writing texts

Learners will learn to write a variety of texts:

- descriptive texts
- narrative texts
- imaginative texts
- dialogue
- plays
- notes
- messages
- letters
- greeting cards
- invitations
- posters
- notices
- brochures
- advertisements
- speeches
- procedural texts
- factual recounts
- information texts
- visual texts.

The writing process

Remember that the learners will need support and guidance in the form of writing frames to develop sound writing skills. They will use the following writing process to ensure that their writing is well organised and grammatically correct.

Step 1: Pre-writing/planning

At this stage, the learners identify their purpose for writing and their audience. They brainstorm ideas and organise their information in mind maps, flow charts or lists.

Step 2: First draft

The learners refer to their planning and write a first draft.

Step 3: Revision

The learners read their first draft to others and assess it critically.

Step 4: Editing/proofreading

At this stage, the learners make changes that correct and enhance their first draft.

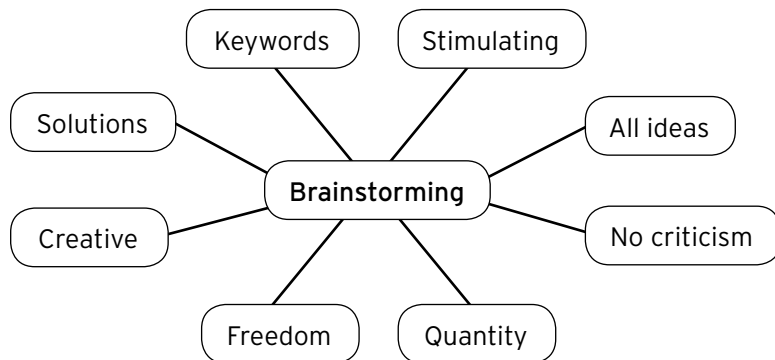
Step 5: Publishing, presenting

Finally, the learners write a neat, edited final version.

Brainstorming

Brainstorming is a creative technique which encourages learners to generate numerous ideas. It is used as part of the writing process and can also be used in any instance where multiple ideas need to be generated quickly. It is a technique that can be used very successfully in pairs and groups if three basic rules are followed. These are meant to reduce social inhibitions among group members, increase creativity and generate ideas. The three basic rules for effective brainstorming are:

- focus on quantity, not quality
- criticism is banned
- unusual ideas are welcomed.



Personal dictionary

Learners should have a hard-covered A5 lined exercise book to use as their personal dictionary. They set it up in Grade 4 and keep it until the end of Grade 6. Spelling, vocabulary and meanings can be recorded in this personal dictionary. When you formally assess written work, write the correct spelling of a few words that have been spelt incorrectly. Get the learners to add these words and meanings to their dictionaries.

Text types

In Grades 4 to 6, learners should be taught to write the following range of text types, as outlined in the CAPS.

Text type	Purpose	Text structure	Language features
Essays			
Narrative text/essay	To entertain	<ul style="list-style-type: none"> Introduces characters and setting Events lead to a complication/problem Resolution and ending 	<ul style="list-style-type: none"> Written in the first or third person Written in the past tense Events described sequentially Connectives that signal time Makes use of dialogue Language used to create an impact on the reader
Descriptive text/essay	To describe something in a vivid way	<ul style="list-style-type: none"> Identification: gives a general orientation to the subject Description: describes features or characteristics of the subject 	<ul style="list-style-type: none"> May be written in past or present tense Creates a picture in words Uses adjectives, adverbs Uses figurative language (e.g. simile, metaphor, personification, alliteration)
Transactional texts			
Personal (friendly) letter	To inform and maintain a relationship	<ul style="list-style-type: none"> Address, date and salutation Structure of message will vary depending on purpose May use personal recount text type (see below) Closing, signature 	<ul style="list-style-type: none"> Usually informal in style but can vary Language features will vary according to purpose of message
Business letter	Various (e.g. to apply for a job or bursary; to complain, request, etc.)	<ul style="list-style-type: none"> Writer's address, date, recipient's address, salutation May have a heading Structure of message will vary depending on purpose Closing, signature 	<ul style="list-style-type: none"> Usually formal in style Makes use of language conventions Generally concise – brief and to the point
Curriculum vitae (CV)	To provide a summary of a person's life	<ul style="list-style-type: none"> Personal details: name, date of birth, gender, nationality, ID number, physical address, postal address, contact number Hobbies and interests Referees Design and layout is important 	<ul style="list-style-type: none"> Concise – half a page Headings and bullets Formal and direct in style

Text type	Purpose	Text structure	Language features
Diary/journal	To record and reflect on personal experience	<ul style="list-style-type: none"> • Usually written in a special book • Entries written regularly • Entries dated • May use personal recount text type 	<ul style="list-style-type: none"> • Usually written in past tense • Informal in style • The writer is writing for him- or herself
Email/sms	To inform and maintain a relationship	<ul style="list-style-type: none"> • The recipient's address: for example moloiq (name)@ gmail. (server) za (country). • CC: these may be the recipients whose attention is called to the email. • Subject: This is a summary of the content of the email. • Message • Sender's name. 	Speech-like communication
Invitation	To invite someone to an event or to do something (and either accept or decline)	<ul style="list-style-type: none"> • May take the form of a personal letter or use an invitation card. • Includes: <ul style="list-style-type: none"> - the nature of the event - where it will take place - the date and time - name of invitee - dress code (optional) - RSVP (optional) - a visual, design element (optional) - The response may be in the form of a note or letter. 	<ul style="list-style-type: none"> • Can be formal or informal in style • Generally concise – brief and to the point • Makes use of conventional phrases (e.g. 'I would like to invite you ...') • Response is polite.
Giving directions	To tell someone how to get somewhere	<ul style="list-style-type: none"> • Use chronological order • Refer to a specific direction • Indicate the approximate distance • Provide information about landmarks along the way 	<ul style="list-style-type: none"> • Use mostly the imperative form • Use concise and clear sentences

Text type	Purpose	Text structure	Language features
Procedures	To describe or instruct how something is done through a series of sequenced steps	<ul style="list-style-type: none"> • Goal: a statement of what is to be achieved • Materials/equipment needed listed in order • Sequenced steps to achieve the goal • May have accompanying visual text 	<ul style="list-style-type: none"> • Written in the imperative • In chronological order • Use of numbers and bullet points to signal order • Focus on generalised human agents rather than named individuals • Expressions of cause and effect
Advertisement/posters/notices	To persuade someone to buy something or use a service	<ul style="list-style-type: none"> • Can take a variety of forms • Make use of slogans and logos • Usually have a visual, design element • Use advertising techniques • Use design to make the advertisement eye-catching and memorable 	Figurative language and poetic devices used to create impact and make the language memorable (e.g. metaphor, simile, alliteration, repetition, rhyme, rhythm)
Literary and media texts			
Personal recount	To tell about a personal experience	<ul style="list-style-type: none"> • Orientation: scene setting or establishing context • An account of the events that took place, often in chronological order • Some additional detail about each event • Reorientation – a closing statement that may include elaboration 	<ul style="list-style-type: none"> • Usually written in the past tense • Told in first or third person • Time connectives are used • Tends to focus on individual or group participants • Can be informal in style
Dialogue	To record the exchanges as they occur, directly from the speaker's point of view	<p>When writing a dialogue:</p> <ul style="list-style-type: none"> • Write the names of the characters on the left side of the page • Use a colon after the name of the character who is speaking • Use a new line to indicate each new speaker • Advice to characters (or readers) on how to speak or present the action must be given in brackets before the words are spoken • Sketch a scenario before you start writing 	<p>When the dialogue involves family or close friends:</p> <ul style="list-style-type: none"> • a casual style is used • well-known formulae for requests, questions, orders, suggestions and acknowledgement are used. <p>When the conversation involves strangers:</p> <ul style="list-style-type: none"> • a consultative style is used • more elaborate politeness procedures are added to the well-known formulae for requests, questions, orders, suggestions and acknowledgement

Text type	Purpose	Text structure	Language features
Review (e.g. story, book or film review)	To summarise, analyse and respond to literary texts or performances	<ul style="list-style-type: none"> Context: background information such as author, illustrator, type of work Text description: describes elements of the text or production such as main characters, key incidents and stylistic features Judgment: evaluation of the work by expressing an opinion or judgment 	<ul style="list-style-type: none"> Written in the present/ past tense Use of appreciation vocabulary to evaluate text
Newspaper article/factual recounts	To inform, educate, enlighten and entertain the public	<ul style="list-style-type: none"> State facts briefly but accurately Strive to communicate the essence without losing the reader Summarise accurately, without slanting the truth Give a succinct title and add a clear sub-title Start with the most important facts: the who, what, how, when, where, why, and to what degree 	<ul style="list-style-type: none"> Clear and concise language Written in third person Can use active or passive voice Should include quotes, comments, opinions, statements and observations from people involved or experts on the topic
Magazine article	To inform, educate, enlighten and entertain the public	<ul style="list-style-type: none"> The heading must be attractive and interesting The style should be personal, speaking directly to the reader The style can be descriptive and figurative, appealing to the imagination of the readers Names, places, times, positions, and any other necessary details should be included in the article The article should stimulate interest and keep the reader absorbed 	<ul style="list-style-type: none"> Quotes from people; direct quotes Longer paragraphs Descriptive writing May use a mixture of formal and informal language including everyday expressions and colloquialisms Rhetorical questions Emotive words Use of imagery and description

Length of texts

Learners should produce the following texts:

Task	Grade 4	Grade 5	Grade 6
Paragraph	30-40 words, 4-5 sentences	40-50 words, 5-6 sentences	50-60 words, 6-8 sentences
Oral creative texts (e.g. recounts, retelling stories, telling stories, short talks)	1 minute	1 minute	1-2 minutes
Written creative and information texts (e.g. recounts, stories, reports)	At least 50 words, 1-2 paragraphs	At least 100 words, 2-4 paragraphs	At least 150 words, 3-5 paragraphs
Longer transactional texts (e.g. letters)	40-60 words	60-80 words	80-100 words
Shorter texts (e.g. messages, notes) (e.g. diary entries, descriptions)	20-30 words 30-40 words	30-40 words 40-50 words	40-60 words 40-60 words
Summaries	30-40 words from 100	40-50 words from 120	60-70 words from 180

Language structures and conventions

A sound vocabulary and understanding of language structures and conventions is essential to learning and communicating in an additional language. Learners interact with various texts to extend their vocabulary and correctly apply their understanding of language structures and conventions. They also explore how language is used.

In the Intermediate Phase, learners:

- take more notice of words and grammatical structures introduced in the Foundation Phase
- explore the way the English language works
- take some conscious control of the English language
- use their developing knowledge to check their use of language.

Language structures and conventions are taught in context and therefore integrated into the listening, speaking, reading and writing skills lessons. However, 30 minutes per week is allocated for formal teaching and practise in language structures and conventions.

The *Study & Master English* course covers all the areas of language listed in the CAPS document. The activities enable the learners to use the language in context.

Spelling and vocabulary

Learners are expected to learn spelling words. Various tips for learning spelling are included in the Learner's Book and Teacher's Guide. Learners must be tested and tests should be marked so they know that this is an important aspect of their language development.

In general, learners are not particularly fond of spelling. However, they need to understand that it is a valuable language activity that promotes and extends:

- listening
- writing
- grammar
- vocabulary
- pronunciation.

Spelling and vocabulary games

The following fun activities can be used to revise spelling and vocabulary throughout the year.

Classroom pictionary

This game is an adaption of the board game, 'Pictionary'. It is a fun way to revise the meanings of spelling and vocabulary words. It can be played in pairs, groups or as a class. Learners guess words by looking at pictures drawn.

How to play:

1. Choose a learner and show him/her one of the spelling words.
2. The learner may not speak, but can draw pictures or symbols on the board that will help the rest of the learners in the class to guess the word.
3. The first learner to guess the word draws the next picture.
4. Once the word has been guessed, write it on the board so the spelling is also revised.

Hangman

Hangman is a guessing game that can be played to develop vocabulary and spelling skills. It can be played in pairs, groups or as a class.

How to play:

1. A player identifies one of their spelling words, and does not tell the class which one it is.
2. They draw a dash to represent each letter in the word. For example, 'learner' would be represented like this: _ _ _ _ _
3. They also draw a simple gallows like this:



4. Learners in the class take turns to guess what letters make up the word.

- Each time they guess a correct letter, it is filled in on the dashes that represent that particular letter. For example, if 'e' is guessed, it would be filled in like this: _e_ _ _ e _.
- Each time someone guesses a letter that is not in the word, a body part is added to the gallows in the following order: head, body, arm, arm, leg, leg. These pictures show the progression:



- If the person hanging in the gallows is completed before the word is guessed, the guessing player loses. If the word is completed first, the guessing player wins. If the guessing players constantly loses, they can be given a better chance to win if facial features are also added.

Charades/miming

This is when words are acted out without speech. The learners have to guess which word has been acted out.

Language structure and vocabulary games

The following activities can be used to successfully reinforce language structures and extend vocabulary.

Circular challenge

This is a word game, played in groups, where players repeat words that have been said and then add a word of their own. This activity is used successfully to reinforce grammar and extend vocabulary.

For example:

- The first person in the group says, "I went to the shop and bought potatoes."
- The second person says, "I went to the shop and bought potatoes and an ice-cream."
- The third person says, "I went to the shop and bought potatoes, an ice-cream and a soft drink."

If a learner cannot remember the items or add an item to the list, they are out of the game.

Memory game

The object of the game is to find all the matching pairs of cards.

How to play:

- Cards are laid face down on a surface.
- Two cards are flipped over each turn.
- If the cards match, they are removed and kept by the player who found them.
- If the cards do not match, they are turned face down again. Players must try to memorise where they are so they can match them with other cards during a later turn.

5. Play moves to the next player.
6. The game ends when the last pair has been picked up.
7. The winner is the player with the most pairs of cards.

Language teaching approaches

The *Study & Master English* course is a text-based and communicative approach to teaching language.

A text-based approach focuses on:

- exploring how texts work
- enabling learners to become competent, confident and critical readers and writers
- listening to, reading, viewing and analysing texts
- evaluating texts
- producing texts for specific purposes and audiences.

A communicative approach focuses on:

- exposing learners to the language as much as possible
- creating opportunities to practise the language
- using language as a means of communication
- learning the language through natural and informal exposure to it.

An overview of skills, content and strategies

The following table is based on the table of skills, content and strategies in the Curriculum and Assessment Policy Statement for English as a First Additional Language.

Intermediate Phase: Grades 4, 5 and 6

Skills	Content	Strategies and sub-skills
Listening and speaking	<p>Listening comprehension</p> <p>Oral communication</p> <ul style="list-style-type: none"> • Conversations • Directions • Instructions • Retelling stories • Story telling • Role-play • Group discussions • Short talks • Short poems and rhymes • Language games 	<p>Listening comprehension and speaking</p> <p>Recording main and supporting ideas by:</p> <ul style="list-style-type: none"> • making notes • making lists • making summaries • retelling • describing • explaining • expressing opinions • asking clarifying questions <p>Communication for social purposes</p> <ul style="list-style-type: none"> • Initiating conversations • Sustaining conversations • Taking turns • Sharing ideas and experiences • Encouraging the use of the additional language <p>Prepared short talks</p> <ul style="list-style-type: none"> • Research • Logically organise material • Choose and develop main and supporting ideas including examples • Correct format • Correct vocabulary • Correct language • Correct conventions • Tone, voice projection and pace • Eye contact, posture and gestures • Effective introduction and conclusion • Appropriate visual, audio or audiovisual aids such as charts, posters, drawings, photographs <p>Prepared reading (Reading aloud)</p> <ul style="list-style-type: none"> • Use tone, pace, eye contact • Pronounce words correctly <p>Unprepared reading (Reading aloud)</p> <ul style="list-style-type: none"> • Read fluently according to purpose • Pronounce words correctly • Use tone, pace, eye contact

Intermediate Phase: Grades 4, 5 and 6

Skills	Content	Strategies and sub-skills
Reading and viewing	<p>Prescribed text types:</p> <p>Stories</p> <ul style="list-style-type: none"> • Contemporary realistic fiction • Traditional stories • Adventure stories • Science fiction • Biographies • Historical fiction <p>Plays</p> <p>Poetry</p> <p>Information texts</p> <ul style="list-style-type: none"> • Procedures • Factual recounts • Reports <p>Social texts</p> <ul style="list-style-type: none"> • Invitations • Greeting cards • Letters • Notices <p>Media texts</p> <ul style="list-style-type: none"> • Advertisements • Newspaper reports • Magazine articles • Notices • Pamphlets <p>Visual literacy</p> <ul style="list-style-type: none"> • Posters • Pamphlets • Advertisements • Cartoons • Comic strips • Diagrams • Graphs • Tables • Charts <p>Types of reading</p> <p>Close reading of texts</p> <ul style="list-style-type: none"> • Comprehension activities • Making summaries, etc. <p>Extended reading of texts</p> <ul style="list-style-type: none"> • Oral discussions • Book reviews • Projects, etc. <p>Prepared and unprepared reading aloud</p>	<p>Reading and viewing</p> <p>Use pre-reading, reading and post reading strategies to:</p> <ul style="list-style-type: none"> • understand the text • interpret the text • show independent reading. <p>Introduce learners to:</p> <p>Text features</p> <p>Titles, illustrations, graphs, charts, diagrams, headings, subheadings, numbering, captions, headlines, format</p> <p>Text structures</p> <p>Lists, sequential order, description, procedures, main idea, supporting points, narrative sequence</p> <p>Parts of a book</p> <p>Title page, table of contents, chapters, glossary, etc.</p> <p>Reading and viewing strategies</p> <ul style="list-style-type: none"> • Skim for main ideas • Scan for supporting details • Infer meaning of unfamiliar words and images by using word attack skills and contextual clues • Reread • Make notes • Summarise main and supporting ideas • Clarify • Make inferences • Explain the writer's point of view • Draw conclusions • Give opinions <p>Visual literacy</p> <p>Persuasive techniques:</p> <ul style="list-style-type: none"> • emotive language • bias <p>Impact of use of layout and design features:</p> <ul style="list-style-type: none"> • font types and sizes • headings • captions • images <p>Poetry</p> <ul style="list-style-type: none"> • Understand literal meaning • Understand figurative meaning • Identify and understand theme and message • Identify, understand and use imagery (e.g. simile, personification, word choice, etc.)

Intermediate Phase: Grades 4, 5 and 6

Skills	Content	Strategies and sub-skills
		<ul style="list-style-type: none"> Interpret and use sound devices (e.g. lines, words, stanzas, rhyme, rhythm, punctuation, repetition, refrain, alliteration, onomatopoeia) <p>Story and plays Key features of texts:</p> <ul style="list-style-type: none"> identify the story line identify, discuss and describe characters identify the background and setting analyse text structure and format <p>Information, social and media texts</p> <ul style="list-style-type: none"> Consider audience and purpose Identify main and supporting ideas Analyse text structure and format Identify key features of the text <p>Prepared and unprepared reading (Reading aloud)</p> <ul style="list-style-type: none"> Use tone, pausing, phrasing and expression to convey meaning Pronunciation
Writing and presenting	<ul style="list-style-type: none"> Word writing (e.g. lists) Sentence writing Paragraph writing Creative writing <ul style="list-style-type: none"> Descriptive (e.g. descriptions of people, places, animals, plants, objects etc.) Narrative (e.g. stories, personal recounts) Imaginative (e.g. short poems) Dialogues and short play scripts based on stories <p>Transactional writing (social, media and information texts)</p> <ul style="list-style-type: none"> Notes, messages, letters, greeting cards, invitations Posters, notices, brochures, advertisements Short written speeches Procedural texts (e.g. recipes, instructions, experiments) 	<p>Process writing</p> <ul style="list-style-type: none"> Planning/pre-writing Drafting Revising Editing Proofreading Presenting <p>Pre-writing/planning</p> <ul style="list-style-type: none"> Considers audience and purpose Considers type of writing Brainstorms using mind maps and lists Organises ideas <p>Drafting</p> <ul style="list-style-type: none"> Considers word choice Considers sentence structure Includes main and supporting ideas Includes specific features required (e.g. direct speech for dialogue, labels and captions for diagrams) Reads own writing critically Gets feedback from peers and teacher <p>Revising, editing, proofreading and presenting</p> <ul style="list-style-type: none"> Revises by improving the content and structure Refines word choice, sentence and paragraph structure Edits by correcting mistakes in grammar, spelling and punctuation Presents a neat, legible final version

Intermediate Phase: Grades 4, 5 and 6

	<ul style="list-style-type: none"> • Factual recounts (e.g. news reports, reports of procedures, reports of phenomena observed) • Information texts (e.g. texts for other subjects, informative texts, book/story reviews) • Visual literacy texts (e.g. tables, charts, mind maps, diagrams) 	
Language structures and conventions	<p>The content that should be covered is listed below. Strategies and sub-skills: Learners are required to identify, understand and use the grammatical structures and conventions listed below in context. They should also learn how to apply the rules. Vocabulary development is included in this section.</p>	
<p>NOUNS</p> <ul style="list-style-type: none"> • Revises nouns from the Foundation Phase. • Revises common nouns: countable nouns (e.g. book – books) and uncountable nouns (e.g. chalk, fish, cutlery) • Develops an understanding of and uses uncountable nouns (e.g. soccer, water) • Uses nouns that only have plurals (e.g. scissors, trousers) • Revises the possessive form of the noun (e.g. Bongji's nose) • Uses proper nouns correctly (e.g. with capital letter) • Uses the gender forms of some nouns (e.g. cow – bull) • Uses abstract nouns 		
<p>DETERMINERS</p> <ul style="list-style-type: none"> • Revises 'a', 'an' and 'the' with nouns • Understands there is no article with uncountable nouns (e.g. I like fish.) • Uses determiners that indicate quantity (e.g. one, two, and first, second, last; some, few, many, enough) 		
<p>PRONOUNS</p> <p>Revises and uses:</p> <ul style="list-style-type: none"> • personal pronouns (e.g. I, you, he, she, it, they; me, you, him, her, it, us, them) • demonstrative pronouns (e.g. this, that, those, these) <p>Uses:</p> <ul style="list-style-type: none"> • possessive pronouns (e.g. mine, yours, his, hers, ours, theirs) • reflexive pronouns (e.g. myself, yourself) 		
<p>ADJECTIVES</p> <p>Revises comparative and superlative adjectives (e.g. big, bigger, biggest)</p> <p>Revises and uses adjectives:</p> <ul style="list-style-type: none"> • before nouns (e.g. The small dog) • after nouns (e.g. The dog is small) <p>Uses different types of adjectives including those relating to:</p> <ul style="list-style-type: none"> • age (e.g. old, young) • temperature (e.g. hot, cold) • what things are made of (e.g. woollen, golden) 		
<p>VERBS</p> <ul style="list-style-type: none"> • Develops and uses subject verb concord (e.g. There is one book/There are two books) • Uses the command form of the verb (e.g. Stop!) • Uses regular and irregular forms of the verb (e.g. walk – walked; run – ran) • Uses forms of the verb 'to be' (e.g. am – is – are; was – were) • Uses negative concord (e.g. I do not have/She does not have) 		

Intermediate Phase: Grades 4, 5 and 6

TENSE

- Develops tenses used in the Foundation Phase including simple past, simple present, present progressive and future tenses
- Uses tenses appropriate for the text type being studied, including:
 - Simple present to describe regular actions (e.g. I brush my teeth every day) and universal statements (e.g. The sun sets in the west)
 - Present perfect (e.g. I have lived in Durban all my life)
 - Past progressive for an action that was going on when a second one took place (e.g. It was raining when we left the house)
 - Future using the present progressive tense (e.g. We are going to Cape Town next week)

MODALS

- Revises and uses modals 'can' to show ability, 'may' to ask for permission
- Begins to use 'must', 'should' and 'have to' to show obligation and 'must' to show necessity
- Uses 'shall' and 'will' to show intention
- Uses 'will' to indicate something that will happen (e.g. There will be a storm today)
- Uses 'might' to convey possibility

ADVERBS

Begins to use adverbs of:

- time (e.g. tomorrow, yesterday)
- place (e.g. here, there)
- manner (e.g. quickly, slowly)
- frequency (e.g. She often visits me)
- degree (e.g. very, too)

PREPOSITIONS

- Revises prepositions that show position (e.g. on, under, above)
- Uses prepositions that show:
 - direction (e.g. to, from, up, down)
 - time (e.g. on, at)
 - possession (e.g. with)

CONNECTING WORDS

Uses connecting words to show:

- addition (e.g. and)
- sequence (e.g. then, next)
- contrast (e.g. but)
- reason (e.g. because)

SENTENCE STRUCTURE

- Constructs simple sentences
- Constructs compound sentences
- Uses the command form
- Uses question forms (e.g. who, what, when, which, why, how)
- Uses negative forms
- Uses the conditional (e.g. If ..., then ...)
- Uses the passive voice
- Uses direct speech
- Begins to recognise and use reported speech

PUNCTUATION

- Revises punctuation done in the Foundation Phase (e.g. capital letters, full stops, commas, question marks)
- Uses capital letters for proper nouns, for titles and initials of people
- Uses commas for separating nouns in a list
- Uses exclamation marks
- Uses apostrophes for showing possession
- Uses quotation marks for direct speech
- Uses a colon for indicating direct speech in a play script or dialogue; uses a colon for listing items

Intermediate Phase: Grades 4, 5 and 6

VOCABULARY DEVELOPMENT

Begins to understand and use:

- Words belonging to the same lexical field (e.g. 'cat' and 'dog' belong to the lexical field 'animals')
- Synonyms (words that are similar in meaning, e.g. fast/quickly)
- Antonyms (words that are opposite in meaning, e.g. loud/soft)
- Homonyms (words that are pronounced or spelled alike but have different meanings, e.g. flower/flour)

Recognises how words are formed:

- Compound words (e.g. classroom)
- Joining prefixes or suffixes to a base word
- Shortening words (e.g. television/TV)
- Abbreviations
 - initialism (e.g. HIV)
 - acronyms (e.g. AIDS)
 - truncation (e.g. Dec, Tues)
 - clipped (e.g. fridge – refridgerator, phone – telephone)

Begins to understand and use some fixed expressions:

- Phrasal verbs (e.g. divide up, move in)
- Collocations (e.g. happy birthday not merry birthday; fish and chips)
- Idioms (e.g. Look before you leap.)

SPELLING

- Builds on phonic knowledge from the Foundation Phase to spell words (e.g. builds word families based on how they sound or look)
- Builds on knowledge of sight words and high frequency words from Foundation Phase
- Spells familiar words correctly, using a personal dictionary, including words which are often confused (e.g. diary, dairy)
- Uses the dictionary to check spelling and meanings of words
- Rereads own writing and makes spelling corrections
- Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary
- Builds new words by changing one letter/sound for another (e.g. nation, station)
- Breaks long words into smaller chunks (e.g. be-cause; sen-ten-ce)

SPELLING RULES

Draws on spelling rules:

'g'

- Words starting with 'g-' and followed by '-e', '-i' or '-y': start with 'g' even though it sounds like 'j-' (e.g. germ)

'c-' and 'k-'

- Words starting with 'c-' and followed by '-e', '-i' or '-y': pronounce as 's-' (e.g. centre, city)
- Words starting with a 'k-' sound and followed by '-e' or '-i': use a 'k-' to spell the word
- Words starting with a 'k-' sound and followed by '-a', '-u' or '-o': use a 'c-' to spell the word (e.g. can, cot, cup)

Plurals

- Add '-s' to form most plurals
- Add '-es' to form plurals of words ending in '-s', '-sh', '-ch', or '-z' (e.g. bunch, bunches; brush, brushes)

Word endings

- Words ending in a vowel and a '-y' ('-ay', '-ey', '-oy'): just add the ending (e.g. play, playing, played; boy, boys)
- Words ending in '-l': double the 'l' when you add a suffix (e.g. travel – travelling)
- Words with long vowel sounds: add the silent '-e' at the end (e.g. cake, pole, mine, tune)

How Study & Master English works

Work is divided into units that reflect the CAPS requirements.

Cross-references to the Core Reader

Language boxes explain key grammar.

Learner's Book

Vocabulary

11. Read the words in the box. You might find these words in the instructions for a recipe. Match the words to the following definitions.

Chop	Mix	Sift	Whip
Sift	Knead	Roll	

a) Move around with a spoon or a stick.
 b) Put through a sieve to remove big pieces.
 c) Press a mixture together many times with your hands.
 d) Make food flat and thin by pushing it with a rolling pin.
 e) Beat with a fork or a mixer to make it thicker.
 f) Combine things; put them together.
 g) Cut into small pieces.

Writing

12. Use each of the cooking words from the box in a sentence to show its meaning.

13. Imagine you are going to make your favourite food. Write down a list of ingredients that you will need.

14. Write a set of instructions for preparing and cooking something that you could sell at the school tuck shop. Try use some connecting words.

Possessive pronouns

A possessive pronoun shows ownership. For example: These are my cookies. They are mine. These are John and Maria's cookies. They are theirs. These words are all possessive pronouns: mine, yours, his, hers, ours, yours, theirs.

WEEKS 7-8 TERM 1 47

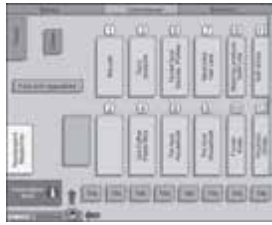
Language

15. Fill in the correct possessive pronoun in each sentence.

a) These cookies belong to John. They are ___.
 b) These cookies belong to Marie. They are ___.
 c) The cookies belong to this group. They are ___.
 d) These cookies belong to your group. They are ___.
 e) I baked these cookies. They are ___.
 f) You baked those cookies. They are ___.

Writing

16. Imagine you are working at the information desk at a supermarket. Customers ask you questions about where things can be found. It is your job to give them clear instructions to find the things they are looking for. This is a plan of the supermarket.



48 WEEKS 7-8 TERM 1

Activities follow the requirements of the CAPS.

It's easy to find your way around the text, by looking at the bottom of the page.

The curriculum information is clearly laid out on the opener page.

Notes include additional resources you may find useful in your planning.

Teacher's Guide

Unit 1 Making choices
Learner's Book pages 10-19 Duration: 90 hours

Overview

- This table has guidelines on how much time to allocate to activities. It can be adapted. If you run out of time, some activities can be completed for homework.
- Although the activity headings refer to the main focus of the lesson, other skills may be practised within the lesson. For example, in Lesson 1 the focus is on listening and speaking, but it also involves reading.
- Where more than 30 minutes has been allocated for a lesson it does not mean that a double or triple period is needed to complete the lesson, but that you may need to divide the activity over one or more 30 minute periods.
- Daily listening and speaking practice: Ideas on how to deal with this are given in the 'Resources' section of this Teacher's Guide. Resources can be found in the 'Resources' section.
- Group guided reading sessions should take place while the learners are involved in independent activities. These have not been allocated a specific time slot as you need to identify suitable times to work with groups.

Lesson	Time allocation (minutes)	LB page/s	Activities
Term 1 Week 1			
1	30	10	Listening and speaking: Activity 1
2-3	60	10-11	Listening and speaking: Activities 2, 3, 4 and 5
4	30	11	Language: Activity 6
5	30	12	Language: Activity 7
6-7	60	12-14	Reading and comprehension: Activities 8, 9 and 10
8-9	60	15	Vocabulary: Activity 11
10	30	15	Writing: Activity 12
Term 1 Week 2			
1-2	60	16	Listening and speaking: Activities 13, 14 and 15, Writing: Activity 16
3	30	16	Language: Activity 17
4	30	17	Reading: Activity 18, Core Reader
5-8	120	18	Writing: Activities 19 and 20, Reading: Activity 20
9	30	19	Language: Activities 22 and 23
10	30	19	Vocabulary: Activity 24, Reflecting on reading: Activity 25

ENGLISH

Assessment

Listen to the learners as they give one another instructions.

- Can they sequence instructions correctly?

Write relevant observations in your informal assessment journal.

Extension

Learners give the class instructions on how to make something simple to eat or drink. For example, a cup of coffee, a sandwich, a cold drink or a boiled egg.

Week 7
Lessons 6 and 7: Reading and comprehension (pages 45-46)
Learners read and answer questions about a recipe.

Activity 8

Discuss the pre-reading questions and then read the recipe to the learners. Discuss the structure of recipes and why the list of ingredients is always written separately from the instructions. Also talk about instructions and why they need to be short sentences that are simple, straight-forward and easy to follow. Ask the learners how the pictures help. Learners then read the recipe again silently.

Activity 9

Get the learners to either answer the questions in pairs or independently in their exercise books. Remind them to answer in full sentences.

Answers: Activity 9

- You need 125 grams of butter.
- The oven needs to be 160 degrees.
- You first mix the butter, sugar, egg yolk and vanilla together.
- You add the currants last.
- You bake the cookies for 20 minutes.
- You let the cookies stand for five minutes.
- The last instruction tells you to cool the cookies on a wire rack.

Week 7
Lessons 8 and 9: Reading and comprehension (pages 46)
Learners read and discuss questions about procedural writing.

TERM 1 UNIT 4

Assessment is clearly covered.


Extension activities extend the content of the curriculum.

Step-by-step teaching notes make planning, organising and teaching your lessons easy!



Core Reader

Making patterns

You can make a different pattern with hexagons and triangles. Draw round one hexagon. Slide the hexagon and draw around it again. Repeat this to make a row of hexagons.




You can make a pattern of triangles inside the hexagons. Draw round one triangle inside a hexagon. Turn the triangle. Draw around it in the new position. Repeat this another four times.

Salt shapes

Here is a picture of a grain of salt under a microscope. The grain is called a crystal.



A salt crystal under a microscope. It has a cube shape.


The salt we add to our food is called table salt or sodium chloride.

Make your own salt crystals

You can make your own salt crystals with a few items around the house.

You'll need:

- A cup of hot water
- A sheet of paper or
- A spoon
- A pencil
- A paper clip
- A heat-proof glass jar
- About half a cup of salt



A colourful reader full of stories, plays, poems and other texts, which meet the CAPS requirements

How Study & Master English covers the Curriculum and Assessment Policy Statement

The following tables show how the *Study & Master English* course covers the English First Additional Language Grade 5 content as set out in the CAPS document.

*Learner's book **Teacher's guide ***Extended reading activity

GRADE 5 TERM 1: WEEKS 1 AND 2											
Making choices											
Listening and speaking			Reading and viewing			Writing and presenting			Language structures and conventions		
Content	Activity	LB* Page	Content	Activity	LB Page	Content	Activity	LB Page	Content	Activity	LB Page
Listens to a short story	2	10	Reads a short story	8, 10	12, 13, 14	Writes a personal recount of events	19	18	Spelling and punctuation	11, 12, 17, 24	15, 16, 19
Answers literal questions	4	11	Pre-reading	8	12	Selects from experience	19	18	Uses the dictionary to check spelling and the meanings of words	11, 12	15
Expresses a simple opinion	15	16	Uses reading strategies	8	12	Chooses appropriate content	19	18	Builds on phonic knowledge to spell words	24	19
Predicts what will happen next	4	11	Discusses new vocabulary	11	15	Stays on the topic	19	18	Builds on knowledge of sight words and high frequency words	11	15
Retells a story Retells events in the correct sequence, using simple past tense	3, 13, 14	10, 16	Discusses the title, plot and setting	18	17	Struggling learners use the frame	19	18	Revises: full stop, question mark, exclamation mark	17	16
Names the characters correctly	2, 3, 4	10, 11	Expresses a simple opinion	15	16	Uses appropriate grammar, spelling and punctuation	19	18	Words and sentences Countable nouns	6	11
Practises listening and speaking Performs a short rhyme	5	11	Uses a dictionary to find meanings of new words	11	15	Uses related vocabulary	19	18	Proper nouns	17	16
Plays a simple language game	25	TG**	Comprehension activity	9	14	Writes an opinion	16, 21	16, 18	'a' and 'the' with nouns	7	12
Gives and follows simple instructions or directions	24	TG	Practises reading Uses appropriate pronunciation, fluency and expression	5, 20	11, 18	Pre-writing	15	16	Personal pronouns	22	19
Tells own news	1	10	Reflects on texts Retells story or main ideas in 3 to 5 sentences	25	19	Writes 2 sentences to express likes and dislikes	21	18	Subject verb concord	23	19
			Gives an opinion	25		Creates a personal dictionary (or uses Gr 4 dictionary)	12	15	Simple past tense	3, 13, 14	10, 16
						Labels pages with letters of the alphabet	12	15	Vocabulary in context Words taken from shared or individually read texts	11	15
						Enters five words and meanings	12	15			

GRADE 5 TERM 1: WEEKS 3 AND 4
Moving around

Listening and speaking			Reading and viewing			Writing and presenting			Language structures and conventions		
Content	Activity	Page	Content	Activity	Page	Content	Activity	Page	Content	Activity	Page
Takes part in a conversation Asks and answers simple questions	1	20	Reads an information text with visuals	4, 6, 9**, 13	22, 23, 24, 26	Writes a factual recount Selects appropriate content	18	28	Spelling Spells familiar words correctly, using a personal dictionary	8	24
Code switches if necessary	1	20	Pre-reading	2	20, 21	Writes a title	18	28	Words and sentences Simple present tense	10, 11	25
Gives others a chance to speak	1	20	Uses reading strategies	2, 5, 9, 10, 11	20, 21, 24, 25	Sequences events correctly	18	28	Modals: can, may and must	15	27
Listens and encourages others to speak	1	20	Identifies main facts	5, 7	22, 23	Uses appropriate vocabulary	18	28	Regular and irregular forms of the verb	5, 15	22, 27
Encourages group members to support fellow learners	1	20	Explains the meaning of unfamiliar words	12	26	Uses appropriate grammar, spelling and punctuation	18	28	Adverbs of time	13	26
Gives a factual recount Recounts a recent event	17	28	Answers questions	5, 7, 10, 13	22, 23, 25, 26	Corrects spelling using a dictionary and redrafts	18	28	Vocabulary in context Words taken from shared or individually read texts	12, 16	26, 27
Tells events in the correct sequence	17	28	Practises reading Uses appropriate pronunciation, fluency and expression	6	23	Draws, completes and labels visuals Selects important information	3, 11, 16	21, 25, 27			
Practises listening and speaking Performs a simple poem or rhyme	TG resources		Reflects of texts Shares opinions	19	29	Includes relevant labels	16	27			
Plays a simple language game	15	TG	Relates text to own life	19		Records words and meanings in a personal dictionary	8	24			
Gives and follows simple instructions or directions	TG intro										
Tells own news	TG intro										

GRADE 5 TERM 1: WEEKS 5 AND 6
Private: keep out!

Listening and speaking			Reading and viewing			Writing and presenting			Language structures and conventions		
Content	Activity	Page	Content	Activity	Page	Content	Activity	Page	Content	Activity	Page
Listens to a story Chooses from oral descriptions to identify people in the story	2	30	Reads a story Pre-reading	5	31, 32	Writes a simple description of people Writes at least one paragraph	9	33	Spelling and punctuation Spells familiar words correctly, using a personal dictionary	7, 17, 22	32, 38, 40
Uses an oral description to identify people	3	30	Uses reading strategies	5	31, 32	Writes creatively	9	33	Punctuates correctly	14, 19	36, 38
Expresses feelings and opinions	3, 10	30, 34	Answers questions	6	32	Uses appropriate adjectives	9	33	Words and sentences Uncountable nouns	12	35
Answers oral questions	3	30	Reads social texts Explains main message	20	39	Uses present simple and present progressive tenses	9	33	Prepositions	16	37
Role-plays some familiar situations	4, 15	31, 36	Identifies features	21	39	Writes a short message	17, 22	38, 40	Connecting words to show addition and sequence	15	36
Participates in dialogue	4, 15	31, 36	Discusses the purpose	21	39	Chooses relevant content	17, 22	38, 40	Question forms	6, 19	32, 38
Includes relevant information	4, 15	31, 36	Uses a dictionary to find meanings of new words	21	39	Organises information correctly	17, 22	38, 40	Reported speech	13, 15	35, 36
Uses the correct tense	4, 15	31, 36	Practises reading Uses appropriate pronunciation, fluency and expression	5	31, 32	Uses correct format	17, 22	38, 40	Capital letters for proper nouns, titles and initials	19	38
Practises listening and speaking Performs a simple poem	TG resources		Reflects on texts Expresses emotional responses	24	40	Constructs sentences correctly	17, 22	38, 40	Vocabulary in context Words taken from shared or individually read texts	7, 8	32, 33
Plays a simple language game	TG resources		Writes paragraphs Describes a planned event	23	40	Organises actions and events logically	23	40	Compound words	11	34
Gives and follows simple instructions or directions	TG intro		Uses connecting words	23	40	Uses the future tense	23	40			
Tells own news	TG intro		Checks spelling and punctuation	23	40	Records words and meanings in a personal dictionary	7, 8, 12	32, 33, 35			

GRADE 5 TERM 1: WEEKS 7 AND 8
Following instructions

Listening and speaking			Reading and viewing			Writing and presenting			Language structures and conventions		
Content	Activity	Page	Content	Activity	Page	Content	Activity	Page	Content	Activity	Page
Listens to and carries out instructions	1	43	Reads procedural text	3, 9	43, 44, 46	Writes instructions Uses the correct specific details	16	48, 49	Spelling Uses the dictionary to check spelling and meanings of words	11	47
Responds correctly to instructions	1	43	Pre-reading	3	43, 44	Uses the correct sequence and connecting words	16	48, 49	Words and sentences Possessive form of the noun	18	50
Follows sequence correctly	1	43	Uses reading strategies	8	45	Uses present simple tense	16	48, 49	Determiners	4	44
Describes a simple process	7	45	Discusses specific details	8, 10	45, 46	Uses correct structure and format	16	48, 49	Possessive pronouns	15	48
Uses connecting words	5, 7	44, 45	Discusses sequence of instructions	6	45	Writes an account of a procedure	14	48, 49	Comparative adjectives	17	49
Distinguishes parts from the whole	7	45	Explains what must be done	9	46	Writes an explanation or factual recount	14	48, 49	Apostrophe for showing possession	18	50
Plays a language game Gives instructions	2	43	Carries out instructions	Core reader 'Salt shapes'	66, 67	Writes account in logical sequence	14	48, 49	Vocabulary in context Words taken from shared or individually read texts	11	47
Takes turns	2	43	Comprehension activity	4, 9	44, 46	Uses connecting words	14	48, 49			
Uses simple present tense	2	43	Practises reading Uses appropriate pronunciation, phrasing and tempo	5	44	Comments on the procedure	14	48, 49			
Practises listening and speaking Performs a simple poem	TG resources		Reflects on texts Compares books, stories or texts read	1, 4	43, 44	Records words and meanings in a personal dictionary	12	47			
Tells own news	TG intro										

GRADE 5 TERM 1: WEEKS 9 AND 10
Time to rhyme

Listening and speaking		Reading and viewing			Writing and presenting			Language structures and conventions			
Content	Activity	Page	Content	Activity	Page	Content	Activity	Page	Content	Activity	Page
Listens to a poem	17, 20	60, 61	Reads poems	1, 4, 8, 17	51, 52, 53, 55, 60	Writes a simple poem with a frame or rhyming sentences	2, 16	52, 59	Spelling Spells familiar words correctly, using a personal dictionary	2, 16, 23	52, 59, 62
Talks about the poem	18, 21	60, 61	Discusses the topic and main ideas in the poem	1, 8	51, 52, 55	Repeats the same structure to create poetic rhythm and pattern	16, 23	59, 62	Words and sentences Gender forms	24	62
Relates to own experience	4, 19	53, 61	Discusses rhyme	3, 9	52, 55	Uses words that imitate sounds	5	53	Adjectives	6, 7	54
Identifies rhyme and rhythm	21	61	Discusses words that begin with the same sounds	3, 15	52, 59	Uses words beginning with the same sound	16	59	Irregular forms of verbs	13	58
Gives a personal response	4, 18, 19, 21	53, 60, 61	Discusses words that imitate their sound	3, 5	52, 53	Writes about poems	18	60	Uses 'will' to indicate something that will happen	12, 14	57, 58
Performs the poem Pronounces words correctly	11, 22	57, 61	Discusses comparisons	9, 10	55, 56	Explains what the poem is about	18	60	Vocabulary in context Words taken from shared or individually read texts	3	52
Shows understanding	11, 22	57, 61	Answers questions	4, 18	53, 60	Expresses feelings about the poem	18	60			
Conveys rhythm	11, 22	57, 61	Practises reading Shows understanding by using appropriate pronunciation, phrasing and tempo	1, 4, 7, 8, 11, 22	51, 52, 53, 54, 55, 57, 61	Records words and meanings in a personal dictionary	7	54			
Practises listening and speaking Plays a simple language game	3	TG	Reflects of texts Compares books, stories or texts read	25	62						
Gives and follows simple instructions or directions	TG intro										
Tells own news	TG intro										

GRADE 5 TERM 2: WEEKS 1 AND 2
Sizing down

Listening and speaking			Reading and viewing			Writing and presenting			Language structures and conventions		
Content	Activity	Page	Content	Activity	Page	Content	Activity	Page	Content	Activity	Page
Listens to a story	2, 12	65, 66, 70, 71	Reads a story	12	70, 71	Writes a simple story	16	72	Spelling Uses the dictionary to check spelling and meanings of words	4	67
Answers literal questions	3	67	Pre-reading	1	65	Writes an appropriate opening sentence	16	72	Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary	11	70
Answers questions about the sequence of events	3, 15	67, 72	Uses reading strategies	12, 13	70, 71	Writes events logically	16	72	Words and sentences Nouns that have only plurals	21	74
Gives a personal response	3, 7	67, 68	Discusses new vocabulary	1, 13	65, 71	Uses connecting words	16	72	No article with uncountable nouns	20	74
Answers more complex questions	7, 15	68, 72	Identifies sequence of events, setting and characters	7	68	Uses adjectives as comparatives and superlatives	16	72	Adjectives: before nouns, comparatives and superlatives	7, 8, 9, 10	68, 69
Expresses feelings and opinions	3, 7	67, 68	Makes up questions	15, 17	72	Writes an appropriate ending	16	72	Question forms	15, 17	72
Takes part in a conversation on a familiar topic	15	72	Uses a dictionary	4, 16	67, 72	Writes a simple book review Uses frame correctly	18, 19	73	Uses connecting words to show addition and contrast	14	71
Asks and answers questions	15	72	Comprehension activity	5, 13	67, 71	Includes title, main characters and plot	19	73	Vocabulary in context Words taken from shared or individually read texts	4	67
Respects other learners by listening to them	15	72	Reads a simple book or story review Identifies key features	18	73	Includes a summary of plot	19	73	Collocations	6	68
Encourages other learners to speak	15	72	Gives an opinion	18	73	Gives a personal opinion	19	73			
Practises listening and speaking Performs a simple poem or rhyme	TG resources		Practises reading Reads aloud with appropriate pronunciation, fluency and expression	17	72	Records words and meanings in a personal dictionary	4	67			
Plays a simple language game	TG resources		Reflects on texts Does a short oral book review	22	74						
Gives and follows simple instructions or directions	TG intro										
Tells own news	TG intro										
Tells own related experiences	TG intro										

GRADE 5 TERM 2: WEEKS 3 AND 4
Finding out

Listening and speaking			Reading and viewing			Writing and presenting			Language structures and conventions		
Content	Activity	Page	Content	Activity	Page	Content	Activity	Page	Content	Activity	Page
Listens to information text	1	75	Reads information text with visuals	4, 8, 9, 16	76, 78, 79, 84	Writes a short description of animals	7, 18	78, 85	Spelling Spells familiar words correctly, using a personal dictionary	11	80
Identifies the animals	1	75	Pre-reading	3, 8	75, 78	Uses the frame correctly	18	85	Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary	11, 16	80, 84
Describes them	2	75	Uses reading strategies	4	76, 77	Includes specific details	7, 18	78, 85	Words and sentences Proper nouns	19, 20	85, 86
Draws and labels	1	75	Scans for specific information	4	76, 77	Uses the correct determiners	18	85	Future tense	12	81
Classifies things	15	83	Answers questions on the text and visuals	4	76, 77	Uses relevant vocabulary	7, 18	78, 85	Simple present to describe universal truths	14	82
Sorts things into groups	15, 16	83, 84	Comprehension activity	10	80	Uses punctuation correctly	7, 18	78, 85	Forms of the verb 'to be'	12	81
Explains why things go together	15	83	Practises reading Reads aloud with appropriate pronunciation, fluency and expression	9	78, 79	Makes a mind map summary of a short information text Identifies at least three main points	6, 17	78, 84	Prepositions to show direction, time and possession	13, 14	82
Completes a table	17	84	Reflects on texts Retells a story	21	86	Uses keywords	6	78	Vocabulary in context Words taken from shared or individually read texts	16	84
Practises listening and speaking Performs a simple poem or rhyme	TG resources					Draws, completes and labels visuals	1, 6, 17	75, 78, 84	Antonyms	5	77
Plays a simple language game	19	TG				Includes specific details	1, 6, 17	75, 78, 84	Prefixes	5	TG
Gives and follows simple instructions or directions	TG intro					Uses appropriate vocabulary	1, 6, 17	75, 78, 84			
Tells own news	TG intro					Records words and meanings in a personal dictionary	11	80			
Tells own related experiences	TG intro										

GRADE 5 TERM 2: WEEKS 5 AND 6
Tricky tales

Listening and speaking			Reading and viewing			Writing and presenting			Language structures and conventions		
Content	Activity	Page	Content	Activity	Page	Content	Activity	Page	Content	Activity	Page
Listens to a story	1	89	Reads stories	7, 9, 13***, 20***	91, 92, 94, 97	Writes a story using a frame Writes at least two paragraphs	17	96	Spelling Uses the dictionary to check spelling and meanings of words	4, 17	90, 96
Answers literal questions	2	89	Pre-reading	6, 10, 19	90, 93, 97	Links paragraphs using connecting words	17	96	Breaks long words into smaller chunks	18	96
Gives a personal response	23	98	Reads for detail and uses contextual clues to find meaning	10, 13	93, 94	Uses new vocabulary and punctuation learnt	17	96	Words and sentences Adjectives	5, 14	90, 95
Answers more complex questions	2	89	Identifies and comments on the plot	19	97	Uses techniques for creative writing	17	96	Verbs: describing actions	11, 12	93
Expresses feelings and opinions	2	89	Gives reasons for action	2	89	Uses appropriate grammar, spelling, punctuation and spaces between paragraphs	17	96	Modals: must, should, have to, shall, will, if ... then	21, 22	98
Notes relevant information from the story using keywords	2	89	Understands the vocabulary	10	93	Uses the dictionary to check spelling and meanings of words	4, 17	90, 96	Vocabulary in context Words taken from shared or individually read texts	14	95
Labels/completes a visual text	13	94, 95	Answers questions	10	93	Records words and meanings in a personal dictionary	4	90	Synonyms	18	96
Retells the story Uses the simple past tense	3, 16	90, 96	Retells the story in the correct sequence	8	92						
Uses the correct sequence	3, 16	90, 96	Comprehension activity	8, 15, 16	92, 95						
Uses connecting words	3, 16	90, 96	Practises reading Reads aloud with appropriate pronunciation, fluency and expression	20	97						
Practises listening and speaking Performs a simple poem or rhyme	TG resources		Reflects on texts Expresses an emotional response	23	98						
Plays a simple language game	TG resources		Relates to own life								
Tells own related experiences	TG intro										

