





**GRADE 5**

**English**  
**First Additional Language**  
Teacher Toolkit:  
CAPS Planner

**TERMS 3 & 4**

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# CONTENTS

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<b>A. Introduction</b>	<b>3</b>
<b>1. The need to improve curriculum coverage</b>	<b>3</b>
<b>2. A cycle of activities that support improved curriculum coverage</b>	<b>3</b>
<b>B. Information about resources in this book</b>	<b>4</b>
<b>1. Planners for a daily programme of work</b>	<b>4</b>
1.1 How planners link to the CAPS	4
1.2 The structure of the planners	4
1.3 How to use the planners	5
<b>2. Plans for assessment</b>	<b>6</b>
2.1 Informal assessment	6
2.2 Formal assessment	6
<b>3. Resources to support content knowledge, pedagogy and assessment practices</b>	<b>7</b>
3.1 Exemplar examination questions, memorandums and analysis of cognitive levels	7
3.2 Listening and Speaking activities	7
3.3 Information about teaching Language Structures and Conventions	7
<b>4. Templates for tracking, reflecting and reporting for collaborative problem solving</b>	<b>7</b>
<b>C. Resources</b>	<b>9</b>
<b>1. Planners for Term 3</b>	
1.1 <i>Headstart English First Additional Language</i> (Oxford University Press)	10
1.2 <i>Interactive English First Additional Language</i> (St Mary's Interactive Learning Experience)	14
1.3 <i>Platinum English First Additional Language</i> (Maskew Miller Longman)	19
1.4 <i>Solutions for All English First Additional Language</i> (Macmillan)	24
1.5 <i>Study and Master English First Additional Language</i> (Cambridge University Press)	29
1.6 <i>Successful English First Additional Language</i> (Oxford University Press)	34
1.7 <i>Top Class English First Additional Language</i> (Shuter & Shooter)	38
1.8 <i>Via Afrika English First Additional Language</i> (Via Afrika Publishers)	42

# CONTENTS

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<b>2. Planners for Term 4</b>	
2.1 <i>Headstart English First Additional Language</i> (Oxford University Press)	47
2.2 <i>Interactive English First Additional Language</i> (St Mary's Interactive Learning Experience)	50
2.3 <i>Platinum English First Additional Language</i> (Maskew Miller Longman)	54
2.4 <i>Solutions for All English First Additional Language</i> (Macmillan)	58
2.5 <i>Study and Master English First Additional Language</i> (Cambridge University Press)	62
2.6 <i>Successful English First Additional Language</i> (Oxford University Press)	65
2.7 <i>Top Class English First Additional Language</i> (Shuter & Shooter)	68
2.8 <i>Via Afrika English First Additional Language</i> (Via Afrika Publishers)	71
<b>3. Assessment programmes in the CAPS</b>	<b>74</b>
3.1 Term 3: Assessment programme in the amended Section 4 of the CAPS	74
3.2 Term 4: Assessment programme in the amended Section 4 of the CAPS	74
<b>4. The exemplar end-of-year examination questions</b>	<b>75</b>
<b>5. Information about cognitive levels in the end-of-year examination questions</b>	<b>77</b>
<b>6. The memorandum/marking guideline with an analysis of the cognitive levels in the end-of-year examination questions</b>	<b>78</b>
<b>7. Suggested Listening and Speaking activities</b>	<b>80</b>
<b>8. Information about teaching Language Structures and Conventions</b>	<b>83</b>
<b>9. Templates for tracking, reflecting on and reporting curriculum coverage</b>	<b>84</b>
9.1 Conventional schools	84
9.2 Multigrade schools	85

## A. INTRODUCTION

This book is intended to help you cover the curriculum for Grade 5 EFAL in Terms 3 and 4. There is a companion book for Terms 1 and 2. Teachers should keep these books to use from year to year.

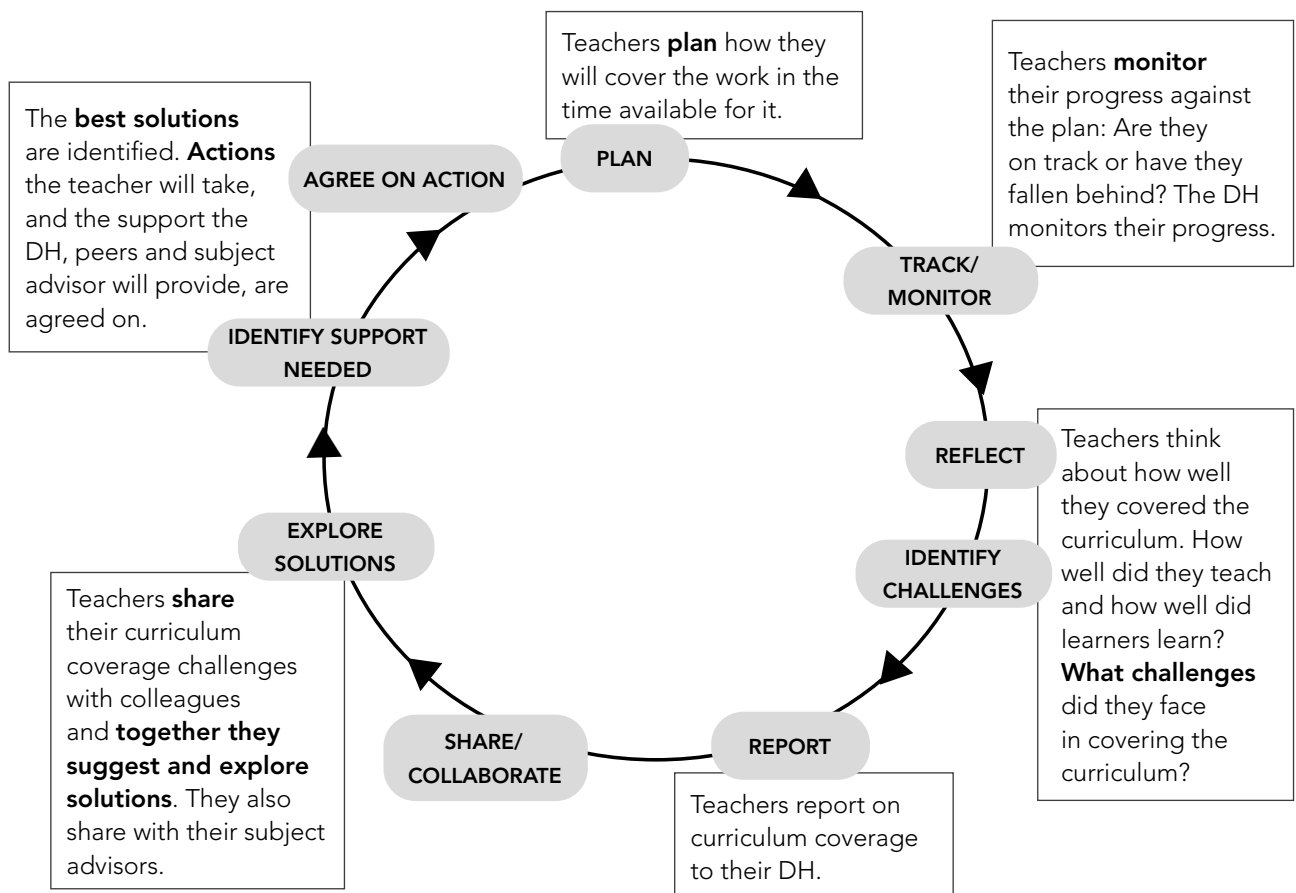
### 1. The need to improve curriculum coverage

In South Africa, too many learners drop out of school before Grade 12, and too few of those who reach Grade 12 do well in the NSC examinations. There are many reasons for such poor outcomes. One of the most important of these is that the curriculum is not covered each year. In other words, the teachers do not teach everything required by the CAPS in the year, and learners do not sufficiently understand the concepts and develop the skills that are taught. **Improving curriculum coverage is the key thing that teachers can do to improve learning outcomes.**

### 2. A cycle of activities that support improved curriculum coverage

Covering the curriculum is a complex task in which teachers face many challenges. However, there is a cycle of practices that can support curriculum coverage (see Figure 1). If these practices become routine in the school, curriculum coverage, and thus learners' outcomes, should improve.

**Figure 1: The cycle of practices for supporting improved curriculum coverage**



## B. INFORMATION ABOUT RESOURCES IN THIS BOOK

In this book, you will find resources which will help you plan, track, reflect and report on curriculum coverage for the purpose of working collaboratively with peers and your department head (DH) and subject adviser to solve curriculum coverage problems. The resources are described below.

### 1. Planners for a daily programme of work

Later in this book there are **planners** that will help you plan what to teach each day in Term 3 and Term 4 (see Resources 1 and 2 in Section C). These planners provide a daily programme of work. There is a planner for all the books on the approved list of Learning and Teaching Support Materials (LTSMs) for Grade 5 EFAL.

#### 1.1 How planners link to the CAPS

Planners link the CAPS content and skills to activities in the learner's book (LB), teacher's guide (TG) and core reader/reading book (CR/RB) of each set of LTSMs. They also show which DBE workbook pages have related worksheets for extension or remediation. The daily plan of activities ensures that time is allocated to all the work required by the CAPS in the term.

In the CAPS, five hours have been allocated to EFAL in the Intermediate Phase each week. The content and skills are specified for each two-week cycle. The planners thus give the content and skills for five one-hour lessons each day for each two-week cycle.

#### 1.2 The structure of the planners

The example of a planner below (Table 1) is Week 3 from *Platinum English First Additional Language Term 3*. It shows you how the planning for a week is arranged. The same layout, abbreviations and symbols are used in the planners for all the LTSMs for each term.

The table heading states the week of the curriculum, whether it is the first or second week of the two-week cycle, and the theme of the cycle. Look at the notes to see what each column tells you.

**Table 1: An example of a planner**

PLATINUM Week 3 Theme 11: Beautiful birds (1)					
No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 63</b>	Choice of activity		128	
	L&S: Talks about a familiar topic with preparation – pre-preparation; <b>p. 63</b>	Talk about photographs no. 1–5 Have a discussion about birds no. 1–6	LB 96–97	128–129	
	LSC: Works with words and sentences – present tense for universals; vocabulary in context; <b>p. 63</b>	Work with words and sentences no. 1–5 Vocabulary in context	LB 97	129	33 20, 24, 28
2	L&S: Daily practice; <b>p. 63</b>	Choice of activity		128	
	R&V: Reads an information text with visuals – pre-reads, reads; <b>p. 63</b>	Before you read no. 1–4 While you read	LB 98 LB 98–99	129–130	18–19, 20, 22–23
3	L&S: Daily practice; <b>p. 63</b>	Choice of activity		128	
	R&V: Reads an information text with visuals – re-reads text, selects relevant information to answer questions; <b>p. 63</b>	After you read no. 1–7	LB 98–99	130	18–19, 20, 22–23
	LSC: Working with words and sentences – adjectives; <b>p. 63</b>	no. 1a–d, 2a–c	LB 99	130	21
4	L&S: Daily practice; <b>p. 63</b>	Choice of activity		128	
	LSC: Working with words and sentences – determiners; Spelling – <b>k</b> words spelled with <b>c</b> ; <b>p. 63</b>	Number words no. 1a–c, 2a–e The letter <b>c</b> no. 3a–e	LB 100	131 136	28, 63 25
5	L&S: Daily practice; <b>p. 63</b>	Choice of activity		128	
	W&P: Draws and labels a visual text; <b>p. 63</b>	Draw and label a diagram no. 1–2	LB 101	132	21, 25, 29



**The columns, from left to right, give the following information:**

- The number of the lesson in the week (1–5).
- The CAPS content and skills that are dealt with in each lesson.
- The activity in the learner’s book that should be done by the learners during the lesson.
- The page number in the learner’s book and/or reader where the activity and related content can be found.
- The page number in the teacher’s guide where support is given for the work to be done.
- The page number in the DBE workbook where there is an activity that can be used for remediation or extension of the CAPS concepts/skill addressed in the lesson.

Abbreviations used in the planners	
<b>The abbreviations for the language component are shown below:</b> <ul style="list-style-type: none"><li>• Listening and Speaking = L&amp;S</li><li>• Writing and Presenting = W&amp;P</li><li>• Reading and Viewing = R&amp;V</li><li>• Language Structures and Conventions = LSC</li></ul>	<b>Language Structures and Conventions have been subdivided as follows:</b> <ul style="list-style-type: none"><li>• LSC: Spelling and punctuation</li><li>• LSC: Working with words and sentences</li><li>• LSC: Vocabulary in context</li></ul>
<b>Information about assessment is abbreviated as follows:</b> Teacher’s guide page with an informal assessment suggestion = # Not required by the CAPS = * Required by the CAPS, but not in this week = **	

### 1.3 How to use the planners

#### Plan for the term

- **Find the correct planner to use** – the one that gives the daily plans for the LTSM that you use mostly in your class. You can of course use the others to help you find additional or alternative activities related to the same skills and concepts.
- **Check the length of the term against the number of weeks in the planner.** The school terms are not the same length each year. However, the planner is the same from year to year. The planner for EFAL Grade 5 **Term 3** gives a daily plan for a term that is eleven weeks in duration with the final week set aside for finishing oral assessments and for revision. **Term 4** has plans for a term that is nine weeks long, including one week allocated to revision and pre-examination formal assessment tasks and one to examinations. If the terms in any year are of a different length, or if your school allocates more or less time for examinations than is in the planner, you will have to adjust your planning accordingly. It is very important to do this planning at the beginning of the term so that you neither rush through the work when you in fact have more time for it than allocated in the planner, nor find that you have followed the pace of the planner, but run out of teaching time.

#### Plan for lessons

- **Compare your timetable with the number of lessons in the week, and the length of each lesson.** If you do not have five periods of one hour each, you will need to adjust the programme for each one-hour lesson in the planner to fit the length and number of your lessons.
- **Plan and prepare for each lesson.** The planners give support for the planning of a programme of work. They do not offer help with detailed lesson planning or preparation.

Planning for a lesson involves drawing up a plan of action. A lesson plan should include an introduction, sequenced content and activities for learners to work on individually or in groups, a conclusion, and homework activities to consolidate the learning of the day or to prepare for the next day’s lesson where possible. No lesson plan templates are provided here. You should use the one you prefer or that is specified by your school/subject adviser.

#### Preparation for an English lesson involves:

- making sure that you understand every aspect of the content knowledge and skills addressed in the lesson (this includes reading any texts that learners will be using);
- working through each of the learner activities yourself, noting alternative answers where necessary, and making notes on possible learner difficulties in relation to the activities;
- ensuring that any resources you need to use in the lesson are available (e.g. dictionary, pictures, newspapers, magazine articles);

- deciding how you will pair/group your learners;
- checking in your teacher's guide and learner's book for enrichment/challenge activities for learners who have completed their work and/or need a challenge;
- seeing where there are remedial and support activities for learners who have barriers to learning; and
- checking that the DBE worksheet page in the edition of the workbook you are using does have an activity that relates to the work for the lesson (these might have changed slightly since the 2017 edition on which the page references in the planners are based).

## 2. Plans for assessment

Curriculum coverage requires teachers to teach the content given in the CAPS each term/year. It also requires that learners understand the concepts and develop the skills that are taught. Thus assessment gives vital information about how well the curriculum is being covered. It tells teachers which topics or aspects of topics learners are struggling with, and how many learners are managing well, just coping, or struggling. Teachers need to reflect on possible reasons for and implications of these patterns of achievement, thinking about, for example, what they tell of the efficacy of their teaching methodology and how it could be improved, what feedback they can give learners to encourage and support improvement, and whether they can move on to new work, or need to remediate that which has already been taught.

The CAPS requires that teachers assess their learners' progress by means of both informal and formal assessment, and resources in this book assist teachers with planning for both of these.

### 2.1 Informal assessment

Informal assessment is ongoing and part of the teaching process as teachers listen to learners' responses and questions in class, and check their classwork and homework books. No record of the marks for informal assessment needs to be kept, but recording some of these will help you monitor learners' progress.

The CAPS for EFAL in the Intermediate Phase does not specify what needs to be done for informal assessment. However, all the teacher's guides give suggestions for this. In the planners, suggested informal activity opportunities are indicated by the symbol # next to the page number in the teacher's guide column. You can see examples of this in Table 1 on Days 3 and 4. You can of course use any other activities you choose for this purpose.

### 2.2 Formal assessment

Formal assessment is assessment for which marks are recorded. In South African schools, these marks should be entered into SA-SAMS.

It is essential that you plan when your learners will complete assessment tasks. Knowing this helps you to plan related activities such as when tasks and marking guidelines will be moderated, when marking will be completed and moderated, when marks will be recorded, and when feedback will be given to learners. All of these activities are important in ensuring that assessment is at the correct level and that information from it can be used to support improved curriculum coverage.

#### Formal assessment tasks specified in the CAPS

The amended Section 4 of the CAPS specifies two formal assessment tasks for Term 3 and three for Term 4.<sup>1</sup> These are shown as Resource 3 in Section C.

#### Formal assessment programmes in the LTSMs and planners

In Term 3 teachers must set their own writing project and plan when learners will do the work and give their oral presentations. For this reason, no dates for this project are provided in the planners in Section C. It is essential that teachers decide early in the term how the project will be managed and which of the lessons where other work is scheduled will be used for the project and its assessment. The last week of the term has time available for assessing the oral presentations, but this will only be useful in a term that is eleven weeks long.

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<sup>1</sup> The DBE makes changes to the assessment requirements from time to time. In such instances, you might need to change the assessment programme shown here to align with the revised requirements.

In Term 4 the assessment tasks are one oral activity from a range of options, a writing paper which should be completed before the end-of-year examination, and an end-of-year examination. Week 8 can be used for the oral assessment and the writing paper, and Week 9 for the examination. However, careful planning at both department and school level will be necessary to ensure that all the required assessments happen in the time available. Planning on both levels should be done early in the term.

### **3. Resources to support content knowledge, pedagogy and assessment practices**

Sound content and pedagogical knowledge and teaching and learning resources enable teachers to support learning, and thus have a positive impact on curriculum coverage. For this reason, where appropriate, guidelines for teaching certain topics or skills, explanatory information about the content, and exemplar assessment tasks are provided in this series of books. Included in the Resources section of this book are the following:

#### **3.1 Exemplar examination questions, memorandums and analysis of cognitive levels**

A number of exemplar examination questions are provided for Term 4 (Resource 4). Accompanying these are some information on cognitive levels in EFAL (Resource 5), and the marking guidelines with an analysis of levels of some of the questions according to the CAPS levels (Resource 6).

**These resources support curriculum coverage by:**

- providing a set of well-formulated questions to illustrate the kind of questions that might be asked, and which are resources for learners to use for practice and for teachers to use or adapt in setting their own questions. It must be noted, however, that not all the types of questions that are specified by the amended Section 4 guidelines are illustrated in the exemplars provided;
- providing a correct set of marking guidelines so that learners' work will be marked to the same standard across different markers; and
- supporting teachers' ability to work with the levels of questions required by the CAPS by providing a detailed analysis of the levels of many of the questions provided (this strengthens their ability to set assessment tasks that comply with the weighting of cognitive levels themselves in future).

#### **3.2 Listening and Speaking activities**

The CAPS (p. 9) requires short Listening and Speaking activities to be included for five to ten minutes each day. Not all the LTSMs provide suggested activities for this work and so a range of activities for this component of the CAPS curriculum has been provided as Resource 7 in Section C.

#### **3.3 Information about teaching Language Structures and Conventions**

Resource 8 in Section C gives an overview of the language structures that must be taught in Grade 5 (CAPS pp. 53–57) and an example of how these can be taught in context, as required by the CAPS (p.12).

### **4. Templates for tracking, reflecting and reporting for collaborative problem solving**

Planning is one activity on the curriculum coverage support cycle (Figure 1), and you have seen how the material in this book supports teachers with planning. The templates provided in Section C are tools to assist teachers with other aspects of the cycle. There is a template to use in conventional schools, and one for use in multigrade schools. The template for conventional schools is reproduced on the following page, with annotations that show how it is used as a tool for curriculum coverage support. The template for multigrade schools works in the same way.

Teachers should print a copy of the relevant template for each week of the term and use it together with the teaching plan for that week. This teaching plan could be the planner for their LTSM in this book or the ATP or another daily planning resource. They record curriculum coverage information and their reflection on it for all the EFAL lessons with each class they teach in the week.

Note that dates are not given in the tracking and reflecting template. Teachers should fill two dates into the spaces at the top of the template. Firstly, they should record the week in the planner when the work they are doing is scheduled to be done; secondly, they should record the week when they in fact are starting that work. These dates will help them see how well they are keeping up with the pace set in the planner they are following.

This is the no. of the week in the planner that is being followed.

This is the no. of the week in the term when the work actually starts. If curriculum coverage is behind, this might be a later week than the week in the planner.

**Week no. in planner** \_\_\_\_\_  
**Week no. in term when work planned for week started** \_\_\_\_\_

**Refer to the planner for details of the week's work** (or the ATP for subjects without planners)

**Class (or subject for FP)**

On track by end of week? (Yes/no)

How many learners are working confidently? (Rough estimate)

How many learners in this class?

At the end of the week, the teacher uses evidence from informal and formal assessment, to estimate for each class how many learners out of the total are working confidently at Level 4 or above. They use this information, together with the amount of work planned that they have taught, to state whether or not their curriculum coverage is on track.

**DAY**      **BRIEF NOTES ON THE DAY'S WORK: Consider such things as:**  
*What concepts/skills did the learners struggle with or manage well in this lesson? What could be the reasons for this? Did the class complete the work you had planned? Do you need to change your plans for the next lesson? What changes will you make?*

Prompts for daily reflection.

1	
2	
3	
4	
5	

Each day, the teacher reflects on how their lesson went, and how they could improve it using the prompts provided. They also think about whether or not they can proceed as planned in the next lesson. This is a professional judgement they make based on informal and formal assessment. They note the main points here.

**Reflection on the week:**

<p><b>What concepts and skills for the week did learners struggle with?</b>  <b>What could you do differently next time to better support or extend learning?</b>  <b>What good practice could you share?</b></p>	<p><b>Did you cover the curriculum for the week? If not, what were some of the challenges? What can you do to catch up? What help do you need?</b>  <b>How will your progress this week affect your plan for next week?</b></p>
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At the end of the week, the teacher reflects on the week's teaching and learning. They think about what learners found difficult, and how they can change their practice so learning improves.

At the end of the week, the teacher considers whether or not the work planned for the week has been taught and learnt, and if not, what can be done to solve curriculum coverage problems and get back on track.

The teacher writes their reflections here for their own professional development, but also to share them with their DH to get support in solving problems.

**DH:** \_\_\_\_\_      **Date:** \_\_\_\_\_

At the end of the week, the DH reads the teacher's reflections and record of curriculum coverage and signs the template. S/he uses the information shared in a supportive conversation with the teacher. Together they consider any curriculum coverage problems the teacher faces and work towards finding solutions.

## **C. RESOURCES**

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# **1. PLANNERS FOR TERM 3**

## 1.1 Headstart English First Additional Language (Oxford University Press)

**Note 1:** For L&S daily practice see suggestions in Appendix A for Term 1 Grade 5.

**Note 2:** \* Means that the item is not in the CAPS, and \*\* means that item is not in the CAPS for this week.

**Note 3:** Remember to plan times for the project to be explained, done and presented. You will have to use some time allocated for other purposes for this work.

HEADSTART Week 1 Theme 10: Biographies (1)					
No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Listens to an oral description (person) – pre-listens, listens, notes relevant information and identifies similarities and differences; <b>p. 62</b>	1: no. 1 1: no. 2a–e	LB 85 You read: <i>Listening text</i> 10 – <i>How I became a vet</i> LB 173	109 (#)	
2	R&V: Reads a story – pre-reads, reads, talks about the story; <b>p. 62</b>	2a: no. 1–2 2b: no. 1–2 2c: no. 1a–c	LB 86–87 LB 8	110 (#)	2–3, 6
3	R&V: Reads a story – re-reads, answers questions, expresses cause and effect, discusses characters; <b>p. 62</b>	2c: no. 2a–e, 3, 4 & 5	LB 86–87	110 (#)	2–3, 6
4	LSC: Working with words and sentences – revises capital letters, subject verb concord and simple present tense; <b>p. 62</b>	3: no. 1a–e 3: no. 2	LB 88	112 (#)	17
5	R&V: Independent reading – read and reflect; <b>p. 62</b>	Read: <i>My life so far</i> 1: no. 1, 2a–c, 3a–d & 4	RB 72–74 RB 74	114 (#)	

HEADSTART Week 2 Theme 10: Biographies (2)					
No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Listens to and gives a personal recount – recalls own experience in sequence, asks and answers questions; <b>p. 62</b>	4: no. 1–5	LB 89	111 (#)	
2	R&V: Practises reading – reads aloud, summarises story; <b>p. 62</b>	6 7: no. 1a–c	LB 90–91	112 (#)	5
3	LSC: Working with words and sentences – personal pronouns; <b>p. 62</b>	5: no. 1–8	LB 89	112 (#)	7
	R&V: Independent reading – reads and reflects; <b>p. 62</b>	Read a book review 2: no. 1–4	RB 75 RB 75	114 (#)	
4	W&P: Writes a story in own words; <b>p. 62</b>	8: no. 1a–d, 2a–d, 3a–b & 4	LB 92	113 (#)	8, 12
5	R&V: Independent reading – reads and reflects; <b>p. 62</b>	Read social and media texts 3: no. 1–7	RB 76–77 RB 77	114 (#)	

### HEADSTART Week 3 Theme 11: Ideas and opinions (1)

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Listens to statements to give an opinion; * <b>p. 63</b>	1: no. 1–6	LB 93	115–116 (#) You read: <i>Listening text 11</i> LB 173	
	L&S: Practises L&S – plays a language game; <b>p. 63</b>	Support activity	LB 93	116	
2	R&V: Reads an information text with visuals – pre-reads, reads, selects relevant information to answer questions; <b>p. 63</b>	2a: no. 1–3 2b: no. 1, 2, 3a–e, 4 & 5	LB 94–95	116	18–19 20 22–23
3	W&P: Draws and labels a visual text (graph); <b>p. 63</b>	3: no. 1–8 2c: no. 5b	LB 96	116	21, 25, 29
4	LSC: Working with words and sentences – possessive pronouns; <b>p. 63</b> Spelling: Punctuation **	5: no. 1a–e 5: no. 2	LB 98	117	33
	R&V: Independent reading – reads and reflects; <b>p. 63</b>	Read: <i>Have your say</i> 1: no. 1–3	RB 78–81 RB 81	120	
5	R&V: Reads a mind map; * <b>p. 63</b>	6: no. 1–3	LB 99	116	
	W&P: Makes a mind map summary of a short text; <b>p. 63</b>	7: no. 1, 2a–c	LB 100	118	32

### HEADSTART Week 4 Theme 11: Ideas and opinions (2)

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Talks about a familiar topic with preparation – plans and prepares a talk of at least five sentences; <b>p. 63</b>	4: no. 1–7	LB 97	117	
2	LSC: Working with words and sentences – adjectives (describe what things look like); <b>p. 63</b>	8: no. 1 & 2	LB 101	119	21
3	R&V: Independent reading – reads and reflects; <b>p. 63</b>	Read: <i>TV survey</i> Act. 3 and an advertisement Act. 4	RB 84 RB 85	120 (#)	
	LSC: Spelling – when <b>c</b> sounds like <b>k</b> ; when <b>k</b> sounds like <b>k</b> ; ** when <b>kn</b> sounds like <b>n</b> ; ** when <b>g</b> sounds like <b>j</b> ; ** <b>p. 63</b>	Rules in box to practise pronunciation	LB 102	119	40 14
4	R&V: Practises reading – reads aloud; <b>p. 63</b>	9: no. 1 & 2	LB 102	119	
5	R&V: Independent reading – reads and reflects; <b>p. 63</b>	Read: <i>Hectic Nine-9</i> 2: no. 1–5	RB 82 RB 83	120 (#)	

### HEADSTART Week 5 Theme 12: Myths, legends and poems (1)

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Listens to a story (myth) – listens, answers questions, expresses opinions and gives a personal response; <b>p. 64</b>	1: no. 1 1: no. 2a–f	LB 103	122–123 (#)	
2	R&V: Reads a story with dialogue – pre-reads, reads, identifies main ideas, answers questions; <b>p. 64</b>	2a: no. 1–2 2b: no. 1–4	LB 104–106	123 (#)	36–37
3	R&V: Reads a story with dialogue – re-reads, answers questions; <b>p. 64</b>	2c: no. 1a–c, 2a–c	LB 105–106	123 (#)	36–37
	W&P: Making a mind map summary; <b>** p. 64</b>	3: no. 1–2	LB 107	123	
4	LSC: Spelling – punctuation; Working with words and sentences: direct and reported speech; <b>p. 64</b>	4: no. 1	LB 107	124 (#)	42
		5: no. 1a–b, 2a–b	LB 108		38
5	R&V: Independent reading – reads and reflects; <b>p. 64</b>	Read: <i>Cold man winter</i> 1: no. 1–4	RB 86–90	127 (#)	

### HEADSTART Week 6 Theme 12: Myths, legends and poems (2)

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Listens to a story (myth) – listens again, re-tells story with points in sequence and with an alternate ending; <b>p. 64</b>	1: no. 3	LB 103	123 (#)	
2	W&P: Writes a simple story with dialogue; <b>p. 64</b>	6: no. 1, 2a–b, 3, 4, 5, 6a–j, 7 & 8	LB 109	125 (#)	39
3	R&V: Reads poems – pre-reads, reads, answers questions, discusses main idea and rhyme (simile); <b>p. 64</b>	7a: no. 1–2 7b: no. 1–2 7c: no. 1a–g & 2	LB 110–111	125 (#)	40–41 48–49
4	R&V: Practises reading – reads poem and acts it out; <b>p. 64</b>	7c: no. 3	LB 110–111	125 (#)	
5	R&V: Independent reading reads and reflects; <b>p. 64</b>	Read: <i>The wizard said</i> 2: no. 1–2 and <i>Table Mountain</i> 3: no. 1–2	RB 92 RB 92–93	127 (#)	

### HEADSTART Week 7 Theme 13: Science in our world (1)

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Plays a language game (broken telephone) – listens, carries out instructions; <b>p. 65</b> Listens to instructions (science experiment) – follows instructions; <b>p. 65</b>	1: no. 1, 2a–b	LB 113	128 (#)	54
		3		You read: Text 13 <i>Broken telephone</i> LB 173–174 <i>Science experiment</i> LB 113	
2	LSC: Working with words and sentences – active and passive voice; <b>p. 65</b>	2: no. 1a–e, 2	LB 114	129 (#)	63
3	R&V: Reads a procedural text (science experiment report) – pre-reads, reads, finds details, interprets visuals and answers questions; <b>p. 65</b>	3a: no. 1–2a–b 3b: no. 1–2 3c: no. 1a–c, 2a–b, 3a–c & 4	LB 115–117	129 (#)	60–61, 66
4	R&V: Reads a procedural text (science experiment report) – re-reads report, answers questions and follows instructions; <b>p. 65</b>	4: no. 1–4a–b	LB 116–117	130 (#)	60–61, 66
5	LSC: Vocabulary in context – prefixes and suffixes; <b>p. 65</b>	5: no. 1a–b, 2a–b & 3	LB 118	130 (#)	55, 63



### HEADSTART Week 8 Theme 13: Science in our world (2)

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	R&V: Reads an information text (across the curriculum) – pre-reads, skims, reads, discusses main ideas and interprets visuals; <b>p. 65</b>	6a: no. 1–2a–b 6b 6c: no. 1–4	LB 119	131 (#)	52–53, 56–57, 62, 64–65
2	L&S: Takes part in a conversation on a familiar topic – learns about conversations, asks and answers questions, respects other learners; <b>p. 65</b>	7a 7b: no. 1, 2a–e & 3	LB 121	131 (#)	52, 57
3	R&V: Independent reading – reads and reflects; <b>p. 65</b>	Read: <i>Rainbows</i> 1: no. 1–4	RB 94–95 RB 95	133 (#)	
4	W&P: Writes an information text; <b>p. 65</b>	8: 1–6a–b, 7a–f & 8	LB 122	132 (#)	54, 58
5	R&V: Independent reading – reads and reflects; <b>p. 65</b>	Read: <i>Make a rainbow</i> 2: no. 1–4	RB 96–97	132 (#)	

### HEADSTART Week 9 Theme 14: All about our feelings (1)

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Takes part in a conversation on a familiar topic – gives everyone a turn to ask and answer questions; <b>p. 66</b>	1: no. 1–4	LB 123	134–135 (#)	
2	R&V: Reads a play – pre-reads, reads, answers questions; <b>p. 66</b>	2a: no. 1 & 2a–e 2b 2c: no. 1a–d, 2 & 3	LB 124 LB 124–126 LB 127	135	44–45
3	R&V: Practises reading aloud – in groups of six, reads play; <b>p. 66</b>	2d: no. 1–5	LB 127	136 (#)	
4	LSC: Working with words and sentences – direct speech and punctuation; <b>p. 66</b>	3: no. 1, 2, 3a–c & 4a–b	LB 128	136	42
5	W&P: Writes a play script using a frame; <b>p. 66</b>	4: no. 1–7	LB 129–130	137	

### HEADSTART Week 10 Theme 14: All about our feelings (2)

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Performs a simple play – performs the play they wrote; <b>p. 66</b>	6: no. 1, 2 & 3	LB 131	138	
2	R&V: Independent reading – reads and reflects; <b>p. 66</b>	Read: <i>Feelings can be hurt</i> 1: no. 1–6	RB 100–103 RB 103	139 (#)	
3	LSC: Working with words and sentences – simple present and past tense, connecting words; <b>p. 66</b>	5: no. 1a–e, 2 & 3 7: no. 1–5	LB 130 LB 131	137 (#) 138 (#)	
4	R&V/W&P: Reflects on texts read independently – compares in a written book review; <b>p. 66</b>	8: no. 1–2	LB 132	138	
5	R&V: Independent reading – reads and reflects; <b>p. 66</b>	Read: <i>Split in two</i> 2: no. 1–5	RB 104–106 RB 106	139 (#)	

**HEADSTART Week 11 Ensure all project oral presentations are done; revise and consolidate work – Plan your week**

## 1.2 Interactive English First Additional Language (St Mary's Interactive Learning Experience)

**Note 1:** Daily practice activity for Days 1–5 indicated on Day 1 only.

**Note 2:** Remember to plan times for the project to be explained, done and presented. You will have to use some time allocated for other purposes for this work.

INTERACTIVE ENGLISH Week 1 Theme 10: Plant and animal world (1)					
No.	CAPS	Activity	LB/CR pp.	TG pp.	DBE pp.
1	L&S: Daily practice (poem); <b>p. 62</b>	Listens to and takes turns retelling descriptions	CR 58–59	88	
	L&S: Listens to a description of a place – notes relevant information, identifies similarities and differences; <b>p. 62</b>	1: Group work no. 1–8 Pair work A: no. 1–2 & B	LB 105–106 LB 106–107	87–8 You read: <i>At the water hole</i>	
2	R&V: Reads a story – pre-reads, reads, answers questions, identifies and expresses cause and effect; <b>p. 62</b>	6: Group work no. 1–10 Individual Cause and effect	LB 110–111 LB 112	90–91	2–3, 6
3	W&P: Records words in personal dictionary; <b>p. 62</b>	5: Individual no. 1, 2a– e 9: I, we, you, they, us	LB 109 LB 116	89	14
	LSC: Spelling – <b>j</b> sound in <b>g</b> words; LSC: Working with words and sentences – personal pronouns; <b>p. 62</b>			89–90 93	
4	R&V: Independent reading – reads and reflects in an oral book review; <b>p. 62</b>	8: Reads texts 1 & 2 Pair work no. 1–4 & no. 1–3 Individual	LB 114–115 LB 114 LB 115 LB 116	92	
5	R&V: Independent reading – reads and reflects; <b>p. 62</b>	Read: <i>Who will be king</i> (parts 1 and 2)	CR 38–45	90–91	

INTERACTIVE ENGLISH Week 2 Theme 10: Plant and animal world (2)					
No.	CAPS	Activity	LB/CR pp.	TG pp.	DBE pp.
1	L&S: Daily practice – listens to and performs rhyme; <b>p. 62</b>	4	LB 109	89	
	R&V: Practises reading aloud; <b>p. 62</b>	Let's practise group work	LB 112	91	
2	L&S: Listens to and gives a personal recount – own experience recounted sequentially; <b>p. 62</b>	2: Pair work	LB 107	89	
3	R&V: Reads a short paragraph – discusses main ideas, summarises; <b>p. 62</b>	7: Pair work no. 1–6 Individual	LB 113	91–92	5
4	LSC: Working with words and sentences – comparative adjectives, exclamation marks, sentence building (using verb <b>to be</b> ); <b>p. 62</b>	9: -er, -est Punctuation Building sentences	LB 117	93–94	4 17
			LB 117 LB 118	94 94	
5	W&P: Rewrites story in own words using a frame; <b>p. 62</b>	10	LB 119	95	8, 12
	R&V: Practises reading – reads aloud and talks about texts; <b>p. 62</b>	3 Pair work	LB 108	89	

**INTERACTIVE ENGLISH Week 3 Theme 11: Endangered animals (1)**

No.	CAPS	Activity	LB/CR pp.	TG pp.	DBE pp.
1	L&S: Reads aloud a prepared text (poem); <b>p. 63</b>	4: no. 1–5	LB 124	98	18 26
	L&S: Talks about a familiar topic with preparation – pre-preparation; <b>p. 63</b>	1: Pair work Group work	LB 120–121	97	
2	L&S: Talks about a familiar topic with preparation – preparation; <b>p. 63</b>	2	LB 121–122	98 You read: <i>Interesting facts</i> LB 121–122	
	LSC: Working with words and sentences – adjectives (age, temperature, what things are made of); <b>p. 63</b>	Adjectives Individual work	LB 123	98	21
3	L&S: Talks about a familiar topic with preparation – selects important points into at least five sentences; <b>p. 63</b>	Pair work no. 1–6	LB 123	98	
4	R&V: Reads an information text with visuals – pre-reads, reads, answers questions; <b>p. 63</b>	6: Group work no. 1–3 Individual work no. 1a–e, 2, 3 & 4a–c	LB 126–127	99–100	18–19, 20, 22–23
5	W&P: Makes a mind map summary of a short text; <b>p. 63</b>	11: Pair work no. 1–4 Individual	LB 133	103	32 28

**INTERACTIVE ENGLISH Week 4 Theme 11: Endangered animals (2)**

No.	CAPS	Activity	LB/CR pp.	TG pp.	DBE pp.
1	L&S: Daily practice – performs a poem; <b>p. 63</b>	4: no. 6 <i>We were here first</i>	LB 124	98	
	LSC: Spelling rule – c words with s sound; <b>p. 63</b>	5: Pair work Individual	LB 125	99	25
	R&V: Practises reading – reads aloud in pairs; <b>p. 63</b>	Read: <i>Rhino poachers get 25 years</i>	CR 63	100	
2	L&S: Examines and talks about a cartoon; * <b>p. 63</b>	7: Pair work no. 1–4	LB 128	100	
3	LSC: Working with words and sentences – possessive pronouns, determiners, present tense (universals); <b>p. 63</b>	9: Mine, yours, etc., one, two, etc. Present tense	LB 131 LB 131 LB 132	101 101–102 102	33 28, 63 33
4	R&V: Independent reading (information text) – reads and reflects; <b>p. 63</b>	8: Pair work no. 1–6	LB 129–130	100–101	
5	W&P: Completes a simple visual text; <b>p. 63</b>	10: Pair work	LB 129–130 & 132	102	21, 25, 29
	R&V: Independent reading – reads; <b>p. 63</b>	Read: <i>Endangered animals of the world</i>	CR 60	97	

<b>INTERACTIVE ENGLISH Week 5 Theme 12: Messages from animals and plants (1)</b>					
No.	CAPS	Activity	LB/CR pp.	TG pp.	DBE pp.
1 and 2	L&S: Daily practice – performs a poem; <b>p. 64</b>	3	LB 136	107	
	L&S: Listens to stories – pre-listens, listens, answers questions; <b>p. 64</b>	1: Group work no. 1–6 Group work no. 1–8	LB 134–135 LB 135	You read: 1. 105 <i>Why the giraffe has a long neck</i> and 2. 106–107 <i>How ostrich got a long neck</i>	
3	LSC: Spelling – <b>k</b> sound with <b>k</b> words; <b>p. 64</b>	4: Individual no. 1, 2a–b	LB 137	107–108	40
	LSC: Working with words and sentences – connecting words (condition); <b>p. 64</b>	<i>If ... then</i> Individual no. 1–4	LB 139	109	11, 47
4	R&V: Reads a story – pre-reads, reads, answers questions, identifies characters and message; <b>p. 64</b>	5: Group work no. 1–6	LB 137–139	108	36–37, 47
5	R&V: Practises reading – in groups re-reads story aloud; <b>p. 64</b>	Group work	LB 138–139, 141	109	

<b>INTERACTIVE ENGLISH Week 6 Theme 12: Messages from animals and plants (2)</b>					
No.	CAPS	Activity	LB/CR pp.	TG pp.	DBE pp.
1	L&S: Daily practice – performs a rhyme; <b>p. 64</b>	3: Group work	LB 136	107	
	L&S: Retells the story – listens again to two stories; <b>p. 64</b>	Pair work	LB 136	105–107 You tell the stories again	10
2	R&V: Reads poems – pre-reads, reads and answers questions; <b>p. 64</b>	6: Group work no. 1–10	LB 140–141	109	40–41, 48–49
3	LSC: Working with words and sentences – building sentences, direct speech, reported speech; <b>p. 64</b>	8: Building sentences: Pair work no. 1–6 Individual direct speech: Individual reported speech; Individual no. 1–5	LB 143 LB 143–144 LB 144	110–111 111 111	46 38
4	R&V: Independent reading – reads and reflects; <b>p. 64</b>	7: Pair work no. 1–5 Individual no. 1–2	LB 141–142	109–110	
5	W&P: Writes a simple story with dialogue; <b>p. 64</b>	9: Pair work Individual	LB 145–146	111–112	89
	R&V: Independent reading – reads, compares stories, does punctuation activity; <b>p. 64</b>	Read: <i>Cupid has some fun</i> and <i>Greek myth</i>	CR 46–50 LB 141–142	110	