GRADE 5 TERM 2: WEEKS 7 AND 8
Making things

Listening and speaking			Reading and viewing			Writing and presenting			Language structures and conventions		
Content	Activity	Page	Content	Activity	Page	Content	Activity	Page	Content	Activity	Page
Listens to and responds to oral instructions	1	99	Reads procedural text	4, 8, 12	100, 102, 140, 105	Writes a recipe or instructions for making or doing something using a frame	14, 16	106, 107	Spelling Spells familiar words correctly, using a personal dictionary	7	101
Shows understanding of command words	13	106	Pre-reading	3	100	Uses the frame correctly	14	106	'ge', 'gi' and 'gy' words that start with a 'g' but sound like 'j'	18	108
Explains what should happen	13	106	Uses reading strategies	3, 4, 8	100, 102	Includes a list of ingredients	14	106	Words and sentences Adverbs: place and degree	11, 17	104, 108
Role plays familiar situations	2	99	Discusses specific details	4	100	Includes the method in the correct sequence	14, 16	106, 107	Future tense	13	106
Gives at least four directions or instructions in the correct sequence	2	99	Discusses the sequence of instructions	8, 9	102, 103	Uses appropriate vocabulary	14	106	Connecting words: contrast, reason and purpose	5	101
Uses appropriate language, vocabulary and gestures	2	99	Answers questions	10	103	Uses present simple tense	14	106	Question marks	6	101
Practises listening and speaking Performs a short poem or rhyme	TG resources		Follows the instructions correctly	8	102	Spells familiar words correctly	14	106	Exclamation marks	6	TG
Plays a simple language game	TG resources		Comprehension activity	10	103	Uses the dictionary to check spelling	14	106	Vocabulary in context Words taken from shared or individually read texts	7	101
Gives and follows simple instructions or directions	1, 2	99	Practises reading Reads aloud with appropriate pronunciation, fluency and expression	15	107	Presents work neatly using the proper format	14	106			
			Reflects on texts Compares books	19	108	Writes a short account of the procedure	9	103			
			Relates to own life	19	108	Includes all relevant information	9	103			
						Writes the account in the correct sequence	9	103			
						Makes a comment on the procedure followed	9	103			
						Records words and meanings in a personal dictionary	7	101			

GRADE 5 TERM 3: WEEKS 1 AND 2
Learning about others

Listening and speaking			Reading and viewing			Writing and presenting			Language structures and conventions		
Content	Activity	Page	Content	Activity	Page	Content	Activity	Page	Content	Activity	Page
Listens to an oral description of places and people	2	111	Reads a story	9	114, 115***	Rewrites the story in own words using a frame Uses the simple past tense	15	118	Spelling Spells familiar words correctly, using a personal dictionary	13	117
Identifies places/people	1	111	Pre-reading	8	114	Identifies the main events	15	118	'g' words that start with a 'g' but sound like 'j'	14	117
Notes relevant information	3	112	Understands the features of the text	8	114	Tells the events in the correct order	15	118	Words and sentences Countable nouns	16	118
Identifies similarities and differences	4	112	Uses reading strategies	8, 9	114, 115	Uses appropriate grammar, spelling, punctuation and spaces between paragraphs	15	118	Personal pronouns	17	119
Listens to and gives personal recounts Recalls own experiences in the right sequence	18	119	Expresses cause and effect	12	116	Records words and meanings in a personal dictionary	7, 13, 14	114, 117	Comparative adjectives	5	112
Answers questions about the sequence of events	18	119	Answers questions	11	116				Subject verb concord	22	122
Practises listening and speaking Performs a simple poem or rhyme	TG resources		Identifies and discusses characters	8	114				Forms of the verb 'to be'	21	121
Plays a simple language game	21	TG	Comprehension activity	11, 12	116				Exclamation marks	20	121
Gives and follows simple instructions or directions	TG intro		Practises reading Reads aloud with appropriate pronunciation, fluency and expression	10	116				Vocabulary in context Words taken from shared or individually read texts	6, 9, 13	113, 114, 117
Tells own news	TG intro		Reads a short paragraph Discusses the main idea and specific details	19	119, 120						
			Summarises with support	19	119, 120						
			Reflects on texts Does a short oral book review using a frame	23	122						

GRADE 5 TERM 3: WEEKS 3 AND 4
Sports stars

Listening and speaking			Reading and viewing			Writing and presenting			Language structures and conventions		
Content	Activity	Page	Content	Activity	Page	Content	Activity	Page	Content	Activity	Page
Talks about a familiar topic with preparation	2, 3	124, 125	Reads information texts with visuals	1, 7, 16	123, 126, 127, 130, 131	Draws, completes and labels simple visual texts	14, 18	130, 132	Spelling Uses the dictionary to check spelling and meanings of words	21	134
Plans and prepares important points	3	124, 125	Pre-reading	1, 4	123, 125	Uses information from visual and written texts	14	130	'ce', 'ci' and 'cy' words pronounced as s	21	134
Says at least five sentences on the topic	3	124, 125	Discusses main information given and the specific details	5, 7	125, 126, 127	Organises information neatly	14	130	Words and sentences Simple present to describe universal truths	22	134
Answers questions	3	124, 125	Selects relevant details to answer questions	7	126, 127	Conveys information correctly	14	130	Determiners	8, 13	127, 128, 129
Practises listening and speaking Performs a short poem or rhyme	11	128	Comprehension activity	6	126	Uses appropriate symbols and diagrams	14	130	Possessive pronouns	19	133
Plays a simple language game	TG resources		Practises reading Reads aloud with appropriate pronunciation, fluency and expression	11, 16	128, 130	Makes a mind map summary of a short text Identifies at least three main points	17	132	Adjectives	12	129
Gives and follows simple instructions or directions	TG intro		Reflects on texts Retells a text in about five sentences	23	134	Uses the correct structure	17	132	Vocabulary in context Words taken from shared or individually read texts	9	128
Tells own news	TG intro		Records words and meanings in a personal dictionary				10, 15, 21	128, 130, 134	Phrasal verbs	20	133

GRADE 5 TERM 3: WEEKS 5 AND 6
Ancient Egypt

Listening and speaking			Reading and viewing			Writing and presenting			Language structures and conventions		
Content	Activity	Page	Content	Activity	Page	Content	Activity	Page	Content	Activity	Page
Listens to stories	1	135	Reads a story with dialogue	6, 11	137, 138, 141, 142	Writes a simple story including dialogue	12, 18	143, 146, 147	Spelling and punctuation Spells familiar words correctly, using a personal dictionary	17	146
Shows understanding by answering literal questions	2	135	Understands how a plot and characters can represent a particular view of the world	6, 13	137, 138, 144	Writes an interesting story	18	146, 147	'ke' and 'ki' words that sound like 'k' and are spelt with 'k'	20	147
Giving personal response	3	135	Answers questions	6	137, 138	Story has a beginning, a middle and an ending	18	146, 147	Punctuates correctly	9	140
Expresses and explains own opinion	3	135	Identifies the moral/main message of the story	13	144	Uses an appropriate tense	18	146, 147	Words and sentences Constructs simple sentences: subject, verb and object	4	136
Retells the story Describes events in sequence	13	144	Comprehension activity	7	139	Connects sentences with 'and' and 'but'	18	146, 147	Connecting words: condition	10	141
Refers to main characters	13	144	Reads a poem	16	145	Uses a wider range of punctuation, including inverted commas	18	146, 147	Direct speech	12	143
Retelling of story/line makes sense	13	144	Pre-reading	15	145	Uses the writing process Brainstorms ideas	18	146, 147	Reported speech	13	144
Suggests an alternative ending	13	144	Uses reading strategies	15	145	Writes a first draft	18	146, 147	Vocabulary in context Words taken from shared or individually read texts	8, 17	139, 146
Uses correct tenses	13	144	Discusses topic and main idea	16	145	Checks spelling	18	146, 147			
Practises listening and speaking Performs a short poem or rhyme	14	144	Discusses rhyme and comparisons	16	145	Writes a final draft	18	146, 147			
Plays a simple language game	TG resource		Expresses feelings stimulated by the poem	16	145	Records words and meanings in a personal dictionary	17	146			
Gives and follows simple instructions or directions	TG intro		Practises reading Reads aloud with appropriate pronunciation, fluency and expression	14, 16, 19	144, 145						
Tells own news	TG intro		Reflects on texts Relates texts to their own life	21	147						
			Shares opinions	21	147						

GRADE 5 TERM 3: WEEKS 7 AND 8
The weather

Listening and speaking			Reading and viewing			Writing and presenting			Language structures and conventions		
Content	Activity	Page	Content	Activity	Page	Content	Activity	Page	Content	Activity	Page
Takes part in a conversation on a familiar topic Asks and answers questions	1	150	Reads procedural text	10	154, 155	Writes information text Writes two to three paragraphs	17	158	Spelling Spells familiar words correctly, using a personal dictionary	6	153
Respects other learners by listening to them	1	150	Pre-reading	9	154	Organises information logically	15, 16, 17	157, 158	'ka', 'ku' and 'ko' words spelt with a 'c'	8	154
Encourages group members to support fellow learners	1	150	Uses reading strategies	9	154	Uses formal language	17	158	Words and sentences Connecting words: addition, sequence and contrast	7	153
Uses concepts and vocabulary relating to other subjects	1	150	Finds specific details	9	154	Includes specific details	15, 17	157, 158	Prepositions: position and direction	18	159
Code switches if necessary	1	150	Interprets visuals	9, 10	154, 155	Uses passive voice appropriately	17	158	Reported speech	14	157
Plays a language game	14	157	Describes the sequence and format	12	155	Uses the dictionary to check spelling and meanings of words	15	157	Negative forms	13	156
Follows instructions correctly	14	157	Follows the instructions	12	155	Uses the writing process Brainstorms ideas	15	157	Passive voice	17	158
Uses a range of vocabulary	14	157	Practises reading Reads aloud with appropriate pronunciation, fluency and expression	11	155	Writes a first draft	17	158	Vocabulary in context Words taken from shared or individually read texts	6	153
Takes turns, giving others a chance to speak	14	157	Reads information texts from across the curriculum	1, 3	150, 151, 152	Checks spelling	17	158	Prefixes and suffixes	19	159
Practises listening and speaking Performs a short poem or rhyme	TG resources		Pre-reading	2	151	Writes a final draft	17	158			
Plays a simple language game	14	157	Uses reading strategies	2, 4	151, 152	Records words and meanings in a personal dictionary	6	153			
Gives and follows simple instructions or directions	TG intro		Discusses main idea and specific details	4, 5	152						
Tells own news	TG intro		Interprets and discusses visuals	4, 5	152						
			Comprehension activity	4, 5, 12	152, 155						
			Reflects on texts Shares opinions	20	159						

GRADE 5 TERM 3: WEEKS 9 AND 10
Playing around

Listening and speaking			Reading and viewing			Writing and presenting			Language structures and conventions		
Content	Activity	Page	Content	Activity	Page	Content	Activity	Page	Content	Activity	Page
Takes part in a conversation on a familiar topic	1, 8, 13	160, 164, 167	Reads a play	2	160, 161	Writes a short dialogue and play script using a frame	14	167	Spelling and punctuation Uses the dictionary to check spelling and meanings of words	14	167
Asks and answers questions	1, 13	160, 167	Pre-reading	1	160	Selects appropriate characters	14	167	Forms plurals by adding '-es'	17, 18	168, 169
Respects other learners by listening to them	1, 13	160, 167	Uses reading strategies	1	160	Organises the dialogue and action logically	14	167	Punctuates correctly	5	163
Encourages group members to support fellow learners	13	160	Identifies the storyline	4	162	Uses direct speech	14	167	Words and sentences Gender forms	10	165
Code switches if necessary	13	160	Discusses characters, setting and action	4	162	Uses an informal style of writing	14	167	'a' and 'the' with nouns	11	165
Asks and answers more complex questions	13	160	Expresses feelings	5, 12	163, 166	Uses appropriate punctuation	14	167	Regular form of verbs	19	169
Performs simple plays	9, 15	164, 165, 168	Discusses the play format	1	160	Uses the writing process Brainstorms ideas	14	167	Direct and indirect speech	5, 6, 7	163, 164
Uses appropriate content and language	9, 15	164, 165, 168	Comprehension activity	3	162	Writes a first draft	14	167	Tenses: simple past and simple present	19, 20, 21	169, 170
Uses direct speech	9, 15	164, 165, 168	Practises reading Reads aloud with expression, showing understanding of the text	2, 12	160, 161, 166	Revises, proofreads	14	167	Connecting words: choice	16	168
Develops a sensible storyline	9, 15	164, 165, 168	Reads aloud using proper pronunciation, pacing and volume	2, 12	160, 161, 166	Writes a final draft neatly and with correct spacing	14	167	Vocabulary in context Words taken from shared or individually read texts	2	TG
Uses voice, expression and gestures to convey meaning	9, 15	164, 165, 168	Reflects on texts Compares texts read	22	170	Records words and meanings in a personal dictionary	2	TG			
Pronounces words audibly and correctly	9, 15	164, 165, 168									
Practises listening and speaking Performs a short poem or rhyme	TG resources										
Plays a simple language game	20	TG									
Gives and follows simple instructions or directions	TG intro										
Tells own news	TG intro										

GRADE 5 TERM 4: WEEKS 1 AND 2

Survivor

Listening and speaking			Reading and viewing			Writing and presenting			Language structures and conventions		
Content	Activity	Page	Content	Activity	Page	Content	Activity	Page	Content	Activity	Page
Listens to a story	1	173	Reads a story	5, 7	174, 175, 176, 178, 179	Writes a personal recount of events	12	181	Spelling Spells familiar words correctly, using a personal dictionary	11, 14	181, 182
Shows an understanding by answering literal questions	2	173	Pre-reading	4	174	Selects from experience	12	181	Words with a double 'l' when a suffix is added	18	184
Ask relevant questions and responds appropriately to questions	3	173, 174	Uses reading strategies	4	174	Tells events in sequence	12	181	Words and sentences Uncountable nouns	15	182
Answers and begins to ask more complex questions	2, 3	173, 174	Discusses main idea and other details	5, 6	174, 175, 176, 177	Expresses cause and effect	12	181	No article with uncountable nouns	15	182
Discusses ethical, social and critical issues in a story, code switching if necessary	3	173, 174	Identifies the sequence of events	7	178, 179	Writes a simple story Uses a story structure	17, 20	184, 185	Personal pronouns	19	184
Plays a language game	10	180	Identifies the setting and characters	5	174, 175, 176	Uses language imaginatively	20	185	Adjectives	16	182
Follows instructions correctly	10	180	Answers and begins to ask some more complex questions	7	178, 179	Uses pronouns, connecting words and the correct punctuation	20	185	Subject verb concord	13	181
Uses a range of vocabulary	10	180	Discusses ethical, social and critical issues in a story, code switching if necessary	8	179	Uses the correct tense	20	185	Vocabulary in context Words taken from shared or individually read texts	11, 14	181, 182
Takes turns, giving others a chance to speak	10	180	Comprehension activity	6	177	Uses the dictionary to check spelling and meanings of words	20	185			

GRADE 5 TERM 4: WEEKS 1 AND 2
Survivor

Listening and speaking			Reading and viewing			Writing and presenting			Language structures and conventions		
Content	Activity	Page	Content	Activity	Page	Content	Activity	Page	Content	Activity	Page
Practises listening and speaking Performs a short poem or rhyme	TG resources		Practises reading Reads aloud with appropriate pronunciation, fluency and expression	9	180	Uses the writing process Brainstorms ideas	20	185			
Plays a simple language game	10	180	Reads and solves a word puzzle Uses relevant vocabulary	9, 14	180, 182	Writes a first draft	20	185			
Gives and follows simple instructions or directions	10	180	Spells words correctly	9, 14	180, 182	Rewrites after feedback	20	185			
Tells own news	TG intro		Explains the meanings of words or uses them in sentences	14	182	Records words and meanings in a personal dictionary	11, 14	181, 182			
			Reflects on texts Retells the story in five or six sentences	21	185						
			Does a short oral book review	21	185						

GRADE 5 TERM 4: WEEKS 3 AND 4

Be a star!

Listening and speaking			Reading and viewing			Writing and presenting			Language structures and conventions		
Content	Activity	Page	Content	Activity	Page	Content	Activity	Page	Content	Activity	Page
Participates in a discussion	6	189, 190	Reads media text	2**, 13	186, 187, 188, 194, 195	Writes information text using a frame	16, 18	196, 197	Spelling Uses the dictionary to check spelling and meanings of words	4, 7, 17	188, 190, 196
Discusses familiar topics	6	189, 190	Pre-reading	1,13	186, 187, 188, 194, 195	Selects a relevant topic	16, 18	196, 197	Words with long vowel sounds: add silent 'e'	5	189
Uses higher level thinking skills	6	189, 190	Uses reading strategies	1, 13	186, 187, 188, 194, 195	Includes relevant information	16, 18	196, 197	Words and sentences Nouns that have only plurals	17	196
Uses concepts and vocabulary from other subjects	6	189, 190	Answers questions	3, 13, 14	188, 194, 195	Includes and organises information about advantages and disadvantages into a table	18	197	Demonstrative pronouns	12	193
Takes turns, shows respect for others, respects opinions of others	6	189, 190	Discusses the main idea and specific details	3, 13	188, 194, 195	Uses the writing process Brainstorms ideas	16, 18	196, 197	Adjectives	8	191
Practises listening and speaking Performs a short poem or rhyme	TG resources		Understands the layout and design	15	195	Writes a first draft	16, 18	196, 197	Irregular verb forms	9	191
Plays a simple language game	TG resources		Comprehension activity	14	195	Rewrites after feedback	16, 18	196, 197	Vocabulary in context Words taken from shared or individually read texts	4, 7	188, 190
Gives and follows simple instructions or directions	TG intro		Practises reading Reads aloud with appropriate pronunciation, fluency and expression	2	186, 187, 188	Uses the dictionary to check spelling and meanings of words	4, 7, 17	188, 190, 196			
Tells own news	TG intro		Reads and understands a poster Pre-reading	10	192	Designs a poster Includes relevant information	11	192			
			Interprets the information	10	192	Includes a picture	11	192			
			Discusses the purpose	10	192	Uses print sizes effectively	11	192			
			Discusses some of the language	10	192	Presents neat, legible, final draft	11	192			
			Reflects on texts Expresses an emotional response	19	197	Records words and meanings in a personal dictionary	4, 7, 17				
			Relates text to own life	19	197						

GRADE 5 TERM 4: WEEKS 5 AND 6
Making music

Listening and speaking			Reading and viewing			Writing and presenting			Language structures and conventions		
Content	Activity	Page	Content	Activity	Page	Content	Activity	Page	Content	Activity	Page
Listens to a story	1	200	Reads a story	11, 13***	204, 205, 206	Writes a personal recount of events	20	208	Spelling Spells familiar words correctly, using a personal dictionary	18	207
Identifies plot, characters and actions	1	200	Pre-reading	10	204	Selects from experience	20	208	Plurals: add 's'	6	202
Summarises story with support	1	200	Uses reading strategies	10	204	Tells events in sequence	20	208	Words and sentences Modals: ability and permission	19	208
Expresses an opinion and gives a reason for it	1	200	Discusses main idea and other details	12	205	Expresses cause and effect	20	208	Adverbs: time and frequency	7, 8	202, 203
Uses tenses correctly	1	200	Identifies the sequence of events, setting and characters	14, 17	206, 207	Uses appropriate grammar, vocabulary, spelling and information	20	208	Prepositions	22	209
Tells a story	14, 15	206	Answers and begins to ask some more complex questions	12	205	Uses the writing process	20	208	Vocabulary in context Words taken from shared or individually read texts	9, 17	203, 207
Includes characters, setting and plot	14, 15	206	Discusses ethical, social and critical issues in a story, code switching if necessary	15, 16	206, 207	Writes a simple book review using a frame Selects appropriate content	21	208, 209			
Sequence makes sense	14, 15	206	Comprehension activity	3	201	Uses a frame correctly	21	208, 209			
Practises listening and speaking Plays a simple language game	4	TG	Reads a poem	2	200, 201	Expresses and explains own opinion	21	208, 209			
Gives and follows simple instructions or directions	TG intro		Pre-reading	2	200, 201	Includes title, character, setting and summary	21	208, 209			
Tells own news	TG intro		Uses reading strategies	2, 3	200, 201	Uses the writing process Brainstorms ideas	20, 21	208, 209			

GRADE 5 TERM 4: WEEKS 5 AND 6

Making music

Listening and speaking		Reading and viewing		Writing and presenting		Language structures and conventions	
Content	Activity	Page	Content	Page	Activity	Page	Content
Recalls events or experiences in the right sequence	14, 15	206	Answers questions	201	Writes a first draft	208, 209	
			Expresses feelings	202	Rewrites after feedback	208, 209	
			Discusses rhyme, words that begin with the same sounds and comparisons	201	Uses the dictionary to check spelling and meanings of words	207	
			Practises reading Reads aloud with appropriate pronunciation, fluency and expression	201	Records words and meanings in a personal dictionary	203	
			Reflects on texts Does a short oral book review	209			

GRADE 5 TERM 4: WEEKS 7 AND 8
Fun and games

Listening and speaking			Reading and viewing			Writing and presenting			Language structures and conventions		
Content	Activity	Page	Content	Activity	Page	Content	Activity	Page	Content	Activity	Page
Takes part in a conversation	1	210	Reads information texts from across the curriculum	6	212, 213	Designs a poster	3	211	Spelling Uses the dictionary to check spelling and meanings of words	4	211
Asks and answers questions	1	210	Pre-reading	6	212, 213	Includes relevant information	3	211	Singular and plural nouns	4, 14	211, 217
Respects other learners by listening to them	1	210	Uses reading strategies	6	212, 213	Includes a picture	3	211	Words and sentences Connecting words: reason and purpose	9	214
Encourages other learners to speak	1	210	Notifies the role that pictures and photographs play in constructing meaning	6	212, 213	Uses print sizes effectively	3	211	Adverbs: manner	5	212
Codes switches if necessary	1	210	Answers questions	8	214	Presents neat, legible, final draft	3	21	Future tense: will	13	217
Participates in a discussion on a less familiar topic	12	216	Summarises a paragraph with support	7	214	Writes information text using a frame	17	218	Adverbs: degree	10	215
Chooses relevant content	12	216	Comprehension activity	8, 11	214, 216	Selects appropriate information	15	217	Present progressive tense	5	212
Uses the conditional form	12	216	Reads and understands a poster	2	210	Includes a graph and diagram	15, 16	217, 218	Passive voice	18	219
Practises listening and speaking Performs a short poem or rhyme	TG resources		Pre-reading	2	210	Writes two or three paragraphs	17	218	Vocabulary in context Words taken from shared or individually read texts	4	211
Plays a simple language game	TG resources		Interprets the information	2	210	Uses and organises the correct facts	17	218			
Gives and follows simple instructions or directions	TG intro		Discusses the purpose	2	210	Uses correct spelling and punctuation	17	218			
Tells own news	TG intro		Discusses some of the language	2	210	Uses connecting words	17	218			
			Identifies and discusses design features	2	210	Uses the writing process Writes first draft	17	218			
			Discusses the layout	2	210	Revises, proofreads	17	218			
			Reflects on texts Shares opinions	19	219	Writes final draft neatly	17	218			
			Rates texts against others read during the year	20	219						

Unit 1

Making choices

Learner's Book pages 10–19

Duration 10 hours

Overview

- This table has guidelines on how much time to allocate to activities. It can be adapted. If you run out of time, some activities can be completed for homework.
- Although the activity headings refer to the main focus of the lesson, other skills may be practised within the lesson. For example, in Lesson 1 the focus is on listening and speaking, but it also involves reading.
- Where more than 30 minutes has been allocated for a lesson it does not mean that a double or triple period is needed to complete the lesson, but that you may need to divide the activity over two or three 30 minute periods.
- Daily listening and speaking practice: ideas on how to deal with this are given in the 'Introduction' section of this Teacher's Guide. Resources can be found in the 'Resources' section.
- Group guided reading sessions should take place while the learners are involved in independent activities. These have not been allocated a specific time slot as you need to identify suitable times to work with groups.

Lesson	Time allocation (minutes)	LB page/s	Activities
Daily listening and speaking practice: Learners perform a rhyme or a poem, play a language game, give and follow instructions and directions or share their news.			
Term 1 Week 1			
1	30	10	Listening and speaking: Activity 1
2-3	60	10-11	Listening and speaking: Activities 2, 3, 4 and 5
4	30	11	Language structures and conventions: Activity 6
5	30	12	Language structures and conventions: Activity 7
6-7	60	12-14	Reading and comprehension: Activities 8, 9 and 10
8-9	60	15	Vocabulary: Activity 11
10	30	15	Writing: Activity 12
Term 1 Week 2			
1-2	60	16	Listening and speaking: Activities 13, 14 and 15; Writing: Activity 16
3	30	16	Language structures and conventions: Activity 17
4	30	17	Reading: Activity 18; Core Reader
5-8	120	18	Writing: Activities 19 and 21; Reading: Activity 20
9	30	19	Language structures and conventions: Activities 22 and 23
10	30	19	Vocabulary: Activity 24; Reflecting on reading: Activity 25

Week 1

Lesson 1: Listening and speaking (page 10)

Learners follow instructions, give opinions and retell personal experiences.

Before the lesson

Display short storybooks.

Introduce the unit

Introduce the topic and books on display. Discuss the text types and encourage the learners to read the books in preparation for their 'Reflecting on reading' lesson.

Activity 1

Get the learners to read the information and then hold a class discussion. Ask them to identify simple choices and write these on the board in the form of a brainstorming diagram. Do the same for difficult choices. After discussing these choices in detail, divide the learners into pairs. They then tell each other about difficult choices they have made.

Baseline assessment

Listen to learners while they talk.

- Are they able to express themselves in their additional language?

Write relevant notes in your informal assessment journal (see 'Assessment' section).

Extension

Learners draw a table with two columns. They list five simple choices in the first column and five difficult choices in the second column. They give each column a heading.

Week 1

Lessons 2 and 3: Listening and speaking (pages 10-11)

Learners listen to and interpret a short story, interpret pictures and then answer literal questions and express an opinion. They also learn and recite a rhyme.

Activity 2

Tell the learners to listen carefully while you read. Read slowly, clearly and with expression so the learners are more able to understand what is being read.



LISTENING TEXT

Susie's choice

Susie likes to run home from school. One day she saw two children using sticks to try and get peaches from the top branches of a tree. They did not see the birds' nest with baby birds in it.

Susie knows that the baby birds cannot fly yet. If the nest falls out of the tree, they will die. Susie does not want that to happen. She has to save the baby birds.

What should she do?

Activity 3

The learners interpret the pictures and discuss them with a partner.

Activity 4

Discuss the rules for group work (see 'Introduction'). Read the questions to the class before they divide into groups to discuss the answers. After the group discussion, hold a class discussion to gain feedback from the learners.

Answers: Activity 4

- Susie
- The story takes place near a tree.
- Susie saw two children using sticks to get peaches from the top of a tree.
- Susie has to decide whether or not she should get involved and stop the children.
- Personal response

Assessment

Listen to the learners' discussions and answers.

- Can they answer questions appropriately?
- Can they express a simple opinion?

Write relevant observations in your informal assessment journal.

Activity 5

Read the rhyme to the class in a rhythmical way. Get the learners to read it together with you a few times so they become familiar with the pronunciation of words. Explain that each day two learners will recite the rhyme to the class and then the class will join in and recite it together. Divide them into pairs to practise saying it together.

Week 1

Lesson 4: Language structures and conventions (page 11)

Learners discuss and practise using the correct subject-verb concord and countable nouns.

Before the lesson

Collect real items and pictures that match some of the plurals in the spelling box. Use the singular form of the word and make labels for these items.



COUNTABLE NOUNS

Read and discuss the information about nouns. Ask the learners to make up sentences using the words as countable nouns.

For example:

- Nine birds flew in formation.
- There are eleven boys in a soccer team.
- Pack fifteen peaches into each box.

Activity 6

Read the plural nouns to the class and select learners to match the items and pictures to the correct words. Label these items and display them so the learners can refer to them when they complete the activity. The learners then complete the activity in their exercise books.

Answers: Activity 6

branch, stick, peach, girl, baby, tree, nest, child, egg, boy, stone, shoe, leaf, bag, friend

Extension

The learners write sentences using the countable nouns in the box. They read the sentences to a partner.

Week 1

Lesson 5: Language structures and conventions (page 12)

The learners discuss and use definite ('the') and indefinite ('a', 'an') articles.



ARTICLES

Read and discuss the information about articles. Divide the class into three sections. Each section is allocated either 'a', 'an' or 'the'. Each learner thinks of a sentence that includes their allocated word, and shares it with the class.

Activity 7

The learners complete the sentences in their exercise books. Ask them to underline the articles in each sentence.

Answers: Activity 7

- a) Susie saw the boy with a stick.
- b) The bird laid an egg.
- c) There was a nest in the branches.
- d) She hid behind the tree and shouted at the boys.
- e) He was using a stick to hit the tree.
- f) The nest was in danger of falling out of the tree.
- g) The boys did not know there were eggs in the nest.
- h) Susie asked the boys to stop hitting the tree.

Assessment

Discuss the answers in class and let the learners mark their own work. By doing this they are able to learn from their mistakes and reinforce the correct concepts. Once they have marked their work, they assess it using star-rating assessment. Spend time explaining articles to those learners who only have one or two stars. If they are struggling it is best to work with them in small groups or one-on-one.

Star-rating assessment

*****	13-15 correct answers
****	10-12 correct answers
***	7-9 correct answers
**	4-6 correct answers
*	0-3 correct answers

Week 1

Lessons 6 and 7: Reading and comprehension (pages 12-14)

Learners skim a story to make predictions, and then read the story and do a comprehension activity.

Activity 8

Remind the learners that pre-reading activities aim to help them understand what they are about to read. They can gain a lot of insight into the text by reading the title, skimming the text and looking at the pictures. Discuss their responses to the pre-reading questions.

Read the first part of the story to the class so they become familiar with the pronunciation of words. Read it expressively, taking special note of the words which show how the characters are speaking. For example: shouted, exclaimed, and scolded.

Discuss the meanings and pronunciation of difficult words. Divide the learners into groups to read the story aloud. They take

turns reading. Suggest that they each only read one sentence at a time as this is less daunting for learners who struggle to read aloud.

Get the learners to identify countable nouns and definite and indefinite articles in the text.

Activity 9

Before the learners write the answers in their exercise books, get them to read the story quietly on their own. Remind them to answer the questions using full sentences.

Answers: Activity 9

- a) The boys were going home.
- b) They found a wallet.
- c) They found it in the grass near the stands at the end of the field.
- d) There was over R500 in it.
- e) Simon and Jabu wanted to take the money.
- f) Sihle wanted them to hand in the wallet to the office.
- g) Personal response

Activity 10

The learners find out if their predictions in question 'g' were correct by reading the ending of the story with their partners.

Baseline assessment

Comprehension is a very sound way of assessing a learner's language ability so it is preferential for you to mark as many comprehension exercises as possible. After the books have been handed in, or when the learners have their books back, it is essential that you spend a few minutes discussing the answers. This is how learners learn from their mistakes.

Week 1

Lessons 8 and 9: Vocabulary (page 15)

The learners discuss words and use contextual clues and a dictionary to understand their meanings.

Resources

Dictionaries

Activity 11

Read the words in the speech bubbles and then get the learners to find them in the extract. Explain that they can often work out what words mean by reading them in context. Ask the learners to match the words to their meanings and to write them in their exercise books.




Answers: Activity 11

- Whispered: say something very softly using your breath, not your voice
- Muttered: complain in an unhappy way
- Grumbled: speak in a low voice because you are upset about something
- Asked: speak in order to get an answer
- Replied: say something to answer a question
- Scolded: speak angrily to someone about something they have done
- Shouted: say something very loudly
- Exclaimed: say something suddenly or loudly in a surprised or angry way

Assessment

Learners swap books and mark one another's meanings as you discuss them. Then, they assess them according to emotive assessment. Give extra support to those learners who have a sad-face symbol.

Emotive assessment

	6-8 correct answers
	4-5 correct answers
	0-3 correct answers

Extension

The learners speak to their partners in different ways. The partner then identifies the word which describes how they spoke. For example: Learner 1 says, “*Shhh* ... don't tell anyone our secret.” Learner 2 identifies that Learner 1 was whispering.

Week 1

Lesson 10: Writing (page 15)

Learners create a personal dictionary.

Take note

If the learners are going to use the personal dictionary they began in Grade 4, then adapt the lesson and do the extension so they have a new cover for Grade 5.

Resources

A small exercise book for each learner, magazines, glue, scissors

Before the lesson

Draw page examples on the board showing an 'A' on the top left of the left-hand page, a 'B' on the top right of the right-hand page, a 'C' on the top left of the next left-hand page and a 'D' on the top right of the next right-hand page.

Activity 12

Tell the learners that they are going to make a personal dictionary in which they will write spelling words in alphabetical order. Use the pages on the board to demonstrate how they set them out. Then, they add the words and meanings on the appropriate page. Also encourage them to add words that they struggle to spell.

Extension

Get the learners to personalise their dictionaries by decorating the covers. Encourage them to cut words out of magazines and paste them on the covers. Remind them to write their names on the covers.

Week 2

Lessons 1 and 2: Listening and speaking; Writing (page 16)

Learners retell an event using the past tense, and summarise and give an opinion about a story.

Activities 13, 14, 15 and 16

The learners prepare for the writing activity by speaking about it first. Explain the importance of identifying the main events only and retelling them in sequence. Get all the learners to read aloud what they liked and disliked about the story.

Week 2

Lesson 3: Language structures and conventions (page 16)

Learners identify and use proper nouns. They also revise full stops, question marks and exclamation marks.



PROPER NOUNS

Read and explain the information in the box. Get the learners to identify proper nouns in the story about Sihle. As these are all names of people, ask them to brainstorm names of places in their community. Write these on the board as they may like to refer to them when they write their sentences.

Discuss different types of sentences. For example:

- A statement gives information.
- A question asks for information.
- An exclamation shows emotion like surprise or anger.
- A command gives an order or instruction.

Talk about the end punctuation for each sentence type.

- A statement ends with a full stop.
- A question ends with a question mark.
- An exclamation ends with an exclamation mark.
- A command usually ends with a full stop or an exclamation mark.

Ask the learners to find an example of each type of sentence in Part 2 of the story on page 14. For example:

- Statement – You are such a goody-goody.
- Question – Should he tell the truth and get his friends in trouble?
- Exclamation – Or else!
- Command – But you better tell the principal that it was empty when you found it.

Activity 17

The learners complete the activity in their exercise books. Also get them to write a question, exclamation and a command.

Answers: Activity 17

- Simon saw a wallet.
- They go to Jeppe High School.
- Sihle went to Mr Brown.
- Jabu and Simon are friends.

Baseline assessment

Mark the answers.

- Can they identify proper nouns?
- Can they punctuate sentences correctly?

Write relevant notes in your informal assessment journal.

Week 2

Lesson 4: Reading (page 17)

Learners read a mind map and discuss and answer questions about the elements of stories (title, setting, characters, plot).

Before the lesson

Make a copy of the checklist for each learner or write it on the board so that the learners can copy it into their exercise books.

Activity 18

Discuss each element in detail. Use examples from popular stories in their home language to reinforce the concepts before they answer the questions. Remind the learners to answer the questions using full sentences.

Answers: Activity 18

- a) 'Sihle's difficult decision' is the title of the story.
- b) Sihle is the main character. The story centres around him and the decision he has to make.
- c) The story is set in a school sports field.
- d)
 - Three boys find a wallet with R500 in it.
 - Two of the boys want to keep the money.
 - Sihle wants to hand in the wallet at the office.
 - Jabu and Simon take the money and leave Sihle with the empty wallet.
 - Sihle makes a difficult decision.
 - Sihle heads for the office.

Assessment

Hold a class discussion to discuss the correct answers. The learners assess their own responses and then fill in this checklist.

Comprehension	Yes	No
I know how to write sentences to answer questions.		
I used capital letters at the beginning of sentences and for proper nouns.		
I ended sentences with a full stop.		
I can identify these elements in a story: <ul style="list-style-type: none">• the title		
<ul style="list-style-type: none">• the setting		
<ul style="list-style-type: none">• the characters		
<ul style="list-style-type: none">• the plot		
Name:		

Core Reader (page 6)

Encourage the learners to read 'Ballerina Jenny'.

Week 2

Lessons 5, 6, 7 and 8: Writing and reading (page 18)

Learners use a frame to help them plan and write a story. They also edit the story, read it aloud and write their opinion about it.

Before the lesson

Collect storybooks with interesting titles.

Write this checklist on the board before the learners edit their stories.

Checklist

- Did you use capital letters to start sentences and for proper nouns?
- Did you use full stops at the end of sentences?
- Did you spell words correctly? Check in a dictionary.

Make a copy of the checklist for each learner or copy it on the board and get the learners to copy it into their exercise books before they assess one another's stories.

Activity 19

Explain the importance of the planning stage in story writing. Learners should understand that if they plan effectively, they will write better and more interesting stories. Also tell them that the planning of a story often takes longer than the writing of it.

Remind the learners of how long the story should be (100–150 words).

Discuss titles. Show and read the titles of interesting books and ask the learners to give reasons why they are interesting.

Give them plenty of time to plan their stories before they write them.

When they have finished writing, get them to edit their stories in pairs. They should use the checklist on the board to guide them.

Activity 20

Divide the class into small groups. Each learner reads their story aloud to a group. Remind them to read slowly and with expression. They should also focus on pronouncing the words correctly.

Activity 21

The learners listen to and discuss one another's stories and then complete this checklist.

Writing: story	Our opinion
We liked:	
We disliked:	
Name:	

Week 2

Lesson 9: Language structures and conventions (page 19)

Learners discuss and complete activities about personal pronouns. They also correct concord errors.



PERSONAL PRONOUNS

Read and discuss the information about personal pronouns. Get the learners to identify personal pronouns in the story *Sihle's difficult decision*.

Activity 22

The learners write sentences and fill in the correct pronouns.

Answers: Activity 22

- a) He was walking home with them.
- b) They found a wallet in the grass.
- c) Sihle told them not to take the money.
- d) They did not listen to Sihle.
- e) Sihle knew what he had to do.

Assessment

The learners mark each other's work while you discuss the correct answers. Then they assess it according to temperature-gauge assessment (see 'Assessment' section). Give extra support to those learners who have cool or cold symbols.

Temperature-gauge assessment

Hot	All correct
Warm	4 correct answers
Cool	2-3 correct answers
Cold	0-1 correct answers

Extension

The learners practise using pronouns by following these steps.

- They write three sentences about themselves on a piece of paper.
- They are not allowed to use any pronouns in the sentences. For example: Jarred went to school and did Jarred's work. Jarred played with Jarred's friends at break time. Jarred and Jarred's friends had lots of fun.
- The learners then swap papers with their partners.
- They then attempt to replace the names with pronouns. For example: Jarred went to school and did his work. He played with his friends at break time. They had lots of fun.
- Remind them to keep the name (proper noun) the first time it is mentioned.
- Learners can refer to the words in the information box to help them.

Activity 23

The learners match the pronoun with the appropriate verb form. Get them to complete this activity verbally.

Answers: Activity 23

- a) We play soccer.
- b) I am the fastest runner.
- c) They eat supper.
- d) You go to school early.
- e) He likes hot dogs.

Week 2

Lesson 10: Vocabulary; Reflecting on reading (page 19)

Learners identify the correct spelling of 'oy' and 'oi' words.

Activity 24

Get the learners to brainstorm words with the 'oy' sound. Write them on the board. Identify the different ways of spelling the 'oy' sound. Then, get the learners to write the correct words in their exercise books.

Answers: Activity 24

a) boy, b) boil, c) toys, d) oil, e) enjoy

Activity 25

The learners tell a partner about a book they are reading by summarising it in three to five sentences. They also share their opinions about the book. Get them to read extracts from their books to one another.

Baseline assessment

Observe and listen to the learners as they reflect on reading.

- Are they reading independently?
- Can they retell the main ideas about a story?
- Can they give an opinion?

Make relevant notes in your informal assessment journal.

Extension

Play an 'oy'-sound circular challenge game. The aim of the game is to keep the list of 'oy'-sound words going for as long as possible.

For example:

- The first person in the group says, "Oil."
- The second person then says, "Toy, oil."
- The third person says, "Boy, toy, oil."

Play continues in this way until someone either forgets the words or cannot think of a new word to add.

Unit 2

Moving around

Learner's Book pages 20-29

Duration 10 hours

Overview

Lesson	Time allocation (minutes)	LB page/s	Activities
Daily listening and speaking practice: Learners perform a rhyme or a poem, play a language game, give and follow instructions and directions or share their news.			
Term 1 Week 3			
1	30	20-21	Listening and speaking: Activity 1; Reading: Activity 2; Core Reader
2	30	21	Writing: Activity 3
3-4	60	22	Reading: Activities 4 and 5
5-6	60	23	Reading: Activities 6 and 7
7-8	60	24	Spelling: Activity 8
9-10	60	24-25	Reading: Activity 9 and 10
Term 1 Week 4			
1	30	25	Reading: Activity 11
2	30	26	Vocabulary: Activity 12
3	30	26	Reading: Activity 13
4-5	60	26-27	Language structures and conventions: Activities 14 and 15
6	30	27	Writing: Activity 16
7	30	28	Listening and speaking: Activity 17
8-9	60	28-29	Writing: Activity 18
10	30	29	Reflecting on reading: Activity 19

Week 3

Lesson 1: Listening and speaking; Reading (pages 20-21)

Learners take part in a conversation about cars and complete pre-reading activities.

Before the lesson

Display pictures of cars. Display informative books with visuals.

Introduce the unit

Introduce the topic and books on display. Discuss the text types and encourage the learners to read the books in preparation for their 'Reflecting on reading' lesson.

Activity 1

Divide the learners into groups to have a conversation about cars. Tell them to give everyone in the group a chance to speak and to listen to, help and encourage learners as they attempt to speak in their additional language.

Activity 2

Show the learners a variety of interesting book covers and contents pages. Discuss where the contents pages are found and what their purpose is. In pairs, they then refer to the cover and contents page in the Learner's Book and discuss the questions.

Assessment

Observe the learners while they work in their groups.

- Do they participate in the conversation?
- Can they ask and answer simple questions?
- Do they encourage and support their group members?

Write relevant observations in your informal assessment journal.

Core Reader (page 80)

Encourage the learners to read the car advertisement.

Week 3

Lesson 2: Writing (page 21)

Learners brainstorm ideas and write them on a mind map.

Resources

Newsprint and markers

Before the lesson

Copy the mind map on page 21 of the Learner's Book onto the board.

Activity 3

Divide the learners into groups. Give each group a piece of newsprint and a marker. Get them to copy the mind map onto the newsprint. Discuss the important aspects of brainstorming (see 'Introduction'). Ask the learners to brainstorm ideas and add them to the mind map. Get the groups to give feedback to the class. As they do this, add their ideas to the mind map on the board and formulate a class mind map.

Assessment

Observe the learners while they work in their groups.

- Do they participate?
- Are they encouraging and supportive?

Write relevant observations in your informal assessment journal.

Week 3

Lessons 4 and 5: Reading (page 22)

Learners read an informative text with visuals. They use reading strategies to help them identify information to answer questions.

Activity 4

Ask the learners to read the text silently and note words and sentences they do not understand. Explain the difficult words and then read the extract to them before they answer the questions. Practise pronouncing new words correctly.

Activity 5

Encourage the learners to scan the extract to find relevant information. Remind them that this means they quickly look at the page, and focus only on the information required to answer the question. Explain that they need to correct the incorrect sentences. Discuss the example given in 'a'.

Answers: Activity 5

- No. It looked like a chair on wheels.
- No. They just wanted to prove they could create a car that worked.
- Yes.
- No. The Nash Ambassador had wheels with spokes.
- No. Ferdinand Porsche designed the Beetle.

Week 3

Lessons 5 and 6: Reading and comprehension (page 23)

Learners read an informative text and answer questions using the words 'has' or 'hasn't' in their responses.

Activity 6

The learners take turns to read paragraphs aloud with a partner. Explain difficult words and sentences. Practise pronouncing new words correctly.

Assessment

Move around the classroom and listen to learners read.

- Can they read fluently?
- Do they use expression?
- Do they pronounce words correctly?

Write relevant observations in your informal assessment journal.

Activity 7

Encourage the learners to scan the extract to find information. Explain that they need to correct the incorrect sentences. Discuss the example given in 'a'.

Answers: Activity 7

- No, it hasn't. The engine is at the back.
- No, it hasn't. The Packard Station Wagon has a beautiful wooden dashboard.
- No, it hasn't. The Cadillac has tail fins.
- Yes, it has.
- Yes, it has.

Week 3

Lessons 7 and 8: Spelling (page 24)

Learners write spelling words into their personal dictionaries, use a dictionary to help them write the meanings and then follow steps to learn the spelling words for a test.

Activity 8

Ask the learners to write the words and their meanings into their personal dictionaries. They use a dictionary to help them write the correct definition. Introduce the following method to learn spelling. It is a constructive and independent way to learn new spelling words.

The see-write-say-write-edit spelling method

Learners draw up a table in their book.

The table should have four columns and seven rows.

The headings for the columns are: 'Write', 'Say', 'Write', and 'Edit'.

- **See:** Learners look at the first word in their spelling list.
- **Write:** They study this word and then write it down in the first 'write' column.
- **Say:** Now they say the word and if they can say it they tick the space provided. If they are unsure of the pronunciation they need to put a cross and ask someone to help them.
- **Write:** Learners cover the word and try and write it in the second 'write' column.
- **Edit:** They mark it and if necessary correct it by writing it again in the 'edit' column.

By using this method, it becomes clear which words they need to spend extra time learning. After learning the words, their table may look like this:

Write	Say	Write	Edit
aeroplane	✓	airoplane x	aeroplane
beautiful	x	beautiful ✓	
influenced	✓	inflawnced x	influenced
muscle	✓	muscle ✓	
design	✓	design ✓	
dynamic	x	dinamic x	dynamic

Encourage learners to use this method when studying for future spelling tests. After they have learnt the words in this way, test them.

Week 3

Lessons 9 and 10: Reading and comprehension (pages 24-25)

Learners read an informative text and answer questions using the words 'was' or 'wasn't' in their responses.

Activities 9 and 10

As the learners have been exposed to similar extracts, ask them to attempt to read and interpret this extract on their own. Once again get them to correct the incorrect sentences.

Answers: Activity 10

- a) No, it wasn't. The car was a symbol of your wealth.
- b) Yes, it was.
- c) No, it wasn't. Only parts of the car were made of plastic.
- d) No, it wasn't. The dashboard was made of plastic.
- e) Yes, it was.

Week 4

Lesson 1: Reading and writing (page 25)

Learners skim read the information texts and complete a table.

Before the lesson

Make a copy of the rubric for each learner or write it on the board so that the learners can copy it into their exercise books.

Activity 11

Ask the learners to copy the table into their exercise books. Tell them to leave three lines between years as they may not fit all the writing onto one line. Make them aware that there may be more than one point to write down in each section. Get them to scan the extracts and add details to the table.

Answers: Activity 11

Years	Interesting features
1910-1920	Cars looked like chairs on wheels.
1930s	The boot looked like a suitcase at the back of the car. Boots were found under the front bonnet.
1940s	Wooden dashboard
1950s	Many cars had tail fins.
1960s	Cars had huge engines to make them go fast.
1970s	Cars were designed in interesting shapes.
1980-1990	Cars were more luxurious; had plastic dashboards; bumpers became part of the car
2000s	Smaller cars that are more environmentally friendly

Assessment

Use this rubric to help you assess the learner's work.

Writing: table									
Correct answers	0	1	2	3	4	5	6	7	
Spelling and word order	0 (poor)	1 (fair)	2 (good)	3 (excellent)					
Name:								Total: /10	

Week 4

Lesson 2: Vocabulary (pages 25 and 26)

Learners discuss, identify and use prefixes.

Resources

Dictionaries



PREFIXES

Read and discuss the information about prefixes.

Ask the learners to give you other examples of prefixes. Write them on the board and brainstorm words that start with them.

Activity 12

The learners complete this activity in their exercise books.

Answers: Activity 12

- aeroplanes; aerodynamic
- Sentences will vary.

Extension

Give the learners examples of prefixes and get them to look up the meanings in the dictionary. Ask them to count how many words have that particular prefix.

Week 4

Lesson 3: Reading (page 26)

Learners read and use adverbs of time to interpret a graph.

Activity 13

Discuss the information on the graph in detail before the learners answer the questions.

Answers: Activity 13

- a) It took about eight weeks.
- b) It took less time as cars were faster than ox wagons.
- c) It takes about 14 hours to travel this distance today.
- d) Aeroplanes can travel much faster than road transport (they are much faster than cars and they can take a more direct route).

Week 4

Lessons 4 and 5: Language structures and conventions (pages 26-27)

Learners punctuate sentences, use modal verbs to complete sentences and play a game.

Activity 14

Ask the learners why the sentences are difficult to read. Discuss the importance of punctuation before they complete the activity.

Answers: Activity 14

- a) My mother thinks my father is a bad driver.
- b) He calls her Mrs Crash which makes her mad.
- c) He crashed into the street sign on Mandela Street.
- d) He told the policeman the sign was moving.
- e) This was not a good idea.



MODAL VERBS

Read and discuss the information about the modal verbs 'can', 'may' and 'must'. Divide the class into three sections. Each section is allocated either 'can', 'may' or 'must'. Each learner thinks of a sentence that includes their allocated word, and shares it with the class. The class checks if the modal verb is used correctly.

As this is a confusing concept, reinforce it by taking the learners outside to play this game:

- The learners sit in a group. Identify something close by that they can run and touch. Call this object 'home base'.
- Say sentences that include 'can', 'may' and 'must'.
- If you use the modal correctly, the learners repeat the sentence.
- If you use the modal incorrectly, they jump up as quickly as possible and run to touch the home base. The first person there gets a point.
- Repeat from the beginning.
- The learner with the most points wins. If more than one learner has the winning number of points, play a deciding round between them to identify an overall winner.

Activity 15

The learners complete the sentences in their exercise books. They add and underline the missing modal verbs.

Answers: Activity 15

- a) May I get a lift to school with you?
- b) Can you read this map?
- c) When you turn, you must use an indicator.
- d) A stop sign means you must stop.
- e) Please may I put this in the boot?
- f) Yes, you may park here.
- g) My brother passed his driving test yesterday, so he may drive my dad's car.
- h) My dad can fetch us after the soccer match this afternoon.

Week 4

Lesson 6: Writing (Page 27)

Learners label a picture.

Resources

Magazines, scissors and glue

Activity 16

Hold a general class discussion about car materials, parts and safety features. You may need to write keywords on the board so that the learners can refer to them when they write the labels. When they have finished, ask them to compare their labelled picture with their partner's picture.

Week 4

Lesson 7: Listening and speaking (page 28)

Learners recount an event in the correct sequence.

Activity 17

Discuss the cartoon in detail so the learners are familiar with the vocabulary they need to recount the event.

Assessment

Listen to the learners as they recount the event.

- Are they able to retell events in the correct sequence?

Write relevant notes in your informal assessment journal.

Extension

Learners recount an event in their own lives.

Week 4

Lessons 8 and 9: Writing (pages 28-29)

Learners write a factual recount.

Before the lesson

Make a copy of the rubric for each learner or write it on the board so that the learners can copy it into their exercise books.