**INTERACTIVE ENGLISH Week 7 Theme 13: Green it is! (1)**

No.	CAPS	Activity	LB/CR pp.	TG pp.	DBE pp.
1	L&S: Daily practice – listens to text, discusses and answers questions; <b>p. 65</b>	3: Group work no. 1–5	LB 148	114–115	
	L&S: Takes part in a conversation – listens to a poem and takes turns to respond; <b>p. 65</b>	1: Group work no. 1–2 no. 1–10	LB 147	114	52, 57
2	LSC: Vocabulary in context – understands words from texts; <b>p. 65</b>	2: Pair work no. 1–3	LB 147–148	114–115	
	LSC: Spelling – <b>k</b> sound with <b>c</b> words; <b>p. 65</b>	5: Pair work no. 1–3a–e			
3	R&V: Reads a procedural text – pre-reads, reads, answers questions; <b>p. 65</b>	6: Class work Group work no. 1–10	LB 151 LB 151–152	116–117	60–61, 66
4	R&V: Practises reading – reads aloud in turn; <b>p. 65</b>	Group work	LB 151–153	117	
5	LSC: Working with words and sentences – prepositions, negative form, passive voice; <b>p. 65</b>	Individual no. 1–2a–e Individual no. 1–6 Pair work no. 1a–d	LB 156 LB 157 LB 157	118 118 119	65 67 63

**INTERACTIVE ENGLISH Week 8 Theme 13: Green it is! (2)**

No.	CAPS	Activity	LB/CR pp.	TG pp.	DBE pp.
1	L&S: Daily practice – listen to a poem, answers questions, takes turns to say the poem; <b>p. 65</b>	4: Group work no. 1–2 Pair work	LB 149	115	
	LSC: Working with words and sentences – connecting words, reported speech; <b>p. 65</b>	9: Pair work Individual no. 1–3 Pair work no. 1–2 Individual no. 1–4	LB 158 LB 158	119	55, 57
2	R&V: Reads an information text – pre-reads, reads, interprets visuals, answers questions; <b>p. 65</b>	7: Class work Pair work no. 1–4 Individual A & B	LB 153 LB 154 LB 154	117	52–53, 56–57
3	W&P: Writes an information text; <b>p. 65</b>	10: Pair work Individual work	LB 159	120	54, 58
4	R&V: Independent reading – reads and shares opinions; <b>p. 65</b>	8: Pair work no. 1–3 Group work	LB 155–156	117	
5	L&S: Practises L&S – plays a language game; <b>p. 65</b>	11: Group work	LB 160	120	54
	R&V: Reads and reflects; <b>p. 65</b>	Read: <i>Messages for you</i>	CR 62	115	

<b>INTERACTIVE ENGLISH Week 9 Theme 14: The 3 R's (1)</b>					
<b>No.</b>	<b>CAPS</b>	<b>Activity</b>	<b>LB/CR pp.</b>	<b>TG pp.</b>	<b>DBE pp.</b>
1	L&S: Daily practice – performs a rhyme; <b>p. 66</b>	3	LB 165	124	
	L&S: Takes part in a conversation – pre-listens, listens, answers questions; <b>p. 66</b>	1: Group work no. 1–5 Individual	LB 161 LB 162	122–123 You read: <i>Reduce, reuse, recycle</i> CR 60	
2	LSC: Working with words and sentences – <b>a</b> and <b>the</b> with nouns; Spelling – prefix <b>re-</b> , add <b>-es</b> to form plurals; <b>p. 66</b>	3: Individual 4: Pair work no. 1–4 Individual	LB 165 LB 166–167 LB 167	124 125	
3 and 4	L&S: Performs a play (cartoons) – reads, answers questions; performs play; <b>p. 66</b>	2A: Group work no. 1–3 2B: Group work no. 1–3 Individual no. 1–2 2C: Group work	LB 163 LB 163–164 LB 164 LB 164	123	
5	LSC: Working with words and sentences – connecting words (choice), present and past tense; <b>p. 66</b>	7: 'either ... or' Individual no. 1–5 Present and past tenses Individual	LB 172 LB 172–173	127 128	

<b>INTERACTIVE ENGLISH Week 10 Theme 14: The 3 R's (2)</b>					
<b>No.</b>	<b>CAPS</b>	<b>Activity</b>	<b>LB/CR pp.</b>	<b>TG pp.</b>	<b>DBE pp.</b>
1	L&S: Daily practice – completes an acrostic to find hidden word; <b>p. 66</b>	3: Group work Acrostic	LB 166	124	
	LSC: Working with words and sentences – direct speech, reported speech; <b>p. 66</b>	7: Direct speech Pair work no. 1, 2a–d Reported speech Pair work	LB 173–174 LB 174	128 128–129	38
2	R&V: Reads a play – pre-reads, reads, discusses characters, setting, format; <b>p. 66</b>	5: Class work Group work no. 1–7	LB 168–169 LB 169	126	44–45
3	R&V: Practises reading – reads parts aloud; <b>p. 66</b>	Let's practise Group work	LB 169	126	
4	W&P: Writes a play script using a frame; <b>p. 66</b>	8	LB 175–176	129	
5	R&V: Independent reading – reads and compares texts 1 and 2; <b>p. 66</b>	6: Pair work no. 1–4	LB 170–171 LB 171		

**INTERACTIVE ENGLISH Week 11 Ensure all project oral presentations are done; revise and consolidate work – Plan your week**

### 1.3 Platinum English First Additional Language (Maskew Miller Longman)

**Note:** Remember to plan times for the project to be explained, done and presented. You will have to use some time allocated for other purposes for this work.

PLATINUM Week 1 Theme 10: People we admire (1)					
No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 62</b>	Choice of activity		115	
	L&S: Listens to a description of people – pre-listens, listens, notes relevant information, <b>p. 62</b>	Talk about photographs no. 1–2 While you listen no. 1–2	LB 86	115 116 You read: <i>Descriptions of people</i> LB 171	
2	L&S: Daily practice; <b>p. 62</b>	Choice of activity		115	
	L&S: Listens to a description of people – listens again, notes similarities and differences; <b>p. 62</b>	After you listen	LB 86	115 (#)	
	LSC: Working with words and sentences – verb <b>to be</b> ; <b>p. 62</b>	Work with words and sentences	LB 86	116	
3	L&S: Daily practice; <b>p. 62</b>	Choice of activity		115	
	R&V: Reads a story – pre-reads, reads, answers questions; <b>p. 62</b>	Read a true story about ... Before you read no. 1a–b, 2a–b, 3 After you read no. 1–6	LB 88–89 LB 89	117 118 (#)	2–3, 6
4	R&V: Practises reading – reads aloud, completes information; <b>p. 62</b>	After you read no. 7–8	LB 89	118 (#)	
5	LSC: Working with words and sentences – comparative adjectives; Spelling – <b>j</b> words written with <b>g</b> ; <b>p. 62</b>	Work with words and sentences no. 1, 2, 3a–e Spelling no. 1–2	LB 90	122	4 17 14
	R&V: Independent reading – reads and reflects; <b>p. 62</b>	Read: <i>Girl saves family</i> Think about it no. 1	RB 38 RB 39	120	

PLATINUM Week 2 Theme 10: People we admire (2)					
No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 62</b>	Choice of activity		115	
	L&S: Listens to and gives a personal recount – recalls own experience; <b>p. 62</b>	no. 1, 2, 3 & 4	LB 87	121 You read: <i>A personal recount</i> LB 171	
2	L&S: Daily practice; <b>p. 62</b>	Choice of activity		115	
	L&S: Listens to and gives a personal recount – asks and answers questions; <b>p. 62</b>	no. 5	LB 87	121 (#)	
	LSC: Working with words and sentences – personal pronouns; <b>p. 62</b>	Work with words and sentences	LB 87	121	7
3	L&S: Daily practice; <b>p. 62</b>	Choice of activity		115	
	W&P: Rewrites story in own words; <b>p. 62</b>	Rewrite story in your own words	LB 92	120 (#)	8, 12
4	L&S: Daily practice; <b>p. 62</b>	Choice of activity		115	
	LSC: Working with words and sentences – concord; <b>p. 62</b>	Concord no. 1a–d, 2 & 3	LB 91	119 (#)	17
	R&V: Independent reading – reads and reflects; <b>p. 62</b>	Read: <i>Cecilia Makiwane</i> Think about it no. 2	RB 39	124	
5	L&S: Daily practice; <b>p. 62</b>	Choice of activity		115	
	R&V: Reads a short paragraph – reads and summarises; <b>p. 62</b>	Summarise a paragraph no. 1, 2	LB 93	124 (#)	5
	Revision; <b>p. 62</b>	1, 2a–c, 3a–e & 4a–b	LB 94	125	

**PLATINUM Week 3 Theme 11: Beautiful birds (1)**

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 63</b>	Choice of activity		128	
	L&S: Talks about a familiar topic with preparation – pre-preparation; <b>p. 63</b>	Talk about photographs no. 1–5 Have a discussion about birds no. 1–6	LB 96–97	128–129	
	LSC: Works with words and sentences – present tense for universals; vocabulary in context; <b>p. 63</b>	Work with words and sentences no. 1–5 Vocabulary in context	LB 97	129	33 20, 24, 28
2	L&S: Daily practice; <b>p. 63</b>	Choice of activity		128	
	R&V: Reads an information text with visuals – pre-reads, reads; <b>p. 63</b>	Before you read no. 1–4 While you read	LB 98 LB 98–99	129–130	18–19, 20, 22–23
3	L&S: Daily practice; <b>p. 63</b>	Choice of activity		128	
	R&V: Reads an information text with visuals – re-reads text, selects relevant information to answer questions; <b>p. 63</b>	After you read no. 1–7	LB 98–99	130	18–19, 20, 22–23
	LSC: Working with words and sentences – adjectives; <b>p. 63</b>	no. 1a–d, 2a–c	LB 99	130	21
4	L&S: Daily practice; <b>p. 63</b>	Choice of activity		128	
	LSC: Working with words and sentences – determiners; Spelling – <b>k</b> words spelled with <b>c</b> ; <b>p. 63</b>	Number words no. 1a–c, 2a–e The letter <b>c</b> no. 3a–e	LB 100	131 136	28, 63 25
5	L&S: Daily practice; <b>p. 63</b>	Choice of activity		128	
	W&P: Draws and labels a visual text; <b>p. 63</b>	Draw and label a diagram no. 1–2	LB 101	132	21, 25, 29

**PLATINUM Week 4 Theme 11: Beautiful birds (2)**

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 63</b>	Choice of activity		128	
	L&S: Talks about a familiar topic with preparation – plans and prepares at least five sentences; <b>p. 63</b>	Plan a talk about birds no. 1, 2a–f, 3, 4 & 5	LB 97	133	
2	L&S: Daily practice; <b>p. 63</b>	Choice of activity		128	
	R&V: Practises reading – re-reads information text, prepares, reads aloud; <b>p. 63</b>	Practise reading	LB 98–99	134	
3	L&S: Daily practice; <b>p. 63</b>	Choice of activity		128	
	R&V: Independent reading – reads and re-tells facts; <b>p. 63</b>	Read: <i>World of birds</i>	RB 40	132	
4	L&S: Daily practice; <b>p. 63</b>	Choice of activity		128	
	W&P: Makes a mind map summary; <b>p. 63</b>	Make a mind map	LB 101	136–137	28, 32
5	L&S: Daily practice; <b>p. 63</b>	Choice of activity		128	
	R&V: Independent reading – reads and retells text; <b>p. 63</b>	Read: <i>Save the crane</i>	RB 41	135	
	Revision	no. 1a–c, 2a–c, 3a–b	LB 108	137	



**PLATINUM Week 5 Theme 12: Animals and the environment (1)**

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 64</b>	Choice of activity		140	
	L&S: Listens to a story – pre-listens, listens, answers questions, gives personal response; <b>p. 64</b>	Talk about the photograph no. 1–3 Before you listen no. 1, 2a–d While you listen After you listen no. 1a–e, 2a–b	LB 104	140–141 You read: <i>Listen to a story</i> LB 172	
2	L&S: Daily practice; <b>p. 64</b>	Choice of activity		140	
	L&S: Retells the story – talks about characters, sequences events, gives an alternative ending; <b>p. 64</b>	Retell a story no. 1–3	LB 104	141 (#)	10
3	L&S: Daily practice; <b>p. 64</b>	Choice of activity		140	
	R&V: Reads a story with dialogue – pre-reads, reads; <b>p. 64</b>	Before you read no. 1–2 While you read	LB 106 LB 106–107	142	36–37, 47
4	L&S: Daily practice; <b>p. 64</b>	Choice of activity		140	
	R&V: Reads a story with dialogue – re-reads, answers questions, identifies moral; <b>p. 64</b>	After you read no. 1a–c, 2, 3a–b, 4–7	LB 106–107	142–143	36–37, 47
5	L&S: Daily practice; <b>p. 64</b>			140	
	LSC: Working with words and sentences – constructs simple sentences; Spelling – sound <b>k</b> spell <b>k</b> ; <b>p. 64</b>	Work with words and sentences no. 1 no. 2 and 3	LB 109	147	46 40
	R&V: Independent reading – reads aloud in pairs, reflects; <b>p. 64</b>	Read: <i>Why the giraffe and the oxpecker are good friends</i> Think about it	RB 42–43 RB 43	143	

**PLATINUM Week 6 Theme 12: Animals and the environment (2)**

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 64</b>	Choice of activity		140	
	L&S: Practises L&S – listens to and performs a poem; <b>p. 64</b>	<i>A walk in the wilderness</i> no. 1, 2, 3 & 4	LB 105	145 (#)	
	LSC: Working with words and sentences – connectors (condition); <b>p. 64</b>	Work with sentences	LB 105	145	11, 47
2	L&S: Daily practice; <b>p. 64</b>	Choice of activity		140	
	R&V: Reads poems – pre-reads, reads, discusses topic and rhyme, expresses feelings; <b>p. 64</b>	Before you read While you read no. 1–3 After you read no. 1–6	LB 108–109	146	40–41, 48–49
	R&V: Practises reading – reads aloud; <b>p. 64</b>	Read: <i>The cheetah</i>	LB 109	147	
3	L&S: Daily practice; <b>p. 64</b>	Choice of activity		140	
	LSC: Working with words and sentences – direct and reported speech; <b>p. 64</b>	Direct and reported speech no. 1a–b, 2, 3a–c	LB 110	148 (#)	38
4	L&S: Daily practice; <b>p. 64</b>	Choice of activity		140	
	W&P: Writes a simple story including dialogue; <b>p. 64</b>	Write a story about people and animals no. 1–5	LB 111	148–149 (#)	39
5	L&S: Daily practice; <b>p. 64</b>	Choice of activity		140	
	R&V: Independent reading – reads in groups of six and reflects; <b>p. 64</b>	Read: <i>The four friends</i> Think about it	RB 44–49 RB 49		
	Revision	no. 1, 2a–b, 3 & 4a–e	LB 112	149	

**PLATINUM Week 7 Theme 13: Long ago in Egypt (1)**

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 65</b>	Choice of activity		152	
	L&S: Takes part in a conversation on a familiar topic – asks and answers questions; <b>p. 65</b>	Talk about the photograph no. 1–3 Take part in a conversation no. 1–6	LB 114 LB 114–115	152–153	52, 57
2	L&S: Daily practice; <b>p. 65</b>	Choice of activity		152	
	LSC: Spelling – <b>k</b> sounds spelled with <b>c</b> ; <b>p. 65</b>	Spelling no. 1–5			
	R&V: Independent reading – reads; <b>p. 65</b>	Read: <i>The river Nile and Pharaohs</i>	RB 50–51	153, 156	
3	L&S: Daily practice; <b>p. 65</b>	Choice of activity		152	
	R&V: Reads a procedural text – pre-reads, reads, finds specific information, interprets visuals; <b>p. 65</b>	Before you read no. 1, 2 While you read no. 1 After you read no. 1–5	LB 116–117	154 (#)	60–61, 66
4	L&S: Daily practice; <b>p. 65</b>	Choice of activity		152	
	R&V: Practises reading – reads aloud, follows instructions; <b>p. 65</b>	After you read no. 6	LB 116–117	155	
5	L&S: Daily practice; <b>p. 65</b>	Choice of activity		152	
	LSC: Working with words and sentences – passive voice, prepositions, negative forms; <b>p. 65</b>	Work with words and sentences no. 1a–b, 2a–c, 3a–c	LB 33	46–47 (#)	63 65 67
	R&V: Independent reading – reads; <b>p. 65</b>	Read: <i>The pyramids and hieroglyphics</i>	RB 52–53	157, 159	

**PLATINUM Week 8 Theme 13: Long ago in Egypt (2)**

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 65</b>	Choice of activity		152	
	L&S: Plays a language game – follows instructions, takes turns; <b>p. 65</b>	Play a game no. 1, 2a–d, 3	LB 115	157	54
2	L&S: Daily practice <b>p. 65</b>	Choice of activity		152	
	R&V: Reads an information text across the curriculum – pre-reads, reads, discusses main ideas and specific details, interprets visuals; <b>p. 65</b>	Before you read no. 1–2 While you read no. 1–2 After you read no. 1–7	LB 117 LB 118–119 LB 119	157–158	52–53, 56–57
3	L&S: Daily practice; <b>p. 65</b>	Choice of activity		152	
	LSC: Working with words and sentences – connectors (addition, sequence, contrast); Vocabulary in context – prefixes and suffixes; <b>p. 65</b>	Connecting words no. 1a–d Adding letters to make new words no. 2a–c, 3a–c	LB 120	155 157	55, 57 63 55, 63
4	L&S: Daily practice; <b>p. 65</b>	Choice of activity		152	
	W&P: Writes an information text; <b>p. 65</b>	Write about long ago no. 1–5	LB 121	160	54, 58
5	L&S: Daily practice; <b>p. 65</b>	Choice of activity		152	
	R&V: Independent reading – re-reads, reflects, shares opinions about texts; <b>p. 65</b>	Re-read: <i>The wonders of Egypt</i> Think about it	RB 50–53 RB 51 & 53	156, 157, 159	
	Revision	no. 1, 2, 3a–c & 4a–e	LB 122	161	

**PLATINUM Week 9 Theme 14: Work people do (1)**

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 66</b>	Choice of activity		164	
	L&S: Takes part in a conversation on a familiar topic – asks and answers questions; <b>p. 66</b>	Talk about the photographs no. 1–3	LB 123–124	164	
2	L&S: Daily practice; <b>p. 66</b>	Choice of activity		164	
	R&V: Reads a play – pre-reads, reads; <b>p. 66</b>	Before you read no. 1–2 While you read no. 1–3	LB 126–127	166	44–45
3	L&S: Daily practice; <b>p. 66</b>	Choice of activity		164	
	R&V: Practises reading – reads aloud in pairs; <b>p. 66</b>	While you read no. 4	LB 126–127	166	
4	L&S: Daily practice; <b>p. 66</b>	Choice of activity		164	
	R&V: Reads a play – re-reads, discusses characters, setting, action; <b>p. 66</b>	After you read no. 1–7	LB 126–128	166	44–45
5	L&S: Daily practice; <b>p. 66</b>	Choice of activity		164	
	LSC: Working with words and sentences – gender forms, <b>a</b> and <b>the</b> with nouns, connecting words (choice); <b>p. 66</b>	Work with words and sentences no. 1, 2a–c, 3a–c	LB 128	170	
	R&V: Independent reading – reads and reflects; <b>p. 66</b>	Read: <i>A journalist's world</i> Think about it	RB 54–55 RB 55	166	

**PLATINUM Week 10 Theme 14: Work people do (2)**

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 66</b>	Choice of activity		164	
	L&S: Performs a simple play – pre-listens, listens, answers questions; <b>p. 66</b>	Before you listen no. 1–3 While you listen	LB 124–125	164–165	
2	L&S: Daily practice; <b>p. 66</b>	Choice of activity		164	
	L&S: Performs a simple play – uses voice and expression, pronounces words properly; <b>p. 66</b>	Perform (act out) the play no. 2a–b, 3	LB 125	169	
	LSC: Spelling – when to use <b>-es</b> to form plurals, punctuation; <b>p. 66</b>	Spelling and punctuation no. 1a–c no. 2a–c	LB 125 LB 126	169	
3	L&S: Daily practice; <b>p. 66</b>	Choice of activity		164	
	W&P: Writes a short play; <b>p. 66</b>	Write a play	LB 129	172	
4	L&S: Daily practice; <b>p. 66</b>	Choice of activity		164	
	LSC: Working with words and sentences – simple present and past tense; <b>p. 66</b>	Simple present tense no. 1a–e Simple past tense no. 2a–e	LB 128 LB 129	167 170	
5	L&S: Daily practice; <b>p. 66</b>	Choice of activity		164	
	R&V: Independent reading – reads and reflects; <b>p. 66</b>	Read: <i>I want to be a scientist</i> and <i>I went to the barber</i> Think about it	RB 56 RB 57 RB 56 and 57	168 171	
	Revision; <b>p. 66</b>	no. 1a–e, 2a–e, 3, 4a–e	LB 130	173	

**PLATINUM Week 11 Ensure all project oral presentations are done; revise and consolidate work – Plan your week**

## 1.4 Solutions for All English First Additional Language (Macmillan)

**Note:** Remember to plan times for the project to be explained, done and presented. You will have to use some time allocated for other purposes for this work.