Activity 18

Divide this lesson into three stages – writing the rough draft, checking and correcting, and writing the corrected story. The learners must understand that all three stages are equally important and they should get into the routine of following this procedure with all writing activities. Discuss the assessment criteria on the rubric. Tell the learners to write in the past tense and use adverbs. When the recounts are finished, get the learners to read their corrected stories to the class.

Assessment

Use this rubric to assess their writing.

Writing: recount	3	2	1-0	Subtotal
Content	Appropriate	Mostly appropriate	Inappropriate	
Sequence of events	Correctly sequenced	Mostly correctly sequenced	Muddled	
Sentence structure (grammar)	Excellent formed sentences	Relatively well-formed sentences	Confusing sentence structure	
Vocabulary	Appropriate and interesting	Appropriate	Inappropriate	
Punctuation and spelling	Appropriate	Mostly appropriate	Inappropriate	
Name:			Total:	/15

Week 4

Lesson 10: Reflecting on reading (page 29)

Learners reflect on what they have read.

Activity 19

Divide the learners into groups. Ask them to share their opinions about the stories they have read. Choose a few learners to share their responses with the whole class. Get them to read extracts of the books to one another.

Assessment

Observe and listen to the learners as they reflect on reading.

- Are they reading independently?
- Can they give an opinion?
- Can they relate text to their own life?

Make relevant notes in your informal assessment journal.

Unit 3

Private: keep out!

Learner's Book pages 30-40

Duration 10 hours

Overview

Lesson	Time allocation (minutes)	LB page/s	Activities
Daily listening and speaking practice: Learners perform a rhyme or a poem, play a language game, give and follow instructions and directions or share their news.			
Term 1 Week 5			
1-2	60	30-31	Listening and speaking: Activities 1, 2, 3 and 4
3-4	60	31-32	Reading and comprehension: Activities 5 and 6
5	30	32-33	Comprehension: Activities 7 and 8
6-7	60	33	Writing: Activity 9
8	30	34	Listening and speaking: Activity 10
9	30	34	Spelling: Activity 11
10	30	34-35	Language structures and conventions: Activity 12; Core Reader
Term 1 Week 6			
1-2	60	35-36	Language structures and conventions: Activity 13; Reading: Activities 14; Listening and speaking: Activity 15
3	30	37	Language structures and conventions: Activity 16
4	30	38	Writing: Activity 17
5-6	30	38-39	Language structures and conventions: Activities 18 and 19; Reading: Activities 20 and 21
7-8	60	40	Writing: Activities 22 and 23; Reflecting on reading: Activity 24
9-10	60	41-42	Formal Assessment Term 1 Task 1

Week 5

Lesson 1: Listening and speaking (pages 30-31)

Learners discuss pre-reading questions, listen to and answer questions about a personal account in a diary entry and role-play predictions.

Before the lesson

Display storybooks that include social texts like diary entries and letters.

Introduce the unit

Introduce the topic and books on display. Discuss the text types and encourage the learners to read the books in preparation for their 'Reflecting on reading' lesson.

Activity 1

Divide the learners into groups to discuss the questions.

Activity 2

Read the following diary entry to the learners. Read slowly, clearly and with expression.



LISTENING TEXT

Wednesday evening

Dear Diary

OK, OK, so I am in massive trouble. How was I to know that my mother was taking those cakes to work for her boss's birthday? All I did was walk into the kitchen after soccer practice and there they were - sitting on the cake rack looking all chocolatey and delicious. I just couldn't help myself - I am a 12-year-old boy and I was starving.

And yes, MAYBE I shouldn't have eaten ten of them. And I DEFINITELY shouldn't have left the little paper cupcake holders on my desk. But again, how was I to know that the cakes were special. There was no sign on them saying 'Do not eat these cakes or your mother will freak out!'.

Anyway, now all I have are sticky fingers and memories. Mom says I'll have a lot of time to remember those cakes as I sit alone in my room, NOT watching TV and NOT seeing my friends for a week. A week! Can you believe it - for ten little cakes? I think that is a very, very unfair punishment!

Ask the learners to identify which person in the story may have thought the following words:

- Usually someone brings cakes to work for my birthday, but not this time! (Mother's boss)
- I can't believe I won't be able to watch TV for a whole week. That is unfair! (Boy writing the diary)
- I am so irritated. I wanted to make my boss feel special on her birthday. (Mother)

Activity 3

The learners answer the questions in their groups. Remind the learners to give everyone an opportunity to speak.

Answers: Activity 3

- a) The person who wrote the diary is a twelve-year-old boy.
- b) He is in trouble because he ate ten of the cakes his mother was taking to work for her boss's birthday.
- c) Accept justifiable answers. For example: He is not sorry. He thinks the punishment is totally unfair.
- d) He has to sit alone in his room and is not allowed to watch TV or see his friends for a week.
- e) Accept justifiable answers. For example: His mother works and she is strict.

Activity 4

The learners role-play in pairs. Select a few of the learners to present their role-plays to the class.

Assessment

Observe the learners as they discuss and role-play.

- Do they all participate?
- Do they use the correct tense?
- Can they answer questions appropriately?
- Do they speak with expression?

Write relevant observations in your informal assessment journal.

Week 5

Lessons 3 and 4: Reading and comprehension (pages 31-32)

Learners read, discuss and answer questions about a social text in the form of a diary entry.

Before the lesson

Make a copy of the rubric for each learner or copy it on the board so they can copy it into their exercise books before their reading is assessed by their partners.

Activity 5

After the learners have read the diary entry silently, discuss the meanings of difficult words. Encourage them to focus on the context of the words to help them work out the meanings. To make sure that everyone understands the diary entry, ask volunteers to tell the class what it is about.

Talk about reading aloud. Ask the learners, “If you are listening to someone read, when do you feel bored or interested?”

Explain that if they want to capture the audience’s attention when reading aloud, they must focus on:

- using expression
- reading at a controlled rate, not too slowly or too fast
- reading loudly enough to be heard, but not shouting
- pausing at commas and full stops.

Discuss the rubric so the learners know which aspects of their reading are going to be assessed. The learners read the extract aloud to a partner.

Assessment

As they read aloud, their partner assesses their reading by filling in this assessment rubric. Learners must understand that it will help their partner improve only if it is filled in honestly.

Unprepared reading	Name:		
Reads fluently (smoothly, easily)	Yes	Sometimes	No
Reads with expression	Yes	Sometimes	No
Can be heard clearly	Yes	Sometimes	No
Pronounces words correctly	Yes	Sometimes	No

Activity 6

The learners answer the questions about the diary entry.

Answers: Activity 6

- A ten-year-old girl is writing the diary.
- Her brother’s name is Daniel/Dan.
- She lives somewhere in the suburbs.
- Her mother is angry because Daniel took her diary and read it to his friends.
- Daniel was grounded for a week and forbidden to enter her room without permission.

Week 5

Lesson 5: Comprehension (pages 32-33)

Learners use contextual clues and dictionaries to write synonyms and antonyms.

Resources

Dictionaries

Activities 7 and 8

Ask the learners what you call words that have the same meanings (synonyms) and words that have opposite meanings (antonyms). Encourage the learners to refer to a dictionary if they are unsure of the meanings of the words.

Answers: Activity 7

- a) angry – furious
- b) stinky – smelly
- c) revolting – disgusting
- d) nice – cool

Answers: Activity 8

- a) minor – major
- b) younger – older
- c) best – worst
- b) always – never
- e) forbidden – allowed
- f) old – new

Week 5

Lessons 6 and 7: Writing (page 33)

Learners read and discuss a page in a diary, and write a simple description of a person and a list.

Resources

Newsprint and markers

Activity 9

Ask the learners to analyse the diary page to gather information about the girl who wrote the diary. Remind the learners that adjectives describe nouns.




- a) Discuss the meanings of the adjectives before they write their descriptive paragraph. After they have written the paragraph divide them into groups. Try to have an odd number of learners in each group. The learners then read their paragraphs to their group. The group members then discuss whether or not it is a fair description.
- b) The learners complete the list in the following way:
 - A scribe is appointed within each group to draw the table on the newsprint.
 - Every person in the group must be given a chance to say what they think is cool and not cool.

- Before an idea can be added to the group's table, the majority of the group must be in agreement. Encourage groups to vote if they cannot decide. A decision will always be reached if a group has an odd number of members.
- At the end of the activity, groups report back to the class. Each group member says something.

Assessment

The class assesses each group's list using thumbs assessment.

Thumbs assessment

	I agree with your list.
	I'm undecided.
	I disagree with your list.

Week 5

Lesson 8: Listening and speaking (page 34)

Learners express opinions about a statement.

Resources

Newsprint and markers

Activity 10

Divide the learners into groups and read the instructions. Get them to look at the statement from both angles by doing the following:

- Draw two columns on newsprint.
- Head the columns 'Yes' and 'No'.
- Under each heading list appropriate points.
- Have a discussion about each point before coming to a group decision about what the majority of the group believes.
- Groups give feedback to the rest of the class.
- Every group member must say something.

Assessment

Listen to the learners during the discussion.

- Are they able to express an opinion?

Write relevant observations in your informal assessment journal.

Week 5

Lesson 9: Spelling (page 34)

Learners use a dictionary to help them write the meanings of compound words. They record the words and meanings in their personal dictionaries and learn how to spell them.

Activity 11

Read and discuss the information box and instructions before the learners complete the activity.

Answers: Activity 11

- a) outside – not inside; being out of doors
- b) everything – all of something
- c) bedroom – a room for sleeping
- d) boyfriend – a close male friend
- e) homework – school work that is done at home

Week 5

Lesson 10: Language structures and conventions (pages 34-35)

Learners discuss, identify and use uncountable nouns.

Before the lesson

Copy this table on the board.

Countable nouns	Uncountable nouns
Name things	Name things
Singular or plural	Normally singular and do not have plurals
Can be counted	Cannot be counted



UNCOUNTABLE NOUNS

Read and discuss the information about uncountable nouns. Also revise the information on countable nouns (see Learner's Book, page 11). Discuss the similarities and differences between countable and uncountable nouns by referring to the table on the board.

Activity 12

The learners differentiate between countable and uncountable nouns by dividing them into two groups. Then they write sentences which explain the meanings of four uncountable nouns. Discuss the answers and get the learners to read their sentences to a partner.

Answers: Activity 12

Uncountable nouns	Countable nouns
money	rand
chalk	desk
furniture	chair
work	cat
travel	potato
rice	apple
sugar	
cheese	
wood	
rubbish	
paper	
meat	

Assessment

After they have read their sentences, their partner assesses them according to star-rating assessment. View the star ratings and give extra support to those learners who have three or fewer stars.

Star-rating assessment

The meaning of the uncountable noun is clear in:	
all sentences	*****
three sentences	****
two sentences	***
one sentence	**
no sentences	*

Core Reader (page 54)

Encourage the learners to read the poem 'Every day'.

Week 6

**Lessons 1 and 2: Language structures and conventions;
Reading; Listening and speaking (pages 35-36)**

Learners read a conversation and use reported speech and dialogue.

Activity 13

The learners use the frame to help them use reported speech correctly. Discuss the examples as a class after they have completed the activity in pairs.

Answers: Activity 13

- a) The mother said that it was Daniel's fault.
The boy said that it was always his fault.
The girl said that she didn't like it when they fought.
- b) He said that he was in such trouble.
He said that he ate ten of his mother's cakes.
She said that she baked those cakes to take to work.
She said that he may not watch TV for a week.

Activity 14

Read the instructions and discuss the punctuation used in the conversation. The learners then work in pairs to read and complete the dialogue. Identify a few of the pairs to present their dialogues to the class.

Activity 15

The learners refer to their dialogue from Activity 14 and use reported speech to describe the conversation.

Week 6

Lesson 3: Language structures and conventions (page 37)

Learners discuss and use prepositions.



PREPOSITIONS

Read and discuss the information about prepositions. Use the prepositions in sentences about a school bag and book. Get the learners to respond to the sentence by placing their school bag and book in the correct position. For example:

- The book is in the school bag. (The learners put their book in their school bag.)
- The bag is below the book. (They place the bag below the book.)

Activity 16

Before the learners complete the activity, ask them to identify the prepositions in the diary entry (Learner's Book, pages 31–32). For example: 'in', 'underneath', 'around'.

Answers: Activity 16




- a) The fireman is climbing up the ladder.
- b) The girl is on the windowsill.
- c) The policeman is behind the truck.

- d) The nurse is in front of the truck.
- e) The children are standing next to the truck.
- f) The cat is stuck on the roof.

Assessment

Discuss the correct choice of prepositions and get the learners to assess their knowledge of prepositions according to emotive assessment. Give extra support to learners who have a sad-face symbol.

Emotive assessment

	I understand prepositions.
	I need extra practice to fully understand prepositions.
	I need help as I do not understand prepositions.

Week 6

Lesson 4: Writing (page 38)

Learners interpret a photograph and write a short message.

Before the lesson

Make a copy of the rubric for each learner or write it on the board so that the learners can copy it into their exercise books.

Write this checklist on the board.

Checklist

- Is my content relevant?
- Is my information organised?
- Have I used the correct format?
- Are my sentences well structured?
- Have I described the event logically?
- Have I used punctuation correctly?

Activity 17

Discuss each point on the checklist so the learners know what they will be checking when they edit their work. When they have finished the message, they refer to the checklist and edit their writing. They should not have 'no' responses to any questions in the checklist once their editing is complete. They may need a partner to help them edit.

Assessment

Use this rubric to help you assess the writing.

Writing: message	Exceeds expectations (5-4)	Meets expectations (3-2)	Does not meet expectations (1-0)	Subtotal
Format	Correct	Mostly correct	Mostly incorrect	
Information	Relevant content; well written and organised; clear; easy to follow	Relevant content; adequately written and organised; clear; reasonably easy to follow	Irrelevant content; poorly written and organised; unclear; hard to follow	
Sentence structure	Excellent formed sentences	Relatively well-formed sentences	Confusing sentence structure	
Name:				Total: /15

Week 6

Lessons 5 and 6: Language structures and conventions; Reading (pages 38-39)

Learners punctuate sentences and use question words. They also read and answer questions about a letter that describes a planned event.

Before the lesson

Write this sentence on the board:

I need to buy: coffee, tea and sugar.

Activity 18

Refer to the example on the board and explain that a colon can indicate a list. Tell the learners that they will need to add the following punctuation to the sentences: commas, a colon, inverted commas, an exclamation mark, a question mark and full stops.

Answers: Activity 18

- “Help!” yelled Anita. “My house is on fire.”
- What is the address, please?
- The fire engine will be there in two minutes.
- The firemen had hoses, axes and a long ladder.
- We managed to save the following: photographs, passports and the dog.

Activity 19

If learners are to complete comprehension exercises effectively, they need to fully understand the meanings of the question words. Discuss the question words and what type of responses they request. Also relate them to words used in their home language.



QUESTION WORDS

- What - requests information
- How - requests an explanation
- Why - requests a reason
- Where - requests a place
- Which - requests identification
- When - requests information about time or at what point something happened
- Do/did/does - requests a 'yes' or 'no' response

Use the question words in simple questions before the learners write their questions. Encourage them to write interesting questions.

Activity 20

Read the letter and discuss the purpose and format.

- Purpose: to communicate information to parents
- Format: address, date, greeting, introductory paragraph in which the main reason for writing is introduced, main paragraph in which the main reason for writing is extended, closing paragraph which wraps everything up, closing and name.

Activity 21

Hold a class discussion to complete this activity. Encourage the learners to scan the letter to find the information needed to answer the questions correctly.

Answers: Activity 21

- a) The invitation is addressed to the parents.
- b) It is from the principal, Mr Pat Hanekom.
- c) Parents are invited to a first-aid course.
- d) The lessons will take place on Saturday mornings from 9 to 11 a.m.
- e) The lessons will take place in the school hall.
- f) As a result of the fire in which a girl was rescued, they decided that it would be good for everyone to learn basic first aid.
- g) The lessons cost nothing for parents and learners.

Week 6

Lessons 7 and 8: Writing; Reflecting on reading (page 40)

Learners complete a message, write a paragraph and reflect on the books they are reading.

Activity 24

Begin with this activity as the learners will work independently and at different paces during activities 22 and 23.

The learners work in pairs. They tell their partners about the books they are reading and give their personal opinions. Get them to read extracts of the books to one another.

Assessment

Observe and listen to the learners as they reflect on reading.

- Are they reading independently?
- Can they give a short oral review?
- Can they give a personal opinion?

Make relevant notes in your informal assessment journal.

Activity 22

The learners complete the note in their exercise books.

Activity 23

The learners write a paragraph. They should:

- describe a planned event
- write the actions and events logically
- use connecting words
- use the future tense
- check spelling and punctuation.

Due to time constraints, they may need to complete the paragraph at home.

Assessment

For activities 22 and 23, read the learners' completed work and write constructive comments in their exercise books.

Week 6

Lessons 9 and 10: Formal Assessment Task (pages 41-42)

Learners complete a Formal Assessment Task to evaluate their level of competency.

Formal Assessment Term 1 Task 1

See 'Assessment' section.

Unit 4

Following instructions

Learner's Book pages 43-50

Duration: 10 hours

Overview

Lesson	Time allocation (minutes)	LB page/s	Activities
Daily listening and speaking practice: The learners perform a rhyme or a poem or share their news.			
Term 1 Week 7			
1	30	43	Listening and speaking: Activities 1 and 2; Core Reader
2-3	60	43-44	Reading and comprehension: Activities 3 and 4
4-5	60	44-45	Language structures and conventions: Activities 5 and 6; Listening and speaking: Activity 7
6-7	60	45-46	Reading: Activities 8 and 9
8-9	60	46	Reading: Activity 10; Core Reader
10	30	47	Vocabulary: Activity 11
Term 1 Week 8			
1	30	47	Writing: Activity 12
2-3	60	47	Writing: Activities 13 and 14; Core Reader
4	30	47-48	Language structures and conventions: Activity 15
5-6	60	48-49	Writing: Activity 16
7-8	60	49-50	Language structures and conventions: Activities 17 and 18
9-10	60	50	Reflecting on reading: Activities 19 and 20

Week 7

Lesson 1: Listening and speaking (page 43)

Learners read a map and listen to and follow instructions.

Before the lesson

Write the instructional verbs used in the listening-skills text on the board (move, turn, follow, go).

Display books that include procedural texts.

Introduce the unit

Introduce the topic and books on display. Discuss the text types and encourage the learners to read the books in preparation for their 'Reflecting on reading' lesson.

Activity 1

Talk about the map and what can be found on it before you read the following instructions.



LISTENING TEXT

These instructions tell you how to find your way on this map. You will follow the instructions by moving your finger along the route.

- First, put your finger on the red dot near the top of the map.
- Move down the road towards the zoo.
- Turn right, through the zoo gates.
- Follow the path round the zoo back to the gates.
- Turn right and move towards the river.
- Go over the bridge.
- Turn left when you get to the supermarket.
- Move down the road.
- Turn right after the second house.

Where did you end up?




Activity 2

Discuss the instructional verbs written on the board and get the learners to think of more examples. Add them to the list. The learners then give one another clear instructions to follow.

Assessment

Learners assess one another's instructions according to thumbs assessment.

Thumbs assessment

	You give excellent instructions.
	Some of your instructions are good.
	You need more practice giving instructions.

Extension

Learners draw a map and write instructions for a partner to find something.

Core Reader (page 77)

Encourage the learners to read the instructions in the invitation.

Week 7

Lessons 2 and 3: Reading and comprehension (pages 43-44)

Learners answer pre-reading questions, read, interpret and answer questions about instructions.

Resources

Dictionaries

Activity 3

Before the learners read the instructions, ask them to skim the text and predict what they are going to read about. Get them to scan for compound words in the text. Discuss the meanings. The learners record the words and meanings in their personal dictionaries. Then, they read the text silently. Encourage the learners to use a dictionary to find the meanings of new words. Also get them to practise saying words that are difficult to pronounce. Read the text aloud together.

Activity 4

Get the learners to write the answers in their exercise books. Remind them to use full sentences.

Answers: Activity 4

a) You need to defrost the breyani if it is frozen.

- b) You first remove the cardboard box that the container comes in.
- c) You heat the breyani for two-and-a-half minutes.
- d) You need to let it stand for two minutes.
- e) You stir the breyani before cooking it again.
- f) You heat the breyani for two minutes.

Assessment

Mark the answers and record relevant comments in your informal assessment journal.

Week 7

Lessons 4 and 5: Language structures and conventions; Listening and speaking (pages 44-45)

Learners discuss and use connecting words, read and compare instructions, give an opinion and then give and listen to instructions.

Resources

Dictionaries



CONNECTING WORDS

Read and discuss the information about connecting words.

Activity 5

The learners follow and complete the instructions.

Answers: Activity 5

These are examples as the answers may vary.

Defrost the breyani before you start cooking.

Firstly remove the cardboard packaging.

Secondly pierce a few holes in the plastic.

Next heat on high for two-and-a-half minutes.

Then leave to stand for two minutes.

After this remove the plastic and stir.

Finally heat on high for two minutes.

Activity 6

Learners now compare the sets of instructions. Remind them to give reasons for their choice.

Activity 7

The learners practise giving instructions. Remind them to focus on the correct word order and on saying the instructions in the correct order.

Assessment

Listen to the learners as they give one another instructions.

- Can they sequence instructions correctly?

Write relevant observations in your informal assessment journal.

Extension

Learners give the class instructions on how to make something simple to eat or drink, for example, a cup of coffee, a sandwich, a cordial drink or a boiled egg.

Week 7

Lessons 6 and 7: Reading and comprehension (pages 45-46)

Learners read and answer questions about a recipe.

Activity 8

Discuss the pre-reading questions and then read the recipe to the learners. Discuss the structure of recipes and why the list of ingredients is always written separately from the instructions. Also talk about instructions and why they need to be short sentences that are simple, straightforward and easy to follow. Ask the learners how the pictures help. Learners then read the recipe again silently.

Activity 9

Get the learners to either answer the questions in pairs or independently in their exercise books. Remind them to answer in full sentences.

Answers: Activity 9

- You need 125 grams of butter.
- The oven needs to be 160 °C.
- You first mix the butter, sugar, egg yolk and vanilla together.
- You add the currants last.
- You bake the cookies for 20 minutes.
- You let the cookies stand for five minutes.
- The last instruction tells you to cool the cookies on a wire rack.

Week 7

Lessons 8 and 9: Reading and comprehension (page 46)

Learners read and discuss questions about procedural writing.



PROCEDURAL WRITING

Read and discuss the information about procedural writing. Ask the learners to refer to the recipe on page 45 and identify which tense is used in procedural writing (present simple tense). Also get them to identify which form of the verb is used to begin each instruction (command form).

Activity 10

The learners refer back to the recipe on page 45 of the Learner's Book and assess it according to the information given about procedural writing.

Answers: Activity 10

- a) Recipe for currant biscuits. Yes.
- b) Ingredients
- c) Pictures, numbers, sub-headings
- d) Oven, bowl, mixing utensil, sieve, board, rolling pin, fridge, shape cutter, baking tray, wire rack

Core Reader (page 73)

Encourage the learners to read the pawpaw pudding recipe.

Week 7

Lesson 10: Vocabulary (page 47)

Learners match words and definitions and write them in their personal dictionaries.

Resources

Dictionaries, A4 paper

Activity 11

Ask the learners to read the words in the box in context to help them work out the meanings. They may need to look up the meanings of some words in a dictionary. When they have matched all the words and their meanings, get them to write them into their personal dictionaries.

Answers: Activity 11

- a) Stir: move around with a spoon or a stick
- b) Sift: put through a sieve to remove big pieces
- c) Knead: press a mixture together many times with your hands
- d) Roll: make food flat and thin by pushing it with a rolling pin
- e) Whip: beat with a fork or a mixer to make thicker
- f) Mix: combine things; put them together
- g) Chop: cut into small pieces

Extension

Divide the learners into pairs. Give them a piece of A4 paper. They fold the piece of paper in half and then into seven parts. Then they cut along the fold lines so they have 14 similar-sized cards. They write each word from the vocabulary box and each meaning on separate cards. Then, they play the memory game where they match the words with their meanings (see 'Introduction').

Week 8

Lesson 1: Writing (page 47)

Learners use their vocabulary words in sentences.

Activity 12

Encourage the learners to use the vocabulary in sentences that explain their meaning. Discuss good and bad sentences. For example:

- Bad – Chop the tomatoes.
- Good – Use a sharp knife to chop the tomatoes into small pieces.

Assessment

The learners read their sentences to a partner who assesses them according to temperature-gauge assessment. Give extra support to those learners who have cool or cold results.

Temperature-gauge assessment

Hot	6-7 sentences reveal meanings
Warm	4-5 sentences reveal meanings
Cool	2-3 sentences reveal meanings
Cold	0-1 sentences reveal meanings

Week 8

Lessons 2 and 3: Writing (page 47)

Learners write a list, a set of instructions and an account of a procedure.

Before the lesson

Make a copy of the rubric for each learner or write it on the board so that the learners can copy it into their exercise books.

Activity 13

Get the learners to list the ingredients they will need to make their favourite food.

Activity 14

Tell the learners to refer back to the instructions given in the recipe.

They should note the following:

- Instructions are numbered.
- Each step begins on a new line.
- Full sentences are used.

Once the learners have written their instructions, get them to add pictures that will lead to a greater understanding of the instructions. Then they practise reading their instructions to a partner.

Assessment

Each learner reads their instructions to the class. Use this opportunity to assess their reading rather than their writing. Fill in this rubric as they read.

Prepared reading	Never	Seldom	Often	Always	Subtotal
Reads with fluency	0	1	2	3	
Reads with expression	0	1	2	3	
Can be heard clearly	0	1	2		
Pronounces words correctly	0	1	2		
Name:					Total: /10

Core Reader (pages 64 and 68)

Encourage the learners to read the instructions for making moving shapes and salt shapes.

Week 8

Lesson 4: Language structures and conventions (pages 47-48)

Learners discuss and use possessive pronouns.



POSSESSIVE PRONOUNS

Read and discuss the information about possessive pronouns. Give each learner the opportunity to say a sentence that includes a possessive pronoun.

Activity 15

Get the learners to complete the activity verbally before they write the sentences into their exercise books.

Answers: Activity 15

- a) They are his.
- b) They are hers.
- c) They are theirs.
- d) They are yours.
- e) They are mine.
- f) They are yours.

Assessment

Read the answers and get the learners to mark and assess their own work according to star-rating assessment. View the star rating and give extra support to those learners who only have one star.

Star-rating assessment

*****	6 correct answers
****	5 correct answers
***	4 correct answers
**	3 correct answers
*	0-2 correct answers

Week 8

Lessons 5 and 6: Writing (pages 48-49)

Learners interpret a plan and write a set of instructions and an account of a procedure.

Activity 16

Discuss the floor plan and what it shows. Remind the learners to write simple and clear instructions that are easy to follow.

Extension

Learners read their instructions to a partner and try work out which question was answered.

Week 8

Lessons 7 and 8: Language structures and conventions (pages 49-50)

Learners discuss and use comparative adjectives and apostrophes.

Before the lesson

Write the following table of information on the board.

Singular noun	Add 's
Plural noun ending with s	Add '
Plural noun not ending with s	Add 's



COMPARATIVE ADJECTIVES

Read and discuss the information about comparative adjectives. Explain that if the adjective is a short word, then the last letter is doubled. For example: big - bigger.

Reinforce the concept in the following way:

- Divide the class into groups.
- Within their group they must find ten things they can compare using comparative adjectives. For example:
 - I am taller than Siphso.
 - I am shorter than Paul.
 - My hair is darker than Mara's hair.
 - My feet are bigger than Paula's feet.
 - My father is older than Darren's father.
- Encourage them to think of interesting sentences.
- Each learner then chooses one sentence to say to the class.

Activity 17

Discuss the activity and the correct answers before the learners write the sentences in their exercise books.

Answers: Activity 17

- Bongi's feet are small, but Mark's feet are smaller.
- Sally's hands are warm, but Noni's hands are warmer.
- Mike is tall, but Pete is taller.
- Karen is short, but Amina is shorter.
- Jessie is strong, but Siphso is stronger.
- My granny is old, but my grandpa is older.
- My dog is fat, but your dog is fatter.
- This case is light, but that one is lighter.

Activity 18

Refer to the table on the board and teach the learners more about the apostrophe by explaining the following points.



THE APOSTROPHE

- The apostrophe (') and the letter **s** can be used to show possession or ownership. For example:
The pen belonging to the boy = The boy**'s** pen.
- To show singular possession use the apostrophe before an **s ('s)**.
For example:
Bongi**'s** eyes (the eyes belong to one person, Bongi).
- To show plural possession use the apostrophe after an **s (s')**.
For example:
The girls**'s** pencils (the pencils belong to more than one girl).
- If the plural does not end in an **s**, you normally add an apostrophe and an **s ('s)**. For example:
The children**'s** room, the men**'s** clothes.
- The word **its** never gets an apostrophe when it is used to show possession. For example:
The cow swished its tail.

Get the learners to copy the table into their exercise books before they complete the activity.

Answers: Activity 18

- Bongi's feet
- Noni's hands
- The dog's paws
- The children's pencils
- The passengers' cases

Assessment

Write the answers on the board and discuss them. The learners mark their own work and assess their competence using temperature-gauge assessment. Give extra support to those learners who identify that they need extra help.

Temperature-gauge assessment

Hot	I understand how to use an apostrophe to show possession.
Warm	I sometimes use the apostrophe correctly.
Cool	I seldom use the apostrophe correctly.
Cold	I need help.

Week 8

Lessons 9 and 10: Reflecting on reading (page 50)

Learners reflect on their personal reading and then read and write a book review.

Before the lesson

Make a copy of the rubric for each learner or write it on the board so that the learners can copy it into their exercise books.

Activity 19

Divide the learners into pairs to discuss what they have read.

Activity 20

Talk about the following elements that make up the book review:

- the title
- the author
- their opinions (their personal view of the book)
- new vocabulary
- the mark.

The learners then plan their review and say it to the class.

Assessment

If you would like to assess the book review, use this rubric to help you.

Writing: book review	4	3	2	1	Subtotal
Sentence structure	Excellent formed sentences	Relatively well-formed sentences	Sentence structure a little confusing	Sentence structure very confusing	
Layout		Layout was followed	Layout was mostly followed	Layout was not followed	
Content		Appropriate and enlightening	Appropriate and adequate	Inappropriate and lacking detail	
Name:					Total: /10

Unit 5

Time to rhyme

Learner's Book pages 51-62

Duration: 10 hours

Overview

Lesson	Time allocation (minutes)	LB page/s	Activities
Daily listening and speaking practice: Learners perform a rhyme or a poem, play a language game, give and follow instructions and directions or share their news.			
Term 1 Week 9			
1-2	60	51-52	Reading: Activity 1; Writing: Activity 2
3	30	52	Vocabulary: Activity 3
4	30	53	Reading: Activity 4; Core Reader
5	30	53	Vocabulary: Activity 5
6-7	60	54	Language structures and conventions: Activities 6 and 7
8	30	55	Reading: Activities 8 and 9; Core Reader
9	30	56	Writing: Activity 10
10	30	57	Listening and speaking: Activity 11
Term 1 Week 10			
1-2	60	57-58	Listening and speaking: Activity 12; Language structures and conventions: Activities 13 and 14
3-4	60	59	Spelling test; Listening and speaking: Activity 15; Writing: Activity 16
5	30	60-61	Listening and speaking: Activities 17, 18 and 19
6-7	60	61-62	Listening and speaking: Activities 20, 21 and 22; Writing: Activity 23
8	30	62	Writing: Activity 24; Reflecting on reading: Activity 25
9-10	60	63-64	Formal Assessment Term 1 Task 2

Week 9

Lessons 1 and 2: Reading and writing (pages 51-52)

Learners read a mind map and a poem.

Before the lesson

Display poems and poetry books.

Make a copy of the rubric for each learner or write it on the board so that the learners can copy it into their exercise books.

Introduce the unit

Introduce the topic, poems and books on display. Encourage the learners to read the poems in preparation for their 'Reflecting on reading' lesson.

Activity 1

Let the learners work in pairs. They study the instructions and mind map, and then take turns to read the poem. Make sure that they understand the process used by the poet in Activity 1 before they attempt the next activity.

Activity 2

The learners follow the process mentioned in Activity 1 and the instructions in Activity 2, and then write their own colour poems. Encourage them to spend time putting the words together in a way that flows as they will be reading the poems to the class.

Assessment

Tell the learners that they are being assessed on how they present the poem and not on the content. Remind them to:

- pronounce their words correctly
- read loudly enough
- read with expression, rhythm and fluency.

Use this rubric to assess each learner.

Unprepared reading	Excellent	Good	Average	Poor	Subtotal
Pronunciation	4	3	2	1	
Expression	4	3	2	1	
Rhythm and fluency	4	3	2	1	
Volume		3	2	1	
Name:					Total: /15

Week 9

Lesson 3: Vocabulary (page 52)

Learners identify rhyming words.



WORDS THAT RHYME

Read and discuss the information about rhyming words.

Activity 3

The learners work with a partner to find rhyming words. Then they write them in their exercise books.

Assessment

Observe the learners.

- Can they identify rhyming words?

Write relevant observations in your informal assessment journal.

Extension

Play the circular-challenge game.

- Groups make as many rhyming words as they can for the words 'might', 'through' and 'sea'.
- Play moves in a clockwise direction within the group so that every learner has to participate.
- Each learner has to repeat the words already said and add a rhyming word of their own.
- For example, the first learner begins by saying, "Hair." The second learner says, "Hair, care." The third learner then says, "Hair, care, tear."
- The challenge is to see how many rhyming words each group can find.

Week 9

Lesson 4: Reading (page 53)

Learners read and answer questions about a shape poem.

Activity 4

Explain that shape poems are poems written in the shape of their subject. Ask the learners to give examples of subjects that would work well as shape poems. For example: a snake, a shell or a snail.

Read the poem to the learners and discuss the pronunciation and meaning of difficult words before they read it aloud with their partner and discuss the questions.

Assessment

Observe the learners while they discuss the questions and answers.

- Do they partake in the discussion?
- Can they answer questions appropriately?

Write relevant observations in your informal assessment journal.

Core Reader (page 51)

Encourage the learners to read the poem 'A growing seedling'.

Week 9

Lesson 5: Vocabulary (page 53)

Learners make up sound words to describe sounds.

Before the lesson

Write 'rain', 'thunder' and 'crying' in separate circles on the board.

Leave room for words to be written around each circle.

Activity 5

Read and discuss the information. Get the learners to give examples of other sound words they know. Then, they make up their own sound words with a partner. Get them to tell the class the words they made up for each sound. Write these on the board around the appropriate circle.

Assessment

Observe the learners.

- Are they able to make up sound words?

Write relevant observations in your informal assessment journal.

Extension

Divide the learners into groups. They then write a picture poem using some of the sound words on the board.

Week 9

Lessons 6 and 7: Language structures and conventions (page 54)

Learners use adjectives and write them in their personal dictionary.



ADJECTIVES

Read and discuss the information about adjectives. Briefly describe what a noun is. Ask the learners to think of any noun they can see and then to describe the noun by adding an adjective. Give each learner the opportunity to tell the class their example.

Reinforce the concept by playing the circular-challenge game using adjectives.

- The aim of the game is to keep the description going for as long as possible.
- Write these words on the board: 'spaghetti', 'sauce', 'car' and 'house'.
- The following is an example using the word 'girl':
 - The first person in the group says, "The tall girl."
 - The second person then says, "The tall, pretty girl."
 - The third person says, "The tall, pretty, rude girl."
- Play continues in this way until someone either forgets the words or cannot think of a new word to add.

Activities 6 and 7

The learners complete the activities and then compare their adjectives and read their sentences to a partner.

Answers: Activity 6

delicious, yummy, wonderful

Assessment

Learners use emotive assessment to assess one another's sentences. Give extra support to those learners who have a sad-face symbol.

Emotive assessment



You always use adjectives correctly.



You sometimes use adjectives correctly.



You need help using adjectives.

Week 9

Lesson 8: Reading (page 55)

Learners read a poem aloud with rhythm.

Activity 8

Explain that in the same way as a song has rhythm (a beat), a poem can also have rhythm. Read the poems to the learners and get them

to clap the rhythm. Ask for volunteers to say the poems with rhythm. Discuss the meaning of each poem. Ask them to try identify the poet's name. Explain that 'anonymous' means that we don't know who wrote the poem. Get them to identify rhyming words in the poems. Divide them into pairs to say the poems aloud with their partner. Identify pairs who capture the rhythm of the poem and ask them to read to the class.

Activity 9

Ask the learners to complete this activity in pairs.

Answers: Activity 9

- star – are; high – sky; Peru – shoe – true; fright – night
- The star is compared to a diamond.
- No one knows who wrote the poem.

Assessment

Observe the learners as they say the poem.

- Do they pronounce words correctly?
- Do they show understanding of the poem?
- Do they convey rhythm?

Write relevant observations in your informal assessment journal.

Core Reader (page 52)

Encourage the learners to read the poem, 'Eyes'.

Week 9

Lesson 9: Writing (page 56)

Learners make comparisons.



COMPARISONS

Read and discuss the information about comparisons. Explain that imaginative comparisons can make our writing more interesting, but overused comparisons should be avoided. Identify examples of overused comparisons. For example: 'as green as grass' or 'work like a dog'. Encourage each learner to think of an imaginative comparison and share it with the class.

Activity 10

Read and discuss the comparisons before the learners complete the activity. The following answers are from the box but they learners may have made up their own.

Answers: Activity 10

- a) My brother and I are friends, but sometimes we fight like cat and dog.
- b) We made necklaces for market day and they sold like hot cakes.
- c) After the accident I was shaking like a leaf. The doctor said it was because I got a big fright.
- d) What happened to you? You are all wet. You look like a drowned rat.

Week 9

Lesson 10: Listening and speaking (page 57)

Learners read a poem, learn it and then add actions to it.




Activity 11

Learners read the poem. Ask them to identify if the poem has rhyme and rhythm. One learner reads the first voice and the other reads the second voice. They learn the poem and add actions to it.

Assessment

Join pairs to make groups of approximately eight learners. All pairs have a chance to present their poem to the group and the group assesses it using thumbs assessment.

Thumbs assessment

	Entertaining
	Okay
	Boring

Week 10

Lessons 1 and 2: Listening and speaking; Language structures and conventions (pages 57-58)

Learners use 'will' to indicate something will happen. They also practise using the past tense and future tense and learn about and use irregular verbs.

Resources

A4 blank paper/card

Activity 12

The learners adapt the first voice in the poem to include the words 'you will'. They say it to their partner who responds to each line by doing the appropriate action.

Answers: Activity 12

You will shake your head
You will wave your hand
You will stamp your foot
You will clap your hands
You will touch your nose
You will pull your ear
You will jump in the air
You will run on the spot
Everything you will do
And wherever you will go



IRREGULAR VERBS

Read and discuss the information about irregular verbs.

Activity 13

The learners write this activity in their exercise books.

Answers: Activity 13

I shook mine
I waved mine
I stamped mine
I clapped mine
I touched mine
I pulled mine
I jumped too
I ran too
I did too
I went too
For I was –
your shadow!

Activity 14

The learners practise using the future tense.

Answers: Activity 14

- My shadow will dance like a crazy person.
- My shadow will stay dead still.
- My shadow will wave its arms like a windmill.
- My shadow will run like the wind.
- My shadow will kick as high as it can.

Extension

Learners memorise verbs by playing this simple memory game.

- Each learner divides and cuts the blank piece of card into 12 cards.
- One learner copies the verbs from the frame on page 58 of the Learner's Book onto his/her cards.
- The other learner copies the past-tense verbs onto his/her cards.
- Only one word may be written on each card.
- Learners then turn the cards face down and muddle them.
- Learners take turns turning over two cards at a time.
- The aim is for the learners to memorise where cards are lying, and match the verb with its past tense.
- When a learner finds a matching pair, they keep it.
- At the end of the game, the learner with the most cards is the winner.

Homework

Learners learn the irregular verbs in the table for a spelling test in the next lesson. They must know how to spell and write each verb in the past tense.

Week 10

Lesson 3 and 4: Spelling test; Listening and speaking; Writing (page 59)

Learners write a spelling test. They read and write tongue twisters in which the initial sound in words is repeated.

Spelling test

Call out each verb and get the learners to write it and the matching verb in the past tense. Mark and assess the test. Record the marks and write relevant comments in your informal assessment journal.

Activity 15

The learners have fun reading tongue twisters as quickly as possible. They identify that they are called tongue twisters because the sounds are so repetitive that it is difficult to get your tongue around each word to say it correctly. Ask the learners what other tongue twisters they know. Here are some more tongue twisters to read:

- Peter Piper picked a peck of pickled peppers.
- She sells seashells by the seashore.
- Red lorry, yellow lorry. (The learners enjoy saying this one because although it is short, the faster it is said, the more impossible it becomes to say the correct words.)

Activity 16

Learners use nouns, adjectives and verbs that start with the same sound to write tongue twisters. Then, they teach their tongue twister to the class and try say it as quickly as possible.

Assessment

Listen to the tongue twisters.

- Do the learners use words that begin with the same sound?

Write relevant observations in your informal assessment journal.

Week 10

Lesson 5: Listening and speaking (pages 60-61)

Learners listen to, read and answer questions about a poem.

Activity 17

Read the poem to the class and then discuss difficult words and pronunciation. Get the learners to identify rhythm and rhyme in the poem.

Activity 18

Read the questions and discuss the answers before the learners work independently and write the answers in their exercise books.

Answers: Activity 18

- 'She' is the child's mother.
- The poem is about being scared of the dark.
- The child has wrapped the clothes around his head so he does not see or hear anything that may frighten him.
- There is no reason why he should feel afraid.
- Accept personal responses about their feelings.

Activity 19

Divide the learners into groups to discuss the activity. Remind them to give everyone a chance to speak and to support learners who struggle to express themselves in their additional language.

Week 10

Lessons 6 and 7: Listening and speaking; Writing (pages 61-62)

Learners listen to, read and answer questions about a poem. Then they work in pairs and write a poem.

Activities 20, 21 and 22

Read the poem to the learners using lots of expression. Then let the class read it aloud together. Discuss the poem's rhyme and rhythm and ask them to identify all the adjectives in the poem. The learners then discuss the questions in their groups and read the poem together, focussing on using the correct pronunciation.

Answers: Activity 21

- a) The poem is about mice.
- b) mice – nice; small – all; white – night; touch – much
- c) Personal responses

Activity 23

Learners write an animal poem together with a partner, based on the outline given. They both write the poem into their book after they have planned it. Then they practise presenting it so that it is entertaining for the class. Tell them to pronounce words correctly and read the poem rhythmically.

Assessment

Observe the learners as they present the poems to the class.

- Do they pronounce the words correctly?
- Do they convey rhythm?

Write relevant observations in your informal assessment journal.

Homework

Read Activity 25. Tell the learners to complete the activity for homework so they are ready to share it when they reflect on reading in the next lesson.

Week 10

Lesson 8: Writing; Reflecting on reading (page 62)

Learners use gender forms and reflect on poems they have read.

Activity 24

Discuss the activity and then ask the learners which other gender names they know.

Answers: Activity 24

- a) cock
- b) ram
- c) billy goat
- d) lion

Activity 25

The learners should have completed the activity for homework. They share their responses with their partners and then compare their poems.

Assessment

Observe and listen to the learners as they reflect on reading.

- Are they reading independently?
- Can they compare poems?
- Can they give an opinion?

Make relevant notes in your informal assessment journal.

Week 10

Lessons 9 and 10: Formal Assessment Task (pages 63-64)

Learners complete a Formal Assessment Task to evaluate their level of competency.

Formal Assessment Term 1 Task 2

See 'Assessment' section.

Unit 6

Sizing down

Learner's Book pages 65-74

Duration 10 hours

Overview

Lesson	Time allocation (minutes)	LB page/s	Activities
Daily listening and speaking practice: The learners perform a rhyme or a poem, play a language game, give and follow instructions and directions or share their news and experiences.			
Term 2 Week 1			
1-2	60	65-66	Listening and speaking: Activities 1, 2 and 3
3-4	60	67	Reading, writing and comprehension: Activities 4 and 5
5	30	68	Vocabulary: Activity 6
6-7	60	68-69	Listening and speaking: Activity 7; Language structures and conventions: Activities 8, 9 and 10
8	30	70	Vocabulary: Activity 11
9-10	60	70-71	Reading and comprehension: Activities 12, 13 and 14
Term 2 Week 2			
1	30	70	Spelling test
2	30	72	Listening and speaking: Activity 15
3-4	60	72	Writing and reading: Activities 16 and 17
5-6	60	73	Reading: Activity 18; Writing: Activity 19; Core Reader
7-8	60	74	Language structures and conventions: Activities 20 and 21
9-10	60	74	Reflecting on reading: Activity 22

Week 1

Lessons 1 and 2: Listening and speaking (pages 65-67)

Learners familiarise themselves with a story by completing a pre-reading activity. They also listen to and answer questions about a story.

Before the lesson

Display storybooks.

Introduce the unit

Introduce the topic and books on display. Discuss the text types and encourage the learners to read the books in preparation for their 'Reflecting on reading' lesson.

Activity 1

Encourage the learners to give reasons why they do or do not agree with the suggestions.

Activities 2 and 3

Read the story to the learners. Read clearly, slowly and expressively so they are able to understand as much of the story as possible. In their groups, the learners answer literal questions and questions related to the order of events. They also give a personal opinion. As this is the first Lesson of the term, revise group-work rules before they begin their discussion (see 'Introduction').

Answers: Activity 3

- a) The title is 'Feeling small'.
- b) The teacher's name is Miss Liddle.
- c) She wanted Miss Liddle to change her mind about the zero per cent so she grabbed it to show her that it really was a super electronic tracking turbo gadget.
- d) The needle began to whizz round the dial.
- e) Miss Liddle turned on the device and she started shrinking.
- f) Answers will vary.
- g) Answers will vary.

Assessment

Observe the learners working in groups.

- Do they participate in the discussion?
- Do they give everyone a chance to speak?
- Do they respect the views of their group members?

Write relevant observations in your informal assessment journal.

Week 1

Lessons 3 and 4: Reading, writing and comprehension (page 67)

Learners read a story, make predictions, discuss new vocabulary, use a dictionary and use contextual clues to help them answer questions. They also record words and meanings in their personal dictionaries.

Resources

Dictionaries

Activity 4

After the learners have read the story again, they discuss new words and their meanings. Tell them to look up the words in a dictionary and write both the words and their meanings in their personal dictionaries.

Assessment

Observe the learners using the dictionaries.

- Do they know how to find the meanings of words?

Write relevant observations in your informal assessment journal.

Activity 5

The learners write the answers in their exercise books. Remind them to answer the questions using full sentences.

Answers: Activity 5

- Miss Liddle thought Jennifer was lazy.
- Miss Liddle gave Jennifer zero percent.
- Jennifer pointed the gadget at her teacher.
- Miss Liddle began to shrink when she pushed the ON button.
- Nothing happened when Jennifer pressed the OFF button.
- Personal responses

Week 1

Lesson 5: Vocabulary (page 68)

Learners learn about and use collocations.



COLLOCATIONS

Read and discuss the information about collocations.

Activity 6

The learners add 'do/does' or 'make/makes' to the sentences. Get them to read the completed sentences to a partner before you correct them together. They should ask themselves if they sound correct.

Answers: Activity 6

- a) Jennifer makes a mistake.
- b) She does her best by handing in the gadget.
- c) Miss Liddle makes a noise when she screams at Jennifer.
- d) The teacher makes a mistake when she presses the ON button.
- e) Jennifer presses the OFF button but it does nothing.

Assessment

Discuss the answers. The learners mark their own sentences and then assess their ability using star-rating assessment. View the star rating and give extra support to those learners who only have one star.

Star-rating assessment

*****	I always know which words to use.
***	I sometimes know which words to use.
*	I seldom know which words to use.

Week 1

Lessons 6 and 7: Listening and speaking; Language structures and conventions (pages 68-69)

Learners discuss, give opinions and answer questions about the setting and characters in a story. They also make predictions and use adjectives.

Activity 7

The learners discuss the questions in groups. When they have chosen the adjectives to describe Miss Liddle, get them to role-play her in the four different ways the adjectives describe.

Answers: Activity 7

- a) Personal opinion
- b) The story takes place in the classroom.
- c) Jennifer and Miss Liddle are the main characters.
- d) Personal response
- e) Personal response

Assessment

Listen to the learners during the group work.

- Can they make sensible predictions?

Write relevant observations in your informal assessment journal.

Activity 8

Before they complete this activity in their exercise books, remind the learners that adjectives describe nouns. In this activity they practise using adjectives before the noun. As the adjectives are personal choices, there are no right or wrong choices. Learners read the sentences to a partner who checks if they have used an adjective or not.

Activities 9 and 10

Read and discuss the information about using adjectives to compare two things.

Answers: Activity 9

- A baby is smaller than a teenager.
- Boys are often bigger than girls.
- Mara is cleverer than Paula.
- My father is not taller than my mother. He is the same height!
- I think books are usually more interesting than magazines.
- Chocolate ice cream is nicer than banana ice cream.

Assessment

Mark the answers and write constructive comments in the learners' exercise books.

Extension

Learners act out the predictions they made in Activity 7 'e' and the class votes for the ending they like the most.

Week 1

Lesson 8: Vocabulary (page 70)

Learners learn to spell new words from the story using decoding. Then they write the words in alphabetical order and record them and their meanings in their personal dictionaries.

Resources

Dictionaries

Activity 11

Get the learners to complete this activity in their personal dictionaries. Tell them to look up the word in the dictionary and record its meaning. The meaning should match the context in which it is used in the story.

Answers: Activity 11

- Scream: a loud, piercing cry
- Screech: a high-pitched cry
- Shake: move back and forth
- Shock: an unexpected surprise
- Shriek: a shrill cry
- Shrink: become smaller

Homework

Learners learn how to spell the words and the meanings for a spelling test in Week 2, Lesson 1.

Week 1

Lessons 9 and 10: Reading and comprehension (pages 70–71)

Learners listen to, read and answer questions about a story. They also identify conjunctions in the story.

Activity 12

Read the next part of the story to the learners. Practise pronouncing new words together. Discuss new words and their meanings before they read the text again silently.

Activity 13

Get the learners to read the questions and identify questions they do not understand. Explain these before they write the answers in their exercise books.

Answers: Activity 13

- True
- False, Miss Liddle bit Jennifer.
- False, Jennifer used the red pen to stab breathing holes in the lunchbox.
- True
- False, Grandma threw Miss Liddle in the dog's bowl.
- True

Activity 14

Read the information about conjunctions. Get the learners to give examples of conjunctions. They then identify conjunctions in the text.

Answers: Activity 14

but, and

Week 2

Lesson 1: Spelling test (page 70)

Learners write a spelling test.

Spelling test

Call out the spelling words. Get the learners to write down the words and use them in sentences that show their meanings. Mark and assess their answers. Record the marks and write relevant comments in your informal assessment journal.

Extension

Get the learners to practise using words from this unit by playing a vocabulary game (see 'Introduction').

Week 2

Lesson 2: Listening and speaking (page 72)

Learners listen and speak to one another about a story.

Activity 15

In pairs, learners retell a story, describe a character and make a prediction. They also write questions.

Week 2

Lessons 3 and 4: Writing and reading (page 72)

Learners use a frame to plan, draft, write and read a story.

Before the lesson

Make a copy of the rubric for each learner or write it on the board so that the learners can copy it into their exercise books.

Write this checklist on the board.

Checklist

- Have I written an appropriate opening sentence?
- Have I used the frame?
- Are events logical?
- Have I used the past tense?
- Is my spelling and punctuation accurate?
- Have I used adjectives to make my sentences interesting?
- Have I written an appropriate ending?

Activity 16

Discuss the frame and explain that the learners have to use it to write their story. Discuss the checklist on the board. Remind them to plan their story well before writing a first draft. Once they have written the first draft, get them to work with a partner to edit the story according to the checklist. Only then do they write the final copy.

Activity 17

The learners read their stories in their groups. The group members ask questions about each story.

Assessment

The group members listen to each story and then use this rubric to help them assess it.

Writing: survey	3	2	1-0	Subtotal
Beginning	Appropriate and interesting	Appropriate	Inappropriate or dull	
Punctuation	Accurate	Mostly accurate	Very little or no punctuation	
Content	Events are logical	Events are mostly logical	Events are illogical	
Ending	Excellent	Appropriate	Inappropriate	
Connecting words and adjectives	Connecting words and adjectives add to the story in a positive way	Evident	Not evident	
Name:				Total: /15

Week 2

Lessons 5 and 6: Reading and writing (page 73)

Learners read, answer questions and give opinions about a book review. Then they use a frame to write a book review.

Resources

Learners need to bring a book to school that they have read. Also have short books available in class before this lesson, so learners can borrow and read one before writing the book review.

Before the lesson

Make a copy of the rubric for each learner or write it on the board so that the learners can copy it into their exercise books.

Activity 18

Read the book review to the learners. Then get them to read it again on their own. Talk about the different elements that make up the review and write them on the board so the learners can refer to them when they write their review.

Elements:

- The heading
- The title
- The author
- The illustrator - what is an illustrator? (The person who has done the artwork for the book.) Does a book always have an illustrator?
- The storyline - learners must understand that is important that they do not tell the whole story during this section. They never reveal the ending of the book. They just tell enough to make people want to read more.
- An opinion - this is their personal view of the book.

Activity 19

Learners refer to a book they have read and write a book review about it.

Assessment

Use this rubric to help you assess the book review.

Writing: book review	4	3	2	1	Subtotal
Sentence structure	Excellent formed sentences	Relatively well-formed sentences	Sentence structure a little confusing	Sentence structure very confusing	
Layout		Layout was followed	Layout was mostly followed	Layout was not followed	
Content		Appropriate and enlightening	Appropriate and adequate	Inappropriate and lacking detail	
Name:					Total: /10

Core Reader (page 25)

Encourage the learners to read 'Going wild'.

Week 2

Lessons 7 and 8: Language structures and conventions (page 74)

Learners discuss uncountable nouns and articles and then identify mistakes in sentences. They also write and use nouns that are always plural.



UNCOUNTABLE NOUNS

Read and discuss the information about uncountable nouns. The learners should understand that articles are not used with uncountable nouns.

Activity 20

Learners identify and correct mistakes linked to using articles with uncountable nouns.

Answers: Activity 20

- a) I like fish and chips.
- b) Peter bought equipment on sale.
- c) Jabu bought meat for the braai.
- d) Nandi wanted information about cars.
- e) Gogo wanted new furniture for her kitchen.
- f) Sam asked his brother for money.

Activity 21

Explain that some nouns are never singular, only plural. You do not say:

- I need a scissor to cut the paper.
- I put on a trouser and shirt.

After the learners have arranged the words in alphabetical order, they write the words and sentences in their personal dictionaries.

Answers: Activity 21

clothes, glasses, jeans, mathematics, pyjamas, scissors, shorts, trousers, tweezers

Extension

To reinforce the concept, use the vocabulary words to play this game. Say sentences using plural nouns. If you say a sentence using a noun that is always plural, learners repeat the sentence. If you say a sentence using a noun that is not always plural, the learners keep quiet.

For example:

- I use scissors to cut paper. (Learners repeat)
- I wear trousers to work. (Learners repeat)
- I eat sweets at birthday parties. (Learners do not repeat)

Week 2

Lessons 9 and 10: Reflecting on reading (page 74)

Learners prepare and present an oral book review.

Before the lesson

Make a copy of the rubric for each learner or write it on the board so that the learners can copy it into their exercise books.

Activity 22

Refer back to the book review on page 73 of the Learner's Book. Discuss the structure and elements of the review. Get the learners to read their written book review. Discuss the rubric so they know how they are going to be assessed. Then they prepare an oral book review which they present to the class or their group depending on how much time is left in the lesson.

Assessment

Assess the oral book review by filling in this rubric. This can be completed by you or the group members.

Speaking: book review	5 Strong	4 Moderately strong	3 Average	2 Moderately weak	1 Weak
Voice - expression					
Voice - audibility and fluency					
Pronunciation					
Name:					Total: /15

Unit 7

Finding out

Learner's Book pages 75-86

Duration: 10 hours

Overview

Lesson	Time allocation (minutes)	LB page/s	Activities
Daily listening and speaking practice: The learners perform a rhyme or a poem, play a language game, give and follow instructions and directions or share their news and experiences.			
Term 2 Week 3			
1	30	75	Listening and speaking: Activities 1 and 2
2-3	60	75-77	Reading: Activities 3 and 4; Vocabulary: Activity 5
4-6	90	78	Writing: Activities 6 and 7
7-8	60	78-80	Reading and comprehension: Activities 8, 9 and 10
9	30	80	Vocabulary: Activity 11
10	30	80	Spelling test
Term 2 Week 4			
1	30	81	Language structures and conventions: Activity 12
2	30	82	Language structures and conventions: Activities 13 and 14; Core Reader
3	30	83	Listening and speaking: Activity 15
4-6	90	84-85	Listening and speaking: Activity 16; Writing: Activities 17 and 18; Core Reader
7	30	85-86	Language structures and conventions: Activities 19 and 20
8	30	86	Reflecting on reading: Activity 21
9-10	60	87-88	Formal Assessment Term 2 Task 1

Week 3

Lesson 1: Listening and speaking (page 75)

Learners listen to and discuss descriptions. They also draw a labelled picture and describe animals.

Before the lesson

Display books with information texts.

Introduce the unit

Introduce the topic and books on display. Discuss the text types and encourage the learners to read the books and to share interesting facts with the class during this unit.

Activity 1

Read the listening text to the learners slowly and clearly. As you read, the learners look at the pictures and match them to the descriptions. After you have read the text, the learners discuss where the animals are found. They then draw and label a picture of one of the wild cats. Remind them to write labels neatly, clearly and straight.



LISTENING TEXT

Description 1

These are the largest of the wild cats. They are orange with black stripes. They are found mostly in Asia. They can swim very well.

Description 2

These large African wild cats are sometimes called the kings of the jungle. Males and females are beige to light golden brown. The males are easily identified as they have large manes. The females are better hunters than the males and they work together to catch and kill prey.

Description 3

These heavy cats are found in the tropical rainforests in South America. They are black with yellow eyes. They are shy and not often seen in the daylight. They are good climbers and often rest in trees. They can also swim very well. In the past, they were hunted for their skins.

Activity 2

The learners take turns describing wild cats and identifying which cat is being described.

Assessment

Listen to the learners while they speak.

- Can they describe something accurately?
- Do they form well-structured sentences?

Write relevant observations in your informal assessment journal.

Week 3

Lessons 2 and 3: Reading; Vocabulary (pages 75-77)

Learners do pre-reading activities and then read and answer questions about information in a comparative table. They also identify antonyms and discuss how they can be formed by adding prefixes and suffixes to words.

Before the lesson

Copy this table onto the board.

possible	-less
active	im-
legal	ir-
regular	in-
home	il-

Activity 3

The learners make predictions after they have read the headings.



SKIMMING

Read and discuss the information about skimming.

Activity 4

The learners put into practise what they have learnt about skimming by skim reading the table to get an overview of the contents. Get them to give feedback about what information they will read: habitat (where they are found), appearance (how they look), habits (what they do) and conservation (protection).

Before the learners answer the questions, read the information to them and then get them to read it silently. They then answer the questions.

Answers: Activity 4

- (Any 2) They are both found mostly in national parks and reserves. They both have two horns on their nose. They are both endangered.
- The white rhino has a square top lip and a wide rectangular face. The black rhino has a slightly pointed, moveable top lip and a more triangular face.
- A browser is an animal that eats grass and twigs from the ground.
- A grazer is an animal that feeds on buds, shoots, leaves and grass.
- It would probably be a black rhino.

Activity 5



ANTONYMS

Read the information about antonyms and explain that some antonyms are formed by adding a prefix or suffix to the word.

Refer to the words on the board and ask the learners to match the correct affix to each word. (Answers: impossible, inactive, illegal, irregular, homeless.) The learners then complete the activity verbally with their partners.

Answers: Activity 5

- dark grey – light grey
- bottom – top
- many – few
- smooth – rough
- larger – smaller
- shorter – longer

Week 3

Lessons 4, 5 and 6: Writing (page 78)

Learners write an informative mind map summary and paragraph.

Activities 6 and 7

The learners copy the mind map into their exercise books. They scan the information and add specific details to the mind map. Explain that to complete a mind map, they have to be able to identify main points and key words. Remind them to use appropriate vocabulary. Once they have completed their mind map, they use it to write an informative paragraph.

Extension

Learners draw a labelled picture of the rhino.

Assessment

Group the learners who focussed on the same rhino. Get them to compare their information and pictures.

Week 3

Lessons 7 and 8: Reading and comprehension (pages 78-80)

Listeners complete pre-reading activities and then read and answer questions about a website that includes information, a graph and a map.

Activity 8

Learners use the reading strategies they know (skimming and scanning) to find the information needed to answer the questions. Discuss how the map would not be as informative if it did not have the key and the graph would not be as informative without headings and labels.

Activity 9

The learners divide into pairs and read the text aloud to one another. Tell them to focus on pronouncing words correctly, reading fluently and reading with expression.

Activity 10

Discuss difficult vocabulary in the text. Then read the extract to the learners aloud before they write the answers in their exercise books.

Answers: Activity 10

- a) There were 5 000 white rhino and 15 000 black rhino in Africa in 1980. This means there was a total of 20 000 rhino.
- b) The number of black rhino dropped drastically and the number of white rhino increased.
- c) There were about 5 000 black rhino and 20 000 white rhino. This makes a total of 25 000 rhino.
- d) The biggest threat to rhinos is the demand for their horns.
- e) There are far fewer rhinos and they are found mostly in national parks and game reserves.
- f) Poachers hunt and kill rhino for their horns which sell at high prices.
- g) Rhino horns do not have special powers.

Assessment

Mark the answers.

- Can the learners interpret visual diagrams?

Write relevant observations in your informal assessment journals.

Week 3

Lesson 9: Vocabulary (page 80)

Learners record relevant vocabulary and meanings in their personal dictionary and are introduced to a method to help them learn to spell words.

Resources

Newsprint, dictionaries, markers

Activity 11

Divide the class into small groups. Ask them to write the words on the newsprint.

Get the learners to break up the words into smaller parts to help them spell them correctly. The way they break up the words may vary as they are not syllables, but rather chunks of words that help them spell the words.

Word	Spelling
thousands	tho/u/sands
rhinoceros	rhi/no/ce/ros
endangered	en/danger/ed
national	na/tion/al
reserve	re/serve
conservation	con/ser/va/tion
habitat	hab/i/tat
poacher	po/ach/er
extinction	ex/tinc/tion

The learners then look up the meanings of the words in a dictionary and write the words and meanings in their personal dictionaries.

Extension

Learners cut letters out of magazines to form interesting vocabulary words. Then they practise arranging the letters in the correct order to form and learn the spelling of the words.

Homework

The learners learn the words and their meanings for a spelling test.

Week 3

Lesson 10: Spelling test (page 80)

Learners write a spelling test.

Spelling test

Call out the spelling words. Get the learners to write down the words and use them in sentences that show their meanings. Mark and assess their answers. Record the marks and write relevant comments in your informal assessment journal.

Extension

Get the learners to practise using words from this unit by playing a vocabulary game (see 'Introduction').

Week 4

Lesson 1: Language structures and conventions (page 81)

Learners discuss and use the future tense and the form of the verb 'to be'. They also use prepositions to complete sentences and the present tense to describe a scene.

Before the lesson

Write these two sentences on the board.

- I am going to enjoy seeing rhino at the park.
- We will drive until we see the rhino.

Write this table on the board.

Verbs: future tense	
Singular subject	Plural subject
am	are
is	



FUTURE TENSE

Read the sentences on the board. Ask the learners to identify the tense in which they are written and the words that indicate the tense. Read and discuss the information about the future tense.

Activity 12

Before the learners complete the future-tense sentences, focus on the table on the board. Remind the learners that the words 'is' and 'am' refer to a singular subject and the word 'are' refers to a plural subject. Get them to identify whether the subject is singular or plural in each sentence. When they have completed their sentences they read them to a partner and compare their answers. Read the correct sentences to the class.

Answers: Activity 12

- When I grow up, I am going to be a game ranger.
- My sister will walk in the bush.
- My father is going to put up the tent.
- My mother will tell him how to do it properly.
- My brother and I are going to sleep outside in our sleeping bags.
- If we don't save the rhino it will become extinct.
- The rangers are going to cut off rhinos' horns to save them from poachers.

Week 4

Lesson 2: Language structures and conventions (page 82)

Learners use prepositions to complete sentences and the present tense to describe a scene.

Activity 13

Remind the learners that prepositions show the relationship between things. The learners complete the sentences by filling in the gaps with prepositions. They then read the paragraph to their partners.

Answers: Activity 13

When we were on the game drive we turned towards the water hole. When we got there we saw five lions with cubs. We also saw an owl with brown spots. As we were going back towards the camp, we saw a hyena. During the night, we heard the lions roaring near our tent. They were very, very loud.

Assessment

Discuss the answers. Learners correct their own work and assess it according to temperature-gauge assessment. Give extra support to those learners who have cool or cold results.

Temperature-gauge assessment

Hot	6 correct answers
Warm	4-5 correct answers
Cool	2-3 correct answers
Cold	0-1 correct answers

Activity 14

The learners interpret the photograph and then describe it using the present tense. Get them to begin the description with the words, 'I see'.

Assessment

Walk around the class and listen to the learners as they describe the scene.

- Do they use the correct tense?

Write relevant observations in your informal assessment journal.

Extension

The learners write sentences in the future tense using the words 'will' and 'going to'. They leave a gap in place of these words. Then they swap books and complete one another's sentences.

Core Reader (page 74)

Encourage the learners to read the diary entry.

Week 4

Lesson 3: Listening and speaking (page 83)

Learners discuss how to sort information on a record sheet.

Activity 15

In pairs, the learners divide the animals into two groups and then four groups. They explain why they have grouped animals together. Remind them to be respectful and listen attentively to one another. There are no definite right or wrong groupings so accept any logical groupings. Get the learners to decide which groupings they think work best. They share these with the rest of the class.

Assessment

Observe the learners.

- Can they sort things into groups?
- Do they participate in the discussion?

Write relevant observations in your informal assessment journal.

Week 4

Lessons 4, 5 and 6: Listening and speaking; Writing (pages 84-85)

Learners read dictionary definitions, talk about how to sort animals into columns in a table and find and record the meanings of words using a dictionary. They also complete a table and a description.

Resources

Dictionaries

Before the lesson

Write the words 'mammals', 'insects', 'birds' and 'reptiles' on the board. Display books and posters about the animals pictured in Activity 15.

Activity 16

Ask the learners to keep their books closed. Read the definitions and get the learners to match each definition to a word on the board. Then ask the learners to open their books and read the definitions silently. Hold a class discussion to discuss how the animals in the pictures can be grouped. Write the names of the animals around the correct heading on the board. The learners then look up the meanings of the words in a dictionary and write both the words and meanings in their personal dictionaries.

Answers: Activity 16

- Carnivore: an animal that eats meat
- Herbivore: an animal that eats plants
- Omnivore: an animal that eats plants and meat

Activities 17 and 18

After the discussion, the learners copy and complete the table in their exercise books. They also write descriptions for some of the animals. Select learners to give feedback to the class. The rest of the class listens and assesses whether or not the information is accurate.




Answers: Activity 17

	Birds	Insects	Mammals	Reptiles
Herbivores	weaver birds	dung beetle butterfly locust	white rhino springbok impala giraffe elephant zebra	tortoise
Carnivores	eagle		lion cheetah	crocodile lizard snake
Omnivores	ostrich ox-pecker		meerkat	

Assessment

Get the learners to use two-stars-and-a-wish assessment to assess their tables and fact files. Read their comments so you are aware of the learners' strengths and weaknesses.

Two-stars-and-a-wish assessment

	Positive comment (e.g. I find it easy to write descriptions.)
	Positive comment (e.g. I used punctuation.)
	Where they wish to improve. (e.g. I wish I knew more about animals as I struggled to fill in the table.)

Core Reader (page 59)

Encourage the learners to read the poem, 'Gecko'.

Week 4

Lesson 7: Language structures and conventions (pages 85-86)

Learners discuss, identify and write proper nouns.

Resources

A beanbag or ball for the extension activity



PROPER NOUNS

Read and discuss the information about proper nouns.

Activities 19 and 20

The learners identify the proper nouns in sentences and then write examples of different types of proper nouns.

Answers: Activity 19

- a) I went to the shops with John and Marie.
- b) On Friday I went to Soweto to see Nelson Mandela's house.
- c) My mom does her shopping at Eastgate Mall.
- d) I like orange juice but Pete likes Fanta better.
- e) I'm going to Cape Town with Mrs Matata in a Toyota minibus.

Extension

Play 'Toss the noun'. Explain the rules and how to play.

Rules:

- Speak quietly, and only about the game.
- Throw underhand and softly.
- If someone breaks a rule, they get one warning and then they are out of the game.

How to play:

- The beanbag/ball represents the proper noun.
- Everybody stands up where they are.
- You start the game by simply calling out a proper noun and tossing the beanbag/ball to a learner.
- The recipient of the ball calls out a proper noun and then tosses the ball to another learner. Play continues in this way.
- Give learners a couple of minutes to think of proper nouns before the game starts.

Week 4

Lesson 8: Reflecting on reading (Page 86)

Learners retell a story they have read.

Activity 21

The learners tell group members about animal stories they have read. Get them to read extracts from their books to one another.

Assessment

Observe and listen to the learners as they reflect on reading.

- Can they retell a story?

Make relevant notes in your informal assessment journal.

Extension

Group members choose one of the stories to act out for the class.

Week 4

Lessons 9 and 10: Formal Assessment Task (pages 87-88)

Learners complete a Formal Assessment Task to evaluate their level of competency.

Formal Assessment Term 2 Task 1

See 'Assessment' section.

Unit 8

Tricky tales

Learner's Book pages 89–98

Duration 10 hours

Overview

Lesson	Time allocation (minutes)	LB page/s	Activities
Daily listening and speaking practice: The learners perform a rhyme or a poem, play a language game or share experiences.			
Term 2 Week 5			
1-2	60	89-90	Listening and speaking: Activities 1, 2 and 3
3-4	30	90	Vocabulary: Activity 4; Language structures and conventions: Activity 5
5-6	60	90-92	Reading and comprehension: Activities 6, 7, 8 and 9
7-8	60	93	Reading: Activity 10; Language structures and conventions: Activities 11 and 12
9-10	60	94-95	Reading: Activity 13; Listening and speaking: Activity 14
Term 2 Week 6			
1	30	95	Comprehension: Activity 15
2	30	96	Listening and speaking: Activity 16
3-4	60	96	Writing: Activity 17
5	30	96	Vocabulary: Activity 18
6	30	96	Spelling test
7-8	60	97-98	Reading: Activities 19 and 20; Language structures and conventions: Activities 21 and 22; Core Reader
9-10	60	98	Reflecting on reading: Activity 23

Week 5

Lessons 1 and 2: Listening and speaking (pages 89-90)

Learners listen to, answer questions about and retell a fable.

Before the lesson

Display books that include fables and traditional stories.

Introduce the unit

Introduce the topic and books on display. Discuss the text types and encourage the learners to read the books in preparation for their 'Reflecting on reading' lesson.

Activity 1

Read the listening text slowly, clearly and with expression.



LISTENING TEXT

The fox and the goat

One day, a fox was leaning down into a well to drink some water and he fell in. The well was deep and the sides were steep and the fox could not get back out.

After some time, an old goat came to drink at the well. He looked down and saw the fox. "What are you doing down there?" the inquisitive goat asked.

"It's such a hot day, I am enjoying the cool, pure water," replied the sneaky fox. "Don't you want to jump down and join me?"

Without stopping to think, the foolish old goat jumped down. As soon as he reached the bottom, the cunning fox jumped onto his back and scrambled out of the well.

The fox looked down at the very unhappy goat and laughed. "Next time," he said, "be sure to look before you leap."

(Adapted from Aesop)

Activity 2

After the learners have discussed answers to the literal and more complex questions about the story, discuss the message in the last line. Explain that 'look before you leap' is an idiom that is used to remind us to think carefully about the possible results or consequences before we do something.

Answers: Activity 2

- The goat and fox are the main characters.
- The fox fell into a well.
- The fox couldn't get out because the well was deep and the walls were steep.
- The fox convinced the goat that it was a lovely cool place to be on such a hot day.
- The fox wanted to use the goat to help him get out of the well.
- The fox jumped on the goat's back and scrambled out of the well.
- The goat was unhappy because he was stuck in the well.

Activity 3

Read the story to the learners again. Discuss the sequence of events before they take turns retelling the story.

Assessment

Observe and listen to the learners as they discuss the answers and retell the story.

- Do they partake in the discussion?
- Do they understand the story?
- Do they use the simple past tense and connecting words and retell the story in sequence?

Write relevant observations in your personal assessment journal.

Week 5

Lesson 3 and 4: Vocabulary; Language structures and conventions (page 90)

Learners use a dictionary to find and write the meaning of a word and use adjectives to answer questions about a fable.

Resources

Dictionaries, a fable

Activity 4

After the learners have looked up the meaning in the dictionary and written both the word and the sentence in their personal dictionaries, show them some of the fables on display. Read another fable to them and encourage them to read more fables.

Answer: Activity 4

A fable is a short story that teaches a lesson. The characters are usually animals.

Activity 5

Revise the function of adjectives and explain that most of the questions will be answered using adjectives. They should write full sentences to answer the questions. After discussing the answers talk about how the adjectives make the characters and story more interesting. Get them to read parts of the fable without adding the adjectives.

Answers: Activity 5

- a) The goat was unhappy because he was stuck in a well.
- b) Old, inquisitive and foolish all describe the goat.
- c) The fox was sneaky because he tricked the goat in an underhand way.

- d) (Answers will vary.) Cunning, sly, underhand, mean and tricky describe the fox.
- e) (There are two adjectives describing water in the extract. Any other adjectives describing water are also appropriate.) The water is cool, pure, thirst-quenching, clean and refreshing.

Assessment

Discuss possible answers. Learners mark one another's answers. Once they have marked the activity, they write one constructive comment in their partner's book. Tell them that a constructive comment is carefully considered and meant to be helpful.

For example:

- You tried hard, but do not understand what adjectives are.
- You rushed your work and made many careless errors.
- You worked neatly and can identify adjectives.
- You need to write full sentences when you answer questions.

Week 5

Lessons 5 and 6: Before you read; Reading and comprehension (pages 90-92)

Learners complete pre-reading activities and read and sequence sentences about a traditional story.

Activity 6

Ask the learners why they do pre-reading activities before reading. Hold a class discussion to answer the questions. The learners should understand that traditional stories have usually been passed down orally from one generation to the next before being printed. Before answering question 'c' ask what they are going to look at to help them make their prediction.

Activity 7

Read Part 1 to the learners before they read it silently so that they are more familiar with the vocabulary, pronunciation and storyline. Read clearly and use expression.

Activity 8

Read and discuss the sentences before the learners write them in the correct sequence. Speak about the importance of telling stories in sequence if they are to be understood correctly. Ask them what happens if they tell a joke and say the punch line at the wrong time.




Answers: Activity 8

- e) Once there was a trader and a farmer.
c) The trader met the farmer on the road.
b) The farmer was going to the moneylender.

- d) The farmer was worried.
- f) They agreed to tell stories to pass the time.
- a) The trader told his story first.

Assessment

Discuss the correct sequence of the sentences and get the learners to correct their own work. Then they assess it according to emotive assessment. Give extra support to those learners who have a sad-face symbol.

	I easily sequenced the sentences correctly.
	I sequenced some sentences correctly.
	I struggled to sequence the sentences correctly.

Activity 9

The learners read Part 2 aloud with their partner. Remind them to read with expression.

Week 5

Lessons 7 and 8: Reading; Language structures and conventions (page 93)

Learners skim read a story, use verbs to complete sentences about a traditional story and identify verbs.

Activity 10

Ask the learners to explain to a partner what they do when they skim a story. Then they skim Part 2 of the story and complete the sentences with the verbs in the box. Ask them to underline the words they fill in as this makes it easier to mark. Once they have completed the sentences give them time to read and compare their answers to a partner's. Discuss the correct answers.

Answers: Activity 10

- a) A mosquito landed on his ear.
- b) He told it to go away.
- c) The mosquito wanted to do something for the trader.
- d) He opened his mouth.
- e) Inside the mosquito's mouth, there was a palace.
- f) Inside the palace, there was a beautiful princess.
- g) Behind the princess, there was a peasant with a knife.
- h) The trader's father and the peasant fought for a year.

- i) The trader's father won the fight.
- j) The peasant became his servant.



VERBS

Read and discuss the information about verbs.

Activities 11 and 12

The learners identify the verbs and write them down. Ask them to work with a partner and take turns using the verbs in sentences of their own. Then they write the sentences into their exercise books.

Answers: Activity 11

lived, bought, was, met

Answers: Activity 12

lived, bought, laughed, walked, made

Week 5

Lessons 9 and 10: Reading; Listening and speaking (pages 94-95)

Learners read a traditional story and use adjectives to complete a table about the characters.

Activities 13 and 14

Before reading Part 3 of the story, the learners identify the characters in parts 1 and 2 and write them into the table they have drawn. After reading the story, they complete the table by identifying adjectives to describe each character. Tell the learners that some adjectives may be used more than once. When they have finished, ask them to compare their tables with a partner's table.

Answers: Activities 13 and 14

This table only includes those adjectives used in the box. Learners will have added other adjectives to complete the activity.

Name	Description
The farmer - Chowdhri	poor, clever
The trader - Shahji	rich
Trader's father	polite, brave
Mosquito	irritating
Princess	beautiful
Peasant - farmer's father	cruel
Farmer's great-grandfather	rich, wise
Trader's great-grandfather	poor, stupid

Extension

The learners find appropriate pictures in magazines, paste them into their books and write captions which include adjectives. They underline the adjectives. Tell them to start the caption in one of the following ways:

- You must ...
- You should ...
- You have to ...

For example: if they have a picture of a car, they could write: 'You must not travel too fast in this shiny, red car.'

Week 6

Lesson 1: Comprehension (page 95)

Learners identify true and false statements and explain why they are true or false.

Before the lesson

Make a copy of the rubric for each learner or write it on the board so that the learners can copy it into their exercise books.

Activity 15

Make sure that the learners understand how they are expected to complete this activity. It is important that they explain the reason for their choice of true or false. Their responses must be linked to the story and not to real life. For example, if they were responding to question 'b' in real life, they would answer 'false'. However, according to the story, the answer is true.

Answers: Activity 15

- True, the farmer had very little money, but he was clever enough to trick the trader.
- True, when the mosquito opened its mouth, the trader's father saw the palace inside its mouth.
- True, as his father married the princess and this makes her his mother.
- True, many people in the village went to the farmer's great-grandfather for advice because he was so wise.
- True, the farmer's great-grandfather told the villagers to give him their fields for six months and he put them on his head.
- True, the trader's great-grandfather was stupid as he often made mistakes when measuring grain for customers.

Assessment

Use this rubric to help you assess the learners' work.

Performance level	Comprehension
9-10 (outstanding)	Responses are precise and reflect thorough comprehension.
7-8 (strong)	Responses are accurate and reflect reasonable comprehension.
5-6 (adequate)	Responses are plausible and reflect literal comprehension.
3-4 (limited)	Responses reflect limited comprehension.
1-2 (very limited)	Responses are incomplete, incoherent, or off the topic and reflect a lack of comprehension.
Name:	

Week 6

Lesson 2: Listening and speaking (page 96)

Learners use the past tense and correct sequencing to retell a story from different points of view.

Activity 16

The learners need to read the story again before they retell it. One of the partners should tell the farmer's story and the other should tell the trader's story. They first retell the story in their home language and then they retell it in English. Help learners get started by reading them these examples.

Farmer: I was on my way to town and I was feeling very worried and sad because I owed money to a moneylender. I didn't know how I was going to pay him as I was so poor. A very rich trader greeted me and offered to walk with me to town ...

Trader: One day I was on my way to town when I saw a poor farmer trudging along the road. I knew he was off to pay some of his debt. He looked so worried and sad that I decided to be friendly towards him. I offered to walk and talk to him as I hoped this would take his mind off his worries ...

Assessment

Listen to the learners retell the story.

- Do they use the past tense correctly?

Write relevant observations in your informal assessment journal.

Week 6

Lessons 3 and 4: Writing (page 96)

Learners write paragraphs using the past tense.



WRITING TIPS

Read and discuss the information about writing paragraphs. Discuss the importance of using paragraphs when writing. Explain that each paragraph has its own main idea.

Activity 17

After the learners have written their paragraphs, get them to read them to a partner or their group. Encourage them to ask one another questions about the happening.

Week 6

Lesson 5: Vocabulary (page 96)

Learners use a dictionary to help them match synonyms. Then they break up the words to help them learn how to spell them.

Resources

Dictionaries

Before the lesson

Copy this table onto the board.

Write and say	Break up and say	Cover and write	Check and correct

Activity 18

After the learners have matched the synonyms, ask them to copy the table on the board into their exercise books. Explain this method of learning spelling to them:

- Write the word in the first column.
- Say the word.
- Write the word again, but this time break it up into parts that will help you spell it correctly.
- Say the parts of the word.
- Cover the first two columns and write the word.
- Check to see that you spelled the word correctly.
- Correct incorrect words
- Add difficult words a number of times.

After the learners have practised spelling three words, their table may look like this:

Write and say	Break up and say	Cover and write	Check and correct
trader	tr/ad/er	trader	✓
counsellor	co/un/sell/or	counsellor	x counsellor
businessman	bus/i/ness/man	businessman	✓

Answers: Activity 18

- trader – businessman
- farmer – grower
- moneylender – banker
- advisor – counsellor
- servant – slave

Homework

Learners learn how to spell the words and matching synonyms for a test in the next lesson.

Week 6

Lesson 6: Spelling test (page 96)

Learners write a spelling test in which they match synonyms.

Spelling test

Call out the words one at a time and get the learners to write the word and the matching synonym.

Extension

Get the learners to practise using words in the unit by playing a vocabulary game (see 'Introduction').

Week 6

Lessons 7 and 8: Reading; Language structures and conventions (pages 97-98)

Learners discuss pre-reading questions and read a story aloud. They also use 'must', 'should' and 'have to' to show obligation and 'will' and 'shall' to show intention.

Before the lesson

Write these two sentences on the board.

- I shall tell my story first.
- We will walk together.

Activity 19

The learners revise parts of the story they have read so that the next part of the story makes more sense.

Answers: Activity 19

- a) They decided to tell stories to pass the time.
- b) The bet was that they would not say that the story was not true.
- c) The bet was 500 rupees.

Activity 20

In pairs, the learners read the final part of the story. Tell them to focus on the following aspects while reading aloud:

- Pronounce the words correctly.
- Read fluently.
- Read expressively.

Activity 21

Tell the learners that the words ‘must’, ‘should’ and ‘have to’ are used to show obligation (you are obliged to do something). The learners complete the sentences verbally before writing them in their books.

Answers: Activity 21

- a) We must be at school on time.
- b) When the robot is red, the car must stop.
- c) You should always cross the road at the zebra crossing.
- d) Cyclist don't have to wear helmets, but they should if they want to be safe.

Activity 22

Read the sentences on the board. Ask the learners to identify the tense in which they are written and the words that indicate the tense (shall, will).

Remind the learners that the key words to look for in each sentence are ‘I’ and ‘we’. Get them to think of clever ways to remember that ‘I’ and ‘we’ in the future tense are followed by ‘shall’.

For example:

- I collect shells. – (I) collect (shalls).
- Shhhh ... Wendy! – (Shall)hh...(We)ndy!

Then, they complete the activity.

Answers: Activity 22

- a) We shall win the race tomorrow.
- b) They will take turns to read aloud.
- c) Our class will act out the story.
- d) I shall play the role of the trader.

Core Reader (page 10)

Encourage the learners to read ‘Wise Hans’.

Week 6

Lessons 9 and 10: Reflecting on reading (page 98)

Learners complete a mind map to summarise how they feel about a story they have read and how it relates to their own life.

Activity 23

Tell the learners to complete the central bubble and then add key words around the sub-headings. When they have completed their mind maps, divide them into groups. Encourage them to use their mind maps to help them give feedback about their stories.

Unit 9

Making things

Learner's Book pages 99-108

Duration 10 hours

Overview

Lesson	Time allocation (minutes)	LB page/s	Activities
Daily listening and speaking practice: The learners perform a rhyme or a poem, play a language game or give and follow instructions and directions.			
Term 2 Week 7			
1	30	99	Listening and speaking: Activity 1
2-3	60	99	Listening and speaking: Activity 2
4-5	60	100	Reading: Activities 3 and 4
6	30	101	Language structures and conventions: Activity 5
7	30	101	Language structures and conventions: Activity 6; Vocabulary: Activity 7
8	30	101	Spelling test
9-10	60	102	Reading: Activity 8; Core Reader
Term 2 Week 8			
1-2	60	103	Writing: Activity 9
3	30	103	Comprehension: Activity 10
4	30	104	Language structures and conventions: Activity 11
5-7	90	104-107	Reading: Activity 12; Listening and speaking: Activity 13; Writing: Activity 14; Reading: Activity 15
8	30	107	Writing: Activity 16; Core Reader
9	30	108	Language structures and conventions: Activities 17 and 18
10	30	108	Spelling test; Reflecting on reading: Activity 19
Term 2 Weeks 9-10 Revision and assessment			

Week 7

Lesson 1: Listening and speaking (page 99)

Learners listen to and respond to oral instructions.

Before the lesson

Display books with procedural texts.

Introduce the unit

Introduce the topic and books on display. Discuss the text types and encourage the learners to read the books in preparation for their 'Reflecting on reading' lesson.

Activity 1

Make up instructions and say them to the class one at a time.

For example:

- Stand up straight next to your desk.
- Put your left hand behind your head.
- Put your right hand up in the air and shake it.
- Take one step forward.
- Sit down and put your head on your arms.

Only say the instruction once before requesting the learners to follow them. If some learners cannot follow the instructions, demonstrate them and then repeat them in a different order until all learners respond in the correct way.

Ask the learners what they did when they did not understand an instruction. Explain that it is important for them to ask for someone to help them understand instructions correctly or else they may respond in the wrong way. Ask them to think of times when they have misinterpreted instructions. They share these times with the class. Ask for volunteers to give the class further instructions to follow.

Week 7

Lessons 2 and 3: Listening and speaking (page 99)

*Learners interpret visual information and give an explanation.
They also give and evaluate instructions.*

Activity 2

Read and explain the instructions so the learners know what they are meant to do. Remind the learners that their instructions should be in sequence, simple and easy to follow. After the learners have evaluated their instructions, get them to improve them. They then swap partners and tell their new partner what to do. They should then evaluate whether or not their instructions improved. They can swap partners a number of times. Each time they aim to improve their instructions.

Identify learners who give good instructions. Ask them to tell the class what to do. Talk about why the instructions were good.

Week 7

Lessons 4 and 5: Reading (page 100)

Learners complete pre-reading activities, read an information text and scan the text to find answers to questions.

Activity 3

The learners read the title and headings and interpret the pictures in order to familiarise themselves with the text and make predictions about it. Once they have done this, get them to read the text. Ask whose predictions were correct and why they think they predicted correctly.

Activity 4

The learners scan the text to find the answers.

Answers: Activity 4

- a) The four parts of a kite are: frame, sail, tail and flying line.
- b) To make a kite you need: two bamboo skewers or sticks, a plastic sheet or plastic bags, cotton line or string or wool, fishing line, sticky tape and scissors.
- c) You attach the frame to the sail with sticky tape.
- d) The tail must be six times longer than the kite.
- e) You attach the flying line to the middle of the frame.

Week 7

Lesson 6: Language structures and conventions (page 101)

Learners discuss and use connecting words.



CONNECTING WORDS

Read and discuss the information about connecting words.

Activity 5

Tell the learners to refer to the information in the box to help them choose the correct words. They read their sentences silently when they have completed them.

Answers: Activity 5

- a) I like making things but I am not very good at it.
- b) Read the instructions carefully so that you know what to do.
- c) Use plastic rather than paper because it is stronger.
- d) We used fishing line but they used string.

- e) Stick the sail onto the frame so that it does not fall off.
 f) I used sticky tape but it didn't work very well.

Assessment

The learners mark their own sentences while you discuss the answers. Then they assess them according to temperature-gauge assessment. Remember to follow up and view the assessment results so you are aware where the learners' strengths and weaknesses are and can give the appropriate support.

Temperature-gauge assessment

Hot	6 correct answers
Warm	4-5 correct answers
Cool	2-3 correct answers
Cold	0-1 correct answers

Week 7

Lesson 7: Language structures and conventions; Vocabulary (page 101)

Learners discuss exclamation and question marks and then write questions. They also write vocabulary in their personal dictionaries and use dictionaries to find the meanings of words.

Resources

Dictionaries

Before the lesson

Write the following sentences on the board.

- How dare you!
- How do you make a kite?
- What are you doing!
- What are you doing?

Activity 6

Read the sentences on the board with no expression and then ask for volunteers to read them using lots of expression. Have the learners identify the difference in expression when using an exclamation mark and a question mark.

Discuss the question words and revise what type of responses they request. (See page 36 of the 'Lesson' section of this Teacher's Guide.)

Get the learners to write the questions in their exercise books. Then they swap books with a partner and answer one another's questions.

Activity 7

Tell the learners to look up the words in the dictionary if they do not know the shape. Then they write the words into their personal dictionaries and draw the matching shape next to the word.

Homework

The learners learn the words and their shapes for a spelling test.

Week 7

Lessons 8: Spelling test (page 101)

Learners write a spelling test.

Spelling test

The learners write down each word as you call it out and then draw corresponding shapes to show their meanings.

Extension

Get the learners to practise using words from this unit by playing a vocabulary game (see 'Introduction').

Week 7

Lesson 9 and 10: Reading (page 102)

Learners read and follow instructions to make an item.

Resources

Newspaper, sticky tape or elastic bands, pairs of scissors, cut-out shapes, string or thread




Activity 8

Get the learners to read the instructions silently and to identify difficult words and instructions. Explain difficult words and instructions and then read the instructions to them. They work in groups to follow the instructions and make the shape tree. Once they have finished their tree, get them to compare it to another group's tree. They identify how they are the same or different.

Assessment

The groups assess one another's trees according to thumbs assessment.

Thumbs assessment

	All instructions were correctly followed.
	Most instructions were correctly followed.
	Few instructions were correctly followed.

Core Reader (page 70)

Encourage the learners to read about how to make a wire windmill.

Week 8

Lessons 1 and 2: Writing (page 103)

Learners use a frame to write about a procedure.

Resources

Dictionaries

Before the lesson

Write this checklist on the board.

Checklist

- Did I use capital letters to start sentences and for proper nouns?
- Did I use full stops at the end of sentences?
- Did I spell words correctly? Check in a dictionary.
- Did I use appropriate vocabulary?
- Did I present my work neatly?
- Did I write the method in the correct sequence?

Activity 9

Tell the learners to use the dictionaries to look up words they cannot spell. They should also refer back to the previous activity to help them spell words correctly. Once they have written their report, ask them to read it to a partner and edit it according to the checklist on the board.

Assessment

Observe the learners while they edit their reports.

- Are they able to edit constructively and accurately?

Write relevant observations in your informal assessment journal.

Week 8

Lesson 3: Comprehension (page 103)

Learners answer questions about a procedure.

Activity 10

The learners answer literal and more complex questions about the procedure.




Answers: Activity 10

- You need to stick it together to hold it in a tube shape.
- You need the scissors to cut slits in the newspaper.
- You should cut the paper a quarter of the way down.
- You pull out the middle of the tube after you have cut the slits.
- If you pull too much, the tube will unravel and lose its shape.
- You attach the shapes to the tree with string or thread.

Assessment

Learners swap books and mark one another's sentences while you discuss them. Then they assess them according to emotive assessment. Give extra support to those learners who have a sad-face symbol.

Emotive assessment

	5-6 correct answers
	3-4 correct answers
	0-2 correct answers

Week 8

Lesson 4: Language structures and conventions (page 104)

Learners discuss and use adverbs of place.



ADVERBS OF PLACE

Read and discuss the information about adverbs of place.

Play a game using 'here' and 'there' in sentences.

If you use the words correctly, the learners repeat the sentence.

If you use them incorrectly, they stand up and stretch. For example:

- Sit here next to me. (The learners stay sitting and repeat the sentence.)
- Fetch the ball from over there and bring it to me. (The learners stay sitting and repeat the sentence.)
- Bring me the book from over here. (The learners stand and stretch.)

Activity 11

The learners write the sentences in their exercise books. They complete the sentences by using 'here' and 'there'. Then they read the sentences to a partner.

Answers: Activity 11

- Please come here.
- Please go over there and stand in a row.
- Here is the newspaper you wanted.
- I sit here, and Jess sits there.
- The scissors are here in my bag.
- The string is over there on the teacher's table.

Assessment

Discuss the correct choices. The learners mark their own work and assess it according to star-rating assessment. View the star rating and give extra support to those learners who have fewer than three stars.

Star-rating assessment

*****	6 correct answers
****	5 correct answers
***	4 correct answers
**	3 correct answers
*	0-2 correct answers

Week 8

Lesson 5, 6 and 7: Reading; Listening and speaking; Writing (pages 104-107)

Learners give opinions, explain a procedure using the future tense and write and read a procedure.

Resources

Dictionaries

Before the lesson

Write this checklist on the board.

Checklist

- Did I use capital letters to start sentences and for proper nouns?
- Did I use full stops at the end of sentences?
- Did I spell words correctly? Check in a dictionary.
- Did I use appropriate vocabulary?
- Did I follow the guidelines in the frame?
- Did I include a list of things needed?
- Did I sequence instructions correctly?

Activity 12

The learners need to analyse the pictures carefully before sharing their opinions with a partner.

Activity 13

The writing frame helps the learners to give an oral explanation in the future tense, so it is important that they use it.

Activity 14

Discuss the following elements that are part of the frame:

- a heading
- a list of what is needed
- simple, clear and straightforward instructions.

After the learners have written their instructions, ask them to edit their work according to the checklist on the board.

Activity 15

The learners read their instructions aloud, focusing on reading clearly and pronouncing words correctly. They also ask each other questions.

Extension

Get the learners to swap instructions and make each other's puppets. They follow the instructions and make the puppet. Then they assess the instructions by giving each other oral feedback about what worked and what did not work.

Week 8

Lesson 8: Writing (page 107)

Learners read, write and illustrate instructions.

Activity 16

The learners read, interpret and complete the instructions in pairs.

Answers: Activity 16

Instructions:

- a) Find bottle tops, wire and a nail.
- b) Make a hole in each bottle top.
- c) Thread the bottle tops onto the wire.
- d) Close the ends by winding the wire round a stick.
- e) Shake your rattle to make music.

List:

- bottle tops
- wire
- a nail
- a hammer
- a stick

Assessment

Listen to some of the learners as they read the instructions.

- Can they read fluently?
- Can they pronounce words correctly?

Write relevant observations in your informal assessment journal.

Core Reader (page 66)

Encourage the learners to read about making patterns.

Week 8

Lesson 9: Language structures and conventions (page 108)

Learners use adverbs and learn how to spell 'g' words that are followed by 'e', 'i' or 'y'.

Activity 17

Ask the learners to explain to their partners what an adverb does. They should understand that an adverb tells them more about the verb. Explain that the adverbs listed in this activity are known as adverbs of degree because they tell you more about the extent of the verb. Before they complete the activity in their exercise books, inform them that some of the sentences can have more than one correct answer. Discuss the first sentence as an example.

Answers: Activity 17

- a) Mike works quite/really/very slowly.
- b) Janice's shape tree is almost finished.

- c) I quite/really like making things.
- d) My kite is very unbalanced; it won't fly.
- e) I am quite/really/very excited about making a puppet.

Activity 18

Read and discuss the information about the soft 'g' sound. The learners practise saying the words.

Homework

The learners learn how to spell the words.

Week 8

Lesson 10: Spelling test; Reflecting on reading (page 108)

Learners write a spelling test and reflect on their reading.

Spelling test

Call out the spelling words. Get the learners to write down the words and use them in sentences that show their meanings. Mark and assess their answers. Record the marks and write relevant comments in your informal assessment journal.

Activity 19

The learners tell their partners what they have read. They compare books and relate the stories to their own lives. Get them to read extracts from the books to one another.

Assessment

Listen to and observe the learners.

- Can they compare books?
- Can they relate a text to their own life?

Write relevant observations in your informal assessment journal.

Weeks 9 and 10

Formal Assessment Task (pages 109-110)

Learners complete a Formal Assessment Task independently to evaluate their level of competency.

Formal Assessment Term 2 Task 2/Mid-year examination

You can use this Formal Assessment Task as an examination, or if you are drawing up your own examination, learners can use this as extra practise. It should be done individually. Mark the task according to the assessment tools provided in the 'Assessment' section of this Teacher's Guide.

Unit 10

Learning about others

Learner's Book pages 111-122

Duration 10 hours

Overview

Lesson	Time allocation (minutes)	LB page/s	Activities
Daily listening and speaking practice: The learners perform a rhyme or a poem, play a language game, give and follow instructions and directions or tell their own news.			
Term 3 Week 1			
1-2	60	111-112	Listening and speaking: Activities 1, 2, 3 and 4; Core Reader
3	30	112	Language structures and conventions: Activity 5
4	30	113-114	Vocabulary: Activities 6 and 7
5-7	90	114-116	Reading: Activities 8, 9 and 10; Comprehension: Activities 11 and 12; Core Reader
8	30	117	Spelling: Activity 13
9-10	60	117	Spelling: Activity 14
Term 3 Week 2			
1-2	60	118	Writing: Activity 15
3	30	118-119	Language structures and conventions: Activities 16 and 17
4	30	119	Listening and speaking: Activity 18
5-6	60	119-120	Spelling test; Reading: Activity 19
7-8	60	121-122	Language structures and conventions: Activities 20, 21 and 22
9-10	60	122	Reflecting on reading: Activity 23

Week 1

Lessons 1 and 2: Listening and speaking (pages 111-112)

Learners practise pronouncing words, listen to oral descriptions of people, note relevant information in a table and identify similarities and differences.

Resources

Dictionaries

Before the lesson

Display books that contain real-life stories.

Introduce the unit

Introduce the topic and books on display. Discuss the text types and encourage the learners to read the books in preparation for their 'Reflecting on reading' lesson.

Activity 1

Tell the learners that many dictionaries include the pronunciation of words. If you have class dictionaries that show the pronunciation of words, ask the learners to look up a word like 'pique' or 'psyche'. Let them try and say it before they look at the pronunciation and then again while looking at the pronunciation.

Read the instructions. Tell the learners to cover the 'Say it' column of the table and try to pronounce the names given in the first column. Once they have both tried this, they look at the second column, follow the sounds and read the words. Give them time to practise the words a few times.

Activities 2 and 3

Read each description slowly while the learners look at the pictures and listen for words they do not understand.



LISTENING TEXT

Description 1: Aisha and her family

Aisha is a nine-year-old girl from Saudi Arabia. She lives with her family in the desert. They live in a tent with no electricity or running water. Aisha's family get their water at an oasis. This is a place in the desert where water comes up to the surface.

Aisha's family are nomadic people called Bedouins. In the past, Bedouin traders or herders lived in tribes and travelled across the Arabian Peninsula. Today, the Arabian Peninsula is divided into countries with borders. Most people have settled in modern towns and cities along the coast, or in places that have water. But there are still many nomadic Bedouin families like Aisha's.

Description 2: Fadila and her family

Fadila lives in the country of Kuwait. Like Aisha, Fadila is also nine years old, but she lives in a large flat in an apartment block on the coast in Kuwait City.

Fadila's great-grandfather was a fisherman and pearl diver. When Fadila watches her mother put on her pearl earrings, she thinks about him. She remembers how he used to dive deep under the sea looking for pearl oysters.

Today, very few people make a living from fishing and diving for pearls. This is because oil was discovered in Kuwait and most people now work in the oil industry.

Discuss the meanings of the difficult words. Ask these multiple-choice questions (the correct answers are underlined).

- a) Where can people get water in a desert?
- In a tent
 - From a tap
 - At an oasis
- b) What do nomadic people do?
- Stay in one place
 - Move from place to place
 - Settle in modern towns
- c) Where is Kuwait City?
- In the mountains
 - On the coast
 - In the desert
- d) Where do you find pearl oysters?
- At the supermarket
 - Deep under the sea
 - In the desert

Read and discuss the instruction and table in Activity 3. Read the description about Aisha again. Once again read slowly and get the learners to identify the information they need to complete the column about Aisha in the table. Give the learners time to fill in the table. Then read the description about Fadila and get the learners to complete the column about her in the table. Get the learners to compare their tables to a partner's table and discuss the correct information.

Answers: Activity 3

	Aisha	Fadila
Age	Nine	Nine
Where she lives	Saudi Arabia	Kuwait City, Kuwait
Type of home she lives in	Tent in the desert	Flat in an apartment block
One fact about her family	Any appropriate fact	Any appropriate fact

Activity 4

The learners refer to their table and discuss the similarities and differences between the two girls.

Assessment

Observe and listen to the learners during the discussions.

- Can they identify similarities and differences?
- Do they pronounce words correctly?

Ask the learners the following questions to assess if they understand the text.

Which girl lives:

- a modern lifestyle?
- where water is freely available?
- a similar lifestyle to you? How is it similar?
- a lifestyle you would enjoy? Why?

Write relevant observations in your informal assessment journal.

Core Reader (page 18)

Encourage the learners to read about other cultures.

Week 1

Lesson 3: Language structures and conventions (page 112)

Learners build on their understanding of comparative adjectives and practise using them.

Activity 5

Revise comparative adjectives. Divide the learners into groups of three and get them to make up sentences about themselves using comparative adjectives. Get them to say their sentences to the rest of the class. Then they complete the activity in their exercise books.

Answers: Activity 5

- The Karoo is dry, but the Arabian Desert is drier.
- Aisha is young, but her little brothers are younger than her.
- An oasis is wet, but the sea is wetter.
- Fadila's flat is large, but her granny's house is larger.
- The 11th floor is high, but the 25th floor is higher.
- I can dive deep, but pearl divers dive deeper.

Assessment

Read and discuss the correct answers. The learners mark their own work and assess it according to emotive assessment. Give extra support to those learners who identify that they need help.

Emotive assessment



I understand how to use comparative adjectives.



I sometimes understand how to use comparative adjectives.



I need help as I do not understand how to use comparative adjectives.

Week 1

Lesson 4: Vocabulary (pages 113-114)

Learners read and interpret photographs, describe people and places and record words in their personal dictionaries.