SOLUTIONS FOR ALL Week 1 Theme 10: Stories from Southern Africa (1)					
No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 62</b>	Choice of activity		135–136	
	L&S: Listens to an oral description of people – pre-listens, listens; <b>p. 62</b>	Let's talk about this theme no. 1–3 Word bank	LB 113 LB 114	136–137 You read: <i>San and Xhosa people</i> p. 136	
2	L&S: Daily practice; <b>p. 62</b>	Choice of activity		135–136	
	L&S: Listens to an oral description of people – listens again, notes relevant information and similarities and differences; <b>p. 62</b>	Classroom Act. 1 no. 1, 2	LB 115	137	
3	L&S: Daily practice; <b>p. 62</b>	Choice of activity		135–136	
	R&V: Reads a story – pre-reads, reads, reads aloud; <b>p. 62</b>	Classroom Act. 2	LB 115–116	138 139	
4	L&S: Daily practice; <b>p. 62</b>	Choice of activity		135–136	
	R&V: Reads a story – re-reads, answers questions; <b>p. 62</b>	Classroom Act. 2 no. 1–8	LB 115–116	139	2–3, 6
	LSC: Working with words and sentences – comparative adjectives; <b>p. 62</b>	Classroom Act. 2 no. 9	LB 116	139	4, 17
5	L&S: Daily practice; <b>p. 62</b>	Choice of activity		135–136	
	R&V: Independent reading – reads and reflects; <b>p. 62</b>	Read: <i>The two brothers</i> Act. no. 1, 2	RB 19 LB 122	144	

**Note 1:** The L&S activity Listens to and gives personal account has been omitted.

**Note 2:** Lesson 3: The CAPS requires a summary of a paragraph, not a whole text as given in the LB and TG.

SOLUTIONS FOR ALL Week 2 Theme 10: Stories from Southern Africa (2)					
No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 62</b>	Choice of activity		135–136	
	W&P: Rewrites story in own words with a frame; <b>p. 62</b>	Classroom Act. 3	LB 116–117	141	8, 12
2	L&S: Daily practice; <b>p. 62</b>	Choice of activity		135–136	
	R&V: Reads a short paragraph – discusses main ideas; <b>p. 62</b>	Classroom activity no. 1	LB 117–119	141–142	
3	L&S: Daily practice; <b>p. 62</b>	Choice of activity		135–136	
	R&V: Reads a short paragraph – re-reads, summarises; <b>p. 62</b>	Classroom activity no. 2	LB 118–119	141–142	5
4	L&S: Daily practice; <b>p. 62</b>	Choice of activity		135–136	
	LSC: Working with words and sentences – personal pronouns, exclamation marks; <b>p. 62</b>	Classroom Act. 1 no. 1–4 Classroom Act. 2 no. 1–3	LB 121	143 143–144	7
5	L&S: Daily practice; <b>p. 62</b>	Choice of activity		135–136	
	R&V: Independent reading – reads and reflects; <b>p. 62</b>	Read: <i>Firebowl</i> Act. no. 3–4	RB 55 LB 122	144	

**SOLUTIONS FOR ALL Week 3 Theme 11: My history (1)**

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 63</b>	Choice of activity		147	
	R&V: Reads an information text with visuals (time line) – pre-reads, reads, answers questions orally; <b>p. 63</b>	Read: <i>Great inventions that have changed our lives</i>	LB 124–125	148	18–19, 20, 22–23
2	L&S: Daily practice; <b>p. 63</b>	Choice of activity		147	
	L&S: Talks about a familiar topic with preparation – plans and prepares five sentences using determiners; <b>p. 63</b>	Classroom Act. 1	LB 126	148–149	
3	L&S: Daily practice; <b>p. 63</b>	Choice of activity		147	
	W&P: Draws and labels a simple visual text (time line); <b>p. 63</b>	Classroom Act. 2 no. 1–2	LB 126	149	21, 25, 29
4	L&S: Daily practice; <b>p. 63</b>	Choice of activity		147	
	L&S: Talks about a familiar topic with preparation – re-examines time line, prepare talk of five sentences; <b>p. 63</b>	Classroom Act. 2 no. 3	LB 126	149	
5	L&S: Daily practice; <b>p. 63</b>	Choice of activity		147	
	R&V: Independent reading – reads, reflects; <b>p. 63</b>	Read: <i>Where do humans come from?</i> CR Act. no. 1–2	RB 72–73 LB 132	153	

**SOLUTIONS FOR ALL Week 4 Theme 11: My history (2)**

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 63</b>	Choice of activity		147	
	R&V: Reads an information text with visuals – pre-reads, reads, selects relevant details to answer questions; <b>p. 63</b>	Classroom Act. 1 no. 1–2	LB 126–128	150	18–19, 20, 22–23
2	L&S: Daily practice; <b>p. 63</b>	Choice of activity		147	
	LSC: Working with words and sentences – possessive pronouns, present tense (universals); <b>p. 63</b>	Classroom Act. 1 no. 1–5 Classroom Act. 4 no. 1–2	LB 129 LB 130	150 151–152	33 33
3	L&S: Daily practice; <b>p. 63</b>	Choice of activity		147	
	LSC: Vocabulary in context – phrasal verbs; <b>p. 63</b>	Classroom Act. 1	LB 131–132	152	20, 29, 46
	LSC: Spelling – <b>s</b> words written with <b>c</b> ; <b>p. 63</b>	Classroom Act. 2 no. 1–4	LB 132	152	25
4	L&S: Daily practice; <b>p. 63</b>	Choice of activity		147	
	W&P: Makes a mind map summary of a short text – reads the text, makes a mind map; <b>p. 63</b>	Classroom Act. 2 Classroom Act. 3	LB 129 LB 130	151	32
5	L&S: Daily practice; <b>p. 63</b>	Choice of activity		147	
	R&V: Independent reading – reads, reflects; <b>p. 63</b>	Read: <i>Provinces of South Africa</i> CR activities	RB 74–75 LB 133 no. 3–5	153	

**SOLUTIONS FOR ALL Week 5 Theme 12: South African stories (1)**

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 64</b>	Choice of activity		157	
	LSC: Working with words and sentences – direct speech; <b>p. 64</b>	What you still need to know – explanation only	LB 135–136	157	
	R&V: Reads a story with dialogue – reads, answers questions; <b>p. 64</b>	Classroom Act. 1 no. 1–7	LB 136, 138	157–158	39
	LSC: Working with words and sentences – direct speech; <b>p. 64</b>	Classroom Act. 1 no. 9a–b, 10a–d	LB 138	158	
2	L&S: Daily practice; <b>p. 64</b>	Choice of activity		157	
	L&S: Retells the story – sequences events, describes main character, gives alternative ending; <b>p. 64</b>	Classroom Act. 1 no. 8	LB 138	157–158	10
3	L&S: Daily practice; <b>p. 64</b>	Choice of activity		157	
	W&P: Writes a story with dialogue; <b>p. 64</b>	Classroom Act. 2	LB 139	158–159	39
4	L&S: Daily practice; <b>p. 64</b>	Choice of activity		157	
	L&S: Practises – performs a poem; <b>p. 64</b>	Classroom Act. 1	LB 140	160	
5	L&S: Daily practice; <b>p. 64</b>	Choice of activity		157	
	R&V: Independent reading – reads and reflects; <b>p. 64</b>	Read: <i>Why Ostrich cannot fly</i> CR Act. no. 1–4	RB 23–26 LB 143	161–162	

**SOLUTIONS FOR ALL Week 6 Theme 12: South African stories (2)**

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice <b>p. 64</b>	Choice of activity		157	
	LSC: Working with words and sentences – reported speech; Spelling – <b>k</b> words spelled with <b>c</b> ; <b>p. 64</b>	Classroom Act. 1 no. 1–3	LB 140–141	160	38
		Classroom Act. 3	LB 142	161	40
2	L&S: Daily practice; <b>p. 64</b>	Choice of activity		157	
	R&V: Reads a poem – pre-reads, reads, discusses main idea, rhyme, expresses feelings; <b>p. 64</b>	Classroom Act. 2 no. 1–5	LB 142	160–161	40–41, 48–49
3	L&S: Daily practice; <b>p. 64</b>	Choice of activity		157	
	LSC: Working with words and sentences – constructs simple sentences; <b>p. 64</b> Connecting words (condition); <b>p. 64</b>	Classroom Act. 1 no. 1a–b, 2a–b, 3a–b, 4a–c & 5	LB 144–145	162	46
		Classroom Act. 3 no. 1–4	LB 146–147	165	11, 47
4	L&S: Daily practice; <b>p. 64</b>	Choice of activity		157	
	L&S: Listens to a story – answers questions, gives personal response and expresses own opinions; <b>p. 64</b>	Classroom Act. 2 no. 1–7	LB 146	163–164 You read: <i>The ruby prince</i>	
5	L&S: Daily practice; <b>p. 64</b>	Choice of activity		157	
	R&V: Independent reading – reads and reflects; <b>p. 64</b>	Read: <i>Praise poem</i> CR Act. no. 5–6	RB 56 LB 143	162	

**SOLUTIONS FOR ALL Week 7 Theme 13: Paper (1)**

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily activity; <b>p. 65</b>	Choice of activity		168	
	R&V: Reads an information text – reads aloud <b>p. 65</b>	Read: <i>How to write an information text</i>	LB 149–150	168–169	
2	L&S: Daily activity; <b>p. 65</b>	Choice of activity		168	
	LSC: Working with words and sentences – connecting words, passive voice; <b>p. 65</b>	Classroom Act. 1 no. 1–2 Classroom Act. 1 no. 1–5	LB 151 LB 154	168 171	55, 57 63
3	L&S: Daily activity; <b>p. 65</b>	Choice of activity		168	
	R&V: Reads an information text from across the curriculum – pre-reads, reads, answers questions, interprets visuals; <b>p. 65</b>	Classroom Act. 2 no. 1–6	LB 151–152 LB 153	169–170	52–53, 65–57
4	L&S: Daily activity; <b>p. 65</b>	Choice of activity		168	
	W&P: Writes an information text; <b>p. 65</b>	Classroom Act. 1	LB 155	171–172	54, 58
5	L&S: Daily activity; <b>p. 65</b>	Choice of activity		168	
	R&V: Independent reading – reads and reflects; <b>p. 65</b>	Read: <i>Fascinating facts about paper</i> CR Act. no. 3–4	RB 83–84 LB 159	174	

**SOLUTIONS FOR ALL Week 8 Theme 13: Paper (2)**

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 65</b>	Choice of activity		168	
	R&V: Reads a procedural text – finds specific details, interprets visuals, follows instructions; <b>p. 65</b>	Classroom Act. 2	LB 155–156	173	60–61, 66
2	L&S: Daily practice; <b>p. 65</b>	Choice of activity		168	
	R&V: Practises reading – pre-reads, reads poem aloud; <b>p. 65</b>	Classroom Act. 3	LB 157	172	
3	L&S: Daily practice; <b>p. 65</b>	Choice of activity		168	
	LSC: Working with words and sentences – prepositions, suffix and affix, reported speech; <b>p. 65</b>	Classroom Act. 3 no. 1–5	LB 157 LB 158	172 173	65 55, 63
	Spelling – <b>k</b> words spelled with <b>c</b> ; <b>p. 65</b>	Classroom Act. 4			
4	L&S: Daily practice; <b>p. 65</b>	Choice of activity		168	
	L&S: Plays a language game; <b>p. 65</b>	–	–	173	54
5	L&S: Daily practice; <b>p. 65</b>	Choice of activity		168	
	R&V: Independent reading – reads and reflects; <b>p. 65</b>	Read: <i>Make a frog mask</i> CR Act. no. 1–2	RB 76 LB 158	174	

**SOLUTIONS FOR ALL Week 9 Theme 14: Stories from the Emaswati people (1)**

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 66</b>			178	
	R&V: Reads a play – pre-reads, reads; <b>p. 66</b>	What you still need to know	LB 161–162 LB 162–164	178	
2	L&S: Daily practice; <b>p. 66</b>			178	
	R&V: Reads a play – re-reads, answers questions; <b>p. 66</b> Prepares for performing the play; <b>p. 66</b>	Classroom Act. no. 1–12	LB 162–165	178–180 179	44–45
3	L&S: Daily practice; <b>p. 66</b>			178	
	L&S: Performs a play – uses voice and expression, speaks clearly; <b>p. 66</b>	Classroom Act. 2 no. 1	LB 165	179–180	
4	L&S: Daily practice; <b>p. 66</b>			178	
	W&P: Writes a short play; <b>p. 66</b>	Classroom Act. 3	LB 166	181	
5	L&S: Daily practice; <b>p. 66</b>			178	
	R&V: Independent reading – reads and reflects; <b>p. 66</b>	Read: <i>Swaziland</i> CR Act. 1–2	RB 57 LB 172	184	

**Note:** The content of the activity given for ‘reflects on independent reading’ does not conform to the CAPS requirement. In addition, it should be part of FAT Task 1 **not** FAT Task 2.

**SOLUTIONS FOR ALL Week 10 Theme 14: Stories from the Emaswati people (2)**

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 66</b>			178	
	R&V: Practises reading – reads aloud, identifies main characters; <b>p. 66</b>	Read: <i>Tortoise and Hare</i>	LB 168–169	182	
2	L&S: Daily practice; <b>p. 66</b>			178	
	R&V: Independent reading – reflects on play *	Classroom Act. no. 2	LB 166	180	
3	L&S: Daily practice; <b>p. 66</b>			178	
	LSC: Working with words and sentences – re-reads text, simple present and past tense; <b>p. 66</b>	Classroom Act. no. 1–2	LB 170	67	
4	L&S: Daily practice; <b>p. 66</b>			178	
	LSC: Working with words and sentences – connecting words (choice); <b>p. 66</b>	What you still need to know Classroom Act. 1 no. 1–5	LB 170 LB 171	183	
	LSC: Spelling – add <b>-es</b> to form plurals; <b>p. 66</b>	Classroom Act. 2	LB 171	183	
5	L&S: Daily practice; <b>p. 66</b>			178	
	R&V: Independent reading – reads, reflects; <b>p. 57</b>	Read: <i>Postcard from Swaziland</i> CR Act no. 3	RB 85 LB 172	184	

**SOLUTIONS FOR ALL Week 11 Ensure all project oral presentations are done; revise and consolidate work – Plan your week**



## 1.5 Study and Master English First Additional Language (Cambridge University Press)

**Note:** Remember to plan times for the project to be explained, done and presented. You will have to use some time allocated for other purposes for this work.

<b>STUDY AND MASTER Week 1 Theme 10: Learning about others (1)</b>					
No.	CAPS	Activity	LB/CR pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 62</b>	Choice of an activity		Resources 1–9	
	L&S: Listens to oral description of people – pre-listens, listens, notes relevant information, identifies similarities and differences; <b>p. 62</b>	1–2 3 4a–b	LB 111 LB 112	109–110 (#) You read: <i>Aisha and her family</i>	
2	L&S: Daily practice; <b>p. 62</b>	Choice of an activity		Resources 1–9	
	LSC: Working with words and sentences – comparative adjectives; Vocabulary in context – words from text; <b>p. 62</b>	5a–f 6	LB 112 LB 113	111 (#) 112	4
	R&V: Independent reading – reads; <b>p. 62</b>	Read: <i>Naka, the horn star</i>	CR 18	111	
3	L&S: Daily practice; <b>p. 62</b>	Choice of an activity		Resources 1–9	
	R&V: Reads a story – pre-reads, reads, answers questions, expresses cause and effect; <b>p. 62</b>	8a–b 9 11a–d 12a–f	LB 114 LB 115 LB 116	113 113 113–114	2–3, 6
4	L&S: Daily practice; <b>p. 62</b>	Choice of an activity		Resources 1–9	
	LSC: Spelling – enters words in personal dictionary; <b>j</b> words spelled with <b>g</b> ; <b>p. 62</b>	13 14	LB 117 LB 117	114 (#)	14
	R&V: Independent reading – reads; <b>p. 62</b>	Read: <i>Karoo monsters</i>	CR 35	114	
5	L&S: Daily practice; <b>p. 62</b>	Choice of an activity		Resources 1–9	
	W&P: Rewrites story in own words; <b>p. 62</b>	15	LB 118	115–116 (#)	8, 12

<b>STUDY AND MASTER Week 2 Theme 10: Learning about others (2)</b>					
No.	CAPS	Activity	LB/CR pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 62</b>	Choice of activity		Resources 1–9	
	L&S: Listens to and gives personal recount – recalls own experience, sequences using determiners; <b>p. 62</b>	18	LB 119	117 (#)	
2	L&S: Daily practice; <b>p. 62</b>	Choice of activity		Resources 1–9	
	LSC: Working with words and sentences – count nouns, personal pronouns; <b>p. 62</b>	16a–e 17a–g	LB 118 LB 119	116	16 7
3	L&S: Daily practice; <b>p. 62</b>	Choice of activity		Resources 1–9	
	R&V: Reads a short paragraph – discusses main idea and specific details, summarises; <b>p. 62</b>	19a–c	LB 119–120	118 (#)	5
4	L&S: Daily practice; <b>p. 62</b>	Choice of activity		Resources 1–9	
	LSC: Working with words and sentences – exclamation mark, verb <b>to be</b> ; <b>p. 62</b>	20a–e 21a–f & 22	LB 121 LB 121–122	118 (#) 119 (#)	
5	L&S: Daily practice; <b>p. 62</b>	Choice of activity		Resources 1–9	
	R&V: Independent reading – oral book review on texts read independently; <b>p. 62</b>	23	LB 122	120 (#)	

**STUDY AND MASTER Week 3 Theme 11: Sports stars (1)**

No.	CAPS	Activity	LB/CR pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 63</b>	11	LB 128	127	
	R&V: Reads an information text with visuals (pictograph) – reads, selects relevant information to answer questions; <b>p. 63</b>	1a–f	LB 123	122 (#)	18–19, 20
	R&V: Independent reading – reads; <b>p. 63</b>	Read: <i>Oscar Pistorius</i>	CR 72	123	
2	L&S: Daily practice; <b>p. 63</b>	11	LB 128	127	
	L&S: Talks about a familiar topic with preparation – plans and prepares five sentences of important points; <b>p. 63</b>	2a–c & 3	LB 124–125	123	
3	L&S: Daily practice; <b>p. 63</b>	11	LB 128	127	
	L&S: Talks about a familiar topic – presentation; <b>p. 63</b>	Presents	–	123–124 (#)	
4	L&S: Daily practice; <b>p. 63</b>	11	LB 128	127	
	LSC: Working with words and sentences – determiners; <b>p. 63</b>	8a–h	LB 127	125 (#)	28, 63
	W&P: Records words and meanings in personal dictionary; <b>p. 63</b>	9a–f	LB 128	126	
5	L&S: Daily practice; <b>p. 63</b>	11	LB 128	127	
	W&P: Draws and labels a visual (pictograph); <b>p. 63</b>	14	LB 130	128 (#)	21, 25, 29

**STUDY AND MASTER Week 4 Theme 11: Sports stars (2)**

No.	CAPS	Activity	LB/CR pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 63</b>	Choice of activity		Resources 1–9	
	R&V: Reads an information text with visuals (2 and 3) – pre-reads, reads, discusses main information, asks and answers questions; <b>p. 63</b>	4	LB 125	124	22–23
		5	LB 126	125	
		6a–e 7	LB 126–127		
2	L&S: Daily practice; <b>p. 63</b>	Choice of activity		Resources 1–9	
	LSC: Working with words and sentences – adjectives;	12a–e	LB 129	127	21
	R&V: Practises reading – reads aloud; <b>p. 63</b>	16	LB 130–131	129–130	
3	L&S: Daily practice; <b>p. 63</b>	Choice of activity		Resources 1–9	
	W&P: Makes a mind map summary; <b>p. 63</b>	17	LB 132	130	28, 32
	LSC: Working with words and sentences – possessive pronouns; Vocabulary in context – phrasal verbs; <b>p. 63</b>	19a–h 20a–e	LB 133	131–132	33 20, 29, 46
4	L&S: Daily practice; <b>p. 63</b>	Choice of activity		Resources 1–9	
	W&P: Completes a visual text; <b>p. 63</b>	18a–d	LB 132	131 (#)	21, 25, 29
	LSC: Spelling – <b>s</b> words spelled with <b>c</b> ; Working with words and sentences – present tense (universals); <b>p. 63</b>	21 22a–e	LB 134	132	25 33
5	L&S: Daily practice; <b>p. 63</b>	Choice of activity		Resources 1–9	
	R&V: Independent reading – retells a text in five sentences; <b>p. 63</b>	23	LB 134	133 (#)	