Activities 6 and 7

First give the learners a chance to read and follow the instructions on their own and then work through them together. Discuss each group of people and where they live. As the learners answer the questions, formulate a table on the board. This is how the table will look once activities 6 and 7 are complete:

People from around the world	
People	Place
Bedouin	Arabian Desert
Tuareg	Sahara Desert in North Africa
Maasai	Kenya, Tanzania in East Africa
San	Kalahari Desert in southern Africa
Himba	Namib Desert in Namibia
Australians	Australia
Egyptians	Egypt
Brazilians	Brazil
Canadians	Canada
Poles	Poland
Chinese	China
Japanese	Japan
Congolese	Democratic Republic of the Congo

Extension

Let the learners familiarise themselves with the vocabulary in activities 6 and 7 by playing Hangman. If they are unfamiliar with the game, play as a class. If they know how to play, let them play in pairs so they are more involved. If you are unfamiliar with how to play, refer to the instructions in the 'Introduction'.

Week 1

Lessons 5, 6 and 7: Reading and comprehension (pages 114-116)

Learners predict from the title and pictures, read a story, use contextual clues to understand the meanings of words, answer questions, make inferences and complete cause-and-effect sentences.

Before the lesson

Write the following words on the board.

- First Kabba-An ...
- Then she ...
- Next she ...
- Finally she ...

Activity 8

Explain to the learners that the activity requires them to skim read in order to familiarise themselves with the text before reading it. Remind them that when they skim, they quickly look at the page and focus on the title, headings, keywords and pictures and ignore details and information not needed. The learners then skim the text and discuss the answers to these pre-reading questions.

Activities 9 and 10

Ask the learners to write down new words they do not understand as they read the story silently. When they have read the text, read these new words in context and discuss their meanings. Also practise pronouncing new words. The learners then take turns to read the extract aloud with their partner. Get them to practise reading the text a number of times, each time focussing on reading it more fluently and with more expression. Select a few learners to read it to the class.

Activities 11 and 12

Before the learners complete these activities in their exercise books, get them to divide into pairs, retell the story using the frame on the board and ask one another questions about the text.

Answers: Activity 11

- a) Kabba-An's family kept their water in an ostrich shell.
- b) Nomadic people like the San move from place to place.
- c) Kabba-An's family settled under a rocky outcrop.
- d) Kabba-An helped prepare supper.

Answers: Activity 12

- a) The family always had to move, because they had to go in search of food and water.
- b) Kabba-An was careful with the water, because it was precious and she didn't want to spill a drop.
- c) Kabba-An got hot and thirsty, because the sun was very hot.
- d) Kwi would not let the group stop, because he wanted to find shelter before it was dark.
- e) Kwi put up his hand, because he had found the place where they would stop and spend the night.
- f) Kabba-An could not explore immediately, because she had to help her mother prepare supper.

Assessment

Mark the answers.

- Are the learners' comprehension skills improving?

Write constructive comments in their exercise books.

Core Reader (page 35)

Encourage the learners to read 'Karoo monsters'.

Week 1

Lesson 8: Spelling (page 117)

Learners unscramble words, check the spelling, write them in their personal dictionaries and learn how to spell them.

Resources

Dictionaries

Activity 13

After the learners have referred to the text to help them unscramble the words, get them to write the words into their personal dictionaries and look up the meanings of any words they do not understand.

Answers: Activity 13

family, water, ostrich, precious, leader, shelter, outcrop, smiled

Assessment

Observe the learners during the activity.

- Do they know how to use a dictionary?
- Do they follow instructions?

Write observations in your informal assessment journal.

Homework

The learners learn how to spell the words for a test in Lesson 5.

Week 1

Lessons 9 and 10: Spelling (page 117)

Learners say and find the meanings of words that begin with 'g', but make a 'j' sound, write them in their personal dictionaries, use them in sentences and learn how to spell them.

Resources

Dictionaries

Activity 14

After the learners have completed this activity, revise the spelling methods introduced and encourage the learners to use one of them to help them learn the words.

Homework

The learners learn how to spell the words for a test in Lesson 5.

Week 2

Lessons 1 and 2: Writing (page 118)

Learners use a frame to rewrite a story in the past tense.

Before the lesson

Make a copy of the rubric for each learner or write it on the board so that the learners can copy it into their exercise books.

Activity 15

Read and discuss the instructions, the flow chart and the assessment criteria on the rubric. When the learners are at the editing stage, encourage them to read their story aloud as errors become more obvious when doing this.

Assessment

The final copy of the story can be assessed using this rubric.

Writing: story	Yes (2 marks)	Sometimes (1 mark)	No (0 marks)
Is the past tense used correctly?			
Are the main ideas identified?			
Are events in the correct order?			
Is the grammar appropriate?			
Is the spelling, punctuation and spacing between paragraphs appropriate?			
Name:	Total:		/10

Week 2

Lesson 3: Language structures and conventions (pages 118-119)

Learners use countable nouns and pronouns in the context of the story.

Activities 16 and 17

Before the learners complete the activities, get them to refer back to the story (see Learner's Book, page 115) and identify countable nouns and pronouns in the third paragraph.

- Countable nouns: eggshell, bag, shoulder, drop.
- Pronouns: her, she.

Answers: Activity 16

- I will carry one egg. He will carry two eggs.
- I saw one ostrich. She saw many ostriches.
- I have one bag. He has two bags.
- This is my family. There are five families in our group.
- Our group has one leader. Their group has two leaders.




Answers: Activity 17

- I wish we did not have to move.
- You/I must carry our water.
- You can walk in front of me.
- The rocky outcrop looked good to us/them/me.
- You can walk with them/us.
- Be careful with the water. Do not spill it.
- Kabba-An helped them/us/me make the supper.

Assessment

Discuss the answers in class and let the learners mark their own activities. By doing this they are able to learn from their mistakes. Once they have marked their work, they assess it using two-stars-and-a-wish assessment. Read their comments so you are aware of the learners' strengths and weaknesses.

Two-stars-and-a-wish assessment

	Positive comment (e.g. I can use pronouns.)
	Positive comment (e.g. I completed the sentences correctly.)
	Where they wish to improve. (e.g. I wish I could identify countable nouns more easily.)

Week 2

Lesson 4: Listening and speaking (page 119)

Learners listen to and give a personal recount.

Activity 18

Read and discuss the instructions. Tell the learners to recount their story in the right sequence.

Assessment

Listen to the learners.

- Do they recall their experiences in the right sequence?
- Can they answer questions about what happened?

Write relevant observations in your informal assessment journal.

Homework

Remind the learners to learn for their spelling test.

Week 2

Lessons 5 and 6: Spelling test; Reading (pages 119-120)

Learners write a spelling test. They also read a short paragraph, discuss the main idea and specific details and give opinions about summaries.

Spelling test

Call out the words and get the learners to write them in their exercise books. Then get them to choose five words to use in sentences that show they understand the meanings of the words.

Assessment

Mark the tests and identify whether or not the learners are learning for the spelling tests. Write relevant notes in your informal assessment journal.

Activity 19

Read the paragraph to the class and then get them to read it quietly on their own and answer the questions in their exercise books. Hold a class discussion in which you discuss the answers. Encourage the learners to share their opinions with the rest of the class.

Answers: Activity 19

- a) How camels survive in the desert
- b) Camels store fat and water in their humps.
- c) Personal choice

Week 2

Lessons 7 and 8: Language structures and conventions (pages 121-122)

Learners use exclamations and forms of the verb 'to be'. They also build on their use of concord.

Activity 20



EXCLAMATION MARKS

Explain that exclamations express emotions such as anger, fear, joy and surprise. Read the information in the 'Remember' box and write an exclamation mark on the board. Ask the learners for examples of sentences or words that need exclamation marks. Explain that without the exclamation mark, some words may be said as a statement. For example, 'We won.' may answer the question 'Who won?', but 'We won!' will be exclaimed in an excited or surprised voice.

The learners complete the activity in their exercise books. Their answers will vary. Get them to say their exclamations expressively to their partner.

Activity 21

Tell the learners to use the information box about the verb 'to be' to help them complete this activity accurately.

Answers: Activity 21

- a) Your job is to look after the camels.
- b) She was happy when they finally stopped riding.
- c) Kabba-An was in charge of the water.
- d) We are a very happy family.
- e) They were tired when they got there.
- f) Kabba-An is going to explore in the morning.

Assessment

Discuss the answers in class. The learners then mark their partner's work. Once they have marked the work, they assess it using temperature-gauge assessment. Give extra support to those learners who have cool or cold results.

Temperature-gauge assessment

Hot	You always use the correct form of the verb.
Warm	You often use the correct form of the verb.
Cool	You seldom used the correct form of the verb.
Cold	You never use the correct form of the verb.

Extension

As this is a difficult concept for learners of this age to understand, spend time using the verb 'to be' by playing this game:

Put learners in pairs. Tell them to refer to the table (see Learner's Book, page 121) and make up sentences using the verb 'to be'.

Learner 1 uses the verb in the present tense and says, for example, "I am tired."

Learner 2 responds in the past tense and says, "You were tired."

Learner 1 says another sentence, for example, "They are hungry."

Learner 2 then says, "They were hungry."

They continue in this way until Learner 1 says, "I am fast." In response to this sentence both learners run to touch the closest wall.

The first one to touch the wall gets a point.

The roles of the learners change and Learner 2 then says the present tense sentences and Learner 1 responds in the past tense.

It is probably best to play outside where it will be less disruptive.

Activity 22

The learners work with their partners. They take turns reading the paragraph and correcting the mistakes. Once they have each had a turn, discuss the correct answers.

Answers: Activity 22

We were going to visit my aunt in Namibia, but she is away, so instead we are planning a trip to the Northern Cape. I am very excited to see

the desert – I've never been to a desert before. Today we are/we're off to the camping shop to buy a tent.

Homework

Read and discuss Activity 23. The learners prepare their short oral book review at home.

Week 2

Lessons 9 and 10: Reflecting on reading (page 122)

Learners use a frame to help them present a short oral book review.

Activity 23

Learners present their review to the class.

Assessment

Observe and listen to the learners as they reflect on what they have read.

- Can they give a short oral book review?

Make relevant notes in your informal assessment journal.

Unit 11

Sports stars

Learner's Book pages 123-134

Duration 10 hours

Overview

Lesson	Time allocation (minutes)	LB page/s	Activities
Daily listening and speaking practice: The learners perform a rhyme or a poem, play a language game, give and follow instructions and directions or tell their own news.			
Term 3 Week 3			
1	30	123	Reading: Activity 1
2	30	124-125	Listening and speaking: Activities 2 and 3; Core Reader
3-4	60	124-125	Listening and speaking: Activity 3
5-6	60	125-127	Reading and comprehension: Activities 4, 5, 6 and 7
7	30	127-128	Language structures and conventions: Activity 8
8	30	128	Vocabulary: Activities 9 and 10
9-10	60	128-129	Listening and speaking: Activity 11; Language structures and conventions: Activities 12 and 13
Term 3 Week 4			
1-2	60	130	Writing: Activity 14
3	30	130	Vocabulary: Activity 15
4-5	60	130-132	Reading: Activity 16; Writing: Activity 17
6-7	60	132	Writing: Activity 18
8	30	133	Language structures and conventions: Activities 19 and 20
9	30	134	Language structures and conventions: Activities 21 and 22
10	30	134	Spelling test; Reflecting on reading: Activity 22

Week 3

Lesson 1: Reading (page 123)

Learners scan for important details, read information, discuss information and specific details and select relevant details to answer questions about information on a chart.

Before the lesson

Display books with information texts and visuals.

Introduce the unit

Introduce the topic and books on display. Discuss the text types and encourage the learners to read the books in preparation for their 'Reflecting on reading' lesson.



PICTOGRAPHS

Read and discuss the information about pictographs and explain that a pictograph is a chart that has pictures or symbols that represent values.

Activity 1

The learners discuss the information and answer the questions with their partners. They then work independently and answer the questions in their exercise books.

Answers: Activity 1

- The graph tells you the favourite sports of Grade 5 learners.
- A circle stands for four learners.
- A quarter circle is used to show one learner. Half a circle is used to show two learners. Three quarters of a circle is used to show three learners.
- Twenty-two learners chose soccer as their favourite sport.
- Cricket was least popular.
- Thirteen learners chose netball.

Assessment

Mark the answers.

- Are the learners' comprehension skills improving?

Write constructive comments in their exercise books.

Week 3

Lesson 2: Listening and speaking (pages 124-125)

Learners do preparation and then talk about a familiar topic.

Activity 2

This activity aims to get the learners thinking and speaking about the topic before they begin preparing their oral presentation.



ORAL PRESENTATIONS

Read and discuss the information about how to prepare and present a talk. Go through one step at a time. Get the learners to identify the key aspects.

Activity 3

Read and discuss the instructions and guidelines. If there is time, the learners begin preparing their talk.

Homework

Learners prepare and practise their talk.

Core Reader (page 72)

Encourage the learners to read about Oscar Pistorius.

Week 3

Lessons 3 and 4: Listening and speaking (pages 124-125)

Learners present a talk, and ask and answer questions.

Before the lesson

Make a copy of the rubric for each learner or write it on the board so that the learners can copy it into their exercise books.

Activity 3

Revise the information in the 'Oral presentations' box under the headings 'Practise' and 'Present'. Discuss the assessment criteria on the rubric before the learners present their talk.

Assessment

Use this rubric to assess the presentations.

Speaking: prepared talk	3	2	1 or 0	Subtotal
Planning	Excellent	Good	Could be better	
Preparation	Excellent	Good	Could be better	
Practise	Excellent	Good	Could be better	
Presentation	Excellent	Good	Could be better	
Ability to answer questions	Excellent	Good	Could be better	
Name:	Total:			/15

Week 3

Lessons 5 and 6: Reading and comprehension (pages 125-127)

Learners read, discuss and answer questions about an information text that includes a table.

Activity 4

Discuss these pre-reading questions as a class.

Activity 5

Tell the learners to write down words they do not understand as they read the text independently. Read the words in the context of the story and discuss their meanings before the learners tell their partners what they have read.

Activity 6

Explain to the learners that they have to scan the text to find the specific information related to each statement and then change the statement so it is true. It is important that the learners understand they cannot just write a negative sentence, for example, 'Lucas Radebe was not born in Leeds.' When the learners have completed the answers, discuss them.

Answers: Activity 6

- Lucas Radebe was born in Johannesburg.
- Kaizer Chiefs offered him the position of midfielder.
- His first international match with Bafana Bafana was against Cameroon.

- d) In 1994 Lucas was offered a chance to play in England.
- e) His nickname was ‘The Chief’ when he played for Leeds.

Activity 7

Discuss good and bad questions. Remind the learners that bad questions can be answered with a simple ‘yes’ or ‘no’. Good questions require the person to give details and may lead to further questions.

For example:

- Did Lucas Radebe play goalkeeper? (Bad)
- What positions did Lucas Radebe play when he played for ICL Birds? (Good)

The learners read the extract and write the questions. Then get them to swap their books with a partner and answer the partner’s questions.

Assessment

The learners mark the answers to their questions and assess the activity using the star-rating assessment.

Star-rating Assessment

****	4 correct answers
***	3 correct answers
**	2 correct answers
*	0-1 correct answers

Week 3

Lesson 7: Language structures and conventions (pages 127-128)

Learners use determiners in the context of the information text.

Activity 8

Remind the learners to refer to both the information texts and the table to help them choose the correct words to fill the gaps. Inform them that they may use the words more than once.




Answers: Activity 8

- a) Lucas Radebe’s first club was ICL Birds.
- b) The second club he played for was Kaizer Chiefs.
- c) The first position he played was goalkeeper.
- d) The last club he played for was Leeds United.
- e) Lucas made over two hundred appearances for Leeds United.
- f) Lucas was one of eleven children.
- g) His first international match for Bafana Bafana was against Cameroon.
- h) The Fair Play Award is given to only one player each year.

Assessment

Read and discuss the correct answers. Explain that words such as 'one', 'first' and 'last' are called determiners. The learners mark their own work and assess it according to emotive assessment. Give extra support and guidance one-on-one or in small groups to those learners who identify that they need help.

Emotive assessment

	I understand how to use determiners.
	I sometimes use determiners correctly.
	I need help using determiners.

Week 3

Lesson 8: Vocabulary (page 128)

Learners match words and definitions and write them in their personal dictionaries.

Resources

Dictionaries

Activities 9 and 10

Get the learners to work independently and write the words and meanings in their personal dictionaries. Encourage them to look up the meanings of the words in a dictionary if they are unsure of them. The learners then write a sentence using each word correctly.

Answers: Activity 9

- a) Defender: a player who must try to stop the opposite team's players from scoring a goal
- b) Champion: the person who wins a championship or tournament
- c) League: a group of sports teams who play against each other to see who is best
- d) International: something that involves more than one country
- e) Winner: a person who wins a competition or match
- f) Professional: someone who does something as a job and earns money doing it

Week 3

Lessons 9 and 10: Listening and speaking; Language structures and conventions (pages 128-129)

Learners practise saying a poem. They also use different types of adjectives and determiners.

Activity 11

Read the poem to the class. Discuss the rhyme and rhythm. Talk about how our voices go up at the end of questions. Say the poem together, matching the rhythm of the first and third lines.

Activity 12

Remind the learners that adjectives are words that describe the noun and revise the rules for using 'a' and 'an'. The learners need to remember that 'a' is used before a word beginning with a consonant (e.g. **a** competitive team) and 'an' is used when the word begins with a vowel (e.g. **an** opposing team). The learners then complete the activity in their exercise books.

Answers: Activity 12

- Soccer is an exciting/active game.
- Peter played a big/fair/great game on Sunday.
- Our captain is a great/fair/poor leader.
- There was a big/sports competition at our school last week.
- The Red Team won a gold medal.



NUMBERS

Read and discuss the information about determiners.

Activity 13

The learners scan the table to find specific information to help them add the correct determiners to the sentences. Tell them to write the words and not the digits.

Answers: Activity 13

- Mountview Primary won twelve bronze medals and three gold medals.
- Greenside Primary won eight gold medals and four silver medals.
- Woodside Primary won fourteen medals altogether.
- Hill Street Primary won nine gold medals but only two bronze medals.
- Eastside Primary won nought gold medals, but they won seven silver medals.

Assessment

Mark these activities so you have a fair indication of the level of the learners' language. Write relevant notes in your informal assessment journal.

Week 4

Lessons 1 and 2: Writing (page 130)

Learners draw and label a simple visual text.

Before the lesson

Make a copy of the rubric for each learner or write it on the board so that the learners can copy it into their exercise books.

Activity 14

Refer back to the pictogram in Activity 1. Discuss the elements to consider when drawing and labelling a pictogram. Discuss the criteria on the rubric. Get the learners to plan, complete a rough draft of the pictogram, edit the rough draft and then produce the final neat copy in their exercise books.

Assessment

You can use this rubric to help you assess the visual text.

Writing: paragraph	3	2	1-0	Subtotal
Planning	Excellent	Good	Average/Poor	
Information	Successfully used the information to create an accurate pictogram	Used some of the information to create a pictogram	Did not use the information to create an accurate pictogram	
Organisation	Excellent organisation of information	Good organisation of information	Poor organisation of information	
Symbols			Add a mark if the symbols were used accurately	
Name:				Total: /10

Week 4

Lesson 3: Vocabulary (page 130)

Learners record compound words and their meanings in their personal dictionaries.

Resources

Dictionaries



COMPOUND WORDS

Read and discuss the information about compound words. Ask the learners to identify the compound words in Activity 5. (Answers: midfielder, sidelines, nicknamed.) Then get them to write examples of compound words they know on the board. For example: watermelon, jigsaw, bedroom, bookmark, rainbow, bathroom, notebook.

Activity 15

Advise the learners to check the meanings of the compound words in a dictionary before they write the explanations in their personal dictionaries.

Answers: Activity 15

- nickname
- sideline
- floodlights
- sportsman
- footsteps
- shoelace
- netball
- basketball

Week 4

Lessons 4 and 5: Reading; Writing (pages 130–132)

Learners read aloud and complete a mind-map summary.

Before the lesson

Copy the outline of the mind map on the board.

Activity 16

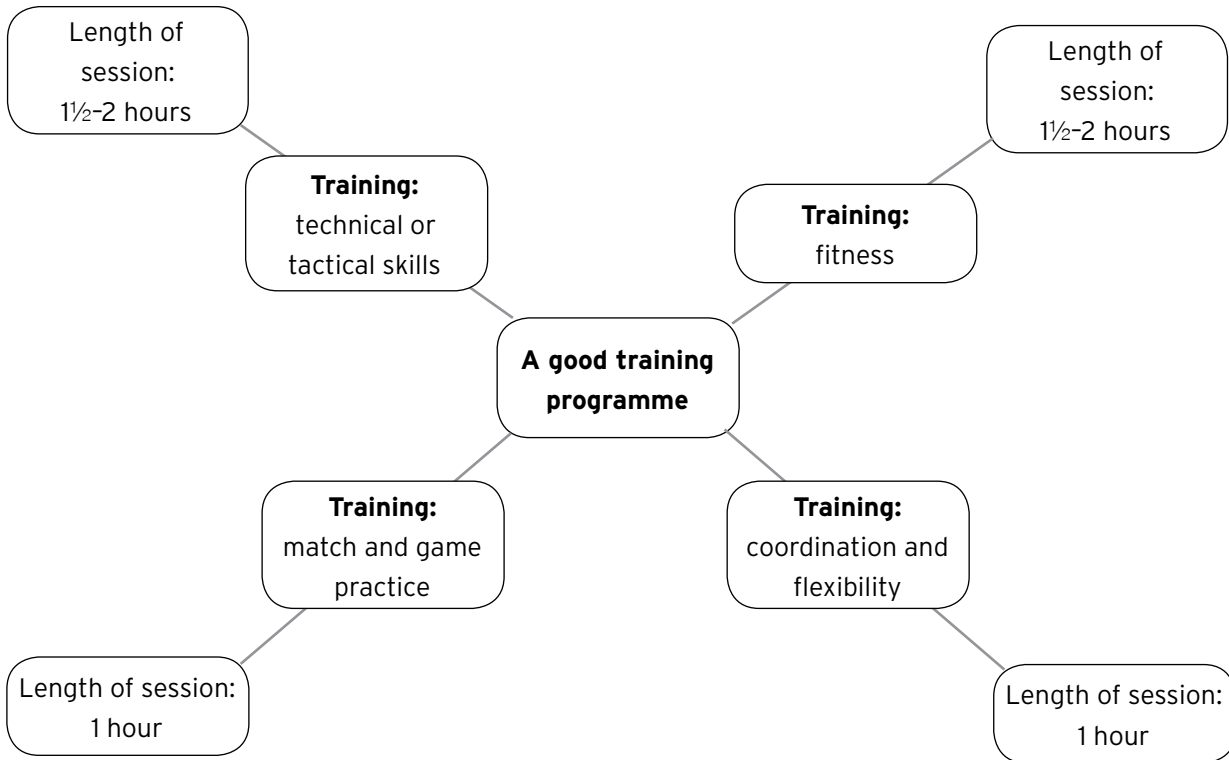
Read the instructions. Read the first few lines of the text using no expression or fluency and mispronounce some words. Read the same lines again. This time, read fluently with expression and pronounce words correctly. Discuss how the styles of reading aloud influenced what they understood. The learners then read the text using the

appropriate expression, fluency and pronunciation. Get them to read the text a number of times until they feel their reading has improved.

Activity 17

After the learners have copied and completed the mind map, hold a class discussion and complete the mind map on the board.

Answers: Activity 17



Week 4

Lessons 6 and 7: Writing (page 132)

Learners design a training programme for a sports team.

Resources

Large piece of paper/card for each learner

Before the lesson

Make a copy of the rubric for each learner or write it on the board so that the learners can copy it into their exercise books.

Activity 18

Read and discuss the instructions. Make sure the learners understand what to do. Remind them to first do a rough plan, then edit their work and only once they are happy with their planning and editing do they put it on the card.

Assessment

The learners show their programmes to their partners. The partners assess the programmes by filling in this rubric.

Writing: timetable	3	2	1-0	Subtotal
Information	4 types of training covered	2-3 types of training covered	1 or no types of training covered	
Training time allocations	1.5-2 hours technical and fitness training per week; 1 hour flexibility and coordination training per week	Most time allocations for training sessions were accurate	Inaccurate time allocations for training sessions	
Two rest days included per week		Yes	No	
One match day included per week		Yes	No	
Name:				Total: /10

Week 4

Lesson 8: Language structures and conventions (page 133)

Learners use possessive pronouns and phrasal verbs.



POSSESSIVE PRONOUNS

Read and discuss the information about possessive pronouns. Get the learners to look at the text in the third paragraph of Activity 5 and identify words that show possession. (Answers: South Africa's, his.)

Activities 19 and 20

The learners complete the activities in their exercise books.

Answers: Activity 19

- This book belongs to me. It is mine.
- The soccer ball belongs to my brother. It is his.
- The bag belongs to Jane. It is hers.
- The van belongs to Jabu's mom and dad. It is theirs.
- This book belongs to you. It is yours.
- The balls belong to my sister and me. They are ours.
- That bench belongs to them. It is theirs.
- The team belongs to all of us. It is ours.

Assessment

Mark these activities so you have a fair indication of the learner's level of ability. Write relevant notes in your informal assessment journal.

Week 4

Lesson 9: Language structures and conventions (page 134)

Learners say, write and look up the meanings of 'c' words that sound like 's'.

Resources

Dictionaries

Activity 21

Read and discuss the rule. Read the words aloud together. Practise the pronunciation of difficult words. Allocate a word to each learner. Some learners will have the same word. They look up the meaning of their word in the dictionary and share the meaning with the rest of the class. Then they write the words in their personal dictionaries.

Activity 22

Remind the learners that a universal truth is a fact that is always true. For example:

- Wind is air.
- Wind is invisible.

Ask the learners to identify which tense is used to express these truths. Explain that because universal truths are always true, they will always be in the present tense.

The learners discuss the sentences with their partners and decide which sentences are universal truths.

Answers: Activity 22

- Always true
- Always true
- Not always true
- Not always true
- Not always true

Homework

Learners learn how to spell the words in Activity 21 for a test in the next lesson. They also prepare for Activity 23.

Week 4

Lesson 10: Spelling test; Reflecting on reading (page 134)

Learners write a spelling test and reflect on their reading.

Spelling test

Call out the words and get the learners write them down. Mark and assess the test. Record the marks and write relevant comments in your informal assessment journal.

Activity 23

The learners work in groups. They tell the group what they have read in about five sentences.

Assessment

Observe and listen to the learners as they reflect on reading.

- Can they retell a text in about five sentences?

Make relevant notes in your informal assessment journal.

Unit 12

Ancient Egypt

Learner's Book pages 135-147

Duration: 10 hours

Overview

Lesson	Time allocation (minutes)	LB page/s	Activities
Daily listening and speaking practice: The learners perform a rhyme or a poem, play a language game, give and follow instructions and directions or tell their own news.			
Term 3 Week 5			
1-2	60	135	Listening and speaking: Activities 1, 2 and 3
3-4	60	136	Language structures and conventions: Activity 4
5-6	60	137-139	Reading: Activities 5 and 6; Comprehension: Activity 7
7	30	139-140	Vocabulary: Activity 8; Language structures and conventions: Activity 9
8-9	60	141-143	Language structures and conventions: Activity 10; Reading: Activity 11; Writing: Activity 12
10	30	144	Listening and speaking: Activities 13 and 14
Term 3 Week 6			
1-3	90	145-146	Reading: Activities 15 and 16; Writing: Activity 17; Core Reader
4-5	60	146-147	Writing: Activity 18
6-7	60	147	Reading: Activity 19; Vocabulary: Activity 20
8	30	147	Spelling test; Reflecting on reading: Activity 21
9-10	60	148-149	Formal Assessment Term 3 Task 1

Week 5

Lessons 1 and 2: Listening and speaking (page 135)

Learners listen to a true story, answer literal questions, give a personal response and express and explain their opinions.

Before the lesson

Display books with realistic stories, books about Ancient Egypt and poetry books.

Introduce the unit

Introduce the topic and books on display. Discuss the text types and encourage the learners to read the books in preparation for their 'Reflecting on reading' lesson.

Activity 1

Read the story to the learners. Read slowly, clearly and with expression. Pause after each paragraph and ask questions that make the learners think about the text in greater depth. Examples of questions:

- After paragraph 1 – Why do you think it took so long to make a mummy?
- After paragraph 2 – Why do you think the dead person's organs were buried with them?
- After paragraph 3 – What do you think the salt was for?
- After paragraph 4 – Why was it important for the mummy to be waterproof?
- After paragraph 5 – What do you think the face mask was for?
- After the last paragraph – Which part of the mummifying process would you have disliked/liked to be involved in? Why? Would you like to see a mummy? Why/why not?



LISTENING TEXT

The Ancient Egyptians believed that people who died needed to take their bodies with them to the afterlife. So, they preserved the bodies of important people by mummifying them. It took 70 days to make a mummy.

First the dead body was washed and the priests said prayers for the dead person. Next a person called a ripper removed blood, the organs and the brain so that they would not decay. The organs and the brain were packed into special jars to be buried with the mummy. The heart was not removed. Egyptians believed that your heart would be weighed in the afterlife to see if you had lived a good life or not.

Once the organs were removed, the body was packed with natron (a type of salt) and left on a special embalming table to dry out for 40 days.

After 40 days, the priests covered the dried body with resin and then bandaged it with cloth. The head was bandaged first. Each layer of bandages was covered with resin to make the mummy waterproof. It took 15 days to bandage a mummy.

The final step was to wrap the mummy in a red burial cloth. A mask with the person's face painted on it was placed on the head.

The mummies survived very well. Today, the Egyptian Museum in Cairo has a room full of well-preserved mummified bodies which are more than 4 000 years old. They even have a mummy of a cat which was buried with its owner.

Activity 2

Read the story to the learners again before they discuss the answers to the questions in pairs. Hold a class discussion in which learners share their answers.

Answers: Activity 2

- a) A mummy is a preserved body of a dead person or animal.
- b) It took 70 days to make a mummy.
- c) First, the body was washed and the priest said prayers for the dead person.
- d) The ripper removed the blood, the organs and the brain.
- e) The ripper put the organs and brain into special jars to be buried with the mummy.
- f) The heart was left in the body. It was believed that your heart would be weighed in the afterlife to see if you had lived a good life or not.
- g) The salt dried out the body.
- h) The priest bandaged the body.
- i) Today you can see mummies in the Egyptian Museum in Cairo.

Activity 3

Divide the learners into groups to discuss these questions which require them to give a personal response to the story and express and explain their opinions.

Assessment

Observe and listen to some of the discussions.

- Can the learners answer literal questions?
- Can they give a personal response to the story?
- Can they express and explain their opinions.

Write relevant observations in your informal assessment journal.

Week 5

Lessons 3 and 4: Language structures and conventions (page 136)

Learners analyse simple sentences and construct sentences of their own.



PARTS OF SENTENCES

Read and discuss the information about parts of sentences. The following tips will help you identify the subject, verb and object in sentences. Consider the ability of your learners and only introduce information that is relevant to their level or they will become confused.

- In English, words in a sentence have meaning because of their order and position. If you change the position and order of the words, you change the meaning of the sentence.
- The subject of a sentence is who or what you are talking about. It is the person or thing doing an action.
- It helps to identify the verb in the sentence before identifying the subject and object. The verb is a doing or action word.

Identifying the verb

- The priest washed the body. Which word is an action? (washed = verb)
- The ripper removed the organs. Which word is doing something? (removed = verb)
- The sun dries the body. Which word is doing something? (dries = verb)

Identifying the subject

- The priest washed the body. Who/what washed the body? (The priest did, so the priest is the subject.)
- The ripper removed the organs. Who/what removed the organs? (The ripper did, so the ripper is the subject.)
- The sun dries the body. Who/what dries the body? (The sun does, so the sun is the subject.)

Identifying the object

- The priest washed the body. The priest washed what? (The body, so the body is the object.)
- The ripper removed the organs. The ripper removed what? (The organs, so the organs are the object.)
- The sun dries the body. The sun dries what? (The body, so the body is the object.)

Activity 4

After you have explained how to find the subject, verb and object, the learners complete the activity. Remind them to identify the verb first.




Answers: Activity 4

Subject	Verb	Object
I	visited	the museum
The security guard	took	my ticket
Josh	climbed	the stairs
We	saw	ten mummies
Ms Smit	drove	the bus

Assessment

Discuss the answers in class and let the learners mark their own work. By doing this, they are able to learn from their mistakes and reinforce the correct concepts. Once they have marked their work, they assess it using two-stars-and-a-wish assessment. Read their comments so you are aware of the learners' strengths and weaknesses.

Two-stars-and-a-wish assessment

	Positive comment (e.g. I can find the subject.)
	Positive comment (e.g. I can find the object.)
	Where they wish to improve. (e.g. I wish I found it easier to find the verbs.)

Week 5

Lessons 5 and 6: Reading and comprehension (pages 137-139)

Learners discuss and answer pre-reading questions, read a comic story, identify characters, express and explain opinions and answer questions about the story.

Activity 5

Divide the learners into groups to discuss the pre-reading questions and make predictions.

Activity 6

Ask the learners to read the comic quietly on their own and then in pairs. One learner reads the words said by Darren and the other reads Jarred's words. Then they discuss the questions and answers. Spend a few minutes getting feedback from the learners.

Answers: Activity 6

- The main characters are Jarred and Darren.
- They are not interested in the museum and think it is stupid.
- They do not show respect for the museum. Examples: They draw on the wall. They push a button.
- Personal opinion

Activity 7

Explain to learners that they are going to read the questions and discuss the answers to the questions in pairs. They should write down the answers in their books independently.

Answers: Activity 7

- a) False. Jarred and Darren are naughty boys.
- b) False. Jarred wrote his tag on the wall.
- c) False. The boys did not know what the button was for.
- d) True
- e) False. The door was made of solid metal.
- f) False. The boys could not open the door.
- g) True

Assessment

Mark the answers and give each correct true or false answer one mark. Give an extra mark if the false answers are corrected appropriately.

- Are the learners' comprehension skills improving?

Write constructive comments in their exercise books.

Week 5

Lesson 7: Vocabulary; Language structures and conventions (pages 139-140)

Learners use vocabulary words in context and match them to the correct definition. They also learn more about and use punctuation.

Activity 8

Read the vocabulary words in the context of the story before the learners write the words and matching definitions in their personal dictionaries. If you are short of time, let them complete this activity for homework.

Answers: Activity 8

- a) Hieroglyphics is picture writing from Ancient Egypt.
- b) A tag is your name or symbol, when you are writing graffiti.
- c) A museum is a building where they display interesting things from the past.
- d) A fire door is a special door that stops fire from coming through.



PUNCTUATION

Discuss each punctuation symbol and its purpose.

Activity 9

Tell the learners to refer to the grammar box to help them complete this activity accurately. Ask them to compare their punctuated sentences with a partner's sentences.

Answers: Activity 9

- a) "What do we do now?" asked Jarred.
- b) "Open the door!" shouted Jarred.
- c) "It's made of wood, metal and plastic," said Darren.
- d) "We'll never get it open," he said.
- e) "Help!" he shouted.
- f) "Hey, what's this button for?" asked Jarred.
- g) "I don't like this. I'm scared!" he said.

Week 5

Lessons 8 and 9: Language structures and conventions; Reading; Writing (pages 141-143)

Learners make predictions using connecting words to show condition. They also read a comic story and write direct speech.

Activity 10

The learners first discuss their predictions and then write them in their exercise books. It is important that they understand their predictions are made by completing the sentences. By doing this, they practise using connecting words that show condition.

Activity 11

The learners read the next part of the story quietly and then discuss their predictions with a partner.

Activity 12

Discuss the information and the instructions. The learners then work in pairs to complete this activity in their exercise books. They both write the same words in the speech bubbles. They then work independently and complete Activity 12 'b'. When they are finished, they compare their punctuation with their partner's punctuation.

Extension

Get the learners to role-play their endings to the class.

Week 5

Lesson 10: Listening and speaking (page 144)

Learners retell a story and learn a poem to perform for the class.

Activity 13

Get the learners to work in pairs to retell the story and complete the activities.

Assessment

Listen to some learners retell the story and discuss the questions.

- Do they describe events in sequence?
- Do they refer to the main characters?
- Does the storyline make sense?
- Can they suggest an alternative ending?
- Do they use tenses correctly?

Write relevant notes in your informal assessment journal.

Activity 14

Read the poem together. The learners then learn it. Get a few learners to perform it at the start of each lesson during the following week. Encourage them to say it rhythmically and expressively.

Homework

The learners learn and practise saying the poem.

Week 6

Lessons 1, 2 and 3: Reading; Writing (pages 145-146)

Learners skim the text and think about pre-reading questions. They read a poem and discuss rhyme, comparisons and their feelings. They also use a dictionary to look up the meaning of words, record the words in their personal dictionaries and write explanatory sentences.

Resources

Dictionaries

Activity 14

Ask a few learners to perform the poem they learnt.

Activity 15

The learners complete the pre-reading questions quietly on their own before you lead a class discussion in which they share their thoughts with the rest of the class.

Activity 16

After the learners have read the poem silently, discuss the meanings and pronunciation of new words. Then they read the poem with a partner, and discuss and answer the questions. Remind them to take note of the rhyme and rhythm as they read and to use expression, read fluently and pronounce the words correctly. Hold a class discussion in which the learners give feedback about their discussion to the rest of the class. Say the poem together as a class.

Answers: Activity 16

- a) The first four lines have two pairs of rhyming words: sand – land, stone – own (a, a, b, b). Line 5 rhymes with line 7 and line 6 rhymes with line 8 (c, d, c, d).
- b) ‘still as stone’ – The Sphinx’s stillness is being compared to the stillness of stone.
‘glowing red as fire in the setting sun’ – The red glow of the Sphinx is being compared to the fire of the setting sun.
‘Pharaohs like gods’ – The pharaohs are being compared to the gods.
- c) Personal opinion

Assessment

Listen to the learners as they read and discuss the poem?

- Can they identify rhyming words?
- Can they identify similes and the comparisons they make?
- Can they express their feelings?

Write relevant observations in your informal assessment journal.

Activity 17

After looking up the meanings of words, the learners write the words and sentences in their personal dictionaries. Get them to read their sentences to a partner.

Answers: Activity 17

- statue – a 3D form usually made of stone
- sphinx – a mythical creature with a lion’s body and a human head
- pharaoh – Egyptian ruler
- ancient – old; of long ago

Core Reader (page 29)

Encourage the learners to read ‘Khufu’s pyramid’.

Week 6

Lessons 4 and 5: Writing (pages 146-147)

Learners use the writing process to write a story that includes direct speech.

Before the lesson

Make a copy of the rubric for each learner or write it on the board so that the learners can copy it into their exercise books.

Write the examples on the next page on the board.

- you can become king said the Sphinx
- how do i do that asked the prince
- all you have to do is clear away all this sand said the sphinx

Activity 14

Ask a few learners to perform the poem they learnt.

Activity 18

Read and discuss the instructions, the writing process (see Learner’s Book, page 223) and the criteria on the rubric. Discuss how they should use direct speech in their story. Complete the first sentence on the board to illustrate what punctuation needs to be added when using direct speech. If possible, add the punctuation in a different colour. It is important that the learners understand that the actual words spoken are placed between inverted commas. Get the learners help you add all necessary punctuation to the other two sentences on the board. Answers:

- “You can become king,” said the Sphinx.
- “How do I do that?” asked the prince.
- “All you have to do is clear away all this sand,” said the Sphinx.

Leave the sentences on the board so the learners can refer to them when they write direct speech in their story. Depending on how well your learners understand the concept of direct speech, you may want to put a limit on the number of times they use direct speech in their stories.

The learners then work independently to plan, draft, edit and write their stories.

Assessment

Use this rubric to help you assess the stories.

Writing: story	5 Strong	4 Moderately strong	3 Average	2 Moderately weak	1 Weak
Storyline and content					
Structure of the story					
Use of punctuation including inverted commas					
Tenses					
Evidence that the writing process was used					
Name:					Total: /25

Homework

The learners practise reading their stories aloud so they can read them to the class in the next lesson. They should focus on reading fluently, pronouncing words correctly and adding expression.

Week 6

Lessons 6 and 7: Reading; Vocabulary (page 147)

The learners read their stories to the class. They also learn how to spell 'ke' and 'ki' words.

Activity 14

Ask a few learners to perform the poem they learnt.

Activity 19

The learners read their stories to the class. Remind them to focus on reading fluently, pronouncing words correctly and adding expression.

Assessment

Use this rubric to help you assess the learners prepared reading.

Prepared reading	Always	Often	Seldom	Never
Reads with fluency	0	1	2	3
Reads with expression	0	1	2	3
Can be heard clearly	0	1	2	
Pronounces words correctly	0	1	2	
Name:	Total:			/10

Homework

Read the words in Activity 20. The learners learn how to spell them.

Week 6

Lesson 8: Spelling test; Reflecting on reading (page 147)

Learners write a spelling test and reflect on their reading.

Spelling test

Call out the words and get the learners to write them down. Mark and assess the test. Record the marks and write relevant comments in your informal assessment journal.

Activity 21

The learners share their opinions about the texts they have read and relate them to their own lives.

Assessment

Observe and listen to the learners as they reflect on reading.

- Can they relate texts to their own lives?
- Can they share opinions on the text?

Make relevant notes in your informal assessment journal.

Week 6

Lessons 9 and 10: Formal Assessment Task (pages 148-149)

Learners complete a Formal Assessment Task independently to evaluate their level of competency.

Formal Assessment Term 3 Task 1

See 'Assessment' section.

Unit 13

The weather

Learner's Book pages 150-159

Duration: 10 hours

Overview

Lesson	Time allocation (minutes)	LB page/s	Activities
Daily listening and speaking practice: The learners perform a rhyme or a poem, play a language game, give and follow instructions and directions or tell their own news.			
Term 3 Week 7			
1-3	90	150-152	Listening and speaking: Activity 1; Reading: Activities 2 and 3; Comprehension: Activities 4 and 5; Core Reader
4	30	153	Comprehension: Activity 6; Core Reader
5	30	153	Language structures and conventions: Activity 7
6-7	60	154	Spelling: Activity 8
8-10	90	154-155	Reading: Activities 9, 10 and 11; Comprehension: Activity 12
Term 3 Week 8			
1-2	60	156	Language structures and conventions: Activity 13
3-4	60	156-157	Listening and speaking: Activity 14
5-6	60	157-158	Writing: Activities 15 and 16
7-8	60	158	Writing: Activity 17
9	30	159	Language structures and conventions: Activities 18 and 19
10	30	159	Reflecting on reading: Activity 20

Week 7

Lessons 1, 2 and 3: Listening and speaking; Reading; Comprehension (pages 150-152)

Learners interpret visuals, take part in a conversation, complete pre-reading activities, read an information text and use reading strategies to help them identify information to answer questions about main ideas and specific details.

Before the lesson

Display books with information and procedural texts.

Introduce the unit

Introduce the topic and books on display. Discuss the text types and encourage the learners to read the books in preparation for their 'Reflecting on reading' lesson.

Activity 1

Before the learners take part in this conversation in their groups remind them to respect group members by listening to them and to also encourage and support them.

Assessment

Observe the learners.

- Do they respect, encourage and support fellow group members?

Write relevant observations in your informal assessment journal.

Activity 2

The learners skim read and complete the pre-reading activities in pairs.

Activity 3

As they read, the learners should write down new words they do not understand or know how to pronounce. Discuss these words before the learners scan the text and answer the questions.

Activity 4

The learners first work in pairs to find and discuss specific details. Hold a class discussion in which they give feedback about their discussion.

Answers: Activity 4

- a) Clouds form when rising air cools and forms millions of tiny droplets of water that are clumped together.

- b) Warm air cools as it rises.
- c) The three main types of rain are convection rain, frontal rain and relief rain.
- d) The red arrows show warm air; the blue arrows show cool air.

Activity 5

Read these questions to the learners. They then work independently and write the answers in full sentences in their exercise books.

Answers: Activity 5

- a) Water droplets fall to the ground as rain when they are heavy enough.
- b) Relief rain is rain that occurs when wind blows warm air upwards against a mountain. This air cools, the water vapour condenses and then falls as rain.
- c) A rain gauge is used to measure the amount of rain that falls.
- d) Rainfall is measured in millimetres.
- e) A rain gauge should be placed above ground level so water does not splash into it.

Assessment

Mark the answers.

- Are the learners' comprehension skills improving?

Write constructive comments in their exercise books.

Core Reader (page 78)

Encourage the learners to read the news report about tsunamis.

Week 7

Lesson 4: Writing (page 153)

Learners read words in context, and then record words and their meanings in their personal dictionaries.

Resources

Dictionaries



Activity 6

Read the words in the context of the information text before the learners look up the meanings and write the words and an explanatory sentence in their personal dictionaries.

Extension

Ask the learners to choose one of their sentences to read to the class. The rest of the learners then assess it using thumbs assessment.

Thumbs assessment

	Your sentence explains the meaning of the word.
	Your sentence does not explain the meaning of the word.

Core Reader (page 58)

Encourage the learners to read the poem, 'Rain song'.

Week 7

Lesson 5: Language structures and conventions (page 153)

Learners use connecting words.

Before the lesson

Write connecting words on the board. For example: and, although, but, because, for, however, if, or, since, so, then, though, unless, until, when, whether, while, and yet.



CONJUNCTIONS

Before you read and discuss the information about connecting words, get the learners to make up sentences using the words on the board. Ask them how they would say the sentence without the word on the board. They should find that they need to say two sentences instead of one. For example:

Sentence with a connecting word	Sentences without a connecting word
The clouds formed, and then it rained.	The clouds formed. Then it rained.
She likes rainy weather, but he likes sunny weather.	She likes rainy weather. He likes sunny weather.
It has not rained since this time last year.	It has not rained. It rained this time last year.

Ask learners the following questions:

- What do we call the words on the board? (They are all connecting words.)
- What is a connecting word? (It is a word that connects two sentences.)

Reinforce the concept by reading and discussing the information in the box.

Activity 7

Get the learners to complete this activity in their exercise books. When they are finished, they read the sentences to a partner and compare connecting words.

Answers: Activity 7

- On Monday it rained, and on Tuesday it rained some more.
- Some clouds are grey, because no sunlight can reach them.
- During the storm, we hid under the bus shelter.

- d) If you have a rain gauge, you can measure the rainfall.
- e) It has been raining non-stop since last week.
- f) I try to stay inside during heavy rainstorms.
- g) It didn't rain much, so the plants are all dying.

Assessment

Read and discuss the correct answers. The learners mark their own work and assess it according to emotive assessment. Give extra support to those learners who identify that they need help.

Emotive assessment



I understand how to use connecting words.



I understand how to use some connecting words.



I need help using connecting words.

Week 7

Lessons 6 and 7: Spelling (page 154)

Learners spell words that begin with a 'c' but sound like a 'k'.

Activity 8

Say the words together. Then get the learners to say them to a partner. They learn how to spell them using one of the spelling methods you have introduced. When they have learnt the words, get them to work in pairs and test one another.

Week 7

Lessons 8, 9 and 10: Reading; Comprehension (pages 154-155)

Learners do pre-reading activities and then read and answer questions about a procedural text. They also follow the instructions and make a rain gauge.

Before the lesson

Organise that each learner has the following equipment to use:

- an empty 2ℓ plastic cooldrink bottle
- a coffee tin or other container
- a ruler or measuring jug
- scissors or a sharp craft knife
- a waterproof koki

Activity 9

The learners skim the procedural text and predict what they are going to be reading about.

Activities 10, 11 and 12

The learners read the procedural text and interpret the visuals. Then they practise reading it aloud, focussing on pronouncing the words correctly and reading fluently and clearly. After they have discussed the questions, ask them to describe the sequence to a partner and then follow the instructions and make the rain gauge.

Week 8

Lessons 1 and 2: Language structures and conventions (page 156)

Learners use negative forms.



NEGATIVES

Read and discuss the information about the negative form of the verb.

Get the learners to change some of the sentences in the procedural text in Activity 10 into the negative form. For example:

- Cut off the top of the bottle carefully. – Do not (don't) cut off the top of the bottle carefully.
- You will use this piece as a funnel. – You will not (won't) use this piece as a funnel.
- Make sure your pen is waterproof. – Make sure your pen is not (isn't) waterproof.

Activity 13

The learners write the sentences in their exercise books. Get them to write the sentences adding 'not' to the verb as well as writing the contraction for each negative verb.

Answers: Activity 13

- I did not (didn't) use a ruler to mark the tin.
- We are not (aren't) going to cut the bottle with scissors.
- They will not (won't) follow the instructions correctly.
- I did not (didn't) understand what to do.
- Her pen is not (isn't) waterproof.
- Our group will not (won't) work together.

Assessment

Mark the exercise.

- Can the learners use the negative form of the verb correctly?

Write relevant observation in your informal assessment journal.

Week 8

Lessons 3 and 4: Listening and speaking (pages 156-157)

Learners play a game using reported speech.



REPORTED SPEECH

Read and discuss the information and examples about reported speech. Illustrate the concept by selecting three learners to stand in front of the class.

- Learner 1 says something to the class. For example: I am bored.
- Learner 2 asks Learner 3 what Learner 1 said. For example: What did (name of Learner 1) say?
- Learner 3 uses reported speech to tell Learner 2 what Learner 1 said. For example: (Name of Learner 1) said that she was bored.

Practise this process with different groups of learners until they fully understand the concept.

Activity 14

The learners read the instructions and play the game.

Assessment

Walk around and listen to the learners play the game.

- Do they use reported speech correctly?

Use your observations to help you prepare future lessons at the appropriate level.

Week 8

Lessons 5 and 6: Writing (pages 157-158)

Learners brainstorm to gather ideas to help them write an information text.

Activities 15 and 16

Ask the learners if they sometimes struggle to find ideas to write about. Explain that brainstorming is a process that will help them gather lots of ideas. Revise the important aspects of brainstorming (see 'Introduction') before they complete these activities.

Week 8

Lessons 7 and 8: Writing (page 158)

Learners use the writing process to help them write an information text.

Before the lesson

Make a copy of the rubric for each learner or write it on the board so that they can copy it into their exercise books.



INFORMATION TEXT

Read and discuss the information about writing an information text.

Activity 17

Revise the writing process and discuss the assessment criteria on the rubric before the learners plan and write the information text. Remind them to refer to their brainstorming diagrams to help them plan.

When they have finished their rough draft, encourage them to read it aloud while editing. Get them to read their final draft to a partner. They hand in all their planning, editing and the final draft.

Assessment

Use this rubric to help you assess the information text.

Writing: information text	3	2	1	Subtotal
Instructions			All instructions were followed	
Information organised logically	Logically organised	Relatively logical	Muddled	
Spelling and grammar	Excellent	Average	Poor	
Details	Appropriate	Mostly appropriate	Inappropriate	
Name:	Total:			/10

Week 8

Lesson 9: Language structures and conventions (page 159)

Learners use prepositions, prefixes and suffixes.

Activity 18

Revise the information about prepositions (see Learner's Book, page 37) before the learners write the sentences in their exercise books.

Activity 19

Read and discuss the information in the 'Remember' box. Ask the learners to look at '-ful' and '-less' and identify whether they are prefixes or suffixes. Also tell them that the words in bold in the activity are known as base words. They then complete the activity in their exercise books.

Answers: Activity 19

- He is very careless so he makes lots of mistakes.
- Nina is always careful when she makes the tea.
- I am hopeful that I will win.
- Poverty is a hopeless situation.
- The most wonderful thing happened to me!

Assessment

Write the answers on the board. The learners mark their own work and assess their competence using temperature-gauge assessment. Give extra support to those learners who identify that they need extra help.