**STUDY AND MASTER Week 5 Theme 12: Ancient Egypt (1)**

No.	CAPS	Activity	LB/CR pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 64</b>	14	LB 144	141	
	L&S: Listens to a story – pre-listens, listens, answers questions, expresses feelings, gives opinions; <b>p. 64</b>	1, 2a–i 3	LB 135	135–136 (#) You read: <i>Listening text</i>	
2	L&S: Daily practice; <b>p. 64</b>	14	LB 144	141	
	R&V: Reads a story with dialogue (Part 1) – pre-reads, reads, answers questions; <b>p. 64</b>	5a–c, 6 7a–g	LB 137–138 LB 139	138 (#)	
3	L&S: Daily practice; <b>p. 64</b>	14	LB 144	141	
	LSC: Vocabulary in context – words from story; Spelling – punctuation; Working with words and sentences – connecting words (condition); <b>p. 64</b>	8a–d 9a–g 10	LB 139–140 LB 141	139 140	50 42 11, 47
4	L&S: Daily practice; <b>p. 64</b>	14	LB 144	141	
	R&V: Reads a story with dialogue (Part 2) – reads, answers a question; <b>p. 64</b>	11	LB 141–142	140	36–37, 47
5	L&S: Daily practice; <b>p. 64</b>	14	LB 144	141	
	W&P: Writes a story with dialogue; <b>p. 64</b>	12a	LB 143	140	39
	LSC: Working with words and sentences – reported speech; <b>p. 64</b>	12b	LB 143	140	38

**STUDY AND MASTER Week 6 Theme 12: Ancient Egypt (2)**

No.	CAPS	Activity	LB/CR pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 64</b>	Choice of activity		Resources 1–9	
	L&S: Retells the story – sequences correctly, refers to main characters, suggests an alternative ending; <b>p. 64</b>	13a–c	LB 144	140–141 (#)	10
2	L&S: Daily practice; <b>p. 64</b>	Choice of activity		Resources 1–9	
	R&V: Reads a poem – pre-reads, reads, discusses main idea and rhyme, expresses feelings; <b>p. 64</b>	15a–b 16a–c	LB 145 LB 145–146	141 141–142 (#)	40–41, 48–49
	LSC: Spelling – <b>k</b> words spelled with <b>k</b> ; <b>p. 64</b>	20	LB 147	144	40
3	L&S: Daily practice; <b>p. 64</b>	Choice of activity		Resources 1–9	
	W&P: Records words and their meaning in personal dictionary; <b>p. 64</b>	17	LB 146	142	
	W&P: Writes a simple story with dialogue; <b>p. 64</b>	18	LB 146–147	143 (#)	39
4	L&S: Daily practice; <b>p. 64</b>	Choice of activity		Resources 1–9	
	R&V: Independent reading – reads, prepares, reads aloud; <b>p. 64</b>	Read: <i>Khufu's pyramid</i>	CR 29 LB 148 no. 2	142 Assessment section	
5	Consolidation/revision	no. 1, 3a–e, 4–6, 7 & 8	LB 41–42	Assessment section 15–17	

**STUDY AND MASTER Week 7 Theme 13: The weather (1)**

No.	CAPS	Activity	LB/CR pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 65</b>	Choice of activity		Resources 1–9	
	L&S: Takes part in a conversation – pre-listens, reads, discusses questions; <b>p. 65</b>	1a-d	LB 150	147	52, 57
2	L&S: Daily practice; <b>p. 65</b>	Choice of activity		Resources 1–9	
	R&V: Reads an information text (across the curriculum) – pre-reads, reads, answers questions, interprets visuals; <b>p. 65</b>	2 3 4a–d 5a–e	LB 151–152	147 148 (#)	52–53, 56–57, 62, 64–65
3	L&S: Daily practice; <b>p. 65</b>	Choice of activity		Resources 1–9	
	LSC: Vocabulary in context – words from the text; Working with words and sentences – connecting words; Spelling – <b>k</b> word spelled with <b>c</b> ; <b>p. 65</b>	6 7 8	LB 153 LB 153 LB 154	148 149 150	55, 57 63
4	L&S: Daily practice; <b>p. 65</b>	Choice of activity		Resources 1–9	
	R&V: Reads a procedural text – pre-reads, reads aloud; <b>p. 65</b>	9, 10, 11	LB 154–155	151	60–61, 66
5	L&S: Daily practice; <b>p. 65</b>	Choice of activity		Resources 1–9	
	R&V: Reads a procedural text – re-reads, answers questions; <b>p. 65</b>	12a–c	LB 155	151	60–61, 66
	LSC: Working with words and sentences – uses negative forms; <b>p. 65</b>	13a–f	LB 156	151 (#)	67

**STUDY AND MASTER Week 8 Theme 13: The weather (2)**

No.	CAPS	Activity	LB/CR pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 65</b>	Choice of activity		Resources 1–9	
	LSC: Working with words and sentences – prepositions; Vocabulary in context – suffixes; <b>p. 65</b>	18 19a–e	LB 159	154 (#)	65 55, 63
	LSC: Working with words and sentences – reported speech; <b>p. 65</b>	Reported speech explanation only	LB 156	152	38
2	L&S: Daily practice; <b>p. 65</b>	Choice of activity		Resources 1–9	
	L&S: Plays a language game – uses reported speech; <b>p. 65</b>	14	LB 157	152 (#)	54
3 and 4	L&S: Daily practice; <b>p. 65</b>	Choice of activity		Resources 1–9	
	W&P: Writes an information text; <b>p. 65</b>	15, 16, 17	LB 157–158		54, 58
5	L&S: Daily practice; <b>p. 65</b>	Choice of activity		Resources 1–9	
	R&V: Independent reading – reads, shares opinions about texts; <b>p. 65</b>	Read: <i>Tsunami, terror and tragedy</i> and <i>Rain song</i>	CR 78 CR 58	148 149	

### STUDY AND MASTER Week 9 Theme 14: Playing around (1)

No.	CAPS	Activity	LB/CR pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 66</b>	Choice of activity		Resources 1–9	
	R&V: Reads a play – pre-reads, reads; <b>p. 66</b>	1a–e 2	LB 160–161	156 (#)	44–45
2	L&S: Daily practice; <b>p. 66</b>	Choice of activity		Resources 1–9	
	R&V: Reads a play – re-reads, answers questions; <b>p. 66</b>	3a–f 4	LB 161–162	157 (#)	
3	L&S: Daily practice; <b>p. 66</b>	Choice of activity		Resources 1–9	
	LSC: Working with words and sentences – direct and indirect (reported) speech; <b>p. 66</b>	5a–c 6a–e 7	LB 163 LB 164	158 159	38
4	L&S: Daily practice; <b>p. 66</b>	Choice of activity		Resources 1–9	
	L&S: Takes part in a conversation on a familiar topic – uses direct speech; <b>p. 66</b>	8a–b 9	LB 164–165	159 (#)	
5	L&S: Daily practice; <b>p. 66</b>	Choice of activity		Resources 1–9	
	LSC: Working with words and sentences – gender forms, <b>a</b> and <b>the</b> before nouns; <b>p. 66</b>	10 11a–f	LB 165	160 (#)	
	R&V: Independent reading – reads; <b>p. 66</b>	Read: <i>The popcorn boys</i>	CR 45–50		

### STUDY AND MASTER Week 10 Theme 14: Playing around (2)

No.	CAPS	Activity	LB/CR pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 66</b>	Choice of activity		Resources 1–9	
	W&P: Writes a short play script; <b>p. 66</b>	14	LB 167	161–162 (#)	
2	L&S: Daily practice; <b>p. 66</b>	Choice of activity		Resources 1–9	
	L&S: Performs play sentences – uses appropriate voice and expression, pronounces correctly; <b>p. 66</b>	15	LB 168	162 (#)	
3	L&S: Daily practice; <b>p. 66</b>	Choice of activity		Resources 1–9	
	LSC: Spelling – add <b>-es</b> to form plural; Working with words and sentences – connecting words (choice); Simple present and past tense; <b>p. 66</b>	17, 18a–h 16a–e 19, 20a–e, 21	LB 168–169 LB 168 LB 169–170	163–164 163 (#) 165–166	
4	L&S: Daily practice; <b>p. 66</b>	Choice of activity		Resources 1–9	
	R&V: Independent reading – compares texts read; <b>p. 66</b>	22	LB 170	166	
5	Consolidation/revision	1a–h, 2, 3–7a–b, 8a–b	LB 171–172	Assessment section 22–24	

**STUDY AND MASTER Week 11 Ensure all project oral presentations are done; revise and consolidate work – Plan your week**

## 1.6 Successful English First Additional Language (Oxford University Press)

**Note 1:** Daily L&S practice to be introduced in Lesson 1 of each week and then used for five to ten minutes each day of the two-week cycle.

**Note 2:** Remember to plan times for the project to be explained, done and presented. You will have to use some time allocated for other purposes for this work.

<b>SUCCESSFUL ENGLISH Week 1 Theme 10: Sporting heroes (1)</b>					
No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice – performs a rhyme; <b>p. 62</b>	Performs: <i>My sports hero</i>	LB 111	115, 116	
	L&S: Listens to oral descriptions of people – listens; <b>p. 62</b>	1	LB 110	115 You read: <i>Sporting descriptions</i> TG p. 176	
2	L&S: Listens to oral descriptions – identifies relevant information, finds similarities and differences; <b>p. 62</b>	2: no. 1–2	LB 110	115	
3	R&V: Reads a story – pre-reads, reads, answers questions; <b>p. 62</b>	4: no. 1–2, 3 4a–f, 5 & 6	LB 112 LB 113	116 (#)	2–3, 6
4	R&V: Practises reading – reads aloud; <b>p. 62</b>	8	LB 115	118	
	LSC: Spelling – <b>j</b> words spelled with <b>g</b> ; <b>p. 62</b>	5: no. 1–2	LB 113	116	14
5	R&V: Independent reading – pre-reads, reads, reflects; <b>p. 62</b>	Read: <i>Cricket in the road</i> no. 1a–h	RB 59–62 RB 63	117 (#)	

<b>SUCCESSFUL ENGLISH Week 2 Theme 10: Sporting heroes (2)</b>					
No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice – tells own news; <b>p. 62</b>			117	
	LSC: Working with words and sentences – personal pronouns, concord; <b>p. 62</b>	6: no. 1–2 10: no. 1, 2a–g	LB 114 LB 116	116–117 118	7 17
2	R&V: Reads a paragraph – reads, discusses main ideas, summarises; <b>p. 62</b>	9: no. 1–3	LB 115	118	5
3	L&S: Listens to and gives a personal recount – recalls own experience, asks questions; <b>p. 62</b>	11: no. 1–2	LB 116	118–119	
4	W&P: Rewrites story in own words; <b>p. 62</b>	12: no. 1–4	LB 117	119 (#)	8, 12
5	R&V: Independent reading – does a short oral book review; <b>p. 62</b>	Reviews story read no. 2–3	RB 59–62 RB 63	119	

<b>SUCCESSFUL ENGLISH Week 3 Theme 11: Olympic Games (1)</b>					
No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice – plays a spelling game; <b>p. 63</b>	1: no. 1–3	LB 119	121	
	R&V: Reads information texts with visuals (1) – pre-reads, reads; <b>p. 63</b>	2: no. 1a–b, 2a–c	LB 120 LB 120–121	121–122	18–19, 20
2	R&V: Reads information texts with visuals (1) – re-reads, answers questions; <b>p. 63</b>	2: a–j	LB 120–122	121–122	18–19, 20
3	LSC: Working with words and sentences – simple present (universals); Vocabulary in context – phrasal verbs, adjectives; <b>p. 63</b> Spelling – <b>s</b> words spelled with <b>c</b> ; <b>p. 63</b>	2: no. 4 2: no. 5 2: no. 6 3: no. 1	LB 122 LB 123	122	33 20, 29 21 25
	W&P: Records words and their meanings in a personal dictionary; <b>p. 63</b>	3: no. 2	LB 123	122	

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
4	R&V: Practises reading – reads aloud; <b>p. 63</b>	4 Read: <i>Olympic Games</i>	LB 123 LB 120–121	122–123	
5	W&P: Draws and completes simple visual text (table); <b>p. 63</b>	5: no. 1a–c, 2a–d, 3	LB 123–123	123	21, 25, 29
	R&V: Independent reading – reads; <b>p. 63</b>	Read: <i>Mariana Pajon, World BMX champion</i>	RB 64–65		

### SUCCESSFUL ENGLISH Week 4 Theme 11: Olympic Games (2)

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice – performs a rhyme; <b>p. 63</b>			124	
	L&S: Talks about a familiar topic with preparation – plans and prepares five important points from topic, practises; <b>p. 63</b>	6: no. 1–6	LB 124	124	
2	L&S: Talks about a familiar topic after preparation – presents, answers questions from class; <b>p. 63</b>	6: no. 6–7	LB 124–125	124 (#)	
3	R&V: Reads information text with visuals (2) – pre-reads, reads, answers questions; <b>p. 63</b>	7: no. 1 7: no. 2a–b 7: no. 3 and 4a–f	LB 125 LB 126	124	22–23
4	W&P: Makes a mind map summary; <b>p. 63</b>	8: no. 1–4	LB 126–128	124–125	32
	LSC: Working with words and sentences – adjectives, possessive pronouns; <b>p. 63</b>	9: no. 1–4 10: no. 1, 2a–h	LB 128–129 LB 129	125 (#) 126 (#)	21 33
5	R&V: Independent reading – retells text read; <b>p. 63</b>	Read: <i>Anita Zenani, BMX rider</i> no. 1–4	RB 67–68 RB 68–69	125	

### SUCCESSFUL ENGLISH Week 5 Theme 12: Monsters (1)

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice – plays a spelling game; <b>p. 64</b>			128	
	L&S: Listens to a story – pre-listens, listens, answers questions, gives personal response; <b>p. 64</b>	1: no. 1 no. 2, 3 no. 4a–d	LB 131	128–129 (#) You read: <i>The monster and the honey bush</i> TG p. 178	
2	L&S: Retells the story – sequences points, refers to main characters, uses past tense; <b>p. 64</b>	2: no. 1	LB 132	129	10
3	LSC: Spelling – <b>k</b> words spelled with <b>k</b> , punctuation; Working with words and sentences – constructs simple sentences; <b>p. 64</b>	4: no. 1a–b no. 2a–f, 3 5: no. 1, 2a–c	LB 135 LB 136	130 (#)	40
4	R&V: Reads a story with dialogue – pre-reads, reads; <b>p. 64</b>	3: no. 1, 2 no. 3, 4	LB 132–133	129	36–37, 47
5	R&V: Reads a story with dialogue – re-reads, answers questions, identifies message; <b>p. 64</b>	3: no. 5a–h	LB 132–135	129–130	36–37, 47
	LSC: Working with words and sentences – determiners, adjectives, verb <b>to be</b> ; <b>**p. 64</b>			130	28, 63, 21

<b>SUCCESSFUL ENGLISH Week 6 Theme 12: Monsters (2)</b>					
No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice – performs a poem; <b>p. 64</b>			131	
	LSC: Working with words and sentences – direct and indirect (reported) speech; <b>p. 64</b>	9: no. 1–2a–d	LB 139	132	38
	R&V: Independent reading – reads poems; <b>p. 64</b>	Read: <i>Jocelyn, my dragon and Under my bed</i>	RB 74 RB 75	132–133	
2	W&P: Writes a simple story with dialogue; <b>p. 64</b>	6: no. 1–4	LB 136–137	130–131	39
3	R&V: Reads a poem – pre-reads, reads, discusses main idea, rhyme, comparisons, expresses feelings; <b>p. 64</b>	7: no. 1, 2 3a–f	LB 137–138	131–132	40–41, 48–49
4	R&V: Practises reading – reads aloud; <b>p. 64</b>	8: no. 1–2	LB 139	132 (#)	
5	R&V: Independent reading – reads, reflects; <b>p. 64</b>	Read: <i>The cock and the dragon</i> no. 1–3	RB 70–72 RB 73	132	

<b>SUCCESSFUL ENGLISH Week 7 Theme 13: It's hot! (1)</b>					
No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice – tells news; <b>p. 65</b>			135	
	L&S: Takes part in a conversation on a familiar topic – gives personal response, expresses opinions; <b>p. 65</b>	1: no. 1–5	LB 142	135 (#)	52, 57
2	LSC: Working with words and sentences – negative forms, connecting words (addition, sequence, contrast); <b>p. 65</b>	2: no. 1–3a–c 4: no. 1–2a–e	LB 143 LB 146	136 (#)	67 55, 57
3	R&V: Reads a procedural text (experiment) – pre-reads, reads, finds specific details, interprets visuals, follows instructions; <b>p. 65</b>	3: no. 1–2a–b no. 3a–b, 4, 5a–e	LB 144–145	136 (#)	60–61, 66
4	W&P: Writes an information text; <b>p. 65</b>	5: no. 1–5	LB 147–148	137	54, 58
5	R&V: Independent reading – reads and reflects; <b>p. 65</b>	Read: <i>How does heat travel</i> no. 1–4	RB 78–79 RB 80		

<b>SUCCESSFUL ENGLISH Week 8 Theme 13: It's hot! (2)</b>					
No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice – plays a language game; <b>p. 65</b>			137	
	L&S: Plays a language game – follows instructions, takes turns; <b>p. 65</b>	6: no. 1a–d, 2	LB 148	137 (#)	54
2	R&V: Reads an information text across the curriculum – pre-reads, reads, discusses main ideas, interprets visuals; <b>p. 65</b>	7: no. 1a–c, 2 no. 3a–b no. 4a–f, 5	LB 148 LB 148–149 LB 150	138 (#)	52–53, 56–57
3	LSC: Spelling – <b>k</b> words spelled with <b>c</b> ; Vocabulary in context – suffixes and prefixes; Working with words and sentences – passive voice; <b>p. 65</b>	8: no. 1a–c no. 2a–b, 3a–b 10: no. 1, 2a–c	LB 150 LB 150–151 LB 152	138 (#)	55, 63 63
4	W&P: Writes an information text – completes writing from Week 7 Day 4; <b>p. 65</b>	11: no. 1–4	LB 152	139	54, 58
5	R&V: Practises reading – reads aloud; <b>p. 65</b>	9	LB 151	138	
	R&V: Independent reading – reads and does activities; <b>p. 65</b>	Read: <i>A fact sheet</i> no. 1–3	RB 81–82 RB 83 RB 28	139	



**SUCCESSFUL ENGLISH Week 9 Theme 14: Our rights (1)**

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice – tells own news; <b>p. 66</b>			141	
	L&S: Takes part in a conversation on a familiar topic – asks and answers questions; <b>p. 66</b>	1: no. 1a–e, 3	LB 154	141–142	
2	R&V: Reads a play – pre-reads, reads, identifies characters, setting, action, discusses play format; <b>p. 66</b>	2: no. a–b no. 2a–b	LB 155–156	142	44–45
3	R&V: Reads a play – re-reads, answers questions; <b>p. 66</b>	2: no. 3a–e	LB 156–157	142	
	LSC: Working with words and sentences – regular verbs, direct speech, adjectives; <b>p. 66</b>	2: no. 4 no. 5 no. 6	LB 157	142	
4	LSC: Working with words and sentences – simple past tense; Spelling – use <b>-es</b> to form plurals; <b>p. 66</b>	3: no. 1–2 4: no. 1–2	LB 158 LB 158	142 (#) 143 (#)	
	R&V: Independent reading – reads and reflects; <b>p. 66</b>	Read: <i>Our rights and responsibilities</i> (poster) Activity	RB 84–85 RB 86	143	
5	L&S: Performs a simple play – re-reads play, practises, uses direct speech, speaks clearly, uses body language; <b>p. 66</b>	6: no. 1a–b no. 2a–b	LB 155–156 LB 160	144 (#)	

**SUCCESSFUL ENGLISH Week 10 Theme 14: Our rights (2)**

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice – performs a short rhyme; <b>p. 66</b>			144	
	R&V: Practises reading – reads aloud; <b>p. 66</b>	7: no. 1a–b, 2a–b	LB 160–161	144 (#)	
2	LSC: Working with words and sentences – connecting words; Spelling – uses a dictionary to check spelling, enters in personal dictionary; <b>p. 66</b>	8: no. 1, 2, 3a–b 4: no. 3	LB 162 LB 159	144 143	
3	W&P: Writes a play script; <b>p. 66</b>	9: no. 1a–d Support	LB 162–163	144–145	
4	W&P: Writes a play script; <b>p. 66</b>	9: no. 2–3a–c	LB 163	145	
5	R&V: Independent reading – reads and does activity; <b>p. 66</b>	Read: <i>What's the matter with Palesa</i> no. 1–3	RB 87–92 RB 92–93	145 (#)	

**SUCCESSFUL ENGLISH Week 11 Ensure all project oral presentations are done; revise and consolidate work – Plan your week**

## 1.7 Top Class English First Additional Language (Shuter & Shooter)

**Note 1:** The choice of L&S daily practice is shown only in the first lesson of each week. An L&S activity must be carried out each day for 5–10 minutes.

**Note 2:** Remember to plan times for the project to be explained, done and presented. You will have to use some time allocated for other purposes for this work.