Temperature-gauge assessment

Hot	I can add an appropriate suffix to a base word.
Warm	I sometimes add an appropriate suffix to a base word.
Cool	I seldom add an appropriate suffix to a base word.
Cold	I need help with suffixes.

Week 8

Lesson 10: Reflecting on reading (page 159)

Learners reflect on their reading.

Activity 20

The learners share their opinions about the texts they have read. Ask them to read extracts from the books to one another.

Assessment

Observe and listen to the learners as they reflect on reading.

- Can they share opinions on the text?

Make relevant notes in your informal assessment journal.

Unit 14

Playing around

Learner's Book pages 160-170

Duration 2 hours

Overview

Lesson	Time allocation (minutes)	LB page/s	Activities
Daily listening and speaking practice: The learners perform a rhyme or a poem, play a language game, give and follow instructions and directions or tell their own news.			
Term 3 Week 9			
1-3	90	160-162	Listening and speaking: Activity 1; Reading: Activity 2; Comprehension: Activities 3 and 4
4-5	60	162-164	Writing: Activities 5, 6 and 7
6-7	60	164-165	Listening and speaking: Activities 8 and 9; Core Reader
8	30	165	Language structures and conventions: Activities 10 and 11
9	30	166-167	Reading: Activity 12; Listening and speaking: Activity 13
10	30	167	Writing: Activity 14
Term 3 Week 10			
1	30	167	Writing: Activity 14
2-3	60	168	Reading: Activity 15
4	30	168	Language structures and conventions: Activity 16
5	30	168-169	Spelling: Activities 17 and 18
6	30	168	Spelling test
7	30	169-170	Language structures and conventions: Activities 19, 20 and 21; Core Reader
8	30	170	Reflecting on reading: Activity 12
9-10	60	171-172	Formal Assessment Term 3 Task 2

Week 9

Lessons 1, 2 and 3: Listening and speaking; Reading; Comprehension (pages 160-162)

Learners answer pre-reading questions, read and answer questions about a play and complete a table about characters, setting and the storyline.

Before the lesson

Display several playscripts.

Introduce the unit

Introduce the topic and scripts on display. Discuss the text types and encourage the learners to read the scripts in preparation for their 'Reflecting on reading' lesson.

Activity 1

Divide the class into groups of three for the pre-reading discussion and the reading of the play. After they have discussed and answered the pre-reading questions, hold a class discussion in which the groups give feedback about the questions.

Answers: Activity 1

- a) A play is written to be dramatised by actors.
- b) A play can also be a story, but it is written differently. A play is written as a script with stage directions so it can be easily dramatised.
- c) Every time a new actor speaks, his/her name is written before the spoken words.
- d) Words in brackets tell us more about the actor's feelings and actions, as they speak.
- e) Personal response

Assessment

Observe and listen to some of the discussions.

- Do they understand the format of the play?
- Can they make sensible predictions?

Write relevant observations in your informal assessment journal.

Activity 2

Read and discuss the instructions. After the learners have read through their own part, discuss the pronunciation and meaning of difficult words. Encourage them to record the words and their meanings in their personal dictionaries. Remind the learners to read fluently, with expression, loud enough to be heard clearly and to pronounce the words correctly. Get the groups to read the play twice before answering the questions.

Activity 3

The learners work independently and answer the questions in their exercise books.

Answers: Activity 3

- a) The popcorn boys are boys selling popcorn to raise money.
- b) They sell the popcorn at school.
- c) They have been selling popcorn for four weeks.
- d) They sell it at break time on Fridays.
- e) Timmy wants to buy paints with his money.
- f) He wants to sell the popcorn twice a week so he can make enough money to pay for a train set.

Assessment

Mark the answers.

- Are the learners' comprehension skills improving?

Write constructive comments in their exercise books.

Activity 4

The learners copy and complete the table in their exercise books.

The popcorn boys	
Characters	Thulani, Timmy, Anwar
Setting	Anwar's house
Summary of the plot	Three boys want to make extra money, so they sell popcorn at school.
My opinion of the play	Personal opinion

Week 9

Lessons 4 and 5: Writing (pages 162-164)

Learners write dialogue with direct speech and sentences in indirect speech.

Before the lesson

Draw two stick figures with speech bubbles on the board and name them 'Anwar' and 'Timmy'. Write these sentences inside the speech bubbles:

- I want to sell more popcorn. (Anwar)
- I do not want to make popcorn on Sunday. (Timmy)



DIRECT SPEECH

Read and discuss the information about the different ways to write direct speech. Reinforce the concepts by getting the learners to help you write the speech in the bubbles on the board in dialogue format and then in direct speech. Draw their attention to the different formats and punctuation.

Activity 5

The learners practise writing direct speech by completing this activity in their exercise books. Ask them to read the words in their speech bubbles to the class.

Activity 6

Read the instruction and discuss the example. Draw the learners' attention to the word 'angrily' and where it has been used in the direct speech and dialogue.

Answers: Activity 6

- a) Amira: (*Looking angry*) This popcorn is soft and horrible!
- b) William: (*Eating a handful of popcorn*) I love popcorn.
- c) Timmy: (*Speaking politely to Janet*) How many bags would you like?
- d) Janet: I'd like three bags, please.
- e) Thulani: (*Moaning*) I'm sick of making popcorn.

Assessment

Discuss the answers in class and let the learners mark their own answers. By doing this they are able to learn from their mistakes. Once they have marked their work, they assess it using emotive assessment. Before the learners write a play in Activity 14, give extra guidance and support to those learners who identify that they need help.

Emotive assessment



I know how to write dialogue using direct speech.



I sometimes write dialogue correctly.



I need help writing dialogue.

Activity 7

Explain that reported speech is sometimes called indirect speech as the person is not speaking directly. Revise the information about reported

speech (see Learner's Book, page 156). The learners then change the direct speech in Activity 6 into indirect speech. Get them to practise saying the sentences to a partner before they write them in their exercise books.

Answers: Activity 7

- a) Amira said that the popcorn was soft and horrible.
- b) William said that he loved popcorn, as he ate a handful.
- c) Timmy politely asked Janet how many bags she would like.
- d) Janet said that she'd like three bags.
- e) Thulani said that he was sick of making popcorn.

Week 9

Lessons 6 and 7: Listening and speaking (pages 164-165)

Learners take part in a conversation and perform a simple play.

Activity 8

Read the instructions to the learners. Then read one question at a time and give them time to discuss it with a partner. Select learners to report back to the rest of the class after each discussion and before you read the next question. Remind the learners to show respect by listening to one another.

Activity 9

The learners first discuss what the people may be saying and then they perform the play. Remind them to:

- use appropriate content and language
- use direct speech
- develop a sensible storyline that matches the pictures
- use their voice, expression and gestures to convey meaning
- pronounce words clearly and correctly.

Assessment

Observe the learners acting out the play.

- Do they meet the criteria bulleted above?

Select a few pairs of learners to perform the play for the class.

Write relevant observations in your informal assessment journal.

Core Reader (page 45)

Encourage the learners to continue reading 'The popcorn boys'.

Week 9

Lesson 8: Language structures and conventions (page 165)

Learners use the gender forms of some nouns and practise using articles with nouns.

Activities 10 and 11

Read and discuss the instructions and information and then let the learners work independently and write the answers in their exercise books.

Answers: Activity 10

- girl – boy
- daughter – son
- mother – father
- cow – bull
- lioness – lion
- heroine – hero
- queen – king
- hen – rooster
- ewe – ram

Answers: Activity 11

- I would like a bag of popcorn.
- I would like an apple, please.
- The popcorn is on the table.
- The boys got tired of making popcorn.
- I would like to make a complaint.
- That man is a crook, because he sells rotten apples.

Assessment

Mark the answers.

- Do the learners understand gender?
- Do they use articles correctly?

Write relevant notes in your informal assessment journal.

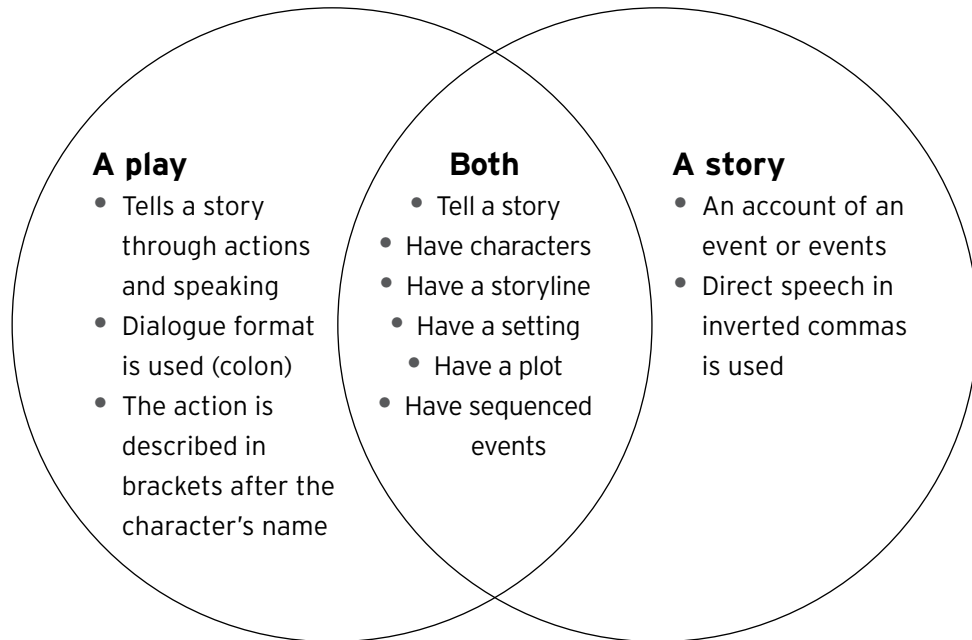
Week 9

Lesson 9: Reading; Listening and speaking (pages 166-167)

Learners read and discuss a summary. They also compare a story and a play.

Activities 12 and 13

These reading, listening and speaking activities prepare the learners to write a short dialogue. After the learners have discussed the questions, hold a class discussion in which they share their responses with the rest of the class. By the end of the discussion they should understand the following:



Week 9

Lesson 10 and Week 10 Lesson 1: Writing (page 167)

Learners use the writing process and a frame to help them write a short play.

Before the lesson

Make a copy of the rubric for each learner or write it on the board so that the learners can copy it into their exercise books.

Activity 14

Read and discuss the instructions and the assessment criteria on the rubric. Make sure that the learners know what they have to do and how they will be assessed.

Assessment

Use this rubric to help you assess the play.

Writing: play	Yes (2 marks)	Sometimes (1 mark)	No (0 marks)
Were the characters appropriate?			
Was the dialogue and action organised logically?			
Was direct speech used?			
Was an informal style used?			
Was the punctuation appropriate?			
Name:	Total:		/10

Week 10

Lessons 2 and 3: Reading (page 168)

Learners read their plays aloud.

Activity 15

Divide the learners into groups. They read their plays to the group. Tell them to focus on using:

- expression
- proper pronunciation, pacing and volume
- appropriate voices for different characters.

Assessment

The learners in the group assess the reading using thumbs assessment.

Thumbs assessment



Your reading made the characters believable and the play interesting.



Try to use more expression to make your characters believable and your play interesting.

Week 10

Lesson 4: Language structures and conventions (page 168)

Learners use connecting words to show choice.



CHOOSING BETWEEN TWO THINGS

Read and discuss the information about connecting words that show choice. Ask the learners to make up and say a sentence to the class using 'either' and 'or'.

Activity 16

After the learners have completed the sentences, get them to read them to a partner.

Answers: Activity 16

- a) You can either use these ideas, or you can make up your own.
- b) Either you listen to me, or you go to bed.
- c) You either win or you lose.
- d) Arthur can either calm down, or he will explode the world.
- e) Arthur can either calm down, or he will end up alone.

Assessment

Discuss the answers in class and let the learners mark their partner's work and use star-rating assessment to assess it. View the star rating and give extra support to those learners who have less than three stars.

Star-rating assessment

*****	9-10 correct
****	7-8 correct
***	5-6 correct
**	3-4 correct
*	0-2 correct

Week 10

Lesson 5: Spelling (pages 168-169)

Learners form plurals by adding '-es'.

Before the lesson

Write the following words on the board, one under each other: bus, boy, brush, lunch, girl, fox, play, plan, buzz, and television.

Activities 17 and 18

Discuss the spelling rule. Remind the learners that most plurals are formed by simply adding '-s'. Get the learners to apply the rule and help you write the plural of each word on the board. Then they complete the activities.

Answers: Activity 17

churches, buses, buzzes, glasses, brushes, watches, boxes, beaches, bunches, foxes, matches, kisses

Answers: Activity 18

- a) bush
- b) wish
- c) gas
- d) stitch
- e) six
- f) crash
- g) hiss
- h) splash

Homework

Learners learn how to spell the words and their plurals in Activity 17.

Week 10

Lesson 6: Spelling test (page 168)

Learners write a spelling test about plural forms of the noun.

Spelling test

Call out each singular noun and get the learners to write it and its matching plural form. Mark and assess the test. Record the marks and write relevant comments in your informal assessment journal.

Extension

Get the learners to practise using words from this unit by playing a vocabulary game (see 'Introduction').

Week 10

Lesson 7: Language structures and conventions (pages 169-170)

Learners revise past and present tense verb forms and identify universal truths.

Activity 19

As this is a revision activity, get the learners to complete it independently.

Present tense	Simple past tense
They sell	They sold
I see	I saw
We write	We wrote
I find	I found
I fall	I fell
She speaks	She spoke
They meet	They met
They say	They said
He leaves	He left
We sleep	We slept
You stand	You stood
He finds	He found
I think	I thought
I walk	I walked

Assessment

Mark the table and write relevant observations in your informal assessment journal.

Extension

Before the learners complete the activity, revise verbs by playing this verb game.

Say sentences using the verb in the present and past tense. If you say a sentence that is correct, the learners repeat the sentence. If you say an incorrect sentence, the learners keep quiet. Use the verbs in the table.

For example:

- I sell chocolates now, but yesterday I sold biltong. (Learners repeat)
- I see you now, but yesterday I saw him. (Learners repeat)
- I write neatly now, but yesterday I writed untidily. (Learners do not repeat)
- I write neatly now, but yesterday I wrote untidily. (Learners repeat)

Activity 20

The learners identify and discuss universal truths.

Answers: Activity 20

- b) The sun rises in the east.
- d) Thunder and lightning go together.

Activity 21

The learners correct the verb forms. They write the paragraph in their exercise books.

Answers: Activity 21

When my sister was younger, she wanted to be a famous actress. She studied at university, but eventually decided that the life was too difficult for her. Now she teaches drama at a high school.

Homework

It is unlikely that the learners will complete all three activities in class. Let them finish them for homework and remember to discuss the answers at the beginning of the next lesson.

Core Reader (page 39)

Encourage the learners to read the play 'What's the plot?'

Week 10

Lesson 8: Reflecting on reading (page 170)

Learners reflect on their reading.

Activity 22

Get the learners to compare texts they have read by copying and completing the table. Then they tell a partner about the comparisons.

Assessment

Observe and listen to the learners as they reflect on reading.

- Can they compare texts?

Make relevant notes in your informal assessment journal.

Week 10

Lessons 9 and 10: Formal Assessment Task (pages 171-172)

Learners complete a Formal Assessment Task independently to evaluate their level of competency.

Formal Assessment Term 3 Task 2

See 'Assessment' section.

Overview

Lesson	Time allocation (minutes)	LB page/s	Activities
Daily listening and speaking practice: The learners perform a rhyme or a poem, play a language game, give and follow instructions and directions or tell their own news.			
Term 4 Week 1			
1-2	60	173	Listening and speaking: Activities 1 and 2; Core Reader
3-4	60	173-174	Listening and speaking: Activity 3
5-6	60	174-177	Reading: Activities 4 and 5; Comprehension: Activity 6
7	30	178-179	Reading: Activities 7 and 8
8-9	60	180	Reading: Activity 9; Listening and speaking: Activity 10
10	30	181	Vocabulary: Activity 11
Term 4 Week 2			
1	30	181	Writing: Activity 12
2	30	181	Language structures and conventions: Activity 13
3	30	182	Vocabulary: Activity 14
4	30	183	Language structures and conventions: Activities 15 and 16
5-6	60	184	Listening and speaking: Activity 17; Language structures and conventions: Activities 18 and 19
7-8	60	185	Writing: Activity 20
9-10	60	185	Spelling test; Reflecting on reading: Activity 21

Week 1

Lessons 1 and 2: Listening and speaking (page 173)

Learners listen to a real-life story, make predictions and answer simple and complex questions about it.

Before the lesson

Display books with real-life stories.

Introduce the unit

Introduce the topic and books on display. Discuss the text types and encourage the learners to read the books in preparation for their 'Reflecting on reading' lesson.

Activity 1

Read the introduction and the story. Read the story slowly and pause where there are bullets to ask questions which make the learners think more deeply about the text.



LISTENING TEXT

Juliane's mom and dad were both scientists who worked in the Amazon rainforest in South America. One year, her dad was at his research station over Christmas, so Juliane and her mother decided to catch a plane and fly there to join him.

Juliane and her mom joined 91 other people on Flight 508 on Christmas Eve, 1971. About 25 minutes into the flight, there was a bad storm and the plane was struck by lightning. One wing of the plane was torn right off and the plane started to fall to the ground.

(Stop reading and ask prediction and complex questions. For example:

- What do you think is going to happen next?
- How do you think the passengers were feeling at this stage?
- How do you think you would have felt and reacted?
- What thoughts do you think would flash through your head?)

Juliane says the next thing she remembers is being thrown out of the plane. She was wearing her seatbelt, so she was still attached to her seat. She fell three kilometres through the air and landed in the thick trees below. She was unconscious but still alive.

When Juliane came round, her one eye was swollen shut, her collarbone was broken and she had lots of cuts and bruises. There was no one else around her; she was alone in the thick jungle.

(Stop again and ask prediction and complex questions. For example:

- What do you think Juliane did next?
- How do you think Juliane was feeling?
- What would you do if you were in her position? Why?)

Juliane remembered a very important thing that her father had told her. He said that if you find water, follow it, it will always lead you to people. So, barefoot and injured, Juliane found a small stream and began to follow it downstream.

The only food Juliane had was some sweets she had found near the crash site. As she followed the river, she was attacked by insects and her wounds became infected.

After struggling for ten days through the dense jungle, Juliane found a small boat and a hut next to the river. She collapsed there and hoped someone would find her. She was lucky, because the next day some woodcutters found her and took her to the closest town.

Juliane was the only survivor of the air crash. The other 92 people on board, including her mother, were all killed. She was taken to hospital and later reunited with her father.

In later life, Juliane studied to become a zoologist. She now works as a librarian at a university.

Activity 2

Divide the learners into groups to discuss and answer simple and complex questions and give an opinion. Hold a class discussion in which the learners give feedback about their discussion.

Answers: Activity 2

- a) Juliane and her mother were flying to join Juliane's father at his research station in the Amazon rainforest in South America.
- b) The plane crashed because it was struck by lightning and a wing was torn off.
- c) Juliane was thrown out of the plane in her chair.
- d) Juliane followed the stream because her father told her that water always led to people.
- e) Answers may vary. For example: She had landed in thick trees where no one was likely to find her.
- f) Juliane had sweets to eat.
- g) Learners give their own opinions.

Assessment

Observe and listen to some of the discussions.

- Can the learners answer more complex questions?
- Can they express and explain an opinion?

Write relevant observations in your informal assessment journal.

Core Reader (page 22)

Encourage the learners to read Juliane Koepcke's story independently.

Week 1

Lessons 3 and 4: Listening and speaking (pages 173-174)

Learners make up and respond to questions and then role-play an interview.

Activity 3

Read and discuss the instructions. Revise good and bad questions. Remind the learners that bad questions can be answered with a simple 'yes' or 'no'. Good questions require the person to give details and may lead to discussion and further questions. For example:

- Did you feel scared? (Bad question)
- How did you feel as you realised that there was something wrong with the plane? (Good question)

The learners work with a partner to develop the questions and answers for an interview. Then they role-play the interview. Select pairs to present their role-plays to the class.

Assessment

Listen to some of the learners.

- Can they make up good questions and answers?
- Do they speak confidently in the role-play?

Write relevant observations in your informal assessment journal.

Week 1

Lessons 5 and 6: Reading and comprehension (pages 174-177)

Learners analyse a book cover and then make a pre-reading prediction and describe characters. They also read a comic and answer multiple-choice questions.

Activity 4

Divide the learners into pairs to analyse the book cover and answer pre-reading questions.

Activity 5

Ask the learners to read the comic twice and take note of words they do not understand. Discuss the meanings of the words by referring to contextual clues. Get the learners to identify the characters and the setting. Discuss the main ideas of the story.

Activity 6

Talk about multiple-choice questions. Tell the learners that they are given choices and they are required to choose and write down the best answer for each question.

Answers: Activity 6

- a) She collected twigs, logs, dry leaves and bark.
- b) She made a ring of stones to stop the fire from spreading.

- c) The shelter was cold and windy.
- d) Billy wanted to make a new shelter next to the cliff.
- e) They used dead bushes to close the ends.

Assessment

Discuss the answers and get the learners to mark their own work. A mark is awarded for each correct answer and then they write a constructive comment about their achievement in the activity.

Week 1

Lesson 7: Reading (pages 178-179)

Learners read a comic story, answer questions, sequence events and discuss an issue.

Activity 7

Get the learners to work independently and complete this activity in their exercise books.

Answers: Activity 7

- a) The boys were preparing their fish for the braai.
- b) The girls (Tinky and Keesha) were making the fire.
- c) Keesha was upset because she didn't know what could be cooked with only flour.
- d) First she mixed the flour and water into a dough. Then she wrapped the dough around a stick. Finally she cooked it slowly over the fire.

Assessment

Mark the answers.

- Can the learners answer questions appropriately?
- Can they explain an event in sequence?
- Can they use the correct tense?

Write relevant observations in your informal assessment journal.

Activity 8

The learners discuss fire safety. After they have discussed the questions in their groups, hold a class discussion about fire-safety tips. For example: Keep an eye on cooking food; keep flammable objects away from stove burners; don't play with matches; and stop, drop and roll if your clothes catch alight.

Week 1

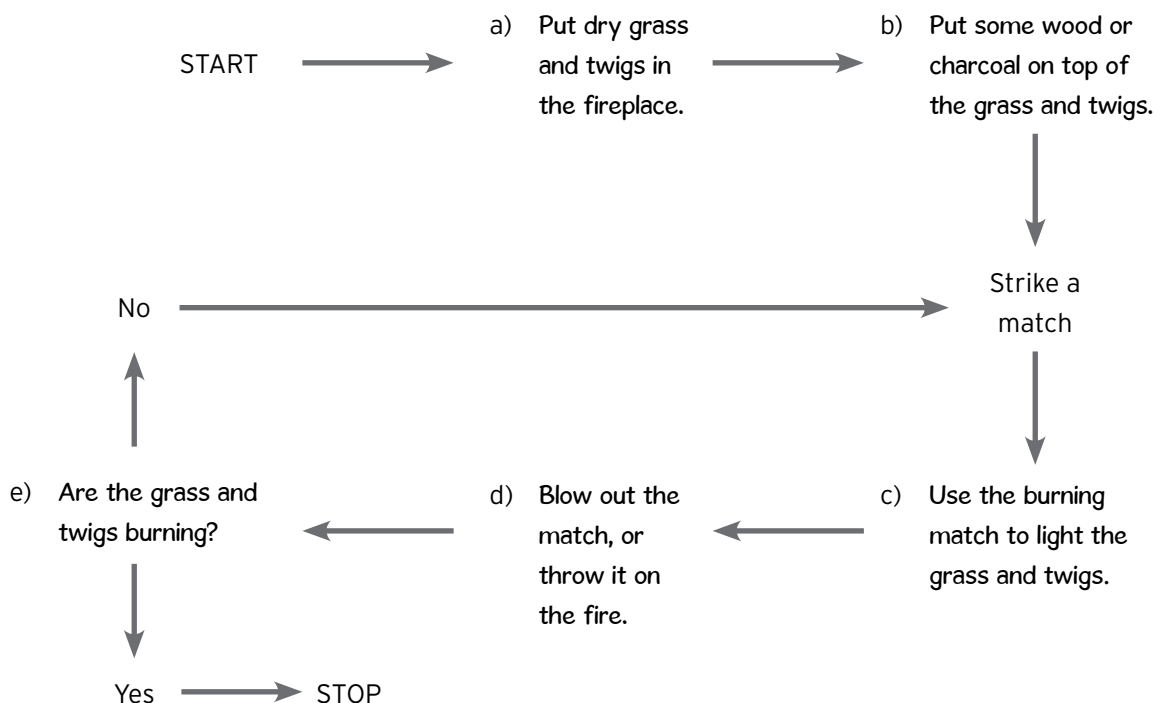
Lessons 8 and 9: Reading; Listening and speaking (page 180)

Learners read aloud, order instructions, fill them in on a flow chart, and then play a language game in which they listen to and follow instructions.

Activity 9

Encourage the learners to read aloud with appropriate pronunciation, fluency and expression. They then order the instructions and complete the flow chart in their exercise books.

Answers: Activity 9



Activity 10

The learners practise giving and following instructions. Extend the game by getting the learners to give instructions about a subject of their choice.

Assessment

Observe and listen to the learners.

- Do they take turns?
- Can they give and follow instructions?

Write relevant observations in your informal assessment journal.

Week 1

Lesson 10: Vocabulary (page 181)

Learners read words and use them in context. They record words in their personal dictionaries.

Activity 11

Read the instructions and then read the words together. Hold a class discussion in which the learners give examples of sentences which include the words in the list. Discuss whether or not the sentence shows what the word means. Then get the learners to record the words in their personal dictionaries.

Homework

The learners learn how to spell the words for a test in Week 2, Lesson 10.

Week 2

Lesson 1: Writing (page 181)

Learners write a personal recount of events.

Activity 12

Read and discuss the instructions. After the learners have written their personal recounts, ask them to read them to the class. As there will not be enough time to listen to all the recounts, get a few learners to read their recounts at the beginning of every lesson this week.

Assessment

After each learner reads their recount aloud, the class assesses it according to thumbs assessment.

Thumbs assessment



Your recount was well sequenced.



Your recount was not well sequenced.

Week 2

Lesson 2: Language structures and conventions (page 181)

Learners build on their knowledge of concord.



SUBJECT VERB CONCORD

Read the information about using 'is' and 'are'.

Reinforce the concept by playing this language game.

Say sentences that include 'is' or 'are'.

If you use the correct verb in the sentence, the learners repeat the sentence.

If you use the verb incorrectly, they jump up and throw their hands in the air as though they are saying, "When will you ever learn this?"

For example:

- The girls are making a fire. (Learners repeat the sentence.)
- The boys are fishing. (Learners repeat the sentence.)
- Keesha is making a fire. (Learners jump up.)

Say some of the sentences from Activity 13.

Activity 13

The learners complete this activity in their exercise books.

Answers: Activity 13

- Keesha is making a fire.
- The twins are building the shelter.
- Billy is cleaning his fish.
- Tinky and Keesha are building the fire.
- There is only one packet of flour left.
- The family is enjoying the braai bread.

Assessment

Read and discuss the correct answers. The learners mark their own work and assess it according to star-rating assessment. Give extra support to those learners who only have one star.

Star-rating assessment

*****	6 correct answers
****	5 correct answers
***	4 correct answers
**	3 correct answers
*	0-2 correct answers

Week 2

Lesson 3: Vocabulary (page 182)

Learners solve a puzzle and write sentences.

Activity 14

Read and discuss the instructions. After the learners have completed the activity, discuss the answers as a class.

Answers: Activity 14

flour, torch, salt, knife, matches, spoon, mug, kettle, apples, rope, pot, pan, bread

Week 2

Lessons 4 and 5: Language structures and conventions (page 183)

Learners use uncountable nouns and adjectives.

Activity 15

Revise uncountable nouns (see Learner's Book, page 34) before the learners complete this activity. Discuss the answers.

Answers: Activity 15

string, bubble gum, water

Extension

Divide the learners into groups. Ask them to choose ten items from the list for a survival kit. They write down the items they would choose in order from most important to least important. Form a class list of the ten most important survival items.



ADJECTIVES

Read and discuss the information about adjectives.

Activity 16

Discuss the first part of the activity together as a class and then get the learners to write a more realistic list in their exercise books. Remind them that the adjective must refer to what the item is made of so they cannot write, 'A sharp knife'.

Answers: Activity 16

Some answers may vary.

- A metal knife
- A nylon rope
- A metal spade
- A metal axe
- A plastic torch
- A pair of metal scissors
- A plastic bin bag
- A box of wooden matches

Homework

Remind the learners to learn how to spell the words for the spelling test in the next lesson.

Week 2

Lesson 6: Listening and speaking; Language structures and conventions (page 184)

Learners brainstorm and take part in a discussion. They also learn more about words ending in ‘-l’ and use personal pronouns.

Activity 17

This is an opportunity for the learners to familiarise themselves with the topics and related vocabulary before they write their story in Activity 20.

Activity 18

Ask the learners to read the words aloud. They should notice that when the suffixes ‘-ing’ and ‘-er’ are added to the words that end with an ‘-l’, the ‘-l’ is doubled.

Activity 19

Divide the learners into pairs and get them to revise personal pronouns by completing this activity verbally. Discuss the answers.

Answers: Activity 19

- a) I love my parents.
- b) The learners asked the teacher to help them.
- c) We asked our friends to visit us.
- d) The computer is broken. It doesn't work.

Week 2

Lessons 7 and 8: Writing (page 185)

Learners write a story using the writing process.

Before the lesson

Make a copy of the rubric for each learner or write it on the board so that the learners can copy it into their exercise books.

Activity 19

Read the instructions and revise the writing process. Discuss in detail the planning steps listed in the Learner's Book. Also discuss the assessment criteria on the rubric. After the learners have written their first draft, get them to work in pairs to help one another edit it. Only then do they write the final draft.

Assessment

Use this rubric to help you assess the stories.

Writing: story	3	2	1-0	Subtotal
Paragraphs	The sentences are well structured and form a coherent paragraph	Most sentences are well structured and form a coherent paragraph	Paragraphs and sentences are poorly constructed	
Story structure	The story structure is correct	The story structure is mostly correct	The story structure is incorrect	
Punctuation	The punctuation is accurate throughout	The punctuation is mostly accurate	There is very little or no punctuation	
Vocabulary	The vocabulary is imaginative	A variety of vocabulary is used	The vocabulary is limited	
Spelling	The spelling is accurate throughout	The spelling is mostly accurate	The spelling is mostly inaccurate	
Name:				Total: /15

Homework

Revise the book review (see Learners Book, page 73). Ask the learners to prepare for their 'Reflecting on reading' lesson by preparing a short oral book review.

Week 2

Lessons 9 and 10: Spelling test; Reflecting on reading (page 185)

Learners write a spelling test and reflect on their reading by retelling a story and presenting a book review.

Spelling test

Call out the words and get the learners to write them down. Mark and assess the test. Record the marks and write relevant comments in your informal assessment journal.

Activity 21

The learners first retell their stories to their partners and then present their reviews to the class. If time is limited, get them to present the reviews to their groups.

Assessment

Observe and listen to the learners as they reflect on reading.

- Can they retell a story?
- Can they give an appropriate book review?

Make relevant notes in your informal assessment journal.

Unit 16

Be a star!

Learner's Book pages 186–197

Duration 10 hours

Overview

Lesson	Time allocation (minutes)	LB page/s	Activities
Daily listening and speaking practice: The learners perform a rhyme or a poem, play a language game, give and follow instructions and directions or tell their own news.			
Term 4 Week 3			
1-2	60	186-188	Reading: Activities 1, 2 and 3
3-4	60	188-189	Vocabulary: Activities 4 and 5
5	30	189-190	Listening and speaking: Activity 6
6	30	190	Writing: Activity 7
7-8	60	191	Spelling test; Language structures and conventions: Activities 8 and 9
9-10	60	191-192	Reading: Activity 10; Writing: Activity 11; Core Reader
Term 4 Week 4			
1	30	193	Language structures and conventions: Activity 12
2-3	60	194-195	Reading: Activity 13; Comprehension: Activity 14
4-5	60	195-196	Reading: Activity 15; Comprehension: Activity 16; Writing: Activity 17
6-7	60	197	Writing: Activity 18
8	30	197	Reflecting on reading: Activity 19
9-10	60	198-199	Formal Assessment Term 4 Task 1

Week 3

Lessons 1 and 2: Reading (pages 186-188)

Learners skim to answer pre-reading questions, read a magazine article and answer questions about it.

Before the lesson

Display media texts.

Introduce the unit

Introduce the topic and books on display. Discuss the text types and encourage the learners to read the books in preparation for their 'Reflecting on reading' lesson.

Activity 1

The learners skim the magazine article for details that help them answer the pre-reading questions. Ask some of the learners to tell the class their predictions and give reasons for them. Tell the learners to write down words they do not understand or cannot pronounce as they read the text quietly to themselves. Discuss the meanings of these words and practise the pronunciation before they read the article again with their partners.

Activities 2 and 3

The learners practise reading aloud with appropriate pronunciation, fluency and expression. Then they scan the article to locate specific information needed to answer the questions with their partners. After the paired discussions, ask the learners to give feedback about their answers.

Answers: Activity 3

- a) The first *Idols* competition was called *Pop Idol*.
- b) Over 37 million people watch *American Idols*.
- c) You can vote via telephone, SMS or the Internet.
- d) During the auditions, contestants compete for a place in the show by singing for the judges without any backing music.
- e) The last show is called The Grande Finale.
- f) No, *Idols* judges are known to make nasty comments when people don't do well.

Week 3

Lessons 3 and 4: Vocabulary (pages 188-189)

Learners use a dictionary to check the meanings of words. They then record words and meanings in their personal dictionaries. They also practise saying and writing words with a silent 'e'.

Resources

Dictionaries

Activity 4

When the learners have matched the words and meanings, discuss the correct answers and then get them to write them in their personal dictionaries.

Answers: Activity 4

- satisfied: happy with the way things are
- angry: very cross
- confused: not understanding what is going on
- disappointed: let down about something – not happy with the way things have turned out
- excited: happy because you think good things are going to happen
- anxious: worried about what is going to happen
- ecstatic: really, really happy and excited

Extension

Call out one 'feeling' word at a time. The learners respond by miming how they would act when they felt that way.

Activity 5

Get the learners to say the words together. They then list their ten words in their exercise books. They read their words to a partner and say sentences which include the words.

Week 3

Lesson 5: Listening and speaking (pages 189-190)

Learners participate in a discussion.

Activity 6

The learners work in small groups and read and discuss the questions. Have a time near the end of the lesson when groups report back. Different groups report back on different questions. Give every group a chance to report back on at least one question. Encourage every group member to say something.

Assessment

Observe and listen to the learners as they participate in the discussion.

- Do they participate?
- Can they identify advantages and disadvantages in a situation?
- Can they express and explain their opinions?
- Do they show respect for others and take turns?

Write relevant observations in your informal assessment journal.

Week 3

Lesson 6: Writing (page 190)

Learners use a dictionary to help them spell words. They record the words and sentences which explain the meaning of each word in their personal dictionaries.

Resources

Dictionaries

Activity 7

The learners should be able to complete this activity independently. When they have spelt the words correctly, practise saying them together.

Answers: Activity 7

- announced
- presenter
- theatre
- realised
- anxious
- applause
- excitement
- performance

Assessment

Observe the learners as they complete the activity.

- Do they know how to find words in a dictionary?

Work with struggling learners individually or in small groups.

Homework

Learners learn how to spell the words for a test in the next lesson.

Week 3

Lessons 7 and 8: Spelling test; Language structures and conventions (page 191)

Learners write a spelling test, identify adjectives and use them to write a description. They also use the past tense and the correct form of the verb.

Spelling test

Call out the words and get the learners to write them down. Mark and assess the test. Record the marks and write relevant comments in your informal assessment journal.

Activity 8

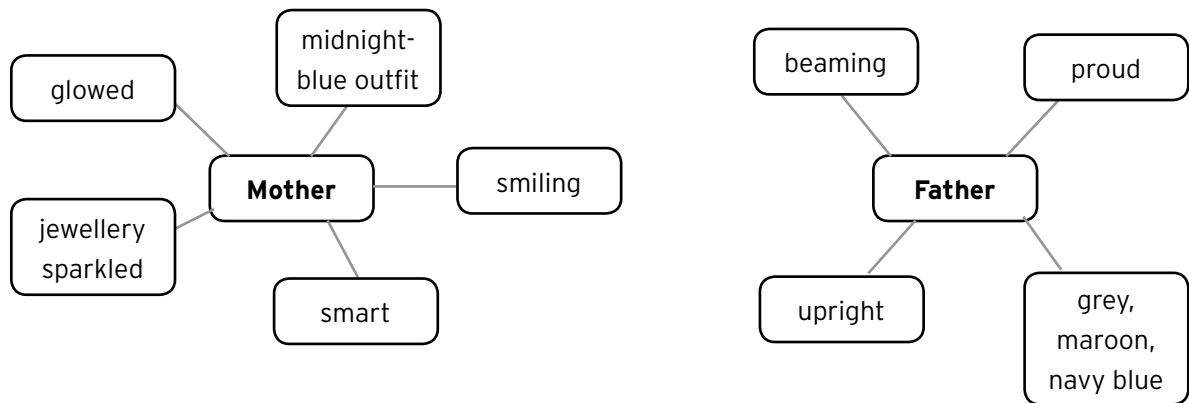
Talk about descriptive writing. The learners should understand that it relies on details to be effective. Mention the following:

- Adverbs and adjectives should be used imaginatively.
- A good vocabulary helps a lot.
- Creativity is needed.

Read this description about Sharon:

Sharon wore a dress and shoes. She has hair and eyes. She sang. Now read the descriptive paragraph written by her brother. The learners then identify the adjectives that help to create the picture of Sharon. (Adjectives: long, blue, silver, long, straight, black, bright, green, deep, true.)

As a class, they describe how Sharon's parents look and may have felt. Write the words on the board. The brainstorming diagram may look like this:



The learners then write their descriptions.

Extension

The learners choose their best description to read to the class. As they read, assess them by filling in this rubric.

Writing: using adjectives	5 Strong	4 Moderately strong	3 Average	2 Moderately weak	1 Weak
Sentence structure					
Adjectives enhance writing					
Accurate description					
Name:					Total: /15

Activity 9

The learners can complete this activity for homework if they run out of time.

Answers: Activity 9

- a) Sharon sang like a true pop star.
- b) Her brother took lots of photos of her on the night.
- c) Her parents felt very proud of her.
- d) Her mother gave her a good-luck card.
- e) Sharon wore a long, blue dress.
- f) She gave her brother a big smile.

Week 3

Lessons 9 and 10: Reading; Writing (pages 191-192)

Learners read, understand and design a poster.

Resources

A large piece of blank paper for each pair of learners

Before the lesson

Make a copy of the rubric for each pair of learners.

Activity 10

The questions in this activity draw the learners' attention to elements in the poster that will help them design a better poster of their own. After they have discussed the questions in pairs, have a class discussion to reinforce the elements needed to design a good poster.

Answers: Activity 10

- a) The purpose of the poster is to inform people of upcoming idols auditions. (A poster needs to have a purpose.)
- b) The poster tells us what we have to do, when and where the auditions are and how much they cost. (A poster must be informative.)
- c) The picture, colours, words and font make it look interesting. (Large headings, pictures, various font sizes and colour all help to make a poster easy to read and eye-catching.)
- d) Accept justifiable answers. For example: The word 'Idols' catches your attention because it is large and white against a darker background, and it is repeated three times.

Activity 11

Read and discuss the instructions, the guidelines in the information box and the assessment criteria on the rubric. Give each pair of learners a large piece of blank paper. When the posters are finished, display them in the classroom.

Assessment

Get the learners to assess one another's posters by completing this rubric. Explain the criteria in detail so they can assess the posters accurately.

Writing: poster	Exceeds expectations (5-4)	Meets expectations (3-2)	Does not meet expectations (1-0)	Subtotal
Text size and colour	All text is clear and readable	Most text is clear and readable	Some text is clear and readable	
Informative	Well written and organised, clear, easy to follow	Adequately written and organised, clear, reasonably easy to follow	Poorly written and disorganised, unclear, hard to follow	
Layout	Creatively enhances information	Balanced, uncluttered	Not balanced, cluttered	
Picture	A relevant picture is included	An irrelevant picture is included	No picture is included	
Names:				Total: /20

Week 4

Lesson 1: Language structures and conventions (page 193)

Learners build on their knowledge and use of demonstrative pronouns.



DEMONSTRATIVE PRONOUNS

Read and discuss the information about demonstrative pronouns. Say sentences that include the demonstrative pronouns 'this', 'that', 'these' and 'those'. Use the class situation. The learners must identify whether the sentences are true or false.

For example:

- I am standing in front of **this** board (point to the board), but you are sitting in **that** desk (point to a learner).
- **That** poster is far away from me (point to a poster), but **these** learners are close to me (indicate where the learners are).

Get the learners to work with a partner and practise using the demonstrative pronouns. Give each learner the opportunity to say a sentence that includes a demonstrative pronoun.

Activity 12

The learners take turns with a partner and complete the activity verbally.

Answers: Activity 12

- This is my house right here.
- That is my sister's room over there.

- c) Those are my dad's trousers on the washline.
- d) Look, these are my favourite shoes.
- e) Those dogs behind the fence are very scary.
- f) That girl is climbing the tree over there.
- g) Those people in front of you are waiting for a taxi.
- h) Those dishes over there belong in this cupboard right here.

Week 4

Lessons 2 and 3: Reading; Comprehension (pages 194-195)

Learners read a newspaper article and use reading strategies to identify information that will help them answer questions. They learn more about the layout and design of a newspaper.

Resources

A newspaper for each pair or group

Activity 13

After the learners have discussed the questions, spend a few minutes speaking about the correct answers. Hand out the newspapers and get the learners to identify the:

- name of the newspaper
- date it was published
- headline on the front page
- names of people who wrote the articles.

Ask the learners which information appears on every page of the newspaper. (The name of the newspaper, the date and page numbers.)

Answers: Activity 13

- a) The article is about the winner of *Idols*. The headline tells us this.
- b) Kofi Akanya wrote the article. We know this because the name appears under the headline.
- c) The article appeared in *The Daily News*. We know this because the name of the newspaper is at the top of the page.
- d) The article appeared on Monday, 20 July. We know this because the date is written at the top of the page.

Activity 14

The learners work independently and answer the questions in their exercise books. Remind them to write full sentences.

Answers: Activity 14

- a) The main message is that Pumi won *Idols*.
- b) Pumi is from Botswana.
- c) Pumi competed against Peter Nuyoro in the final.

- d) The *Idols* finale took place on Saturday, the 18th of July.
- e) Pumi's friends and family took to the street in excitement.

Week 4

Lessons 4 and 5: Reading; Comprehension; Writing (pages 195-196)

Learners read and summarise an information text. They also use nouns that only have a plural.

Activity 15

Read the information text to the learners before they read it again silently. Ask them to identify words they do not understand or do not know how to pronounce. Discuss the meanings of these words. Practise the pronunciation of difficult words.

Activity 16

The learners refer back to Activity 13 and scan the newspaper article for details to complete the summary. When they have finished the summary, discuss the completed frame.

Answers: Activity 16

Headline: Pumi wins *Idols*!

Byline: Kofi Akanya

Lead paragraph: Pumi Mokobi from Botswana and Kenyan Peter Nuyoro were in the *Idols* finale. People voted for ten days. On Saturday, 18 July, in a 90-minute live show, Pumi was named the new Idol.

Details given in explanation paragraphs:

Pumi's friends and family were excited.

Pumi's sister knew Pumi would win, as she had the best voice.

People in Botswana supported Pumi.

Additional information that is not essential:

Pumi's friends and family took to the street.

Pumi's sister voted about 400 times.

Assessment

Get the learners to assess their summary using emotive assessment. Give extra support to those learners who have a sad-face symbol.

Emotive assessment



I am happy with my summary.



My summary could have been better.



I am not happy with my summary.

Activity 17

Divide the learners into pairs to complete this activity verbally. Hold a class discussion to discuss the correct answers.

Answers: Activity 17

- She cut the paper with a pair of scissors.
- He put on his jeans and went out.
- He bought a pair of trousers and a shirt to wear to church.
- Her mom removed the splinter using tweezers.
- Amira is absent because she has measles.
- You should wear a pair of sunglasses when you go to the beach.

Week 4

Lesson 7: Writing (page 197)

Learners write an information text using a frame.

Before the lesson

Make a copy of the rubric for each learner or write it on the board so that the learners can copy it into their exercise books.

Activity 18

Read and discuss the instructions, the frame and the assessment criteria. The learners then write the information text independently.

Assessment

Use this rubric to help you mark the information text.

Writing: information text	3	2	1	Subtotal
Topic	Relevant	Partly relevant	Irrelevant	
Content	Relevant	Partly relevant	Irrelevant	
Advantages and disadvantages	Relevant	Partly relevant	Irrelevant	
Format	Relevant	Partly relevant	Irrelevant	
Spelling	Accurate	Mostly accurate	Inaccurate	
Name:				Total: /15

Week 4

Lesson 8: Reflecting on reading (page 197)

Learners reflect on their reading.

Activity 19

The learners work in pairs and share their emotional responses and personal connections to the texts. Get the learners to read extracts from their books to one another.

Assessment

Listen to some of the conversations.

- Can they express emotional responses to the text?
- Can they relate the text to their own life?

Write relevant observations in your informal assessment journal.

Week 4

Lessons 9 and 10: Formal Assessment Task (pages 198-199)

Learners complete a Formal Assessment Task independently to evaluate their level of competency.

Formal Assessment Term 4 Task 1

See 'Assessment' section.

Unit 17

Making music

Learner's Book pages 200–209

Duration 10 hours

Overview

Lesson	Time allocation (minutes)	LB page/s	Activities
Daily listening and speaking practice: The learners perform a rhyme or a poem, play a language game, give and follow instructions and directions, tell their own news or recall events or experiences in the right sequence.			
Term 4 Week 5			
1-2	60	200	Listening and speaking: Activity 1; Core Reader
3-4	60	200-201	Reading: Activity 2; Comprehension: Activity 3
5	30	201-202	Comprehension: Activities 4 and 5
6-7	60	202-203	Language structures and conventions: Activities 6, 7 and 8
8	30	203	Spelling test; Vocabulary: Activity 9
9-10	60	204-205	Reading: Activities 10 and 11; Comprehension: Activity 12
Term 4 Week 6			
1-2	60	205-207	Reading: Activity 13; Listening and speaking: Activities 14, 15 and 16
3-4	60	207	Writing: Activity 17
5-6	60	207-208	Vocabulary: Activity 18; Language structures and conventions: Activities 19 and 20
7-8	60	208-209	Writing: Activities 21 and 22
9-10	60	209	Reflecting on reading: Activity 23

Week 5

Lessons 1 and 2: Listening and speaking (page 200)

Learners listen to a story, use various tenses to answer questions and then summarise the story.

Before the lesson

Display books with stories and poems.

Introduce the unit

Introduce the topic and books on display. Discuss the text types and encourage the learners to read the books in preparation for their 'Reflecting on reading' lesson.

Activity 1

Read the following text to the learners using expression. Pause to ask them questions that require them to answer using the past and future tenses. For example:

- After the fourth paragraph – What do you think the teacher is going to do? (This question requires an answer using the future tense.)
- At the end of the text – Why was Bongi excited? (This question requires an answer using the past tense.)
- What is going to happen next? (This question requires an answer using the future tense.)



LISTENING TEXT

Bongi joins the band

Bongi woke up very, very, very excited. Today was the day that he was going to try out for the school band.

At school, Bongi fidgeted throughout his lessons, imagining his big moment when he would be chosen and become 'king of the band'. In his head, he played drums, a trumpet and a guitar. He even played a song or two on a piano.

At last, it was break time. Bongi was first in the line outside the music room. Behind him, learners held recorders, guitars, drums and even a violin. Bongi just smiled. He was sure he could play anything – he just felt music in his bones.

"Name?" the band teacher asked.

"Bongi," he said.

"What instrument have you brought?" the teacher asked.

"Um, none. I don't have any," Bongi said.

The teacher looked annoyed and asked, "What do you mean? How can you be in a band without an instrument?"

"Well ..." Bongi tried to explain. "I'm sure I can play. I can feel music in my bones. And I really, really, really want to be in the school band."

The teacher sighed and walked to the back of the music room. "Bongi," she said pointing to a music stand. "Your job will be to turn pages for the violinists. Welcome to the band. Now go and send in the next learner," she said.

When he got outside the learners asked, "Well, did you make it?" Bongzi smiled and punched the air. "Oh yes!" he grinned, "I am going to be the king of this band."

Then, as he walked away, he whispered to himself, "Just as soon as I learn to really play a musical instrument or two."

Discuss the questions. Then get the learners to write the summary in their exercise books. They read their summary to a partner and then compare their summaries.

Core Reader (page 75)

Encourage the learners to read Bongzi's message and thank-you letter.

Week 5

Lessons 3 and 4: Reading and comprehension (pages 200-201)

Learners make a prediction, read a poem and use reading strategies to help them answer questions.

Activity 2

After the learners have read the poem once, discuss the meanings of new words. Read the words in context and ask the learners to try work out the meanings in this way. Practise saying the words that are difficult to pronounce. Read the first verse to the class, paying no notice of the rhythm and rhyme. Then read the verse again, using expression and rhythm. Ask the learners why the second reading was more entertaining. Then they read the poem again focussing on pronouncing words correctly, and reading expressively and with rhythm.

Activity 3

Get the learners to answer these questions independently in their exercise books.

Answers: Activity 3

- a) A violin is a musical instrument with strings. It is played with a bow.
- b) The boy's mother told him that if he practised hard he would play well.
- c) Terrible noises came out of the violin.
- d) His brother left the room.
- e) His mother covered her ears.
- f) This means that his father gave him ten rand.
- g) His father made him swear to never play the violin again.

Assessment

Mark the answers.

- Are the learners' comprehension skills improving?

Write constructive comments in their exercise books.

Week 5

Lesson 5: Comprehension (pages 201-202)

Learners discuss and identify rhyme and express feelings stimulated by the poem.

Activity 4

Hold a class discussion to complete this activity.

Answers: Activity 4

- play – someday, ears – tears, again – ten, song – wrong
- squawked
- Encourage the learners to think of many descriptive comparisons.

Extension

Play the circular-challenge game (see 'Introduction'). The groups make as many rhyming words as they can for the words 'play', 'ears' and 'song'.

Activity 5

In groups, the learners express feelings stimulated by the poem.

Week 5

Lessons 6 and 7: Language structures and conventions (pages 202-203)

Learners write plurals of singular nouns, and use adverbs of time and frequency.

Activity 6

Ask the learners what is added to most nouns to form plurals. ('-s')
The learners write the singular and plural forms of each noun. If there is time, get them to use one of the spelling methods to help them learn how to spell the words.

Answers: Activity 6

violin – violins, note – notes, dog – dogs, ear – ears, sister – sisters, brother – brothers, wallet – wallets, room – rooms, song – songs, lesson – lessons



ADVERBS

Read and discuss the information about adverbs of time and frequency.

When you read the examples in the 'Adverbs of frequency' box, discuss the meanings of the adverbs.

- ever - at any time
- always - all the time
- often - regularly, but with intervals in between
- sometimes - from time to time
- never - at no time
- usually - normally, typically

Activities 7 and 8

Get the learners to complete these activities in their exercise books.

Answers: Activity 7

- a) Yesterday I got up and went to school.
- b) Tonight when I have done my homework I will watch TV.
- c) Today I am going to the doctor.
- d) Today/Tomorrow my parents are going to work.
- e) I will be rich and famous someday.
- f) Tonight I will read in bed before I go to sleep.
- g) The weather forecast said it might rain today/tonight/tomorrow.




Answers: Activity 8

- a) He is never late for school.
- b) She is often late for school.
- c) We usually don't get a lift to school.
- d) Those boys sometimes go to soccer practice.
- e) The teacher usually doesn't let us out early for break.
- f) My mother is always early for work.

Assessment

Discuss the answers and let the learners mark their own work and learn from their mistakes. They assess themselves according to thumbs assessment. This will give you a general indication of how many learners understand adverbs of time and frequency. Assess one section at a time.

Thumbs assessment

	I understand adverbs well.
	I sort of understand adverbs.
	I do not understand adverbs.

Week 5

Lesson 8: Vocabulary (page 203)

Learners read a glossary, practise pronouncing words and use them in sentences.

Activity 9

Talk about a glossary. Ask these questions:

- What is a glossary? (It is an alphabetical list of words that the reader can refer to if he/she does not understand the meaning of a word.)
- Where do we find a glossary in a book? (It is usually at the back of the book.)

Read the glossary to the learners. Then divide them into pairs to complete the activity.

Week 5

Lessons 9 and 10: Reading; Comprehension (pages 204-205)

Learners make predictions, read a story and answer questions.

Activities 10 and 11

The learners work in pairs. They use visual clues to make predictions and describe the main character. When they have read the story once, discuss the meanings and pronunciation of new words. Go back to the glossary and read the words in the context of the story. Get them to read the text again, focussing on reading fluently, pronouncing words correctly, and reading with expression.

Activity 12

The learners first discuss the answers to the questions in pairs, and then hold a class discussion in which they give feedback. If there is time, get the learners to write the answers in their exercise books after the discussion.

Answers: Activity 12

- a) No, Ringo did not own a saxophone.
- b) Ringo's grandfather was unhappy because Ringo had dented his saxophone and then had it stolen.
- c) Ringo peered through the fence when he heard the music playing.
- d) Yes, Ringo was a good saxophone player. The woman stopped the band from joining him in case they ruined the song.
- e) He wanted the woman to check under the satin cover for his lucky coin.

Week 6

Lessons 1 and 2: Reading; Listening and speaking (pages 205-207)

Learners read, summarise a story, tell a story and discuss an ethical issue.

Activity 13

The learners read the next part of the story aloud with a partner.

Activity 14

Talk about summaries. Ask these questions:

- What is a summary? (The most important parts of a text.)
- When can we use summaries to help us at school? (While making study notes.)

The learners discuss the summary with a partner. Encourage them to write down keywords to help them remember the sequence. Then they join another pair of learners and compare their sequence of events.

Answers: Activity 14

Summaries will vary, but the following is an example that includes the important aspects of the story:

In the beginning Ringo borrowed his oupa's saxophone.

Next, a man stole it from him and his oupa was upset.

Then he saw a boy in a band playing the saxophone.

After that he tried to prove the saxophone was his by telling them about the lucky coin under the satin cover.

Finally, Ringo had the saxophone returned to him.

Activity 15

Read the instructions. Tell the learners to include the following aspects in their story:

- characters
- setting
- plot
- the correct sequence of events.

Activity 16

Hold a class discussion to talk about the ethical issue. Look at the issue from both sides.

Assessment

Listen to the learners during the activities.

- Can they tell a story which includes characters, a setting, a plot and the correct sequence of events?
- Do they add to the discussion sensibly?

Write relevant observations in your informal assessment journal.

Week 6

Lessons 3 and 4: Writing (page 207)

Learners use reading strategies to identify information that will help them write a character profile according to a frame.

Activity 17

Explain that a character profile is an orderly outline of the details of a character. Character profiles help us understand characters better. Discuss the headings and make sure that the learners understand what is meant by them. 'Personality' can include the character's attitudes, interests, emotions, behaviour patterns and other distinctive characteristics. Ask the learners to copy the profile into their exercise books and complete it independently. When it is complete discuss the answers. The learners add information they may have missed.

Answers: Activity 17

Name of character: Ringo

Age: school-going age

What he looks like: brown, curly hair; light-brown skin

His personality: inquisitive, brave, talented, clever, caring

What he likes: playing the saxophone

What he dislikes: making his grandfather sad; being robbed

What he is good at: playing the saxophone

Extension

Learners draw a picture of Ringo in the middle of a page and then branch out from this central image (as in a mind map) with the headings and details in the character profile.

Week 6

Lessons 5 and 6: Vocabulary; Language structures and conventions (pages 207-208)

Learners use a dictionary to check the meanings of words. Then they record the words in their personal dictionary and match them to sentences. Learners also use the modals 'can' and 'may' and prepositions.

Resources

Dictionaries

Activity 18

Read the words aloud together. Practise the pronunciation of difficult words. Allocate a word to each learner. Some learners will have the same word. They look up the meaning of their word in the dictionary and share the meaning with the rest of the class. After the learners have completed the activity, discuss the answers. The learners then write the words in their personal dictionaries.

Answers: Activity 18

- a) happy
- b) scared/sad/anxious
- c) curious
- d) angry
- e) anxious/angry
- f) proud/happy
- g) excited/happy

Activity 19

Revise the information about modal verbs (see Learner's Book, page 27). The learners then work independently and write the completed sentences in their exercise books.

Answers: Activity 19

- a) May I borrow your saxophone?
- b) That boy can play the saxophone very well.
- c) Ringo can prove it is his oupa's saxophone.
- d) The stringy boy cannot trust his uncle.
- e) His grandfather can lend him the saxophone again.

Assessment

Discuss the answers in class and let the learners mark a partner's work. Once they have marked their work, they assess it using emotive assessment. Give extra support to those learners who have a sad-face symbol.

Emotive assessment



You use modals correctly.



You sometimes use modals correctly.



You need help using modals.



PREPOSITIONS

Read and discuss the information about prepositions. Ask the learners to share other suitable examples of prepositions that show direction, time and togetherness. If there is time, get the learners to write the answers in their exercise books.

Activity 20

Complete this activity verbally as a class. Learners volunteer to say the completed sentence. The rest of the class assesses whether or not it is correct by giving the thumbs up or down gesture.

Answers: Activity 20

- a) The lady walked towards Ringo.
- b) The musicians played on Friday.
- c) She cried during the song.
- d) They lived in Grassy Park.
- e) I want to get there on time.
- f) As the gang came towards me, I ran.
- g) The boy brought the saxophone with him.
- h) The thief ran away with the saxophone.
- i) Ringo played a song with the band.

Week 6

Lessons 7 and 8: Writing (pages 208-209)

Learners write and read a personal account. They also write a book review.

Before the lesson

Make a copy of the rubric for each learner or write it on the board so that the learners can copy it into their exercise books.

Activity 21

Read and discuss the instructions. Tell the learners to select content from their own experiences, write the events in sequence, use appropriate grammar, vocabulary, spelling and information and use the writing process. Get the learners to revise the writing process by taking turns to explain it to a partner. Then they follow the steps in the writing process and write the personal account. Ask the learners to read their accounts to the class.

Assessment

Use this rubric to help you assess their personal accounts.

Writing: personal account	3	2	1-0	Subtotal
Instructions	All instructions were followed	Most instructions were followed	Instructions were not followed	
Grammar, vocabulary, spelling	Excellent	Average	Below average	
Information		Appropriate	Inappropriate	
Sequence		Appropriate	Inappropriate	
Name:				Total: /10

Homework

Read and discuss Activity 22. The learners complete the activity at home in preparation for their 'Reflecting on reading' lesson.

Week 6

Lessons 9 and 10: Reflecting on reading (page 209)

Learners reflect on their reading.

Activity 23

The learners present an oral book review to their group and compare the reading they have done independently with the reading done in lessons. Choose some of the learners to give their review to the whole class.

Assessment

Observe and listen to the learners as they reflect on reading.

- Can they give a short oral book review?

Make relevant notes in your informal assessment journal.

Unit 18

Fun and games

Learner's Book pages 210-219

Duration 10 hours

Overview

Lesson	Time allocation (minutes)	LB page/s	Activities
Daily listening and speaking practice: The learners perform a rhyme or a poem, play a language game, give and follow instructions and directions or tell their own news.			
Term 4 Week 7			
1	30	210	Listening and speaking: Activity 1; Reading: Activity 2
2-3	60	211	Writing: Activity 3
4	30	211	Vocabulary: Activity 4
5	30	212-213	Language structures and conventions: Activities 5 and 6
6-7	60	213-214	Reading: Activities 7 and 8; Core Reader
8	30	214-215	Comprehension: Activity 9; Core Reader
9-10	60	215-216	Language structures and conventions: Activities 10 and 11; Comprehension: Activity 12
Term 4 Week 8			
1-2	60	217-218	Listening and speaking: Activity 13; Language structures and conventions: Activities 14 and 15; Core Reader
3-4	60	218	Writing: Activity 16
5-6	60	218	Writing: Activity 17
7-8	60	219	Writing: Activity 18
9-10	60	219	Reflecting on reading: Activities 19 and 20
Term 4 Weeks 9-10 Revision and assessment			

Week 7

Lesson 1: Listening and speaking; Reading (page 210)

Learners take part in a conversation and read and interpret a poster.

Before the lesson

Display books with information texts.

Introduce the unit

Introduce the topic and books on display. Discuss the text types and encourage the learners to read the books in preparation for their 'Reflecting on reading' lesson.

Activity 1

Read and discuss the instructions. Tell the learners to give reasons for their choice in 'b'. Remind them all to partake in the conversation, and to respect, listen to and encourage their group members.

Assessment

Observe and listen to the learners.

- Do they partake in the conversation?
- Do they respect, listen to and encourage their group members?

Write relevant observations in your informal assessment journal.

Activity 2

The learners read, interpret and analyse posters. This discussion will help them create a better poster in the next lesson. After they have discussed the questions with a partner, hold a class discussion in which the learners give feedback about their discussion.

Answers: Activity 2

- Poster 1 is advertising karate lessons. Poster 2 is advertising a ballroom-dancing competition.
- Poster 1: Costs, date and time, place, what to wear
Poster 2: Costs, date and time, place, entry deadline, age of competition
- Answers will vary, but learners may say the following:
Poster 1 because I am interested in karate.
Poster 2 because the writing is more interesting, colour is used and there is a picture. (This answer is more appropriate as it refers to the styles of the posters and not the events.)
- Answers will vary, but learners may say the following:
Poster 2 because different fonts draw your attention to specific information.

- e) Answers will vary, but learners may say the following:
Poster 2 because it has a large heading, sub-headings and a picture.

Week 7

Lessons 2 and 3: Writing (page 211)

Learners design a poster.

Resources

Each pair will need:

- an A3-sized piece of paper
- a pencil and eraser
- a ruler
- coloured pens or paints
- glue, scissors, magazines (optional).

Before the lesson

Make a copy of the rubric for each learner or write it on the board so that the learners can copy it into their exercise books.

Activity 3

Read and discuss the poster guidelines (see Learner's Book, page 192), the instructions and the assessment criteria. When the learners are editing their information, get them to check in their exercise books about what information the posters gave them (Activity 2b).

Assessment

Use this rubric to help you assess the posters.

Writing: poster	Exceeds expectations (5-4)	Meets expectations (3-2)	Does not meet expectations (1-0)	Subtotal
Text size and colour	All text is clear and readable	Most text is clear and readable	Some text is clear and readable	
Informative	All information is included, well written, organised, clear, and easy to follow	Most information is included, adequately written, organised, clear, and reasonably easy to follow	Information lacking, poorly written, disorganised, unclear, and hard to follow	
Layout	Creatively enhances information	Balanced, uncluttered	Not balanced, cluttered	
Name:				Total: /15

Extension

Get the learners to create a short radio advertisement about the event. They present it to the class.

Week 7

Lesson 4: Vocabulary (page 211)

Learners extend their vocabulary and form plurals.

Activity 4

Get the learners to read all the words aloud before they complete the activities. After the learners have completed the activity, discuss the correct answers.

Answers: Activity 4

- a)
- Football – goal, ball, boot
 - Cricket – ball, bat, wicket, helmet
 - Tennis – racquet, net, ball
 - Basketball – goal, hoop, ball
 - Netball – goal, hoop, ball
 - Cycling – bicycle, track, helmet
 - Running – track
 - Surfing – wetsuit, board
 - Chess – board
 - Karate – belt, suit
 - Table tennis – net, ball, bat, table
 - Skateboarding – ramp, helmet, board
 - Computer games – joystick, monitor
- b) ball, goal, bat, net, helmet, hoop, track, board (except that they are three different types of boards)
- c) ramps, racquets, nets, boots, tables, belts, joysticks, hoops, wickets, wetsuits, goals, boards, balls, tracks, monitors, bicycles, bats, helmets, suits

Extension

Ask a learner to mime one of the words. The rest of the class identifies the activity.

Week 7

Lesson 5: Language structures and conventions (pages 212-213)

Learners use the present progressive tense, adverbs and the passive voice.

Activity 5

Get the learners to practise saying the sentences to a partner before they write them in their exercise books. Tell them that their sentences should be in the present progressive tense and include adverbs where possible. Explain that for their sentence to be in the present progressive tense they need:

- an 'is' in the sentence
- the verb must end in '-ing'.

Answers: Activity 5

The adverbs will vary.

- The boy is jumping high.
- The girl is running quickly.
- The boy is pole vaulting.
- The girls are running slowly.
- The boy is throwing the javelin high.
- The boy is jumping quickly over the hurdle.
- The boy is throwing the discus far.

Assessment

The learners mark one another's sentences as you discuss the correct answers. They use temperature-gauge assessment to assess the activity. Give extra support to those learners who have cool or cold results.

Temperature-gauge assessment

Hot	6-7 correct sentences
Warm	4-5 correct sentences
Cool	2-3 correct sentences
Cold	0-1 correct sentences

Activity 6



PASSIVE VOICE

Read and discuss the information about the passive voice. Read the following active sentences to the learners and get them to practise saying them in the passive voice.

- Exercise affects your body. - Your body is affected by exercise.
- Blood carries oxygen. - Oxygen is carried by blood.
- The heart helps move blood around the body. - Blood is moved around the body with the help of the heart.

The learners work with a partner and complete the activity verbally.

Answers: Activity 6

- a) Exercise is recommended by the doctor.
- b) Oxygen is carried by blood to the muscles.
- c) Carbon dioxide is also carried by the blood to the lungs.
- d) Heat is given off by your muscles.
- e) The heart and lungs are protected by the ribcage.

Week 7

Lessons 6 and 7: Reading (pages 213-214)

Learners use reading strategies to complete pre-reading activities and a summary, read an information text and interpret pictures.

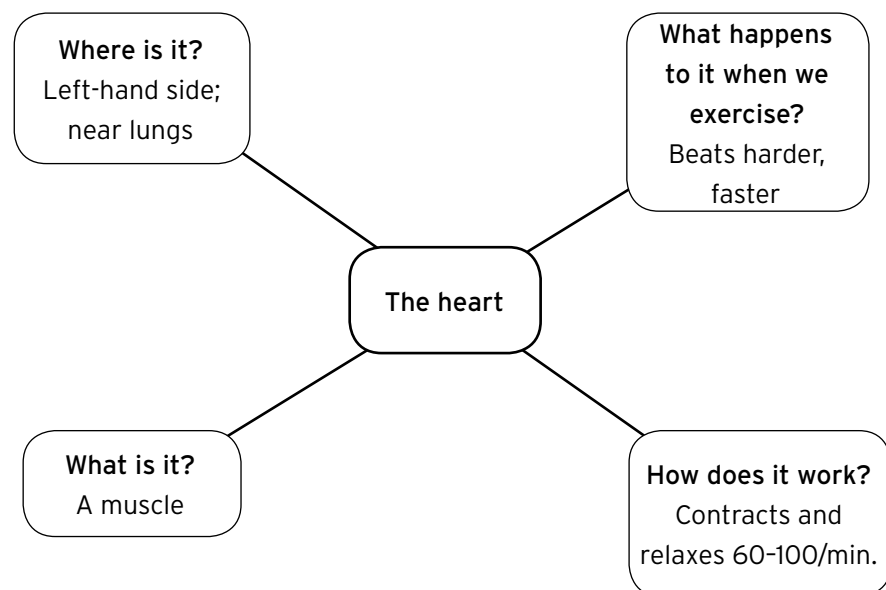
Activity 7

Before you read the instructions to the learners, get them to explain how and why they complete pre-reading activities. (They skim the text focussing on headings, pictures and key words. The pre-reading activities help to familiarise them with the content and lead to a greater understanding of the text when they read it.) The learners then read the instructions and complete the activity in pairs.

Activity 8

The learners read the text, copy the mind map into their books and scan for specific details to complete the summary. Remind them to use keywords, not sentences on their mind map. Draw the mind-map outline on the board and when the learners have completed their own mind map, have a class discussion and complete the one on the board.

Answers: Activity 8



Core Reader (page 60)

Encourage the learners to read 'Growing and changing'.

Week 7

Lesson 8: Comprehension (page 214-215)

Learners scan an information text to find specific details to answer questions.

Activity 9

The learners scan the text, find the relevant information and then write the answers in their exercise books. Remind them to use vocabulary in the text and questions to help them write full sentences.

Answers: Activity 9

- a) Your breathing becomes faster and deeper when exercising.
- b) You need to breathe faster so you can bring more oxygen into your body.
- c) Blood carries food and oxygen to your muscles.
- d) Yes, the heart is a muscle.
- e) Your heart is found on your left-hand side near your lungs.
- f) Your heart beats between 60 and 100 times when you are not active.
- g) Your heart beats faster when you exercise to move the blood around the body faster so the oxygen can get to the muscles faster.
- h) You get hot and sweaty when exercising hard because your muscles give off heat.
- i) When you stop exercising, your heartbeat slows down.

Assessment

Mark the answers.

- Are the learners' comprehension skills improving?

Write constructive comments in their exercise books.

Core Reader (page 62)

Encourage the learners to read 'Medical instruments'.

Week 7

Lessons 9 and 10: Language structures and conventions; Comprehension (pages 215-216)

Learners use connecting words to show purpose and adverbs of degree.

Activity 10

Use 'since', 'because' and 'as' in sentences. Sometimes use the connecting words correctly and at other times use the wrong connecting word. The learners must identify whether the correct connecting word is used and correct the sentences that are wrong. For example:

- **Because** my heart beats fast, my blood moves around my body faster. (Correct)
- I am fit **as** I exercise. (Incorrect – because)
- I have been running five times a week **since** the beginning of the year. (Correct)

The learners then complete the sentences and write them in their exercise books.

Answers: Activity 10

- Nita was sweaty because she was playing soccer.
- He has been playing soccer since he was very small.
- I couldn't go to training because my leg was broken.
- We cannot play soccer, because it is raining.
- We had to go home because there was no match.
- He is very unfit because he never does any exercise.



INFORMATION

Read and discuss the information about adverbs of degree.

Activities 11 and 12

Ask the learners to read the email silently and then answer the questions in their exercise books. Tell them to only use each adverb of degree once.

Answers: Activities 11 and 12

- Really, very, quite, so, too, almost
- No, the kite-boarding was quite safe.
 - Jabu couldn't go diving because the sea was so rough.
 - Nick was scared of going on a zip line because it was too high.
 - The weather was very hot on the hike.
 - Jabu was quite scared when he went mountain biking because the mountain was very steep and they went very fast.

Assessment

Mark the activities.

- Can the learners use connecting words correctly?
- Can they use adverbs of degree correctly?

Write constructive comments in their exercise books. Write relevant observations in your informal assessment journal.

Week 8

Lessons 1 and 2: Listening and speaking; Language structures and conventions (pages 217-218)

Learners read and interpret a poster. They discuss a less familiar topic, use the conditional form 'will' to indicate something and use singular and plural forms of the verb.

Activity 13

Ask the learners to read and interpret the poster and discuss the questions in groups.

Activities 14 and 15

The learners work independently and complete these activities in their exercise books. Get the learners to read their sentences to a partner. They also compare their tables.

Answers: Activity 15

Singular	Plural
bicycle	bicycles
diver	divers
hiker	hikers
windsurfer	windsurfers
sailor	sailors
runner	runners

Assessment

Listen to the learners during the discussion times.

- Do they participate in discussions on a less familiar topic?
- Do they use 'will' correctly?
- Can they write the plurals of singular nouns?

Write relevant observations in your informal assessment journal.

Core Reader (page 56)

Encourage the learners to read the poem, 'Blue, blue'.

Week 8

Lessons 3 and 4: Writing (page 218)

Learners organise facts onto a diagram.

Resources

A piece of graph paper for each learner

Activity 16

Read and discuss the instructions and the graph. The learners then draw the graph and complete it with facts about their own exercise programme. When they are finished divide them into groups of three to compare and discuss the information on the graph. Remind the learners to look after the graph as it is needed in Activity 18.

Assessment

Have the group member assess one another's graphs according to thumbs assessment.

Thumbs assessment



Facts are organised properly.



Some facts are organised properly.



Facts are disorganised.

Week 8

Lessons 5 and 6: Writing (page 218)

Learners draw and label a picture.

Resources

A blank piece of paper for each learner

Activity 17

Remind the learners to refer back to the information text in Activity 7 so they can label their picture correctly. Also remind them to write the labels neatly and clearly. When they have finished, they compare their picture with a partner's picture. Tell the learners to look after the picture as it is needed in the next activity.

Week 8

Lessons 7 and 8: Writing (page 219)

Learners use the writing process and factual information to help them write a short factual report.

Resources

A large piece of card for each learner and a piece of paper with lines

Activity 18

Read and discuss the instructions and the writing process. Get the learners to plan their reports in their exercise books. They write the final draft on the piece of lined paper and then glue the report, graph and picture to the piece of card. If they have time they may like to add an interesting heading. Display the posters and give the learners time to read one another's posters.

Homework

Learners read Activity 19 and prepare for it.

Week 8

Lessons 9 and 10: Reflecting on reading (page 219)

Learners reflect on their reading by sharing opinions and comparing and rating texts.

Activity 19

Divide the learners into groups of about five members. They share their opinions on a books they have read.

Activity 20

The learners should have prepared for this activity at home. Give every learner the opportunity to give the class feedback on this activity.

Assessment

Observe and listen to the learners as they reflect on reading.

- Have they read independently this year?
- If not, what can you do differently to encourage independent reading next year?

Write relevant observations in your informal assessment journal.

Weeks 9 and 10

End-of-year examination (pages 220-221)

Learners complete an end-of-year examination independently to evaluate their level of competency.

End-of-year examination

You can use this as an end-of-year examination, or if you are drawing up your own examination, Learners can use this as extra practise. It should be done individually. Mark the task according to the assessment tools provided in the 'Assessment' section of this Teacher's Guide.

Introduction

Continuous assessment, both formal and informal, needs to be conducted throughout the school year. Assessment involves four steps:

- generating and collecting evidence of achievement
- evaluating the evidence collected
- recording the findings
- using the findings to understand the learners' development, give appropriate support and influence the learning and teaching process so it is relevant.

Assessment should always:

- provide relatively prompt feedback for both the learner and the teacher
- serve to reinforce or correct learned responses
- help to pace learning as it reflects whether learners have mastered a concept, or if they need additional work in order to develop the concept.

Formal Assessment Tasks are included in the Learner's Book. There are also teacher, self- and peer-assessment activities in the lesson plans in the Teacher's Guide.

The assessments often require learners to become self-evaluative. The development of peer assessment and self-assessment takes planning, time, patience and commitment. Learners need to understand the assessment criteria or else they will find it difficult to move beyond superficial criteria like neatness and spelling. By using a range of strategies and by dedicating time to allow children to reflect on, and discuss their learning, teachers can develop the learner's assessment skills.

Assessment terms

- **Baseline assessment:** used to find out what the learners know at the beginning of a grade
- **Formal assessment:** the assessment of learning which occurs twice a term and results are recorded
- **Informal assessment:** the daily monitoring of the learners' development and is assessment for learning
- **Peer assessment:** when learners assess one another's work.
- **Self-assessment:** when learners assess their own work
- **Summative assessment:** an assessment given at a particular point in time to determine what learners know and do not know

Informal or daily assessment

Informal assessment is the daily monitoring of learners' development and progress. It includes:

- observations
- discussions
- practical demonstrations
- learner-teacher meetings
- informal classroom interactions.

It does not need to be recorded, but it does help to write down relevant observations. Although the results of informal assessment are not considered for promotion and certification purposes, they are vital if learners are to learn from and reflect on their performance and if you want to plan appropriately. It is therefore important for you to reflect on the self- and peer informal assessments as well as the informal assessments that you conduct.

The following informal assessment ideas have been included in the *Study & Master English* lesson plans.

An informal assessment journal

Many of the informal assessments in the lesson-by-lesson plans suggest you write relevant observations in your informal assessment journal. This does not mean that you assess and write comments about all the learners. Focus on a few learners and only write comments that are relevant. Remember to focus on different learners each time. Set up your informal assessment journal at the beginning of the year. Write each learner's name and the English skills (listening, speaking, reading, writing, language) at the top of a new page in an exercise book. As you make relevant observations during class time write them on the appropriate page. This will help you keep track of learners' strengths and weaknesses and help you plan lessons at the appropriate level.

Rubrics

Rubrics have been included in many lessons. They help you assess the learners' progress and abilities in order to plan appropriately for future lessons and give individual support. Many of the rubrics can also be adapted for formal assessment.

Note that the maximum marks may vary per row. The grey boxes have no mark allocation. For example, in the following rubric, learners get either one mark or nothing for 'voice', but they can get two marks for their 'story'.

Listening and speaking	2	1	0
Voice - clarity		Speaks clearly	Speaks unclearly
Story	Told in sequence	Mostly told in sequence	Not sequenced

Constructive comments

Constructive comments are comments that are carefully considered and are meant to be helpful.




Star-rating assessment

For example:

*****	Excellent
****	Very good
***	Good
**	OK
*	Needs some help




Emotive assessment

For example:

	A smiling face = excellent work
	A straight face = average work
	A sad face = needs help

Thumbs assessment

This is a visual assessment where learners show:

	Thumb up = excellent work
	Sideways thumb = okay
	Thumb down = could have been better




Two-stars-and-a-wish assessment

Learners draw two stars and a simple wand at the end of their work.

These should be below each other.

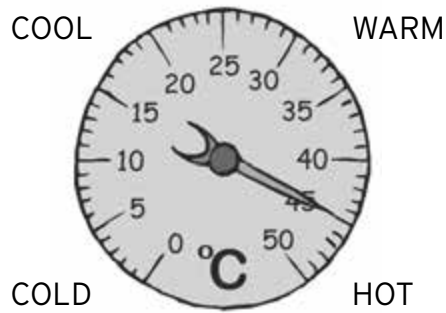
- Next to the stars, they write a positive comment about their work.
- Next to the wish, they comment on an area where they would like to improve.

For example:

	Most of my answers were correct.
	I wrote neatly.
	I wish I could work faster.

Temperature-gauge assessment

Learners draw a simple circle and point the hand of the gauge in the correct direction.



Hot = Excellent work
Warm = Good work
Cool = Struggling
Cold = Needs help

Formal assessment

The teacher is required to mark and formally record all Formal Assessment Tasks for progression and certification purposes. They may be moderated to ensure that an appropriate standard is maintained.

Formal assessment is a systematic way of evaluating the progression of the learners. It needs to be administered fairly in order to ensure validity. Formal Assessment Tasks include:

- tests
- examinations
- practical tasks
- projects
- oral presentations
- demonstrations
- performances
- essays
- participation in oral tasks
- written tasks.

Appropriate assessment tools need to be used to assess the learners' level of understanding and skill. For example:

- memoranda
- rubrics
- checklists
- rating scales.

Formal assessment requirements for FAL

- There are seven Formal Assessment Tasks per year (two in the first three terms and one in the fourth term; the June examination is included in these).

- The first Formal Assessment Task should be done in the middle of the term and the other near the end of the term.
- The seven Formal Assessment Tasks make up 75% of the total mark for First Additional Language in grades 4, 5 and 6.
- The year-end examination counts 25% of the total mark.
- Formal Assessment Tasks should include activities that assess Listening and speaking, Reading and viewing, Writing and presenting, and Language structures and conventions.
- Language structures and conventions must be assessed in context.
- All assessment in the Intermediate Phase is internal.

The *Study & Master English* Learner's Book includes seven Formal Assessment Tasks and one examination paper. These formal assessments meet all the formal assessment requirements set out in the CAPS document for English First Additional Language. In each term, the first Formal Assessment Task is done during weeks 5 and 6 and the second Formal Assessment Task is done during weeks 9 and 10.

The *Study & Master English* Formal Assessment Tasks:

- are age and developmental level appropriate
- cover the content
- include a variety of tasks that achieve the objectives
- assess the required knowledge and skills
- cater for a range of cognitive levels (literal, reorganisation, inference, evaluation, appreciation)
- include a variety of types of questions
- are weighted according to the guidelines set out in the CAPS document.

The *Study & Master English* examination:

- is drawn up from the work done in the year preceding the examination
- is a selection of skills and activities which enable the learners to show whether or not they are ready to engage in the following year's work
- consists of the content requirements as listed in the CAPS document.

The *Study & Master English* examination consists of:

- Reading comprehension
- Writing (short creative text)
- Language structures and conventions.

Listening and speaking skills are not included in the exam. A summative mark based on the marks attained in Formal Assessment Tasks is used as an examination mark.

Memoranda, rubrics, checklists and rating scales for the Formal Assessment Tasks are included in the Teacher's Guide.

Recording and reporting

The learner's performance in the Formal Assessment Tasks needs to be recorded. A variety of record sheets are included at the end of this 'Assessment' section. You will also find the following record sheets:

- Class record sheet for Formal Assessment Task (1st task; all terms)
- Class record sheet for Formal Assessment Task (2nd task; terms 1 and 3)
- Class record sheet for Formal Assessment Task (2nd task; terms 2 and 4)
- Class record sheet for year total.

Records should be used to communicate the learner's performance to learners and parents in some of the following ways:

- report cards
- parents' meetings
- school visitation days
- student-teacher's conferences
- parent-teacher's conferences
- phone calls
- letters
- class or school newsletters.

Report in percentages according to this table.

Codes and percentages for recording and reporting		
Rating code	Description of competence	Percentage
7	Outstanding achievement	80-100
6	Meritorious achievement	70-79
5	Substantial achievement	60-69
4	Adequate achievement	50-59
3	Moderate achievement	40-49
2	Elementary achievement	30-39
1	Not achieved	0-29

Moderation should be carried out at all levels to ensure that assessments are valid, fair and reliable.

Grade 5

Programme of assessment

Programme of assessment: Grade 5 Term 1				
Task 1	Learner's Book page	Activity number	Marks	Correctly weighted mark (Formula: $\div 2 \times 5$)
Listen to and give a factual recount	42	3	6	15
Read aloud a prepared text	41	1	4	10
Language structures and conventions in context	42	4	6	15
Reading comprehension (story)	41, 42	2	8	20
Reflect on text read independently	42	6	4	10
Write a descriptive paragraph	42	5	12	30
Total			40	100
Task 2				
Listen to and perform a poem with oral comprehension	63	1	8	20
Reading comprehension (poem)	63	2	12	30
Language structures and conventions in context	64	3, 4, 5, 6	8	20
Write instructions using a frame	64	7	12	30
Total			40	100

Programme of assessment: Grade 5 Term 2

Task 1	Learner's Book page	Activity number	Marks	Correctly weighted mark (Formula: ÷2 x5)
Listen to and speak about an information text	87	1, 2	6	15
Read aloud an unprepared text	87	3	4	10
Language structures and conventions in context	88	5, 6, 7	6	15
Reading comprehension (information text)	87, 88	4	8	20
Reflect on text read independently	88	8	4	10
Write a story using a frame	88	9	12	30
Total			40	100
Task 2/June test/examination				
Paper 1: Oral Reading aloud Listening and speaking	109	1, 2	6+6=12	30
Paper 2: Written Reading comprehension Language structures and conventions in context Writing paragraphs	109, 110	1, 2, 3, 4, 5, 6	12+6+10=28	70
Total			40	100

Programme of assessment: Grade 5 Term 3

Task 1	Learner's Book page	Activity number	Marks	Correctly weighted mark (Formula: $\div 2 \times 5$)
Deliver a short talk	148	1	6	15
Read aloud a prepared text	148	2	4	10
Language structures and conventions in context	149	4, 5, 6	6	15
Reading comprehension (information text)	148, 149	3	8	20
Reflect on text read independently	149	8	4	10
Make a mind map summary	149	7	12	30
Total			40	100
Task 2				
Take part in a play	172	2	8	20
Reading comprehension (a play)	171	1	12	30
Language structures and conventions in context	172	3, 4, 5, 6, 7	8	20
Write short dialogues	172	8	12	30
Total			40	100

Programme of assessment: Grade 5 Term 4

Task 1	Learner's Book page	Activity number	Marks	Correctly weighted mark (Formula: $\div 2 \times 5$)
Tell a story	198	1	6	15
Read aloud an unprepared text	198	2	4	10
Language structures and conventions in context	198	3, 4, 5	6	15
Reading comprehension (poster)	199	6	8	20
Reflect on text read independently	199	7	4	10
Produce a poster	199	8	12	30
Total			40	100
Task 2/End-of-year examination				
Paper 1: Oral Reading aloud Listening and speaking	220	1, 2	6+6=12	30
Paper 2: Written Reading comprehension Language structures and conventions in context Writing creative and transactional texts	220, 221	1, 2, 3, 4, 5, 6	12+6+10=28	70
Total			40	100

Formal Assessment Term 1 Task 1

Learners complete the Formal Assessment Task independently to evaluate their level of competency. Mark the task according to the assessment tools provided. There are Formal Assessment Task mark sheets available at the end of this ‘Assessment’ section.

Reading (4 marks)

1. Prepare the learners for this task near the beginning of Unit 3 so you can assess it while they are involved in completing activities during Unit 3. Get the learners to come to you one by one to read aloud while the rest of the class is working. Remind them to focus on pronouncing words correctly, reading fluently, not too fast and not too slowly and reading with expression.

Use this checklist to help you assess the learners.

Reading aloud	Yes	Sometimes	No
Appropriate pronunciation	1	½	0
Appropriate expression	1	½	0
Reads fluently	1	½	0
Reads at the appropriate tempo (speed)	1	½	0

Reading comprehension (8 marks)

Tell the learners that if a question is worth more than one mark it usually needs more details.

Memorandum

2. a) The title of the story is ‘Things have changed’. (1)
- b) The writer’s grandparents called the time long ago the ‘good old days’. (1)
- c) The great-grandpa drove a horse and cart to town. (1)
- d) He had to attach the horse and cart carefully. (1)
He had to stop for water along the way. (1)
- e) The writer’s grandpa had to stop and open gates. (1)
- f) (Accept any appropriate response.) For example:
No, it will be too expensive. (2)

Listening and speaking (6 marks)

3. Prepare the learners for this task near the beginning of Unit 3. Assess this part of the task while the learners are involved in completing activities during Unit 3. Get the learners to come to

you one by one while the rest of the class is working. Alternatively, start or end each lesson with a couple of learners telling the class about how things have changed.

Use this rubric to help you assess the learners.

Listening and speaking	2	1	0
Content		Appropriate	Inappropriate
Recount	Told in sequence	Mostly told in sequence	Not sequenced
Language	Well-structured sentences	Some well-structured sentences	Poorly structured sentences
Vocabulary		Appropriate and shows understanding	Inappropriate and shows a lack of understanding

Language structures and conventions (6 marks)

Memorandum

4. a) Mr Smit used to drive to town in a horse and cart.
(Deduct $\frac{1}{2}$ a mark for each error. 0 is the lowest mark and not $-\frac{1}{2}$) (1)
- b) My grandpa had a car. (1)
Sometimes he asked my granny to open the gates. (1)
- c) Please may I sit in front? (1)
You must obey road signs. (1)
- d) We put our shopping in the car boot. (1)

Writing (12 marks)

5. The learners should write one descriptive paragraph.
Use this rubric to help you assess the learners.

Creative writing	4	3	2	1-0
Description	Description is very interesting and the appropriate length	Description is fairly interesting and the appropriate length	Description is appropriate but uninteresting	Description is mostly inappropriate
Sentence structure: full sentences, word order, tense	Excellent structured sentences	Well-structured sentences	Some fairly well-structured sentences	Many poorly structured sentences
Punctuation and vocabulary (adjectives)	Punctuation and vocabulary is appropriate throughout and enhances meaning	Punctuation and vocabulary is appropriate throughout and shows understanding	Punctuation and vocabulary is mostly appropriate	Punctuation and vocabulary is mostly inappropriate and shows a lack of understanding

Reflecting on reading (4 marks)

- Combine this part of the assessment with the activities planned for Week 6 Lessons 7 and 8. While the learners are completing the activities, get one group at a time to complete this assessment. Join the group discussion and assess each learner. Use this checklist to help you assess the learners.

Reflecting on reading	Yes	No
Retells parts of a story	1	0
Retells a story in sequence	1	0
Shares an opinion	1	0
Opinion is appropriate	1	0

Recording Formal Assessment Task marks

Record the marks on the class record sheet which you will find at the end of this 'Assessment' section.

Formal Assessment Term 1 Task 2

Learners complete the Formal Assessment Task independently to evaluate their level of competency. Mark the task according to the assessment tools provided. There are Formal Assessment Task mark sheets available at the end of this 'Assessment' section.

Listening and speaking (8 marks)

- Prepare the learners for this task near the beginning of Unit 5. Assess this part of the task while the learners are involved in completing activities during Unit 5. Get the learners to come to you one by one while the rest of the class is working. Ask the learners three questions about the poem to assess whether they understand what they are saying. Use this rubric to help you assess the learners.

Listening and speaking	3	2	1	0
Pronunciation	Pronounces all words correctly	Pronounces most words correctly	Pronounces some words correctly	Pronounces few to no words correctly
Rhythm and expression		Rhythm and expression enhances the performance	Uses some rhythm and expression	Does not use rhythm or expression
Questions	Listens and responds appropriately to all 3 questions	Listens and responds appropriately to 2 questions	Listens, but only responds appropriately to 1 question	Does not listen and does not respond appropriately

Reading comprehension (12 marks)

Remind the learners that if a question is worth more than one mark it usually needs more details.

Memorandum

2. a) Kit Wright wrote the poem. (1)
- b) They tell lies when they are bored. (1)
- c) The person who tells the biggest lies wins the prize. (1)
- d) 'Prize' and 'size' rhyme with lies. (2)
- e) 'We really do:' refers to the fact that they really do have a competition to see who tells the biggest lies. (1)
- f) That is a lie. (Or: That's a lie.) (1)
- g) (Accept any appropriate response) For example: It is funny because you don't know what is a lie and what is not. (2)
- h) (Accept any appropriate response) For example: Yes, if you know the truth will hurt someone, it is good to tell a lie. (3)

Language structures and conventions (8 marks)

Memorandum

3. a) Those are Mike's shoes. (1)
- b) Those are the girls' bicycles. (1)
4. a) I have a big bag, but his is bigger than mine. (1)
- b) I have lots of sweets, but Jassie has more sweets than me. (1)
5. a) I spoke to my sister on the phone last night. (1)
- b) Yesterday I went to the shops with my dad. (1)
6. a) Are you scared of the dark? (1)
- b) Wow! That guy runs fast. (1)

Writing (12 marks)

7. Use this rubric to help you assess the learners.

Writing	3	2	1	0
Specific details	All specific details are correct	Most specific details are correct	Some specific details are correct	No specific details are correct
Sequence	Instructions are all in the correct sequence	Most instructions are in the correct sequence	A few instructions are in the correct sequence	No instructions are in the correct sequence
Frame (structure)	Always used the frame appropriately	Mostly used the frame appropriately	Seldom used the frame appropriately	Did not use the frame
Connecting words	Used all connecting words correctly	Used most connecting words correctly	Used a few connecting words correctly	Used no connecting words

Recording Formal Assessment Task marks

Record the marks on the class record sheet which you will find at the end of this 'Assessment' section.

Formal Assessment Term 2 Task 1

Learners complete the Formal Assessment Task independently to evaluate their level of competency. Mark the task according to the assessment tools provided. There are Formal Assessment Task mark sheets available at the end of this 'Assessment' section.

Listening and speaking (6 marks)

1. During units 6 and 7 find five minutes at an appropriate time and read the text to a group. Read it twice slowly and expressively.



LISTENING TEXT

Lions are large African wild cats. They are light brown with a slightly white belly. Most of them have a tuft of black hair at the end of their tails.

Lions live in family groups called prides. They like grassy areas with some trees and bushes. Lions are actually very lazy. They usually sleep in the shade for most of the day. They become more active at night.

Most prides only have one or two adult male lions. You can tell a male lion by the large mane of hair around his neck. The manes can be different colours; some are light brown, others are darker and some are even black. Female lions do not have manes. The males are also larger than the females.

The female lions do most of the hunting and they kill other animals for food. They often hunt at night in small groups. The group works together to find, surround and then kill their prey.

2. Get the group to discuss the questions. Use this checklist to assess the learners individually while taking part in the group discussion.

Listening and speaking	Yes	Partially	No
Participates in the group discussion	2	1	0
Answers questions appropriately	2	1	0
Shows respect by listening to other group members	1		0
Encourages others to speak	1		0

Reading (4 marks)

3. You will find a copy of the following text in the 'Resources' section of the Teacher's Guide.

MORE ABOUT LIONS

Although lionesses do most of the hunting, they are not really very good at it. They usually have to try many times before they manage to kill something to eat.

When the lionesses do catch something to eat, the male lions eat first. The lionesses eat after that and the cubs get to feed on the leftovers. Lions normally eat the whole kill in one meal. When they have eaten well, lions will not hunt again for a few days.

An adult male lion usually eats about seven to nine kilograms of meat in one meal. But they are able to eat as much as twenty-five to twenty-seven kilograms at a time.

The learners do not prepare for this activity. Ask them to come to you one by one. Give them the text and ask them to read it to you while the rest of the class is working. Remind them to focus on pronouncing words correctly, reading fluently, not too fast and not too slowly and reading clearly.

Use this checklist to help you assess the learners.

Reading aloud	Yes	Sometimes	No
Appropriate pronunciation	1	½	0
Reads clearly	1	½	0
Reads fluently	1	½	0
Reads at the appropriate tempo (speed)	1	½	0

Reading comprehension (8 marks)

Remind the learners that if a question is worth more than one mark, it usually needs more details.

Memorandum

4. a) The word 'cheetah' comes from an Indian word that means 'spotted one'. (1)
- b) Cheetahs eat smaller animals like hares, impala and baby wildebeest. (1)
- c) Cheetahs can run 100 kilometres an hour. (1)
- d) (Accept any appropriate response) For example:
Running at such a high speed is very tiring so the cheetah cannot do it for long. (2)
- e) No, cheetahs do not have spots all over their bodies. (1)
- f) The cheetah has to rest and catch its breath before eating its kill. (1)
- g) Other animals can steal the cheetah's food while it is resting before eating its kill. (1)

Language structures and conventions (6 marks)

Memorandum

5. a) slow
- b) bigger
6. a) The cheetah crept towards its prey. (1)
- b) We saw a cheetah with a very long tail. (1)
7. Mr Smit saw lions in the Kruger National Park. (Deduct ½ a mark for every error, but do not give a negative mark.) (2)

Reflecting on reading (4 marks)

8. Prepare the learners for this task near the beginning of Unit 7. Assess this part of the task while the learners are involved in completing activities during Unit 7. Ask the learners to come to you one by one while the rest of the class is working.

Use this checklist to help you assess the learners.

Reflecting on reading	Yes	No
Retells parts of a story	1	0
Retells a story in sequence	1	0
Shares opinions	1	0
Opinions are appropriate	1	0

Writing (12 marks)

9. Use this rubric to help you assess the learners.

Writing skills	2	1	0
Frame	Used frame appropriately	Sometimes used frame appropriately	Did not use frame
Content	Content is appropriate	Some content is appropriate	Content is inappropriate
Sentence structure	Well-structured sentences	Some well-structured sentences	Poorly structured sentences
Punctuation	Punctuation is accurate throughout	Punctuation is mostly accurate	Very little or no punctuation
Vocabulary	Vocabulary enhances meaning	Vocabulary is appropriate and shows understanding	Vocabulary is inappropriate and shows a lack of understanding
Story structure (opening sentence, logical development, ending)	Story is well structured	Some parts of the story are well structured	Story lacks structure

Recording Formal Assessment Task marks

Record the marks on the class record sheet which you will find at the end of this 'Assessment' section.

Formal Assessment Term 2 Task 2/Mid-year examination

Learners complete the Formal Assessment Task independently to evaluate their level of competency. Mark the task according to the assessment tools provided below. There are Formal Assessment Task mark sheets available at the end of this 'Assessment' section.

Paper 1: Oral - Reading aloud, Listening and speaking (12 marks)

Complete this part of the paper during the second half of the second term prior to exams. Alternatively, award each learner a summative mark based on the Formal Assessment Tasks done for listening and speaking during the first half of the year.

Reading aloud (6 marks)

1. Choose an extract from the Learner's Book or Core Reader for the learners to read aloud to you. Ask them a couple of questions to assess their understanding of the text.

Assess their reading-aloud skills according to this checklist.

Reading aloud	Yes	Sometimes	No
Appropriate pronunciation	1	½	0
Appropriate expression	1	½	0
Reads fluently	1	½	0
Reads at the appropriate tempo (speed)	1	½	0
Phrasing: takes note of punctuation when reading	1	½	0
Understands the text	1	½	0

Listening and speaking (6 marks)

Read the following text to the class slowly and with expression. Read it twice and then allow plenty of time for the learners to write down the answers.



LISTENING TEXT

Buildings are made from many different materials. For thousands of years people used the materials they found around them to build houses and other structures. The materials that they used were reeds, mud, wood, stones and even ice. Different materials were used in different parts of the world.

Stone was used to build large buildings that people wanted to last a long time. Building with stone was quite expensive and difficult to do, so only important buildings, such as temples, were built in stone.

Some of the earliest large stone buildings ever built were the pyramids in Egypt.

Questions

(The learners do not have to write full sentences to answer these questions.)

2. a) Where did people find their building materials long ago?
b) Name two materials that people used for building.
c) What material did people use to build large buildings?
d) Why did they not build all buildings using this material?
e) Where can we find the earliest large stone buildings?

Memorandum

2. a) Materials they found around them. (1)
b) (Any 2) Reeds, mud, wood, stones, ice (2)
c) Stone (1)
d) Stone was expensive and difficult to use. (1)
e) Egypt (1)

Paper 2: Written - Reading comprehension, Language structures and conventions, Writing (28 marks)

Comprehension (12 marks)

Memorandum

1. a) The poor man cut wood to make money. (1)
- b) 'Tiny' means 'very small'. (1)
- c) The tiny, green man gave the poor man three wishes. (1)
- d) His second wish was for his wife to see all the money. (1)
- e) (Accept any appropriate response.) For example: No, I think it was just an expression he was using. (2)
- f) His wife said they should wish for many more wishes. (1)
- g) They each wished for everything and anything they wanted without discussing whether it was what they both wanted. (2)
- h) Two words that describe the wife are greedy and angry. (1)
- i) (Accept any appropriate response.) For example: I think that all future wishes are taken away and the man and his wife live happily with the things they have. (2)

Language structures and conventions (6 marks)

Memorandum

2. a) The poor man cut wood.
- b) The poor man will cut wood.
- 3.

Adjective	Comparative	Superlative
tiny	tinier	tiniest
many	more	most

4. a) The wife wanted steak, but the man wanted fish.
- b) He lay down because he was tired.

Writing (10 marks)

5. Summary (5 marks)

Use this checklist to assess the summary.

Writing	Yes	No
Content is relevant	1	0
Sequences content correctly	1	0
Uses appropriate vocabulary	1	0
Uses appropriate spelling and punctuation	1	0
Constructs sentences appropriately	1	0
Total:		/5

6. Paragraph (5 marks)

Assess the learners' paragraphs according to the rubric on the next page. Divide the mark they attain out of 15 by 3 to gain the correct weighting for the activity.

Writing	5	4	2-3	0-1
Content	Content is appropriate, very imaginative and interesting	Content is appropriate and interesting	Content is appropriate	Content is inappropriate
Sentence structure (word order, tense, concord)	Excellent structured sentences	Well-structured sentences	Some fairly well-structured sentences	Many poorly structured sentences
Punctuation and vocabulary (adjectives, adverbs)	Punctuation and vocabulary is appropriate throughout and enhances meaning	Punctuation and vocabulary is appropriate throughout and shows understanding	Punctuation and vocabulary is mostly appropriate	Punctuation and vocabulary is mostly inappropriate and shows a lack of understanding
Total: /15 ÷ 3 = /5				

Recording Formal Assessment Task marks

Record the marks on the class record sheet which you will find at the end of this 'Assessment' section.

Formal Assessment Term 3 Task 1

Learners complete the Formal Assessment Task independently to evaluate their level of competency. Mark the task according to the assessment tools provided below. There are Formal Assessment Task mark sheets available at the end of this 'Assessment' section.

Listening and speaking (6 marks)

1. Prepare the learners for this task near the beginning of the term. Start each lesson with a learner presenting their talk to the class. Give one of the audience members the opportunity to ask a question which the presenter tries to answer. Use this rubric to help you assess the learners.

Listening and speaking	3	2	1	0
Planning	Excellent	Good	Could be better	Not evident
Preparation	Excellent	Good	Could be better	Not evident
Practise	Excellent	Good	Could be better	Not evident
Presentation	Excellent	Good	Could be better	Not evident
Introduction and conclusion	Excellent	Good	Could be better	Not evident
Ability to answer questions	Excellent	Good	Could be better	Not evident
Total: /18 ÷ 3 = /6				

Reading (4 marks)

2. Prepare the learners for this task near the beginning of Unit 11 so you can assess it while they are involved in completing activities during Unit 11. Make a copy of the text for each learner (see page 11 of the

'Resources' section). Give it to them so they can prepare for reading aloud to you. Remind them to focus on pronouncing words correctly, reading fluently and reading with expression. Get the learners to come to you one by one to read aloud while the rest of the class is working.

SOCCER

The game of soccer began in England in the nineteenth century. The first World Cup was held in Uruguay in 1930. Since then, the competition has been held eighteen times. Different countries are chosen to host the World Cup. It was very exciting for South Africa when we were chosen to host the 2010 World-Cup event. It was even more exciting when our national team, Bafana Bafana, won the opening match.

Use this checklist to help you assess the learners.

Reading aloud	Yes	Sometimes	No
Appropriate pronunciation	1	½	0
Appropriate expression	1	½	0
Reads fluently	1	½	0
Appropriate phrasing	1	½	0

Reading comprehension (8 marks)

Remind the learners that if a question is worth more than one mark it usually needs more details.