TOP CLASS Week 1 Theme 10: Protecting our trees (1)					
No.	CAPS	Activity	LB/RB/CR pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 62</b>	Choice from additional L&S activities		79–80	
	L&S: Listens to oral description of people – listens, answers questions; <b>p. 62</b>	A: no. 1	LB 68–69	78 You read: <i>Treeman Robert Mazibuko and Hendrik Barnado</i>	
2	L&S: Listens to oral description of people – listens again to descriptions, notes relevant information and similarities and differences; <b>p. 62</b>	A: no. 2, 3a–b	LB 68–69	79	
3	R&V: Reads a story – pre-reads, reads; <b>p. 62</b>	A: no. 1–3	LB 69–70	80–81	2–3, 6
4	R&V: Reads a story – re-reads story, answers questions; <b>p. 62</b>	B: no. 1–6	LB 71	81	2–3, 6
	LSC: Working with words and sentences – countable nouns, verb <b>to be</b> ; <b>p. 62</b>	C	LB 71	81	16
5	R&V: Independent reading – reads and reflects in an oral book review; <b>p. 62</b>	Read: <i>The tree huggers</i> Reflection	RB 36–39 RB 39	77	

TOP CLASS Week 2 Theme 10: Protecting our trees (2)					
No.	CAPS	Activity	LB/RB/CR pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 62</b>	Choice from additional L&S activities		79–80	
	L&S: Listens to and gives a personal recount – recalls own experience in sequence; <b>p. 62</b>	B	LB 69	79	
2	R&V: Reads a short paragraph – reads and summarises, chooses best summary; <b>p. 62</b>	D E	LB 71 LB 72	81 82	5
	LSC: Working with words and sentences – personal pronouns; <b>p. 62</b>	A	LB 72–73	82	7
3	LSC: Working with words and sentences – exclamation marks, comparative adjectives, verb <b>to be</b> ; <b>p. 62</b>	B: no. 1–7 C: no. 1–6 D: no. 1–6	LB 73 LB 74	82–83 83 83–84	4, 17
4	W&P: Rewrites the story; <b>p. 62</b>	A: no. 1–5	LB 72	82	8, 12
5	R&V: Independent reading – reads and reflects; <b>p. 53</b>	Read: <i>Email</i> Reflection no. 1–3	RB 40 RB 40	77	

TOP CLASS Week 3 Theme 11: The Big Five (1)					
No.	CAPS	Activity	LB/RB/CR pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 63</b>	Choice from additional L&S activities		86–87	
	L&S: Talks about a familiar topic with preparation – pre-preparation, preparation points, practises; <b>p. 63</b>	L&S A	LB 75	86	

No.	CAPS	Activity	LB/RB/CR pp.	TG pp.	DBE pp.
2	L&S: Talks about a familiar topic – presents, answers questions; <b>p. 63</b>	A	LB 75	86	
3	R&V: Reads an information text with visuals – pre-reads, reads, answers questions; <b>p. 63</b>	A B: no. 1–6	LB 76 LB 77	87	18–19, 20, 22–23
4	W&P: Makes a mind map summary; <b>p. 63</b>	A	LB 77–78	88–89	32
5	R&V: Independent reading – reads and reflects; <b>p. 63</b>	Read: <i>Things you don't need to know</i> Reflection no. 1–2	RB 41 RB 41	85	

### TOP CLASS Week 4 Theme 11: The Big Five (2)

No.	CAPS	Activity	LB/RB/CR pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 63</b>	Choice from additional L&S activities		86–87	
	R&V: Practises reading – reads aloud; <b>p. 63</b>	C	LB 77	88	
2	LSC: Working with words and sentences – adjectives, possessive pronouns; <b>p. 63</b>	D: no. 1a–b, 2 A: no. 1–4	LB 77 LB 78	88 89	21 33
3	W&P: Labels a visual text; <b>p. 63</b>	B	LB 78	89	21, 25, 29
	W&P: Records words and their meanings in personal dictionary; <b>p. 63</b>	C	LB 78		
4	LSC: Vocabulary in context – phrasal verbs; Working with words and sentences – present tense for universals, determiners; Spelling – <b>s</b> words spelled with <b>c</b> ; <b>p. 63</b>	B: no. 1–4 C E D	LB 79 LB 79 LB 80 LB 79	90 91 90	20, 29, 46 33 28, 63 25
5	R&V: Independent reading – reads and reflects; <b>p. 63</b>	Read: <i>The envious lions</i> Reflection	RB 42–45 RB 45	85	

### TOP CLASS Week 5 Theme 12: Anansi the spider (1)

No.	CAPS	Activity	LB/RB/CR pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 64</b>	Choice from additional L&S activities		95	
	L&S: Listens to stories – listens, answers questions; <b>p. 64</b>	A B: no. 1–6	LB 81–82	93–94 You read: <i>Anansi and the pot of beans</i>	
2	R&V: Reads a story with dialogue – pre-reads, reads; <b>p. 64</b>	A B	LB 62–63	95	36–37, 47
3	R&V: Reads a story with dialogue – re-reads, answers questions, identifies message; <b>p. 64</b>	B C: no. 1–10	LB 83–84	96	36–37, 47
	LSC: Working with words and sentences – connecting words; Spelling – punctuation, <b>k</b> words spelled with <b>k</b> ; <b>p. 64</b>	D: no. 1–4 E: no. 1–4 F: no. 1a–d	LB 92	100	11, 47 42 40
4	R&V: Practises reading – reads aloud; <b>p. 64</b>	E	LB 83 LB 84	97	
5	L&S: Retells the story – sequences events, suggests alternative ending; <b>p. 64</b>	C: no. 1–2	LB 82	94	10

**TOP CLASS Week 6 Theme 12: Anansi the spider (2)**

No.	CAPS	Activity	LB/RB/CR pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 64</b>	Choice from additional L&S activities		95	
	R&V: Independent reading – reads and reflects; <b>p. 64</b>	Read: <i>Anansi and the snake</i> Reflection no. 1–3	CR 45–49 CR 49	93	
2	R&V: Independent reading – reflects on a story read; <b>p. 64</b>	I: no. 1–6	LB 87	98	
3	LSC: Working with words and sentences – direct and reported speech, simple sentences; <b>p. 64</b>	A: no. 1a–d, 2 no. 1a–c B: no. 1a–c C: no. 1a–b, 2a–c & 3	LB 89 LB 90 LB 90–91 LB 91	99–100 100	38 46
4	R&V: Reads a poem – pre-reads, reads, discusses main idea, rhyme and comparisons, expresses feelings; <b>p. 64</b>	F, G H: no. 1a–c, 2a–c, 3–5	LB 85–86 LB 87	97–98	40–41, 48–49
5	W&P: Writes a story including dialogue; <b>p. 64</b>	A B C	LB 87 LB 88 LB 88	98–99	39

**TOP CLASS Week 7 Theme 13: The sea (1)**

No.	CAPS	Activity	LB/RB/CR pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 65</b>	Choice of activity		102–103	
	L&S: Takes part in a conversation on a familiar topic – uses concepts and vocabulary relating to other subjects; <b>p. 65</b>	A: no. 1a–c, 2	LB 93	102	52, 57
2	R&V: Reads a procedural text – pre-reads, reads; <b>p. 65</b>	A: no. 1–2 B	LB 94–95	103–104	60–61, 66
3	R&V: Reads a procedural text – re-reads text, answers questions; <b>p. 65</b>	B: no. 1–4 C	LB 94–95	104	60–61, 66
4	LSC: Working with words – connecting words, reported speech, prepositions; <b>p. 65</b>	F: no. 1–7 A: no. 1–4 B: no. 1a–f, 2	LB 97 LB 98	105 106–107 107	65
5	W&P: Writes an information text (report); <b>p. 65</b>	A: no. 1–2	LB 97	105	54, 58

**TOP CLASS Week 8 Theme 13: The sea (2)**

No.	CAPS	Activity	LB/RB/CR pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 65</b>	Choice of activity		102–103	
	W&P: Writes an information text (report); <b>p. 65</b>	B: no. 1–4	LB 97	106	54, 58
2	L&S: Plays a language game – follows instructions, takes turns; <b>p. 65</b>	B	LB 94	102	54
3	R&V: Reads an information text from across the curriculum – pre-reads, reads, interprets visuals, answers questions; <b>p. 65</b>	D: no. 1–3 E: no. 1–5	LB 95 LB 96	104–105	52–53, 56–57, 62, 64–65
4	LSC: Working with words and sentences – negative forms; Spelling – <b>k</b> words spelled with <b>c</b> , prefixes and suffixes; <b>p. 65</b>	C: no. 1–4 D: no. 1–5 E: no. 1–5	LB 99 LB 99 LB 100	107 108 108	67 55, 63
	W&P: Records words and their meanings in personal dictionary; <b>p. 65</b>	C	LB 98	106	
5	R&V: Independent reading – reads and reflects; <b>p. 65</b>	Read: <i>Harvesting the sea</i> Reflection	RB 50–51 RB 51	101	

**TOP CLASS Week 9 Theme 14: On stage (1)**

No.	CAPS	Activity	LB/RB/CR pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 66</b>	Choice of activities		114	
	L&S: Performs a play – preparation; <b>p. 66</b>	A: no. 1a–b B: no. 1–7	LB 101 LB 102	110–112 You read: <i>Ayanda and the three goats</i>	
2	L&S: Performs a play – presents, uses voice and expression, speaks audibly; <b>p. 66</b>	C	LB 102	112–113	
3	R&V: Reads a play – pre-reads; <b>p. 66</b>	A B	LB 102 LB 103–104	115	44–45
4	R&V: Reads play – re-reads play, discusses characters and settings, expresses feelings; <b>p. 66</b>	B C: no. 1–8	LB 103–104 LB 104	115	
5	W&P: Writes a play script; <b>p. 66</b>	A: no. 1–6 B	LB 105	116	

**Note:** Although this cycle has covered the CAPS requirements, there are insufficient activities for a two-week cycle. It is suggested that the reading and writing are supplemented with the DBE workbook. In Lesson 5 language structures can be revised.

**TOP CLASS Week 10 Theme 15: On stage (2)**

No.	CAPS	Activity	LB/RB/CR pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 66</b>	Choice of activities		114	
	LSC: Working with words and sentences – <b>a</b> or <b>the</b> with nouns, connecting words; Spelling – plurals with <b>-es</b> ; <b>p. 66</b>	B: no. 1–4 C: no. 1–3 A	LB 106 LB 106–107 LB 106	117 116–118	
2	LSC: Working with words and sentences – simple past tense, past to present tense, present universals; <b>p. 66</b>	D: no. 1–5 E: no. 1–5 F	LB 107 LB 107 LB 108	118	
3	L&S: Takes part in a conversation on a familiar topic – respects others, answers questions; <b>p. 66</b>	–	–	113	
4	R&V: Independent reading – reads and reflects; <b>p. 66</b>	Read: <i>Tricking the imp</i> Reflection	RB 52–58 RB 58	109	
5	Revision				

**TOP CLASS Week 11 Ensure all project oral presentations are done; revise and consolidate work – Plan your week**

## 1.8 Via Afrika English First Additional Language (Via Afrika Publishers)

**Note 1:** There are informal assessment guidelines (#) for every activity.

**Note 2:** Remember to plan times for the project to be explained, done and presented. You will have to use some time allocated for other purposes for this work.

VIA AFRIKA Week 1 Theme 10: Trouble (1)					
No.	CAPS	Activity	LB/CR pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 9</b>	Choice of activity OR Act. 10: <i>Tell your news</i>	LB 110	139 6–10, 144	
	L&S: Listens to a an oral description (place) – listens, notes relevant information, identifies similarities and differences; <b>p. 62</b>	1: no. 1–4	LB 104–105	140 (#) You read: <i>The Mudau family</i>	
2	R&V: Reads a story – pre-reads, makes prediction, reads; <b>p. 62</b>	3: no. 1–3 4	LB 106 LB 107–108	141	2–3, 6
3	R&V: Reads a story – reads, answers questions, expresses cause and effect; <b>p. 62</b>	4 5: no. 1a–e, 2 6: no. 1–3	LB 107–108 LB 108	141–142	2–3, 6
4	LSC: Working with words and sentences – subject/verb concord, verb <b>to be</b> ; <b>p. 62</b>	7 8	LB 109 LB 110	143	17
5	W&P: Rewrites story; <b>p. 62</b>	12	LB 111	146–147	8, 12

VIA AFRIKA Week 2 Theme 10: Trouble (2)					
No.	CAPS	Activity	LB/CR pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 9</b>	Choice		6–10, 139	
	L&S: Listens to and gives personal recounts – re-calls own experiences; <b>p. 62</b>	2: no. 1–2	LB 105	141	
2	LSC: Working with words and sentences – comparative adjectives; Spelling – <b>j</b> words spelled with <b>g</b> ; <b>p. 62</b>	8 9	LB 110	143–144	4 14
	R&V: Reads a short paragraph – discusses main idea, summarises; <b>p. 62</b>	–	–	–	
3	R&V: Independent reading – reads, reflects; <b>p. 62</b>	Read: <i>Roger learns a lesson</i> Reflection no. 1–4	CR 30–34 –	145 145	
4	R&V: Practises reading – reads aloud; <b>p. 62</b>	11: no. 2 Re-read: <i>Roger learns a lesson</i>	LB 111 CR 30–34	145	
5	R&V: Independent reading – gives an oral book review; <b>p. 62</b>	11: no. 1	LB 111	145	

**VIA AFRIKA Week 3 Theme 11: Our heritage (1)**

No.	CAPS	Activity	LB/CR pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 63</b>	Choice		6–10, 149	
	L&S: Talks about a familiar topic with preparation – selects topic, plans and prepares five important points; <b>p. 63</b>	<i>Talk about a familiar topic</i> 1: no. 1	LB 112 LB 113	150	
2	L&S: Talks about a familiar topic with preparation – presents talk, answers questions about talk; <b>p. 63</b>	1: no. 2–3	LB 113	150	
3	R&V: Reads an information text with visuals – pre-reading, reads; <b>p. 63</b>	2: no. 1a–c no. 2	LB 113 LB 114	151	18–19, 20, 22–23
4	R&V: Reads an information text with visuals – re-reads, discusses main ideas and important details, answers questions; <b>p. 63</b>	2: no. 2 3: no. 1, 2a–c, 3a–b	LB 114 LB 114–115	152	18–19, 20, 22–23
	LSC: Working with words and sentences – possessive pronouns, determiners; <b>p. 63</b>	5: no. 1–4	LB 116	153	33 28, 63
5	R&V: Practises reading – reads aloud; <b>p. 63</b>	2: 4	LB 113–114	152	

**VIA AFRIKA Week 4 Theme 11: Our heritage (2)**

No.	CAPS	Activity	LB/CR pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 63</b>	Choice		149	
	W&P: Makes a mind map summary of the text; <b>p. 63</b>	4: no. 1–2	115	6–10, 153	
2	R&V: Reads an information text with visuals – reads, answers questions; <b>p. 63</b>	6: no. 1–5	LB 117	154	18–19, 20, 22–23
3	W&P: Draws and labels a visual text; <b>p. 63</b>	7: no. 1, 2a–b, 3 & 4	LB 118	155	21, 25, 29
	LSC: Working with words and sentences – possessive pronouns; <b>p. 63</b>	9: no. 1–4	LB 119	156	33
4	R&V: Independent reading – reads and reflects; <b>p. 63</b>	Read: <i>National symbols of South Africa</i> Reflection	CR 80–81 –	155	
5	R&V: Independent reading – retells a story (five sentences); <b>p. 63</b>	8	LB 119	155	

**VIA AFRIKA Week 5 Theme 12: Leaders (1)**

No.	CAPS	Activity	LB/CR pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 64</b>	Choice of activity		6–10, 159	
	L&S: Listens to a story – listens, gives personal response, expresses feelings and opinions; <b>p. 64</b>	1: no. 1–4	LB 120	160 You read: <i>The founding of a tribe</i> 161–162	
2	R&V: Reads a story – pre-reads, reads; <b>p. 64</b>	2	LB 121 LB 122	163	36–37, 47
3	R&V: Reads a story – re-reads, answers questions; <b>p. 64</b>	Part 4 no. 1–9	LB 123	164	36–37, 47
4	R&V: Practises reading – reads aloud; <b>p. 64</b>	Part 2	LB 123	165	
5	LSC: Working with words and sentences – constructs simple sentences, connecting words; <b>p. 64</b>	6: no. 1–5	LB 127	168	46 11, 47
		Part 3 no. 1–5		169	

**VIA AFRIKA Week 6 Theme 12: Leaders (2)**

No.	CAPS	Activity	LB/CR pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 64</b>	Choice of activity		6–10, 159	
	L&S: Retells the story – sequences events, uses determiners to help sequence events; <b>p. 64</b>	Part 1 no. 1–2	LB 121	161	10
2	R&V: Independent reading – reads and reflects; <b>p. 64</b>	Read: <i>Making a difference</i> Activity	CR 64–65 CR 65	166	
3	R&V: Independent reading – reflects on story/ies read, relates to own experience; <b>p. 64</b>	Part 5 no. 1, 2a–b	LB 124	165	
4	LSC: Working with words and sentences – direct and reported speech; <b>p. 64</b>	–	–	–	38 and the appendix in Section D
	W&P: Writes a story including dialogue – pre-writes, writes dialogue; <b>p. 64</b>	5	LB 126	167	89
5	W&P: Writes a story including dialogue; <b>p. 64</b>	Part 6	LB 126	167–168	89

**VIA AFRIKA Week 7 Theme 13: The shopping mall (1)**

No.	CAPS	Activity	LB/CR pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 65</b>			6–10, 171	
	L&S: Takes part in a conversation on a familiar topic – asks and answers questions; <b>p. 65</b>	1	LB 128	172	52, 57
2	R&V: Reads a procedural text – pre-reads, reads, answers questions; <b>p. 65</b>	1, 2 3, 4a–b	LB 131–133 LB 133	174	60–61, 66
3	LSC: Working with words and sentences – connecting words; <b>p. 65</b>	7: no. 1a–e	LB 137	177	55, 57
	W&P: Records words and their meanings in personal dictionary; <b>p. 65</b>	7: no. 2	LB 137	177	
4	W&P: Writes an information text (report); <b>p. 65</b>	5: no. 1–7	LB 133–135	175	54, 58
5	R&V: Practises reading – reads aloud; <b>p. 65</b>	3: no. 1–5	LB 129–131	–	

**VIA AFRIKA Week 8 Theme 13: The shopping mall (2)**

No.	CAPS	Activity	LB/CR pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 65</b>			6–10, 171	
	LSC: Working with words and sentences – negative form; <b>p. 65</b>	2: no. 1a–c	LB 129	173	67
	L&S: Plays a language game – follows instructions; <b>p. 65</b>	2: no. 2	LB 129	173	54
2	R&V: Reads an information text across the curriculum – discusses main ideas, interprets visuals; <b>p. 65</b>	6: no. 1, 2, 3a–e, 4 & 5	LB 135–136	176	52–53, 56–57, 62, 64–65
3	LSC: Spelling – <b>k</b> words written with <b>c</b> ; Vocabulary in context – prefixes; Working with words and sentences – reported speech; <b>p. 65</b>	9: no. 1–2 10: no. 1–3 11: no. 1–4	LB 138 LB 138–139 LB 139	179–180	55, 63
4	R&V: Independent reading – reads and reflects; <b>p. 65</b>	Read: <i>Lost in the supermarket</i> Reflects	CR 21–25 –	178 178	
5	R&V: Independent reading – shares opinions on text; <b>p. 65</b>	8	LB 138	178	



**VIA AFRIKA Week 9 Theme 14: Shopping (1)**

No.	CAPS	Activity	LB/CR pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 66</b>			6–10, 181	
	R&V: Reads a play – pre-reads, reads; <b>p. 66</b>	1: no. 1a–b, 2	LB 140–142	182–183	
2	L&S: Takes part in a conversation on a familiar topic – asks and answers questions; <b>p. 66</b>	2: no. 1–3	LB 142–143	184	
3	R&V: Reads a play – re-reads, answers questions; <b>p. 66</b>	Part 2 no. 1–5	LB 141–142 LB 143	185	44–45
4	R&V: Practises reading – reads aloud; <b>p. 66</b>	3	LB 144–145	186	
5	L&S: Discusses different kinds of texts; * <b>p. 66</b>	4	LB 146	186–187	
	LSC: Working with words and sentences – direct and reported speech; <b>p. 66</b>	5	LB 146	187	38

**VIA AFRIKA Week 10 Theme 14: Shopping (2)**

No.	CAPS	Activity	LB/CR pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 66</b>			6–10, 181	
	L&S: Performs a play – uses voice and expression, pronounces correctly; <b>p. 66</b>	Part 1 Perform a play	LB 148	189–190	
2	W&P: Writes a short play script – re-reads scenes 1 and 3, plans scene 2, makes a mind map; <b>p. 66</b>	Part 4 no. 1–2	LB 146–147	188	
3	W&P: Writes a short play script – rough draft, proofread, final draft; <b>p. 66</b>	Part 4 no. 3, 4a–c, 5	LB 147–148	188–189	
4	LSC: Spelling – add <b>-es</b> to form plurals; Working with words and sentences – past tense, connectors; <b>p. 66</b>	Part 3 no. 1a–e, no. 2 Part 6 no. 1–6	LB 149	190	
5	R&V: Independent reading – reads and compares texts read; <b>p. 66</b>	Read: <i>Sounds like</i> no. 1–6	CR 60–61 –	187	

**VIA AFRIKA Week 11 Ensure all project oral presentations are done; revise and consolidate work – Plan your week**

## **2. PLANNERS FOR TERM 4**

## 2.1 Headstart English First Additional Language (Oxford University Press)

**Note:** L&S daily practice must be integrated into each lesson. See Resource 7 in Section C of this planner for suggestions.

HEADSTART Week 1 Theme 15: What's around us? (1)					
No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Listens to a story – pre-listens, listens, answers comprehension questions, discusses social issues; <b>p. 67</b>	1: no. 1 1: no. 2a–c, 3–5	LB 133 You read: <i>The storm</i> LB 174	141–142 (#)	
2	R&V: Reads a story – pre-reads, answers questions; <b>p. 67</b>	2a: no. 1–2 2b: no. 1–4 2c: no. 1a–b, 2a–g, and 3a–b	LB 134–135	142–143 (#)	70–71 74–75, 78–79 82–83
3	LSC: Working with words and sentences – adjectives before nouns, spelling and countable nouns; <b>p. 67</b>	2c: no. h and i	LB 135	143	73 76 80
	LSC: Spelling – words that end with a <b>-ll</b> ; <b>p. 67</b>	3: no. 1–2a–f	LB 138	143	76
4	R&V: Independent reading – presents a short oral book review; <b>p. 67</b>	2d: no. 1–2	LB 135	143 (#)	
5	R&V: Independent reading – reads and reflects; <b>p. 67</b>	Read: <i>A different kind of morning</i> 1	RB 107–108 RB 109	147 (#)	

HEADSTART Week 2 Theme 15: What's around us? (2)					
No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Practises listening and speaking – tells own news; <b>p. 67</b>	4: no. 1–3	LB 137	144 (#)	
2	W&P: Writes a personal recount of events (news); <b>p. 67</b>	8: no. 1–4	LB 138	145 (#)	
3	LSC: Working with words and sentences – concord, personal pronouns, connecting words *; <b>p. 67</b>	5: no. 1–2 7, 8: no. 1a–e	LB 138 LB 139	144 145	76, 84 76, 80
4	W&P: Writes a story; <b>p. 67</b>	9	LB 140	146 (#)	72, 81, 84
5	R&V: Independent reading – reads and retells story (5–6 sentences); <b>p. 67</b>	Read: <i>The mystery of the singing bicycle</i>	RB 110–111	147 (#)	

HEADSTART Week 3 Theme 16: Media (1)					
No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Participates in discussion – answers questions, gives opinions, takes turns; <b>p. 68</b>	1: no. 1a–c, 2, 3 and 4	LB 141	148	86, 90, 94
2	R&V: Reads media text – pre-reads, reads, answers comprehension questions; <b>p. 68</b>	2a: no. 1, 2a–c 2b: no. 1, 2a–d	LB 142–143	148	86–87, 90–91, 94–95, 98–99
3	R&V: Reads media text – identifies main idea, understands the layout and design of media text; <b>p. 68</b>	3: no. 1, 2a–d and 3	LB 144	149	
	L&S: Practises listening and speaking – plays a game; <b>p. 68</b>	–	–	150	
4	R&V: Reads an information text – reads aloud; <b>p. 68</b>	4: no. 1, 2a–b, 3 and 4	LB 145	149	
5	R&V: Independent reading – reads and reflects (emotional response); <b>p. 68</b>	Read: <i>Songololo sunrise magazine</i> 1: no. 1–2	RB 112–113 RB 113	153	

### HEADSTART Week 4 Theme 16: Media (2)

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Participates in a discussion – identifies advantages and disadvantages, takes turns; <b>p. 68</b>	5: no. 1–2	LB 146	150	
2	LSC: Working with words and sentences – nouns that have only plurals, demonstrative pronouns, adjectives before nouns, adjectives, irregular verbs; <b>p. 68</b>	–	–	–	92 101 89 97
	LSC: Spelling – when to use the long -e; <b>p. 68</b> Working with words and sentences – past tense**	6: no. 1–2 7: no. 1a–c, 2	LB 146 LB 147	151	97
3	R&V: Reads and understands a poster – discusses purpose and layout; <b>p. 68</b>	8: no. 1, 2a–d	LB 148–148	151	
4	W&P: Designs a poster; <b>p. 68</b>	9: no. 1–7	LB 150	152	96, 100
5	R&V: Independent reading – reads and reflects, relates text to own life; <b>p. 68</b>	Read: <i>Newspaper articles</i> 2: no. 1–6	RB 114–115 RB 115	153 (#)	

### HEADSTART Week 5 Theme 17: Getting on with each other (1)

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Listens to a story – pre-listens, listens, summarises story, gives opinions; <b>p. 69</b>	1 2: no. a–e	LB 151	154 (#) You read: <i>Listening text</i> 17 LB 174	104–105
2	R&V: Reads a story – pre-reads, reads, answers questions, retells story in correct sequence; <b>p. 69</b>	2a: no. 1–2 2b: no. 1–2	LB 152–153	155	112
3	R&V: Reads a story – re-reads, answers questions, identifies main idea, the setting and characters and the lesson of story; <b>p. 69</b>	2c: no. 1a–b, 2–5a–d and 6	LB 152–154	155 (#)	113
4	W&P: Writes a personal recount; <b>p. 69</b>	5: no. 1–3a–b, 4–8a–c and 9	LB 155	156 (#)	106, 114
5	R&V: Independent reading – reads and reflects; <b>p. 69</b>	Read: <i>Poem for my father</i> 1: no. 1–3	RB 116	159 (#)	

### HEADSTART Week 6 Theme 17: Getting on with each other (2)

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Tells a story	–	–	–	
	Expresses opinions – discusses ethical and social issues, expresses opinions; * <b>p. 69</b>	4: no. 1a–b, 2–4	LB 154–155	156	
2	LSC: Working with words and sentences – modals 'may' and 'can', prepositions; <b>p. 69</b>	3: no. 1a–b, 2a–c 6	LB 154 LB 156	155 (#) 157 (#)	110
3	R&V: Reads a poem – pre-reads, reads, identifies rhyme and sounds; <b>p. 69</b>	7a: no. 1–2 7b: no. 1–2 7c: 1–2a–b, 3a–b and 4	LB 157	157–158 (#)	116–117
4	W&P: Writes a book review using a frame; <b>p. 69</b>	8: no. 1–2a–c, 3, 4a–f and 5	LB 158	158 (#)	110–111
5	R&V: Independent reading – reads and reflects; <b>p. 69</b>	Read: <i>Getting on together</i> 2: no. 1–4	RB 117–119 RB 119	159 (#)	

### HEADSTART Week 7 Theme 18: Places (1)

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Takes part in a conversation – listens to text, answers questions, discusses issues, respects other learners; <b>p. 70</b>	1: no. 1 1: no. 2a–c	LB 159	160–161 (#) You read: Text 18 LB 174	120
2	R&V: Reads and understands a poster – pre-reads, reads, interprets information, discusses purpose and design; <b>p. 70</b>	2a: no. 1–2 2b 2c: no. 1a–d and 2	LB 160–161	161 (#)	120–121, 124–125, 128–129
3	W&P: Writes an information text using a frame (mind map); <b>p. 70</b>	7: no. 1–3	LB 165	163	122, 126, 130
	LSC: Working with words and sentences – connecting words (reason and purpose, cause and effect); * <b>p. 70</b>	3: no. 1a–e 5: no. 1–3	LB 162 LB 163	162 162	126
4	R&V and L&S: Reads an information text – pre-reads, discusses content; <b>p. 70</b>	6a: no. 1–3 6b 6c: no. 1–5a–c	LB 164 LB 165	163 (#)	
5	R&V: Independent reading – reads and reflects, rates texts read; <b>p. 70</b>	Read: <i>Big city, New York</i> and <i>What we think</i> 1 and 2	RB 120–121 RB 122–123 RB 121, 123	165	
	W&P: Designs a poster; <b>p. 70</b>	8: no. 1, 2a–g, 3, 4a–b, 5, 6a–d and 7	LB 166	164 (#)	96, 100

### HEADSTART Week 8 Learners complete oral assessment, write Paper 3 and do revision – Plan your week

**Note:** Suggestions for the first two days of revision have been given.

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	Revision: R&V – reads a poem, answers questions	1 and 2: no. 1–4	LB 167	166	
2	Revision: W&P – writes a book review	2: no. 1–4	LB 167	166	
	Revision: LSC – mixed, prepositions	4 5	LB 168 LB 168	166	
3					
4					
5					

### HEADSTART Week 9 End-of-year examination

## 2.2 Interactive English First Additional Language (St Mary's Interactive Learning Experience)

INTERACTIVE ENGLISH Week 1 Theme 15: Think right! (1)					
No.	CAPS	Activity	LB/CR pp.	TG pp.	DBE pp.
1	L&S: Daily practice – on each day listen to 3–4 groups performing this rhyme; <b>p. 67</b>	3	LB 183	139	
	L&S: Listens to a story – pre-listens, listens, answers questions; <b>p. 67</b>	1: Group work no. 1–10	LB 179	135–136 You read: <i>The race</i>	
	LSC: Working with words and sentences – cause and effect *, personal pronouns; <b>p. 67</b>	1: Pair work 1: Individual no. 1–2	LB 180	136–137	76, 80
2	L&S: Discusses ethical, social and critical issues; <b>p. 67</b>	2: Pair work (chart)	LB 182	139	
	LSC: Vocabulary in context – adds words to personal dictionary; <b>p. 67</b>	5 Vocabulary	LB 184	140	72, 75, 78, 83
	R&V: Independent reading – read and reflect; <b>p. 67</b>	Read: <i>Now that's sportmanship</i>	CR 66–69	137	
3	LSC: Working with words and sentences – uncountable nouns; spelling – words that end with a <b>-ll</b> ; <b>p. 67</b>	5 Uncountable nouns Spelling rule	LB 184 LB 185	140	80 76
4	R&V: Reads a story – pre-reads, reads, asks and answers questions; <b>p. 67</b>	6 Classwork Group work no. 1–9 Individual work no. 1–2	LB 186 LB 187	146	70–71, 74–75, 78–79, 82–83
5	R&V: Independent reading – reads and retells story in 5–6 sentences; <b>p. 67</b>	Read: <i>BMX stars</i> Pair work no. 1–3	LB 189	142	

INTERACTIVE ENGLISH Week 2 Theme 15: Think right! (2)					
No.	CAPS	Activity	LB/CR pp.	TG pp.	DBE pp.
1	L&S: Practises listening and speaking – plays a language game for 5–10 minutes each day, follows instructions, takes turns; <b>p. 67</b>	4 Group work no. 1–4	LB 184	139	
	W&P: Writes a personal recount of events; <b>p. 67</b>	11 Pair work Individual work	LB 192	144	
2	R&V: Practises reading – reads aloud; <b>p. 67</b>	Read: <i>Let's practise</i>	LB 186, 188	142	
	R&V: Reads and solves a word puzzle – spells correctly, uses relevant vocabulary; <b>p. 67</b>	7	LB 188	142	
3	LSC: Working with words and sentences – adjectives, concord; <b>p. 67</b>	10 Adjectives Building sentences	LB 191 LB 191–192	143	73 76, 84
4	W&P: Writes a simple story; <b>p. 67</b>	12 Pair work Individual work	LB 193–194	144	72, 81, 84
5	R&V: Independent reading – reads, does an oral book review; <b>p. 67</b>	9 Individual work	LB 190	142	

**INTERACTIVE ENGLISH Week 3 Theme 16: Exercise+food+games = healthy (1)**

No.	CAPS	Activity	LB/CR pp.	TG pp.	DBE pp.
1	L&S: Daily practice – poem, answers questions;	2 Group work	LB 198	147	
	L&S: Participates in a discussion – pre-listens, discusses topic; <b>p. 68</b>	1: Group work no. 1–6 Group work no. 1–2	LB 195–196	146 You read: <i>Lost and found</i> CR 70–71 147	86, 90, 94
2	LSC: Spelling – records words and meanings in personal dictionary, when to use silent -e; Working with words and sentences – adjectives; <b>p. 68</b>	3: Vocabulary Spelling rule Pair work no. 1–3 Working with words: Pair work	LB 198 LB 199 LB 198	147–148	97 97
3	R&V: Reads media text – pre-reads, reads, answers questions, understands layout; <b>p. 68</b>	4: Group work no. 1–9	LB 199–200	149	86–87, 90–91, 94–95, 98–99
4	R&V: Practises reading – reads aloud; <b>p. 68</b>	Read: <i>Let's practise</i> Pair work	LB 201	149	
5	W&P: Writes an information text; <b>p. 68</b>	8: Pair work no. 1–2 Individual work	LB 204–205	151	88, 95

**INTERACTIVE ENGLISH Week 4 Theme 7: Exercise+food+games = healthy (2)**

No.	CAPS	Activity	LB/CR pp.	TG pp.	DBE pp.
1	L&S: Participates in a discussion – uses higher order thinking skills, uses concepts from other subjects; <b>p. 68</b>	1: Group work Pair work no. 1–4a–c and 5 Individual work Group work no. 1a–b and 2	LB 196 LB 197	146–147	86, 90, 94
2	R&V: Reads a poster – pre-reads, reads, interprets information, discusses purpose; <b>p. 68</b>	5: Group work no. 1–6	LB 201	149	
3	LSC: Working with words and sentences – past tense, nouns that are only plurals, demonstrative pronouns; <b>p. 68</b>	7 Past tense: no. 1–6 Nouns: no. 1–2 this, that, these, those	LB 203 LB 204	150 151	92 101
4	W&P: Designs a poster; <b>p. 68</b>	9	LB 205	151	96, 100
5	R&V: Independent reading – reads, expresses emotional response, relates to own life; <b>p. 68</b>	Read: <i>Loving life</i> Pair work no. 1–4	LB 202	149–150	

**INTERACTIVE ENGLISH Week 5 Theme 17: They've done it! (1)**

No.	CAPS	Activity	LB/CR pp.	TG pp.	DBE pp.
1	L&S: Daily practice – presents poem, answers questions; <b>p. 69</b>	5: Pair work no. 1–4	LB 210	155	
	L&S: Listens to a story – pre-listens, listens – answers questions, records words in personal dictionary, summarises; <b>p. 69</b>	1: Classwork Group work no. 1–6: Pair work	LB 206 LB 207 LB 207	153–154 You read: <i>Natalie du Toit's dream</i>	104–105
2	W&P: Records words and their meanings in personal dictionary; <b>p. 69</b>	6: Vocabulary	LB 210	155	
	LSC: Spelling – <b>-ame</b> words*, add <b>-s</b> to form plurals; <b>p. 69</b>	6: Spelling pattern Spelling rule no. 1–3	LB 211	155	107
	R&V: Independent reading – reads and reflects; <b>p. 69</b>	Read: <i>Letter from Sarah</i>	CR 79	137	
3	R&V: Reads a story – pre-reads, reads, answers questions, discusses ethical questions; <b>p. 68</b>	7: Group work no. 1–10 Individual work no. 1–5	LB 212–213	156–157	112–113
4	R&V: Independent reading – reads, does an oral book review; <b>p. 69</b>	9: Individual work	LB 215–216	157	
5	W&P: Writes a personal recount of events; <b>p. 69</b>	11: Pair work Individual work	LB 218–219	159	106

**INTERACTIVE ENGLISH Week 6 Theme 17: They've done it! (2)**

No.	CAPS	Activity	LB/CR pp.	TG pp.	DBE pp.
1	L&S: Tells a story – reads, talks about one character, sequences correctly; <b>p. 69</b>	2 4	LB 207–208 LB 210	154, 156	
2	R&V: Reads poems – pre-reads, reads, answers questions, expresses feelings; <b>p. 69</b>	8: Group work no. 1–8	LB 213–214	157	116–117
3	R&V: Reads unprepared text aloud; <b>p. 69</b>	Read: <i>Lost and found</i>	CR 70–72		
4	LSC: Working with words and sentences – adverbs, 'can' and 'may', prepositions; <b>p. 69</b>	10: Pair work no. 1a–d, 2a–e Pair work Pair work no. 1–4	LB 217 LB 218	158	107 110 110
5	W&P: Writes a book review; <b>p. 69</b>	12	LB 219	159	110–111
	L&S: Reads a time line – interprets information; * <b>p. 69</b>	3: Group work	LB 209–210	155	



**INTERACTIVE ENGLISH Week 7 Theme 18: Sports day**

No.	CAPS	Activity	LB/CR pp.	TG pp.	DBE pp.
1	L&S: Daily practice – rhyme; <b>p. 70</b>	3: Group work no. 1–3	LB 223	162	
	L&S: Takes part in a conversation – talks about questions, listens to and respects other learners; <b>p. 70</b>	1: Group work (picture 1) no. 1–5 (picture 2) no. 1–4 (picture 3) no. 1–4 (picture 4) no. 1–4	LB 220 LB 221 LB 221–222 LB 222	161	120
2	R&V: Reads an information text – pre-reads, reads, answers questions, summarises a paragraph with support; <b>p. 70</b>	6: Group work no. 1–6 6: B4 Individual work no. 1–4	LB 225–226 LB 227	163 164	120–121, 124–125, 128–129
3	LSC: Spelling – singular and plural forms of nouns; Working with words and sentences – adverbs (manner); <b>p. 70</b>	5: Spelling rule Pair work 6: Adverbs Pair work no. 1–2 Individual work no. A1a–e, 2	LB 224 LB 226	162–163 163	123 123
4	W&P: Writes an information text; <b>p. 70</b>	11: Individual work	LB 233	166	122, 126, 130
5	LSC: Working with words and sentences – present tense**, future tense, connecting words, passive voice; <b>p. 70</b>	9: Individual work no. 1–6 Individual work Individual work Pair work Individual work	LB 230 LB 231	165 166 166	131 126
	R&V: Independent reading – reads, shares opinions, rates texts; <b>p. 70</b>	7: Group work no. 1–6 Individual work	LB 227–228	164	

**INTERACTIVE ENGLISH Week 8 Learners complete oral assessment, write Paper 3 and do revision – Plan your week**

**Note 1:** Revision activities have been suggested for the first two days of the week.

**Note 2:** The writers of *Interactive English* have included more work than is required. The assessment guide shows the available alternatives. Select those activities where you think your learners need extra practice.

No.	CAPS	Activity	LB/CR pp.	TG pp.	DBE pp.
1 and 2	Revision		End-of-year examination (1): Plants and animals		
3					
4					
5					

**INTERACTIVE ENGLISH Week 9 End-of-year examination**

## 2.3 Platinum English First Additional Language (Maskew Miller Longman)

PLATINUM Week 1 Theme 15: Play safe (1)					
No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 67</b>	Choice of activity	–	176	
	L&S: Listens to a story – pre-listens, listens – answers questions, discusses ethical questions; <b>p. 67</b>	Talk about a photograph: no. 1–3 Before you listen While you listen: no. 1–2 After you listen: no. 1–2a–b	LB 132	177 (#) You read: Story for Theme 15 LB 172	
2	L&S: Daily practice; <b>p. 67</b>	Choice of activity	–	176	
	R&V: Reads a story – pre-reads, reads, answers questions; <b>p. 58</b>	Before you read: no. 1–2 While you read After you read: no. 1a–b, 2–6	LB 134 LB 135	178 (#)	70–71, 74–75 78–79, 82–83
3	L&S: Daily practice; <b>p. 67</b>	Choice of activity	–	176	
	R&V: Reads a story – practises reading aloud, answers more complex questions; <b>p. 67</b>	After you read: no. 7, 8 and 9	LB 134–135 LB 135	182	
4	L&S: Daily practice; <b>p. 67</b>	Choice of activity	–	176	
	LSC: Working with words and sentences – pronouns; Vocabulary in context – adds all new words to personal dictionary; <b>p. 67</b>	Working with words and sentences –	LB 135 –	182 178	76, 80 72, 75, 78, 83
	R&V: Independent reading – reads and reflects; <b>p. 67</b>	Read: <i>Funny poems (limericks)</i> Think about it	RB 60–61 RB 61	181	
5	L&S: Daily practice; <b>p. 67</b>	Choice of activity	–	176	
	W&P: Writes a personal recount; <b>p. 67</b>	Write a personal recount	LB 139	180	

PLATINUM Week 2 Theme 15: Play safe (2)					
No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 67</b>	Choice of activity	–	176	
	LSC: Spelling – using double -ll; <b>p. 67</b>	Working with words and sentences	LB 132	181	
	L&S: Plays a language game (spelling), follows instructions, takes turns; <b>p. 67</b>	Play a spelling game	LB 133	181 (#)	
2	L&S: Daily practice; <b>p. 67</b>	Choice of activity	–	176	
	R&V: Reads and solves a word puzzle, spells correctly, explains meanings in sentences; <b>p. 67</b>	Solve a puzzle: no. 1, 2 and 3	LB 136	182 (#)	
	LSC: Working with words and sentences – adjectives; <b>p. 67</b>	Working with words and sentences: no. 1–2	LB 136	183	73
3	L&S: Daily practice; <b>p. 67</b>	Choice of activity	–	176	
	LSC: Working with words and sentences – concord; <b>p. 67</b>	There is/are no. 1a–d, 2a–d and 3	LB 137	179	76, 84
	R&V: Independent reading – reads and reflects; <b>p. 67</b>	Read: <i>Swim safely</i> Think about it	RB 58–59 RB 59	177	
4	L&S: Daily practice; <b>p. 67</b>	Choice of activity	–	176	
	W&P: Writes a story; <b>p. 67</b>	Write a story	LB 139 (#)	184–185 (#)	72, 81, 84
5	L&S: Daily practice; <b>p. 67</b>	Choice of activity	–	176	
	LSC: Working with words and sentences – uncountable nouns; <b>p. 67</b>	Working with words and sentences: no. 1, 2a–c and 3	LB 138	183	80
	Revision		LB 140	185	