Memorandum

3. a) We know soccer is a very old game because there is evidence that the Ancient Greeks, Romans, Egyptians, Chinese and Japanese played a similar ball game. (2)
- b) Modern soccer started in England. (1)
- c) You were not allowed to commit 'murder or manslaughter' in the first soccer games. (2)
- d) You can use your hands when playing rugby, but you can only use your hands in soccer if you are the goalkeeper. (2)
- e) (Accept any appropriate response) For example:
A worldwide governing body is needed to organise world championships. (1)

Language structures and conventions (6 marks)

Memorandum

4. a) A large cup was presented to the winning team. (1)
- b) Sometimes people behave badly at soccer matches. (1)
5. a) John was sick, so he didn't play tennis. (1)
- b) I don't like sport, so I don't watch it on TV. (1)
6. a) There is a big match this weekend. (1)
- b) I hope we won't lose the match against Sunbeams. (1)

Writing (12 marks)

5. Use this checklist to help you assess the mind map.

Writing	Yes	Sometimes/partly	No
Completes the mind map	2	1	0
The correct specific details are included	2	1	0
Keywords are used	2	1	0
Vocabulary is appropriate	2	1	0
Spelling is appropriate	2	1	0
Information is organised neatly	2	1	0

Reflecting on reading (4 marks)

6. Assess this part of the task while the learners are involved in completing activities during Unit 11. Join a group of learners and listen to their discussion. Assess whether or not the learners know the difference between stories and information books. Ask them which they enjoy more and why.

Use this checklist to help you assess the learners.

Reflecting on reading	Yes	Partially	No
Explains the difference between story and information books	2	1	0
Shares an opinion	2	1	0

Recording Formal Assessment Task marks

Record the marks on the class record sheet which you will find at the end of this 'Assessment' section.

Formal Assessment Term 3 Task 2

Learners complete the Formal Assessment Task independently to evaluate their level of competency. Mark the task according to the assessment tools provided. There are Formal Assessment Task mark sheets available at the end of this 'Assessment' section.

Reading comprehension (12 marks)

Memorandum

1. a) The characters are Mother Goat, her four kids and Jackal. (3)
- b) 'Kids' means 'baby goats'. (1)
- c) The mother was afraid that the hungry jackal would eat her kids. (1)
- d) The hungry jackal pretended to be the kids mother who had come back to leave them money for sweets. (1)
- e) The kids knew it wasn't their mother at the door because Jackal's voice was not sweet and musical like their mother's voice. (1)
- f) The jackal pretended to be the kids' mother who had brought them sweets. (2)

- g) No, the kids did not believe it was their mother. They told whoever was at the door to show their hoof. (2)
- h) (Accept any appropriate response) For example: You are not our mom. Our mom has a hoof, not a paw. (1)

Listening and speaking (8 marks)

2. Let the learners prepare for this once they have completed all the other parts of the assessment.
Use this checklist to help you assess the learners.

Listening and speaking skills	Yes	Sometimes	No
Uses appropriate content and language	2	1	0
Uses direct speech	2	1	0
Uses gestures and expression to convey meaning	2	1	0
Pronounces words audibly and correctly	2	1	0

Language structures and conventions (8 marks)

Memorandum

3. subject – the jackal (½)
verb – knocked (1)
object – the door (½)
4. a) father (1)
b) son (1)
5. The jackal asked if they would please let him in. (1)
6. a) Kid number 3 said, “We don’t believe you.” (1)
(½ mark for the comma and ½ mark for the inverted commas being around the correct words = 1 mark)
7. a) The jackal wanted to come in, but the kids would not open the door. (1)
b) The jackal offered them money and then he offered them sweets. (1)

Writing (12 marks)

8. Read both pieces of writing and then use this rubric to help you assess the learners.

Writing	3	2	1	0
Characters	Characters are all appropriate	Some characters are appropriate	Few characters are appropriate	No characters are appropriate
Dialogue and action	Dialogue and action is organised logically throughout	Most dialogue and action is organised logically	Some dialogue and action is organised logically	No dialogue and action is organised logically
Direct speech	Direct speech is appropriate and enhances meaning	Direct speech is mostly appropriate and shows understanding	Direct speech is sometimes appropriate	Direct speech is mostly inappropriate and shows a lack of understanding

Writing	3	2	1	0
Punctuation	Punctuation is appropriate throughout and enhances meaning	Punctuation is mostly appropriate and shows understanding	Punctuation is sometimes appropriate	Punctuation is mostly inappropriate and shows a lack of understanding

Recording Formal Assessment Task marks

Record the marks on the class record sheet which you will find at the end of this 'Assessment' section.

Formal Assessment Term 4 Task 1

Learners complete the Formal Assessment Task independently to evaluate their level of competency. Mark the task according to the assessment tools provided below. There are Formal Assessment Task mark sheets available at the end of this 'Assessment' section.

Listening and speaking (6 marks)

1. Assess this part of the task while the learners are involved in completing activities during Unit 16. Ask the learners come to you one by one while the rest of the class is working.
Use this rubric to help you assess the learners.

Listening and speaking	2	1	0
Characters and setting	Characters and setting are appropriate	Characters and setting are sometimes appropriate	Characters and setting are inappropriate
Sequence	Tells story in sequence	Mostly tells story in sequence	Not sequenced
Plot		Includes a simple plot	No plot
Vocabulary		Appropriate and shows understanding	Inappropriate and shows a lack of understanding

Reading (4 marks)

2. You will find a copy of the following text in the 'Resources' section of this Teacher's Guide.

DROWNING

Drowning is one of the leading causes of accidental deaths among children aged fourteen and younger. Children under the age of five are at the highest risk. Many children drown or nearly drown because they are left alone in a pool or bath.

Young children are attracted to water and love to play in it. Unfortunately, they don't understand the dangers of drowning, so older children and adults must keep them safe. Children can drown in as little as three centimetres of water in just a few seconds. This means that a drowning can happen in the time it takes a parent to answer the phone while a bath is running. Our advice is to either ignore the phone or take the child with you when you answer it!

The learners do not prepare for this activity. Ask them to come to you one by one, give them the text and get them to read it to you while the rest of the class is working. Remind them to focus on pronouncing words correctly, reading fluently, not too fast and not too slowly and reading clearly.

Use this checklist to help you assess the learners.

Reading aloud	Yes	Sometimes	No
Appropriate pronunciation	1	½	0
Includes expression	1	½	0
Reads fluently	1	½	0
Reads at the appropriate tempo (speed)	1	½	0

Language structures and conventions (6 marks)

Memorandum

3. a) My baby brother loves to play in the pool. (1)
- b) I always try to watch him when he's swimming. (1)
4. a) We went swimming after school. (1)
- b) The child played next to the pool. (1)
5. a) That is my towel over there. (1)
- b) This is your towel right here. (1)

Reading comprehension (8 marks)

Memorandum

6. a) This poster promotes water safety. (1)
- b) (Any 2) Never swim alone. Listen to the life guard and your teacher. Walk, don't run around pools. Make sure an adult is watching you while you swim. Only jump into water when it is clear. Don't swim under the diving board. Call for help if you see an unsupervised child near water. Latch the pool gate when you leave the pool area. (2)
- c) (Accept any appropriate response) For example: The bright colours and pictures make the poster interesting to children. (2)
- d) (Accept any appropriate response) For example: Yes, it is written clearly and simply. (2)
- e) If you see a child near water and there is no adult nearby you must call for help. (1)

Reflecting on reading (4 marks)

7. Assess this part of the task while the learners are involved in completing activities during Unit 16. Ask the learners come to you one by one while the rest of the class is working.

Use this checklist to help you assess the learners.

Reflecting on reading	Yes	Partially	No
Explains the message on a poster	2	1	0
Shares an opinion with reasons	2	1	0

Writing (12 marks)

8. Use this rubric to help you assess the posters.

Writing skills	3	2	1	0
Text size and colour	All text is clear and readable	Most text is clear and readable	Some text is clear and readable	No text is clear and readable
Informative	Relevant, well written and organised, clear, easy to follow	Most parts are relevant, adequately written and organised, clear, reasonably easy to follow	Some parts are relevant, adequately written and organised, clear, reasonably easy to follow	Poorly written and disorganised, unclear, hard to follow
Layout	Creatively enhances information	Mostly balanced, uncluttered	Slightly cluttered and unbalanced	Very cluttered and unbalanced
Picture	A relevant picture that enhances meaning is included	A relevant picture is included	An irrelevant picture is included	No picture is included

Recording Formal Assessment Task marks

Record the marks on the class record sheet which you will find at the end of this 'Assessment' section.

End-of-year examination

You can use this as your year-end examination, or as practice for the year-end examination which you will set yourself. Mark the task according to the assessment tools provided below.

Paper 1: Oral - Reading aloud, Listening and speaking (12 marks)

Complete this part of the paper during the second half of the fourth term prior to exams. Alternatively, award each learner a summative mark based on the Formal Assessment Tasks done for listening and speaking during the second half of the year.

Reading aloud (6 marks)

1. Choose an extract from the Learner's Book or Core Reader for the learners to read aloud to you. Ask them a couple of questions to assess their understanding of the text.

Assess their reading-aloud skills according to this checklist.

Reading aloud	Yes	Sometimes	No
Appropriate pronunciation	1	½	0
Appropriate expression	1	½	0
Reads fluently	1	½	0
Reads at the appropriate tempo (speed)	1	½	0
Phrasing: takes note of punctuation when reading	1	½	0
Understands the text	1	½	0

Listening and speaking (6 marks)

Read the following text to the class slowly and with expression. Read the text twice and then ask the questions. Allow plenty of time for the learners to write down the answers.



LISTENING TEXT

This is what one Grade 5 learner wrote about her mother.

My mom has lovely, dark-brown eyes. I think they look like chocolate. She has freckles on her face and some on her arms. Her hair is curly and dark red. She has it done every week at Mo's Cut-n-curl. The curls bounce when she walks.

My mom has a big generous smile. She likes eating, but she is often on a diet. My mom walks very quickly but she doesn't run. She says she only runs when she has to.

One thing that is not so good about my mom is that she doesn't give herself many compliments. I wish she could see all the good things that we can see about her.

Questions

2. a) Who is the girl describing? (1)
- b) What colour are her mom's eyes? (1)
- c) Describe the mom's hair in your own words. (2)
- d) Does the mother like running? How do you know this? (2)

Memorandum

2. a) The girl is describing her mother. (1)
- b) Her mom's eyes are dark brown. (1)
- c) Her mom's hair is dark red and has bouncy curls. (2)
- d) No, the mother doesn't like running. She says she only runs when she has to. (2)

Paper 2: Written - Reading comprehension, Language structures and conventions, Writing (28 marks)

Comprehension (12 marks)

Memorandum

1. a) We need to exercise and keep our bodies clean. (2)
- b) There are three main groups of food. (1)
- c) (Any 1) Bread/cereal/rice contains carbohydrates. (1)
- d) Butter and oils provide fats. (1)
- e) You also need vitamins, minerals, fibre and water.
(½ mark for each) (2)
- f) Some people can eat more than others before picking up weight because they burn up their food quickly. (1)
- g) You should exercise every day. (1)
- h) You need to exercise to burn food and build muscles.
(½ mark for each) (1)
- i) (Accept any appropriate response) For example:
I like running because I can do it anywhere. (2)

Language structures and conventions (6 marks)

Memorandum

2. a) The boy ate a cake. (1)
- b) The boy will eat a cake. (1)

3.

Adjective	Comparative adjective	Superlative adjective
healthy	healthier	healthiest
fat	fatter	fattest

(2)

4. I'd love to eat a piece of my granny's chocolate cake.
(½ mark for each mistake that is corrected.) (2)

Writing (10 marks)

5. Story writing (5 marks)

Assess the learner's story according to the following rubric. Divide the mark they attain out of 15 by 3 to gain the correct weighting for the activity.

Writing	5	4	3-2	1-0
Content	All content is appropriate and interesting	Most content is appropriate and interesting	Some content is appropriate	Content is inappropriate
Story structure (opening sentence, logical development, ending)	Story is structured excellently	Story is well structured	Some parts of the story are well structured	Story lacks structure
Grammar, punctuation and vocabulary	Grammar, punctuation and vocabulary is appropriate throughout and enhances meaning	Grammar, punctuation and vocabulary is appropriate throughout and shows understanding	Grammar, punctuation and vocabulary is mostly appropriate	Grammar, punctuation and vocabulary is mostly inappropriate and shows a lack of understanding
Total:				/15 ÷ 3 = /5

6. Poster (5 marks)

Use this checklist to help you assess the poster.

Writing	Yes	No
Includes relevant content	1	0
Includes a picture	1	0
Uses print sizes effectively	1	0
Has a balanced, uncluttered layout	1	0
Message is obvious	1	0

Recording Formal Assessment Task marks

Fill the marks onto the Examination class record sheet which you will find in the 'Assessment' section of the Teacher's Guide.

Grade 5

Formal Assessment Task mark sheets

These record sheets have the rubrics needed to assess each Formal Assessment Task. If possible, make a photocopy of the appropriate sheet to help you record each learner's marks. Note that the maximum marks may vary per row. The grey boxes have no mark allocation. For example, in the second rubric, learners get either one mark or nothing for 'content', but they can get two marks for 'recount'.

Grade 5 Term 1 FAT 1	Learner's name:
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Reading aloud (4 marks)			Total:	/4
Skills	Yes	Sometimes	No	
Appropriate pronunciation	1	½	0	
Appropriate expression	1	½	0	
Reads fluently	1	½	0	
Reads at the appropriate tempo (speed)	1	½	0	

Listening and speaking (6 marks)			Total:	/6
Skills	2	1	0	
Content		Appropriate	Inappropriate	
Recount	Told in sequence	Mostly told in sequence	Not sequenced	
Language	Well-structured sentences	Some well-structured sentences	Poorly structured sentences	
Vocabulary		Appropriate and shows understanding	Inappropriate and shows a lack of understanding	

Creative writing (12 marks)					Total:	/12
Skills	4	3	2	0-1		
Description	Description is very interesting and the appropriate length	Description is fairly interesting and the appropriate length	Description is appropriate but uninteresting	Description is mostly inappropriate		
Sentence structure: full sentences, word order, tense	Excellent structured sentences	Well-structured sentences	Some fairly well-structured sentences	Many poorly structured sentences		
Punctuation and vocabulary (adjectives)	Punctuation and vocabulary is appropriate throughout and enhances meaning	Punctuation and vocabulary is appropriate throughout and shows understanding	Punctuation and vocabulary is mostly appropriate	Punctuation and vocabulary is mostly inappropriate and shows a lack of understanding		

Reflecting on reading (4 marks)			Total:	/4
Skills	Yes	No		
Retells parts of a story	1	0		
Retells a story in sequence	1	0		
Shares an opinion	1	0		
Opinion is appropriate	1	0		

Grade 5 Term 1 FAT 2	Learner's name:
----------------------	-----------------

Listening and speaking (8 marks)				Total:	/8
Skills	3	2	1	0	
Pronunciation	Pronounces all words correctly	Pronounces most words correctly	Pronounces some words correctly	Pronounces few to no words correctly	
Rhythm and expression		Rhythm and expression enhances the performance	Uses some rhythm and expression	Does not use rhythm or expression	
Questions	Listens and responds appropriately to all 3 questions	Listens and responds appropriately to 2 questions	Listens, but only responds appropriately to 1 question	Does not listen and does not respond appropriately	

Writing (12 marks)				Total:	/12
Skills	3	2	1	0	
Specific details	All specific details are correct	Most specific details are correct	Some specific details are correct	No specific details are correct	
Sequence	Instructions are all in the correct sequence	Most instructions are in the correct sequence	A few instructions are in the correct sequence	No instructions are in the correct sequence	
Frame (structure)	Always used the frame appropriately	Mostly used the frame appropriately	Seldom used the frame appropriately	Did not use the frame	
Connecting words	Used all connecting words correctly	Used most connecting words correctly	Used a few connecting words correctly	Used no connecting words	

Grade 5 Term 2 FAT 1		Learner's name:	
Listening and speaking (6 marks)			Total: /6
Skills	Yes	Partially	No
Participates in the group discussion	2	1	0
Answers questions appropriately	2	1	0
Shows respect by listening to other group members	1		0
Encourages others to speak	1		0
Reading aloud (4 marks)			Total: /4
Skills	Yes	Sometimes	No
Appropriate pronunciation	1	½	0
Reads clearly	1	½	0
Reads fluently	1	½	0
Reads at the appropriate tempo (speed)	1	½	0
Reflecting on reading (4 marks)			Total: /4
Skills	Yes	No	
Retells parts of a story	1	0	
Retells a story in sequence	1	0	
Shares opinions	1	0	
Opinions are appropriate	1	0	
Writing (12 marks)			Total: /12
Skills	2	1	0
Frame	Used frame appropriately	Sometimes used frame appropriately	Did not use frame
Content	Content is appropriate	Some content is appropriate	Content is inappropriate
Sentence structure	Well-structured sentences	Some well-structured sentences	Poorly structured sentences
Punctuation	Punctuation is accurate throughout	Punctuation is mostly accurate	Very little or no punctuation
Vocabulary	Vocabulary enhances meaning	Vocabulary is appropriate and shows understanding	Vocabulary is inappropriate and shows a lack of understanding
Story structure (opening sentence, logical development, ending)	Story is well structured	Some parts of the story are well structured	Story lacks structure

Grade 5 Term 2 FAT 2	Learner's name:
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Reading aloud (6 marks)			Total:	/6
Skills	Yes	Sometimes	No	
Appropriate pronunciation	1	½	0	
Appropriate expression	1	½	0	
Reads fluently	1	½	0	
Reads at the appropriate tempo (speed)	1	½	0	
Phrasing: takes note of punctuation when reading	1	½	0	
Understands the text	1	½	0	

Writing (5 marks)			Total:	/5
Skills	Yes	No		
Content is relevant	1	0		
Sequences content correctly	1	0		
Uses appropriate vocabulary	1	0		
Uses appropriate spelling and punctuation	1	0		
Constructs sentences appropriately	1	0		

Writing (5 marks)					Total:	/15 ÷ 3 =	/5
Skills	5	4	2-3	0-1			
Content	Content is appropriate, very imaginative and interesting	Content is appropriate and interesting	Content is appropriate	Content is inappropriate			
Sentence structure (word order, tense, concord)	Excellent structured sentences	Well-structured sentences	Some fairly well-structured sentences	Many poorly structured sentences			
Punctuation and vocabulary (adjectives, adverbs)	Punctuation and vocabulary is appropriate throughout and enhances meaning	Punctuation and vocabulary is appropriate throughout and shows understanding	Punctuation and vocabulary is mostly appropriate	Punctuation and vocabulary is mostly inappropriate and shows a lack of understanding			

Grade 5 Term 3 FAT 1	Learner's name:
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Listening and speaking (6 marks)				Total:	/18 ÷ 3 =	/6
Skills	3	2	1	0		
Planning	Excellent	Good	Could be better	Not evident		
Preparation	Excellent	Good	Could be better	Not evident		
Practise	Excellent	Good	Could be better	Not evident		
Presentation	Excellent	Good	Could be better	Not evident		
Introduction and conclusion	Excellent	Good	Could be better	Not evident		
Ability to answer questions	Excellent	Good	Could be better	Not evident		

Reading aloud (4 marks)				Total:	/4
Skills	Yes	Sometimes	No		
Appropriate pronunciation	1	½	0		
Appropriate expression	1	½	0		
Reads fluently	1	½	0		
Appropriate phrasing	1	½	0		

Writing (12 marks)				Total:	/12
Skills	Yes	Sometimes/partly		No	
Completes the mind map	2	1		0	
The correct specific details are included	2	1		0	
Keywords are used	2	1		0	
Vocabulary is appropriate	2	1		0	
Spelling is appropriate	2	1		0	
Information is organised neatly	2	1		0	

Reflecting on reading (4 marks)				Total:	/4
Skills	Yes	Partially	No		
Explains the difference between story and information books	2	1	0		
Shares an opinion	2	1	0		

Grade 5 Term 3 FAT 2	Learner's name:
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Listening and speaking (8 marks)			Total:	/8
Skills	Yes	Sometimes	No	
Uses appropriate content and language	2	1	0	
Uses direct speech	2	1	0	
Uses gestures and expression to convey meaning	2	1	0	
Pronounces words audibly and correctly	2	1	0	

Writing (12 marks)					Total:	/12
Skills	3	2	1	0		
Characters	Characters are all appropriate	Some characters are appropriate	Few characters are appropriate	No characters are appropriate		
Dialogue and action	Dialogue and action is organised logically throughout	Most dialogue and action is organised logically	Some dialogue and action is organised logically	No dialogue and action is organised logically		
Direct speech	Direct speech is appropriate and enhances meaning	Direct speech is mostly appropriate and shows understanding	Direct speech is sometimes appropriate	Direct speech is mostly inappropriate and shows a lack of understanding		
Punctuation	Punctuation is appropriate throughout and enhances meaning	Punctuation is mostly appropriate and shows understanding	Punctuation is sometimes appropriate	Punctuation is mostly inappropriate and shows a lack of understanding		

Grade 5 Term 4 FAT 1		Learner's name:		
Listening and speaking (6 marks)			Total: /6	
Skills	2	1	0	
Characters and setting	Characters and setting are appropriate	Characters and setting are sometimes appropriate	Characters and setting are inappropriate	
Sequence	Tells story in sequence	Mostly tells story in sequence	Not sequenced	
Plot		Includes a simple plot	No plot	
Vocabulary		Appropriate and shows understanding	Inappropriate and shows a lack of understanding	
Reading aloud (4 marks)			Total: /4	
Skills	Yes	Sometimes	No	
Appropriate pronunciation	1	½	0	
Includes expression	1	½	0	
Reads fluently	1	½	0	
Reads at the appropriate tempo (speed)	1	½	0	
Reflecting on reading (4 marks)			Total: /4	
Skills	Yes	Partially	No	
Explains the message on a poster	2	1	0	
Shares an opinion with reasons	2	1	0	
Writing (12 marks)			Total: /12	
Skills	3	2	1	0
Text size and colour	All text is clear and readable	Most text is clear and readable;	Some text is clear and readable	No text is clear and readable
Informative	Relevant, well written and organised, clear, easy to follow	Most parts are relevant, adequately written and organised, clear, reasonably easy to follow	Some parts are relevant, adequately written and organised, clear, reasonably easy to follow	Poorly written and disorganised, unclear, hard to follow
Layout	Creatively enhances information	Mostly balanced, uncluttered	Slightly cluttered and unbalanced	Very cluttered and unbalanced
Picture	A relevant picture that enhances meaning is included	A relevant picture is included	An irrelevant picture is included	No picture is included

Grade 5 Term 4 Examination	Learner's name:
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Reading aloud (6 marks)			Total:	/6
Skills	Yes	Sometimes	No	
Appropriate pronunciation	1	½	0	
Appropriate expression	1	½	0	
Reads fluently	1	½	0	
Reads at the appropriate tempo (speed)	1	½	0	
Phrasing: takes note of punctuation when reading	1	½	0	
Understands the text	1	½	0	

Story writing (5 marks)					Total:	/15 ÷ 3 =	/5
Skills	5	4	3-2	1-0			
Content	All content is appropriate and interesting	Most content is appropriate and interesting	Some content is appropriate	Content is inappropriate			
Story structure (opening sentence, logical development, ending)	Story is structured excellently	Story is well structured	Some parts of the story are well structured	Story lacks structure			
Grammar, punctuation and vocabulary	Grammar, punctuation and vocabulary is appropriate throughout and enhances meaning	Grammar, punctuation and vocabulary is appropriate throughout and shows understanding	Grammar, punctuation and vocabulary is mostly appropriate	Grammar, punctuation and vocabulary is mostly inappropriate and shows a lack of understanding			

Poster: writing (5 marks)			Total:	/5
Skills	Yes	No		
Includes relevant content	1	0		
Includes a picture	1	0		
Uses print sizes effectively	1	0		
Has a balanced, uncluttered layout	1	0		
Message is obvious	1	0		

Poems and rhymes

Here is a selection of poems, rhymes and songs that can be used for the daily listening and speaking activities.

Months of the year

Thirty days has September,
April, June and November.
All the rest have thirty-one,
Except for February ... oh dear!
It has twenty-eight days
Then twenty-nine in each leap year.

Days of the week

We know a week has seven days
And these are the ones that we can say
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

Grandpa

Grandpa! Grandpa!
Tell us a tale!
The fire burns brightly
The moonlight is pale.
We sit in a ring,
We'll clap and we'll sing,
Till the pale moon is gone
And your tale is done.

By Uzo Unobagha

Granny, Granny please comb my hair

Granny, Granny
Please comb my hair
You always take your time
You always take such care.

By Grace Nichols

News

News, news everywhere
On phones, radio and TV
Lots is bad and makes us sad
New, news, everywhere
Let's have news that makes us glad!

J is for Jazz-man

Crash and
 CLANG!
Bash and
 BANG!
And up the road the Jazz-man sprang!
The One-Man-Jazz-Band playing in the street,
Drums with his Elbows, Cymbals with his Feet,
Pipes with his Mouth, Accordion with his Hand,
Playing all his instrument to Beat the Band!

TOOT and
 Tingle!
HOOT and
 Jingle!
Oh, what a clatter! How the tunes all mingle!
Twenty Children couldn't make as much noise as
The Howling Pandemonium of the One-Man-Jazz!

Little Red Rap

Just on the edge
Of a deep dark wood
Lived a girl called
Little Red Riding Hood.
Her grandmother lived
Not far away,
So Red went to pay her
A visit one day.

She took some cake
And she took some wine
Packed in a basket
Nice and fine.

And her ma said, "Red,
Now just watch out,
For they say that
Big Bad Wolf's about."

By Tony Mitton

Tongue twisters

Sally sells sea shells on the sea shore
On the sea shore Sally sells sea shells.
If the shells that Sally sells are from the sea
Should she sell the shells or leave them in the sea?

Pelo Pienaar picked some pretty peppers
Did Pelo Pienaar pick some pretty peppers?
If Pelo Pienaar picked some pretty peppers?
Where are the pretty peppers that Pelo Pienaar picked?

If you're happy

If you're happy and you know it
 Clap your hands!
If you're happy and you know it
 Clap your hands!
If you're happy and you know it and you really want to show it
If you're happy and you know it
 Clap your hands!

Stamp your feet!
Dance around!
Roll on the floor!

Sippity sip

Sippity sip, sippity sup,
 I like to drink milk
 From a big china cup
Sippity sip, sippity soon,
 I eat my cereal
 With a bright silver spoon
Sippity sip, sippity sup,
 Drink up my milk
 Eat up my cereal
Sippity sip, sippity sup!

Five fat frogs

Five fat frogs
walked along the shore,
One found a kite
and then there were four.

Four fat frogs,
tried to climb a tree,
One fell down
and then there were three.

Three fat frogs
found a pot of glue,
One got stuck
and then there were two.

Two fat frogs
bought a sticky bun,
One ran away
and then there was one.

One fat frog
cried all afternoon
So they put him in a rocket
and sent him to the moon!

Choosing shoes

New shoes, new shoes,
Red and pink and blue shoes,
Tell me what would you choose,
If they'd let us buy?

Buckle shoes, bow shoes,
Pretty pointy-toe shoes
Strappy, cappy low shoes;
Let's have some to try.

Bright shoes, white shoes,
Dandy dance-by-night shoes
Perhaps-a-little-tight shoes;
Like some? So would I.

BUT

Flat shoes, fat shoes,
Stump-along-like that shoes,
Wipe-them-on-the-mat shoes,
That's the sort they'll buy.

By Frida Wolf

Gravity

There's something about gravity
that doesn't quite make sense to me.
I'm standing upside down, you know,
and I won't fall if I let go.

What kind of sneaky trick is that?
I bet the earth is really flat –
but then I'd still be feet up first,
or on my head, which one is worst?

And what if gravity let go?
What happens to me here below?
Will we all head off into space;
goodbye to the whole human race?

I think I'll tie myself on tight
when I get into bed tonight.

By Fiona Macgregor

Games

Here is a selection of language games that can be used to practise and reinforce listening, speaking and language skills.

He or she? (or any other confusing words)

- Say sentences which include the pronouns 'he' and 'she'. Sometimes use the pronouns correctly and at other times use them incorrectly.
- If the pronoun is used correctly in the sentence, the learners repeat the sentence.
- If the pronoun is used incorrectly in the sentence, the learners put their heads on the desk and say nothing.

Toss the noun (or any other part of speech)

- A beanbag or ball represents the noun.
- Everybody stands up where they are.
- Start the game by simply calling out a noun and tossing the beanbag/ball to a learner.
- The recipient calls out a noun and tosses it to another learner who calls out a different noun.
- Each throw must go to a new learner.
- Play continues in this way until everyone has had a turn to say a noun.

The circular challenge

- Learners play the game in groups.
- Groups make as many rhyming words as they can.
- Play moves in a clockwise direction within the group so that every learner has to participate.
- Each learner has to repeat the words already said and add a rhyming word of their own.
- For example: the first learner begins with the word 'hair'. The second learner says, "Hair, care." The third says, "Hair, care, tear."

Catch me out

- This game is played using adverbs of degree, but can be adapted to other parts of speech.
- Take the learners outside and sit in a group.
- Identify something close by that they can run and touch. Call this object 'home base'.
- Say sentences that include adverbs of degree (e.g. too, very, almost, really, almost, absolutely, barely, deeply, entirely, extremely, fairly, fully, hardly, highly, incredibly, nearly, quite, totally).
- If your sentence includes an adverb of degree, the learners repeat the sentence.
- If the sentence does not include an adverb of degree they jump up as quickly as possible and run to touch the home base. The first person home gets a point.
- Repeat from the beginning.
- The learner with the most points wins.
- If more than one learner has the winning number of points, play a deciding round between them to identify an overall winner.

That's not right!

- This game is played using nouns that are always plural, but can be adapted to other parts of speech.
- Say sentences using plural nouns.
- If you say a sentence using a noun that is always plural, learners repeat the sentence.
- If you say a sentence using a noun which is not always plural the learners keep quiet.
- For example:
 - I use **scissors** to cut paper. (*learners repeat*)
 - I wear **trousers** to work. (*learners repeat*)
 - I eat **cakes** at birthday parties. (*learners do not repeat*)

I say

- Play this game which reinforces the command form of the verb.
- Get the learners to stand up for the game.
- Tell them to only respond to your instructions if you say your name before the instruction.

- For example:
 (Your name) says touch your head. (*Learners touch their head.*)
 (Your name) says jump up and down. (*Learners jump up and down.*)
 Clap your hands. (*Learners must not do the action because your name was omitted from the instruction.*)
- If a learner makes a mistake he or she sits down.
- The last person left standing is the winner.

Perfect tenses

- The learners practise using the past tense in this game, but it can be adapted to practise other tenses.
- Learners play the game in groups.
- They pretend they are news reporters walking through the city. Each learner adds something to what the last person saw.
- For example:
 I went to the city and I saw lots of cars.
 I went to the city and I saw lots of cars and lots of people.
 I went to the city and I saw lots of cars, lots of people and an accident.

The telephone game

- One person in the group makes up a message.
- This person whispers the message once to the second person in the group.
- The second person whispers the message to the third person.
- The message is passed on until it gets to the last person. The last person in the group then says the message aloud.
- They check if the message was passed on correctly.

He said, she said

- The learners play this game in a group.
- The first person says something, for example, “It’s hot today.”
- The next person reports what that person said, for example, “She said it was hot today.”
- They continue playing until everyone has had three chances to speak and three chances to report.

What am I describing?

- The learners play this game in a group.
- One learner describes someone, something or even an action or feeling.
- The rest of the group members guess what it is.
- The next person then has a turn to describe someone or something.
- For example:
 He’s tall, thin, grumpy and makes us learn English. = Our teacher
 I put one foot in front of the other and move forward. = Walking

Ten questions

- The learners play this game in a group.
- One person starts and thinks of an object, animal or person.
- The others in the group may ask them ten questions to identify the object, animal or thing.
- The answers to the questions must be 'yes' or 'no'.
- The person who gets the right answer, gets the next turn.

Spelling and vocabulary games

The following fun activities can be used to revise spelling and vocabulary throughout the year.

Classroom pictictionary

This game is an adaption of the board game, 'Pictionary'. It is a fun way to revise the meanings of spelling and vocabulary words. It can be played in pairs, groups or as a class. Learners guess words by looking at pictures drawn.

How to play:

1. Choose a learner and show him/her one of the spelling words.
2. The learner may not speak, but can draw pictures or symbols on the board that will help the rest of the learners in the class to guess the word.
3. The first learner to guess the word draws the next picture.
4. Once the word has been guessed, write it on the board so the spelling is also revised.

Hangman

Hangman is a guessing game that can be played to develop vocabulary and spelling skills. It can be played in pairs, groups or as a class.

How to play:

1. A player identifies one of their spelling words, and does not tell the class which one it is.
2. They draw a dash to represent each letter in the word. For example, 'learner' would be represented like this: _ _ _ _ _ _ _
3. They also draw a simple gallows like this:



4. Learners in the class take turns to guess what letters make up the word.
5. Each time they guess a correct letter, it is filled in on the dashes that represent that particular letter. For example, if 'e' is guessed, it would be filled in like this: _e_ _ _ e _.
6. Each time someone guesses a letter that is not in the word, a body part is added to the gallows in the following order: head, body, arm, arm, leg, leg. These pictures show the progression:



7. If the person hanging in the gallows is completed before the word is guessed, the guessing player loses. If the word is completed first, the guessing player wins. If the guessing players constantly loses, they can be given a better chance to win if facial features are also added.

Charades/miming

This is when words are acted out without speech. The learners have to guess which word has been acted out.

Formal Assessment Tasks: unprepared reading texts

Formal Assessment Task 3

More about lions

Although lionesses do most of the hunting, they are not really very good at it. They usually have to try many times before they manage to kill something to eat.

When the lionesses do catch something to eat, the male lions eat first. The lionesses eat after that and the cubs get to feed on the leftovers. Lions normally eat the whole kill in one meal. When they have eaten well, lions will not hunt again for a few days.

An adult male lion usually eats about seven to nine kilograms of meat in one meal. But they are able to eat as much as twenty-five to twenty-seven kilograms at a time.

Formal Assessment Task 7

Drowning

Drowning is one of the leading causes of accidental deaths among children aged 14 and younger. Children under the age of five are at the highest risk. Many children drown or nearly drown because they are left alone in a pool or bath.

Young children are attracted to water and love to play in it. Unfortunately, they don't understand the dangers of drowning, so older children and adults must keep them safe. Children can drown in as little as three centimetres of water in just a few seconds. This means that a drowning can happen in the time it takes a parent to answer the phone while a bath is running. Our advice is to either ignore the phone or take the child with you when you answer it!

Formal Assessment Tasks: prepared reading texts

Formal Assessment Task 5

Soccer

The game of soccer began in England in the nineteenth century. The first World Cup was held in Uruguay in 1930. Since then, the competition has been held 18 times. Different countries are chosen to host the World Cup. It was very exciting for South Africa when we were chosen to host the 2010 World Cup event. It was even more exciting when our national team, Bafana Bafana, won the opening match.

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Extra rubrics

The rubrics on the following pages can be used to assess learners' spoken and written work. The suggested marks for each code are given at the top of the column. Each row totals 10 marks. This makes scoring learners' work very easy.

For example, look at the first rubric for Listening tasks. Five attributes are being assessed (the five rows). Each attribute scores a total of 10 marks. So the total mark for the listening task is out of 50.

Rubrics for examination assessment are included in the Formal Assessment section of this Teacher's Guide.

Here is a list of the rubrics in this section.

Listening and speaking/Reading and viewing

- Listening tasks
- Reading aloud
- Oral presentations/Prepared speech

Writing and presenting

- Writing a paragraph
- Writing a bullet-point summary
- Writing a friendly letter
- Writing a formal letter
- Writing a descriptive essay based on a photograph
- Analysing an advertisement

Listening tasks

	Code 7 Outstanding Marks: 9 or 10	Code 6 Meritorious Mark 8	Code 5 Substantial Mark 7	Code 4 Adequate Marks 5 or 6	Code 3 Moderate Mark 4	Code 2 Elementary Mark 3	Code 1 Not achieved Marks 1 or 2
Listens attentively to oral texts for information	Interprets and evaluates the message thoroughly and with insight	Interprets and evaluates the message very well and with insight	Identifies the message and gives an accurate interpretation	Identifies the message and gives a fairly accurate interpretation	Adequately identifies the purpose but cannot fully interpret the message	Seldom able to identify or interpret message or purpose	Hardly able to interpret message
	Easily distinguishes between facts and opinions	Distinguishes between facts and opinions	Distinguishes between facts and opinions in almost all cases	Distinguishes between facts and opinions in most cases	Distinguishes between obvious facts and opinions	Finds it difficult to distinguish between facts and opinions	Hardly ever able to distinguish between facts and opinions
Accurately identifies main and supporting ideas	Thoroughly understands instructions, directions and procedures	Understands most instructions, directions and procedures well	Understands most instructions, directions and procedures correctly	Understands most instructions, directions and procedures fairly correctly	Understands most instructions, directions and procedures but has difficulty with information overload	Does not always understand instructions, directions and procedures and can barely interpret information	Barely understands instructions, directions and procedures
	Makes coherent notes and summary	Makes mainly coherent notes and summary	Makes fairly coherent notes and captures the most important details	Makes fairly coherent notes but does not capture the most important details	Notes contain only basic information and summary is incomplete	Notes are incoherent and summary is incomplete because of lack of information	Unable to make notes or summarise information

Reading aloud

	Code 7 Outstanding Marks: 9 or 10	Code 6 Meritorious Mark 8	Code 5 Substantial Mark 7	Code 4 Adequate Marks 5 or 6	Code 3 Moderate Mark 4	Code 2 Elementary Mark 3	Code 1 Not achieved Marks 1 or 2
Fluency and pace	Reading is very smooth, and well-paced, with pauses for effect, where necessary A commendable performance	Reading is smooth, and well-paced, with some pauses for effect A good job	Reading is smooth, with basic pauses	Reading is mostly smooth, with the occasional need for assistance	Reader needs help to overcome some hesitation Monotonous, with few planned pauses	Reader needs a lot of help and hesitates often Monotonous, delivery	Reader jerks from one sentence to the next Needs extensive help
Volume and projection	Volume well-modulated, diction clear and precise Every word can be heard	Volume well-modulated, diction generally clear Most words can be heard	Good volume, diction generally clear Most words can be heard	Good volume, some stumbling and mumbling Almost all words can be heard	Volume varies, with lack of confidence, stumbling and mumbling often Some words are unclear	Volume soft with lack of confidence, stumbling and mumbling all the time Many words are unclear	Reader needs help, words unclear, much stumbling and mumbling
Expression and articulation	Lively use of expression, takes on different reading voices, says each word clearly, captures the interest of the class	Lively use of expression, says each word clearly, captures the interest of the class	Quite expressive, says each word clearly, captures the interest of most of the class	Sometimes expressive, most words articulated, some shuffling in seats	Not very expressive, needs help articulating words, class losing interest	Monotonous delivery, can't express many words clearly, class restless	Faulty delivery, needs help to say words, class not interested
Preparation (where this was a requirement)	Well-prepared, knows the passage, can look up and make eye contact, no pronunciation errors	Well-prepared, knows the passage, makes some eye contact, no pronunciation errors	Prepared, knows the passage, tries to make eye contact, some pronunciation errors	Prepared, but does not know the passage very well, no eye contact, some pronunciation errors	Not well-prepared, does not know the passage very well, no eye contact, many pronunciation errors	Not prepared, not familiar with the passage, many errors	Not prepared, almost unable to perform the task, needs constant help

Oral presentations / Prepared speech

	Code 7 Outstanding Marks: 9 or 10	Code 6 Meritorious Mark 8	Code 5 Substantial Mark 7	Code 4 Adequate Marks 5 or 6	Code 3 Moderate Mark 4	Code 2 Elementary Mark 3	Code 1 Not achieved Marks 1 or 2
Planning and research	Thoroughly planned according to task, audience, context and format	Very well planned according to task, audience, context and format	Well planned according to task, audience, context and format	Satisfactorily planned according to task, audience, context and format	Adequately planned according to task, audience, context and format	Evidence of some planning according to task, audience, context and format	No evidence of planning according to task, context or format
Organisation of speech	Striking introduction which immediately grasps audience attention Brilliant development of ideas and argument	Very good and appropriate introduction Very good and sustained development of ideas and argument	Good and appropriate introduction Good and sustained development of ideas and argument	Reasonably good introduction Good development of argument which can be followed easily	Introduction able to rouse moderate interest Moderate development of ideas and argument but has problems with cohesion	Some evidence of introduction, but barely arouses interest Some arguments can be followed, but others are inconsistent/can barely be followed	Introduction poor and arouses no audience interest Cannot sustain argument, has little understanding of topic
Tone, speaking and delivery skills	Skilful ending thoroughly drawn together Confident delivery with very little use of notes	Very good conclusion Notes used effectively and with confidence	Good conclusion Notes used effectively	Reasonably good ending, but sometimes lacks cohesion Some dependency on notes but still good contact with the audience	Moderately acceptable conclusion, but lacks cohesion Use of notes often detract from presentation	Hardly any evidence of a conclusion Dependent on notes	Conclusion lacking Totally dependant on notes
Critical awareness of language use	Excellent vocabulary and creative language use Visual aids make an impact on the audience and effectively contribute to the success of the presentation	Very good vocabulary and creative language use Presenter is able to use visual aids effectively to enhance the presentation	Good vocabulary and creative language use Presenter is able to use visual aids to enhance the presentation	Adequate vocabulary and creative language use Most of the visual aids used contribute to the success of the presentation	Moderate vocabulary and language use Visual aids do not always contribute to presentation	Limited vocabulary and language use Use of aids sometimes clumsy and not functional	Very limited vocabulary and language Use of aids sometimes clumsy and not functional

Writing a paragraph

	Code 7 Outstanding Marks 9 or 10	Code 6 Meritorious Mark 8	Code 5 Substantial Mark 7	Code 4 Adequate Marks 5 or 6	Code 3 Moderate Mark 4	Code 2 Elementary Mark 3	Code 1 Not achieved Marks 1 or 2
Main topic /idea sentence	Main topic is very clear, and presented in first sentence	Main topic is clear, and near the beginning of the paragraph	Main topic is clear	Main topic is there, but not clearly stated	Main topic is not very clearly stated, and not at beginning of paragraph	Main topic is not clear	Main topic is absent
Supporting sentences	The paragraph has $\frac{3}{4}$ supporting detail sentences that relate back to the main idea	The paragraph has $\frac{2}{3}$ supporting sentences that relate back to the main idea	The paragraph has $\frac{1}{2}$ supporting sentences that relate back to the main idea	The paragraph has 1 supporting sentence that relates back to the main idea	The paragraph has a supporting sentence that relates partly back to the main idea	The paragraph has a supporting sentence that does not relate back to the main idea	No supporting sentences present
Mechanics and grammar	Paragraph has no errors in punctuation, capitalisation and spelling	Paragraph has one or two errors in punctuation, capitalisation and spelling	Paragraph has three or four errors in punctuation, capitalisation and spelling	Paragraph has four or more errors in punctuation, capitalisation and spelling	Paragraph has many errors in punctuation, capitalisation and spelling, but can still be understood	Paragraph has many errors in punctuation, capitalisation and spelling, and meaning is unclear	Paragraph has too many errors to make sense

Writing a bullet-point summary

	Code 7 Outstanding Marks 9 or 10	Code 6 Meritorious Mark 8	Code 5 Substantial Mark 7	Code 4 Adequate Marks 5 or 6	Code 3 Moderate Mark 4	Code 2 Elementary Mark 3	Code 1 Not achieved Marks 1 or 2
Summarises main and supporting ideas	Summary cannot be faulted All main and supporting ideas included Style is concise and polished	Summary is very good Style is clear and main and supporting ideas are included	Summary is solid Style is fairly clear and almost all ideas are included	Summary is fair Style is little unclear and some ideas are omitted	Summary is just inadequate Style is unclear and main and supporting ideas are not entirely communicated	The summary is very limited Style needs attention and most ideas are not included	The summary is incomplete and communicates very little to no information about the article
Uses bulleted points as main ideas of summary	Uses all 5 bulleted points as main ideas Summarises them superbly	Uses all 5 bulleted points as main ideas Summarises them very well	Uses at least 4 bulleted points as main ideas The summary is satisfactory	Uses most of the bulleted points as main ideas Summary is fair	Half or less than half of the bulleted points are mentioned Summary is unsatisfactory	Very limited evidence of the 5 bulleted points Attempt at summarising them unsuccessful	Little or no evidence of any of the 5 bulleted points
Uses acronyms and abbreviations	Creates acronyms and uses them excellently Uses all existing acronyms and abbreviations possible	Creates acronyms and uses them very well Uses existing acronyms and abbreviations	Creates acronyms and uses them well. Uses some existing acronyms and abbreviations	Satisfactory use acronyms and abbreviations	Just inadequate use/ creation of acronyms Very few acronyms or abbreviations correct	Poor use of acronyms and abbreviations Almost all of them incorrect	Uses no acronyms or abbreviations

Writing a friendly letter

	Code 7 Outstanding Marks 9 or 10	Code 6 Meritorious Mark 8	Code 5 Substantial Mark 7	Code 4 Adequate Marks 5 or 6	Code 3 Moderate Mark 4	Code 2 Elementary Mark 3	Code 1 Not achieved Mark 1 or 2
Appropriate style, point of view and format	The learner has correctly placed address, the date, the greeting, paragraphs and his/her own name The letter is consistently written in a friendly style	Correctly placed his/her address, the date, the friend's name, the paragraphs and his/her own name Friendly style	The learner has set out the letter almost correctly Friendly style	The letter is written in a friendly style	Many parts of the letter are in a friendly style	A few parts of the letter are in a friendly style	The learner has tried to write in a friendly style
Uses a variety of sentence types, and sentences of different lengths and structures appropriately	The learner's sentences are of different lengths and structures, and these are used very effectively	The learner's sentences are of different lengths and structures, and these are used effectively	The learner's sentences are of different lengths and structures, and these are used appropriately	The learner's sentences are of different lengths and structures, and these are used appropriately some of the time	The learner's sentences are of different lengths and these are used appropriately	The learner's sentences are of different lengths and these are used appropriately some of the time	The learner has tried to use sentences of different lengths
Uses paragraph conventions to ensure coherence by using topic sentences, introduction and ending, logical progression of paragraphs, cause and effect, comparison and contrast	The learner used paragraphs, each one based around a topic sentence There is an interesting introduction and a good ending The paragraphs flow in a logical way and the letter is completely coherent	The learner used paragraphs, each one based around a topic sentence There is an interesting introduction and a clear ending The paragraphs flow in a logical way and the letter is completely coherent	The learner used paragraphs, each one based around a topic sentence There is an interesting introduction and a clear ending The paragraphs flow in a logical way	The learner used paragraphs There is an introduction and an ending The paragraphs flow in a logical way	The learner used paragraphs There is an introduction and an ending	The learner used paragraphs	The learner tried to use paragraphs some of the time

Writing a formal letter

	Code 7 Outstanding Marks 9 or 10	Code 6 Meritorious Mark 8	Code 5 Substantial Mark 7	Code 4 Adequate Marks 5 or 6	Code 3 Moderate Mark 4	Code 2 Elementary Mark 3	Code 1 Not achieved Marks 1 or 2
A formal register was used	Superb language used It is formal and very appropriate	Very good language used It is formal and appropriate	The language used is good It is mostly formal and appropriate	The language used is satisfactory Language lapses into informality at times	The language used is just adequately formal Lapses into informality fairly often	Language is too informal and does not suit the purpose of the letter	The language is very informal and does not fulfill its purpose
The format of the letter is correct	The address, paragraphs and ending are correct in every detail	The address, paragraphs and ending are only just not correct in every detail	The address, paragraphs and ending are almost correct in every detail One, two or three minor errors	The address, paragraphs and ending are mostly correct but there are several minor errors	The address, paragraphs and ending are correct in some parts, but there are omissions or serious errors	The address, paragraphs and ending are set out incorrectly and contain serious errors	The format of the letter is inappropriate
The appropriate audience is targeted	The letter is obviously directed towards the recipient	The letter is very clearly directed towards the recipient	The letter is clearly directed towards the recipient	The letter is directed towards the recipient in some parts	The letter is vaguely directed towards the recipient	Letter's target audience is almost unidentifiable	Letter's target audience is unidentifiable

Writing a descriptive essay based on a photograph

	Code 7 Outstanding Marks 9 or 10	Code 6 Meritorious Mark 8	Code 5 Substantial Mark 7	Code 4 Adequate Marks 5 or 6	Code 3 Moderate Mark 4	Code 2 Elementary Mark 3	Code 1 Not achieved Mark 1 or 2
Describes life of the person in the photograph	Superb, imaginative and creative description of person Characterisation completely convincing	Very good creative and description of person Characterisation very convincing	Competent description of person Mostly convincing characterisation	Satisfactory description of person but lacks creativity and imagination Characterisation a little weak	Just inadequate description Characterisation weak	Evidence of description but it is weak and unimaginative Characters are unconvincing	Does not describe the life of the person in the photograph
Essay is correctly presented, structured and is the correct length	Essay is exactly the correct length and is presented and structured superbly Paragraphs are balanced description is coherent	Essay is the correct length and is very well presented and structured Paragraphing is very good and description is clear	Essay is just about the correct length but not terribly incorrect Structure not consistent and paragraphs not always correctly structured	Essay not the correct length but not terribly incorrect Structure not consistent and paragraphs not always correctly structured	Essay either too long or too short. Not always evidence of paragraphing.	Length of essay is inappropriate and very little evidence at an attempt to structure the essay	Little or no evidence of an attempt to structure a descriptive essay
Essay includes appropriate details and imagery	Vivid, imaginative and completely appropriate details and imagery	Imaginative and very well described and appropriate details and imagery	Well described and appropriate details and imagery	Descriptions of detail and imagery in evidence but lacks specific detail and imagination	Essay is mostly general with unclear references to imagery	Very little evidence of an attempt to describe detail and imagery	Little or no description of detail or imagery

Analysing an advertisement

	Code 7 Outstanding Marks 9 or 10	Code 6 Meritorious Mark 8	Code 5 Substantial Mark 7	Code 4 Adequate Marks 5 or 6	Code 3 Moderate Mark 4	Code 2 Elementary Mark 3	Code 1 Not achieved Marks 0-2
Explains direct and implied meanings	Learner identifies and explains direct and implied meaning for question 3 faultlessly	Learner identifies and explains direct and implied meaning for question 3 very well	Learner identifies and explains direct and implied meaning for question 3 competently	Learner identifies and explains direct and implied meaning for question 3 satisfactorily	Learner does not identify and explain direct and implied meaning clearly	Learner is mostly unable to identify direct and implied meaning	Learner is unable to identify direct and implied meaning
Able to read and understand the text	The learner was able to read and understand the text and their responses to the questions reflect this excellently	The learner was able to read and understand the text and their responses to the questions reflect this very well	The learner was able to read and understand the text and their responses to the questions reflect this clearly	The learner was able to read and understand the text and their responses to the questions reflect this satisfactorily	The learner was not able to read and understand the text sufficiently and their responses to the questions do not reflect a clear understanding to the text	The learners did not understand most of the text Responses to the questions mostly inaccurate	The learners did not understand the text Responses to questions inaccurate
Identifies and evaluates the impact of certain advertising techniques	The learner's interpretation of the advertisement reveals an excellent ability to evaluate certain techniques	The learner's interpretation of the advertisement reveals the ability to evaluate certain techniques very well	The learner's interpretation of the advertisement reveals a highly adequate ability to evaluate certain techniques	The learner's interpretation of the advertisement reveals a satisfactory ability to evaluate certain techniques	The learner's interpretation of the advertisement reveals a below average ability to evaluate certain techniques	The learner's interpretation of the advertisement reveals poor ability to evaluate certain techniques	The learner's interpretation of the advertisement reveals that there is little or no ability to evaluate certain techniques



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