**PLATINUM Week 3 Theme 16: Fire (1)**

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 68</b>	Choice of activity	–	188	
	L&S: Participates in a discussion – discusses topic from another subject, uses higher order thinking skills; <b>p. 68</b>	Talk about the photographs: no. 1–2 Talk about fire: no. 1–3	LB 142	188–189, 190	86, 90, 94
2	L&S: Daily practice; <b>p. 68</b>	Choice of activity	–	188	
	R&V: Reads media texts – pre-reads, reads (two articles); <b>p. 68</b>	Before you read no. 1a–d, 2 and 3	LB 144–145	189–190	86, 90, 94
3	L&S: Daily practice; <b>p. 68</b>	Choice of activity	–	188	
	R&V: Reads media texts – re-reads and answers questions; <b>p. 59</b>	After you read no. 1–5	LB 144–145	189–190, 194	87, 91, 95
4	L&S: Daily practice; <b>p. 68</b>	Choice of activity	–	188	
	R&V: Practises reading – reads unprepared text aloud; <b>p. 68</b>	Choice of activity	–	190	
	LSC: Working with words and sentences – adjectives before nouns, irregular verbs; <b>p. 68</b>	Working with words and sentences no. 1 no. 2	LB 145	190	89 97
5	L&S: Daily practice; <b>p. 68</b>	Choice of activity	–	188	
	W&P: Writes an information text; <b>p. 68</b>	Write an information text no. 1–4	LB 147	192–193	88, 95

**PLATINUM Week 4 Theme 16: Fire (2)**

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 68</b>	Choice of activity	–	188	
	R&V: Reads and understands a poster – pre-reads, reads, discusses picture, interprets information; <b>p. 68</b>	Read and discuss a poster no. 1–11	LB 143	193	
2	L&S: Daily practice; <b>p. 68</b>	Choice of activity	–	188	
	LSC: Working with words and sentences – demonstrative pronouns, concord; <b>p. 68</b> Working with words and sentences – words that have only plurals; <b>p. 68</b>	Demonstrative pronouns no. 1a–c, 2a–c 3 Working with words and sentences	LB 146	195	101 76 92
3	L&S: Daily practice; <b>p. 68</b>	Choice of activity	–	188	
	W&P: Designs a poster; <b>p. 68</b>	Design a poster no. 1–4	LB 147	196–197	96, 101
4	L&S: Daily practice; <b>p. 68</b>	Choice of activity	–	188	
	R&V: Independent reading – reads, expresses emotional response, relates to own life; <b>p. 68</b>	Read: <i>Nomathemba's fire</i> Think about it no. 1–3	RB 62–65	196	
5	L&S: Daily practice; <b>p. 68</b>	Choice of activity	–	188	
	Revision		LB 148	197	

**PLATINUM Week 5 Theme 17: Feelings (1)**

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 69</b>	Choice of activity	–	200	
	L&S: Listens to a story – pre-listens, listens, summarises story with support, gives opinions; <b>p. 69</b>	Talk about the photographs: no. 1–2 Before you listen: no. 1–3 While you listen: no. 1–2 After you listen: no. 1–3	LB 150	201 You read: Theme 17 <i>Zola's first day at her new school</i> LB 172	104–105
2	L&S: Daily practice; <b>p. 69</b>	Choice of activity	–	200	
	LSC: Spelling – adding -s to make nouns plural; Working with words and sentences – prepositions, adverbs (time); <b>p. 69</b>	Spelling Working with words and sentences no. 1–4 Working with words and sentences	LB 151 LB 151 LB 153	202 202 203	107 110 107
	R&V: Independent reading – reads; <b>p. 69</b>	Read: <i>Be my friend</i>	RB 66–69	201, 204	
3	L&S: Daily practice; <b>p. 69</b>	Choice of activity	–	200	
	R&V: Reads a story – pre-reads, reads, answers questions, asks questions, discusses ethical and social issues; <b>p. 69</b>	Before you read While you read After you read: no. 1–4 no. 5–6	LB 152–153 LB 153	203–204	112–113
4	L&S: Daily practice; <b>p. 69</b>	Choice of activity		200	
	LSC: Working with words and sentences – modals; <b>p. 69</b>	can and may: no. 1–2a–c	LB 156	207–208	110
	R&V: Independent reading – reads, reflects, reviews story; <b>p. 69</b>	Read: <i>Be my friend</i> Think about it	RB 66–69 RB 69	205	
5	L&S: Daily practice; <b>p. 69</b>	Choice of activity		200	
	W&P: Writes a story; * <b>p. 69</b>	Write a story	LB 157	204	

**PLATINUM Week 6 Theme 17: Feelings (2)**

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 69</b>	Choice of activity	–	200	
	L&S: Tells a story – includes characters and setting, uses a simple plot, sequences correctly; <b>p. 69</b>	Tell a story no. 1–2	LB 151	205	
2	L&S: Daily practice; <b>p. 69</b>	Choice of activity	–	200	
	R&V: Reads poems (poem 1) – pre-reads, reads, answers questions; <b>p. 69</b>	Before you read While you read: no. 1–2 After you read: no. 1–5a–b	LB 154 LB 153	206	116
3	L&S: Daily practice; <b>p. 69</b>	Choice of activity	–	200	
	R&V: Reads poems (poem 2) – pre-reads, reads, answers questions; <b>p. 69</b>	Before you read: no. 1–2 While you read After you read: no. 1–3	LB 154 LB 154–155 LB 155	207	117
4	L&S: Daily practice; <b>p. 69</b>	Choice of activity		200	
	W&P: Writes a book review; <b>p. 69</b>	Write a book review no. 1–4	LB 157	208	110–111
5	L&S: Daily practice; <b>p. 69</b>	Choice of activity	–	200	
	LSC: Working with words and sentences – adverbs, future tense; <b>p. 69</b>	Adverbs no. 1–2a–e Future tense with will: no. 3a–e	LB 165	214 217	107 131
	Revision		LB 74	99	

**PLATINUM Week 7 Theme 18: Digging up dinosaurs**

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 70</b>	Choice of activity	–	212	
	L&S: Takes part in a conversation and discusses an unfamiliar topic – asks and answers questions, chooses relevant content, uses conditional form; <b>p. 70</b>	Talk about the photograph Discusses questions no. 1a–c, 2, 3a–b and 4 Discusses questions no. 1–6a–d	LB 160 LB 160–161	212–213 215	130
2	L&S: Daily practice; <b>p. 70</b>	Choice of activity		212	
	R&V: Reads an information text from across the curriculum – answers questions, summarises; <b>p. 70</b>	Before you read: no. 1–2 While you read: no. 1–2 After you read: no. 1a–b, 2, 3 and 4	LB 162–163	213	120–121, 124–125, 128–129
3	L&S: Daily practice; <b>p. 70</b>	Choice of activity		212	
	LSC: Working with words and sentences – present progressive tense, adverbs (degree), adverbs (manner), future tense; <b>p. 70</b>	Working with words and sentences no. 1a–e, 2a–d Adverbs no. 1, 2a–e	LB 162 LB 165	216 213 214 217	131 123 123 131
4	L&S: Daily practice; <b>p. 70</b>	Choice of activity	–	212	
	W&P: Writes an information text; <b>p. 70</b>	Write about an animal no. 1–2	LB 166	218–219	122, 126, 130
5	L&S: Daily practice; <b>p. 70</b>	Choice of activity	–	212	
	R&V: Reads and understands a poster – pre-reads, reads, interprets information, discusses design; <b>p. 70</b>	Read a poster no. 1a–b, 2–7	LB 164	216	127, 129

**PLATINUM Week 8 Learners complete oral assessment, write Paper 3 and do revision – Plan your week**

**Note:** There are revision activities at the end of each unit. Revision activities have been suggested for the first two days of Week 8.

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	W&P: Designs a poster; <b>p. 70</b>	Design a poster	LB 166	218–219	
2	Revision		LB 167	219	
3					
4					
5					

**PLATINUM Week 9 End-of-year examination**

## 2.4 Solutions for All English First Additional Language (Macmillan)

SOLUTIONS FOR ALL Week 1 Theme 15: Fairy tales (1)					
No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 67</b>	Choice of activity		191	
	L&S: Listens to a story – pre-listens, listens, answers questions, discusses ethical and social issues; <b>p. 67</b>	What you still need to know Classroom Act. 1 no. 1–6	LB 174 LB 175	191–193 You read: <i>Little Red Riding Hood</i> p. 192	
2	L&S: Daily practice; <b>p. 67</b>	Choice of activity		191	
	W&P: Writes a simple story; <b>p. 67</b>	Classroom Act. 2	LB 175	193	72, 81, 84
3	L&S: Daily practice; <b>p. 67</b>	Choice of activity		191	
	LSC: Working with words and sentences – adjectives, uncountable nouns; <b>p. 67</b>	Classroom Act. 1 What you still need to know Classroom Act. 1 no. 1–3	LB 177 LB 180	195 197	73 80
4	L&S: Daily practice; <b>p. 67</b>	Choice of activity		191	
	R&V: Reads a story – pre-reads, reads, identifies main idea sequence and characters; <b>p. 67</b>	Classroom Act. 2: no. 1–11	LB 177–179	195–196	70–71, 74–75, 78–79 82–83
5	L&S: Daily practice; <b>p. 67</b>	Choice of activity		191	
	LSC: Spelling – revise forming plurals*, Working with words and sentences – concord, adjectives; Spelling – doubling the consonant -l; <b>p. 67</b>	Classroom Act. 3 Classroom Act. 1	LB 181 LB 183	199 199	76, 84 73 76

SOLUTIONS FOR ALL Week 2 Theme 15: Fairy tales (2)					
No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 67</b>	Choice of activity		191	
	L&S: Plays a language game – follows instructions, takes turns; <b>p. 67</b>	Classroom Act. no. 1–3	LB 175–176	193	
2	L&S: Daily practice; <b>p. 67</b>	Choice of activity		191	
	W&P: Writes a personal recount of events; <b>p. 67</b>	Classroom Act. 3	LB 179	196–197	
3	L&S: Daily practice; <b>p. 67</b>	Choice of activity		191	
	R&V: Reads and solves a word puzzle – uses relevant vocabulary, spells correctly; <b>p. 67</b>	Classroom Act. 2	LB 180–181	197–198	
4	L&S: Daily practice; <b>p. 67</b>	Choice of activity		191	
	R&V: Independent reading – reads, retells story in 5–6 sentences, does a short oral book review; <b>p. 67</b>	Read: <i>Feeding the queen</i>	RB 27–30	199–200	
5	L&S: Daily practice; <b>p. 67</b>	Choice of activity		191	
	R&V: Practises reading – reads aloud; <b>p. 67</b>	Read: <i>Feeding the queen</i>			

**SOLUTIONS FOR ALL Week 3 Theme 16: I know how to stay safe (1)**

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 68</b>	Choice of activity		203	
	L&S: Participates in a discussion – discusses a familiar topic, takes turns; <b>p. 68</b>	Let's talk about this theme	LB 185	203	86, 90, 94
2	L&S: Daily practice; <b>p. 68</b>	Choice of activity		203	
	R&V: Reads and understands a poster – pre-reads, reads, interprets information, discusses purpose; <b>p. 68</b>	Classroom Act. 1 no. 1–6a–b	LB 186–188	203–204	
3	L&S: Daily practice; <b>p. 68</b>	Choice of activity		203	
	LSC: Working with words and sentences – demonstrative pronouns; Spelling – the silent <b>-e</b> ; <b>p. 68</b>	What you still need to know Classroom Act. 1 no. 1–8 Classroom Act. 2 no. 1–3	LB 191–192 LB 193	206–207 207	101 97
4	L&S: Daily practice; <b>p. 68</b>	Choice of activity		203	
	W&P: Designs a poster; <b>p. 68</b>	Classroom Act. 1	LB 193–194	203–204	96, 100
5	L&S: Daily practice; <b>p. 68</b>	Choice of activity		203	
	LSC: Working with words and sentences – adjectives before nouns, nouns that have only plurals; <b>p. 68</b>	– Homework no. 2a–b	– –	204 (last three bullets) 208 (Homework)	89 92

**SOLUTIONS FOR ALL Week 4 Theme 16: I know how to stay safe (2)**

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 68</b>	Choice of activity		203	
	R&V: Reads a media text – pre-reads, reads; <b>p. 68</b>	Classroom Act. 2	LB 188–189	204	86 90 94 98
2	L&S: Daily activity; <b>p. 68</b>	Choice of activity		203	
	R&V: Reads a media text – re-reads, answers questions; <b>p. 68</b>	Classroom Act. 2 no. 1–8	LB 188–190	204–205	87, 91, 95, 99
3	L&S: Daily practice; <b>p. 68</b>	Choice of activity		203	
	W&P: Writes an information text; <b>p. 68</b>	Classroom Act. 2	LB 190	205–206	88, 95
4	L&S: Daily practice; <b>p. 68</b>	Choice of activity		203	
	R&V: Independent reading – reads and reflects; <b>p. 68</b>	Read: <i>Staying safe in an emergency</i>	RB 89–91	208	
5	L&S: Daily practice; <b>p. 68</b>	Choice of activity		203	
	R&V: Independent reading – reads and answers questions; <b>p. 68</b>	Re-read story 2	RB 89–91 LB 195	208	

**SOLUTIONS FOR ALL Week 5 Theme 17: Myths and fables (1)**

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 69</b>	Choice of activity		212	
	R&V: Reads a story – pre-reads, answers questions; <b>p. 69</b>	What you still need to know Classroom Act. 1 no. 1–5	LB 197 LB 198–199 LB 199	212	112–113
2	L&S: Daily practice; <b>p. 69</b>	Choice of activity		212	
	LSC: Works with words and sentences – modals ‘can’ and ‘may’, adverbs (frequency); <b>p. 69</b>	Classroom Act. 2 Classroom Act. 1 no. 1–2	LB 204 LB 205–206	217 217–218	110 107
3	L&S: Daily practice; <b>p. 69</b>	Choice of activity		212	
	L&S: Tells a story – includes characters and setting, sequences correctly; <b>p. 69</b>	Classroom Act. 3	LB 200	213	
4	L&S: Daily practice; <b>p. 69</b>	Choice of activity		212	
	R&V: Independent reading – reads and reflects; <b>p. 69</b>	Read: <i>Next stop: Timbuktu</i> Activity	RB 31–32 LB 201	215	
5	L&S: Daily practice; <b>p. 69</b>	Choice of activity		212	
	W&P: Writes a personal recount; <b>p. 69</b>	Classroom Act. 2	LB 200	213	106, 114

**SOLUTIONS FOR ALL Week 6 Theme 17: Myths and fables (2)**

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 69</b>	Choice of activity		212	
	L&S: Listens to a story – expresses an opinion, summarises; <b>p. 69</b>	Classroom Act. 3 no. 1–8	LB 207	219	104–105
2	L&S: Daily practice; <b>p. 69</b>	Choice of activity		212	
	R&V: Reads a poem – pre-reads, reads, answers questions; <b>p. 69</b>	Classroom Act. 1 no. 1–7	LB 202	216	116–117
3	L&S: Daily practice; <b>p. 69</b>	Choice of activity		212	
	LSC: Spelling – add <b>-s</b> to form most plurals; Working with words and sentences – adverbs, prepositions; <b>p. 69</b>	Classroom Act. 1 no. 7	LB 200 LB 204	213 213	107 107
		Classroom Act. 1 no. 8	LB 208	220	110
Classroom Act. 4 no. 1–7					
4	L&S: Daily practice; <b>p. 69</b>	Choice of activity		212	
	L&S: Reflects on text read independently – oral book review; <b>p. 69</b>	Classroom Act. 2 no. 1–2	LB 207	218	
5	L&S: Daily practice; <b>p. 69</b>	Choice of activity		105–106	
	R&V: Independent reading – reads and reflects; <b>p. 69</b>	Read: <i>The missing bicycle</i> Activities	RB 43–48	215–216	
	R&V: Independent reading – reads aloud; <b>p. 69</b>	Choice of text from RB	–	236	



**SOLUTIONS FOR ALL Week 7 Theme 18: Keeping healthy**

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 70</b>	Choice of activity		223	
	R&V: Reads a poster – pre-reads, reads, interprets information, discusses design; <b>p. 70</b>	What you still need to know Classroom Act. 1 no. 1–6	LB 218–219	227–228	127, 129
2	W&P: Designs a poster; <b>p. 70</b>	Classroom Act. 2	LB 220	227	96, 100
3	L&S: Daily practice; <b>p. 70</b>	Choice of activity		223	
	LSC: Spelling – plurals; Working with words and sentences – passive voice, adverbs (manner), connecting words, future tense;	Classroom Act. 1 no. 8–9 Classroom Act. 1 Classroom Act. 2 no. 1–2 Classroom Act. 4 no. 1–3	LB 213 LB 214 LB 215 LB 215–216 LB 217	224 225 225 225 226	123 123 126 131
4	L&S: Daily practice; <b>p. 70</b>	Choice of activity		223	
	L&S: Takes part in a conversation – answers and discusses questions; <b>p. 70</b>	Classroom Act. 3 questions	LB 216–217	226	120
	W&P: Writes an information text using a frame; <b>p. 70</b>	Classroom Act. 3 no. 1–3	LB 216–217	226	122, 126, 130
5	L&S: Daily practice; <b>p. 70</b>	Choice of activity		223	
	R&V: Reads an information text from across the curriculum – pre-reads, reads, notices how pictures are used, answers questions, summarises; <b>p. 70</b>	What you still need to know Classroom Act. 1 no. 1–7	LB 210–211 LB 211–213	223 224	120–121, 124–125, 128–129

**SOLUTIONS FOR ALL Week 8 Learners complete oral assessment, write Paper 3 and do revision – Plan your week**

**Note:** You have been given a suggestion for the first two days.

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	Revision – practice examination	2: no. 1–13	LB 222–223	231–232	
2	Revision – practice examination	3: no. 1–4 4: no. 1–2	LB 224 LB 225	232–233 234	
3					
4					
5					

**SOLUTIONS FOR ALL Week 9 End-of-year examination**

## 2.5 Study and Master English First Additional Language (Cambridge University Press)

**Note:** For daily L&S practice, see pp. 1–9 in resources section of the TG.

<b>STUDY AND MASTER Week 1 Theme 15: Survivor (1)</b>					
No.	CAPS	Activity	LB/CR pp.	TG pp.	DBE pp.
1	L&S: Listens to a story – pre-listens, listens, answers and asks questions; <b>p. 67</b>	1, 2a–g and 3	LB 173–174	168–169 (#) You read: <i>Listening text</i> pp. 168–169	
2	R&V: Reads a story (Part 1) – pre-reads, reads, answers questions; <b>p. 67</b>	4 5, 6a–e	LB 174–177	169 (#)	70–71, 74–75, 78–79, 82–83
	W&P: Records words and meanings in personal dictionary; <b>p. 67</b>	11	LB 181	173	73
3	R&V: Reads a story (Part 2) – reads and answers questions, discusses social questions; <b>p. 67</b>	7a–d, 8a–b	LB 178–179	171	
	LSC: Vocabulary in context – words from texts; <b>p. 67</b>	14	LB 182	175	72, 75, 78, 83
4	R&V: Reads a story (Part 2) – completes a flow chart *; <b>p. 67</b>	9	LB 180	172	
	R&V: Practises reading – reads aloud; <b>p. 67</b>	9	LB 180	172	
	LSC: Working with words and sentences – concord; <b>p. 67</b>	13a–f	LB 181	174	76, 84
5	W&P: Writes a personal recount of events; <b>p. 67</b>	12	LB 181	173	

<b>STUDY AND MASTER Week 2 Theme 15: Survival (2)</b>					
No.	CAPS	Activity	LB/CR pp.	TG pp.	DBE pp.
1	L&S: Plays a language game – follows instructions, takes turns; <b>p. 67</b>	10	LB 180	172 (#)	
2	R&V: Independent reading – reads and retells story in 5–6 sentences; <b>p. 67</b>	Read: <i>Survivor!</i>	CR 22–24 LB 185	177	
3	LSC: Working with words and sentences – uncountable nouns, adjectives, personal pronouns; Spelling – words that end with a <b>-ll</b> ; <b>p. 67</b>	15	LB 183	175	80
		16	LB 184	176	73
		19			76, 80
		18			76
4	W&P: Writes a simple story; <b>p. 67</b>	20	LB 185	177 (#)	72, 81, 84
5	R&V: Independent reading – reads, presents oral book review; <b>p. 67</b>	Oral book review	CR choice of story LB 185	177	

**STUDY AND MASTER Week 3 Theme 16: Be a star! (1)**

No.	CAPS	Activity	LB/CR pp.	TG pp.	DBE pp.
1	R&V: Practises reading – pre-reads, reads aloud, answers questions; <b>p. 68</b>	1a–b 2 3a–f	LB 186–187 LB 188	180	
2	W&P: Records words and their meanings in personal dictionary, spelling – silent <b>-e</b> ; <b>p. 68</b>	4 5a–b	LB 188 LB 189	181 181	97
	R&V: Independent reading – expresses an emotional response, relates to own life; <b>p. 68</b>	19	LB 197 CR choice of story	189 (#)	
3	L&S: Participates in a discussion – uses higher order thinking skills, takes turns; <b>p. 68</b>	6a–d	LB 189–190	181 (#)	86, 90, 94
4	W&P: Records words and their meanings in a personal dictionary; <b>p. 68</b>	7a–b	LB 190	182 (#)	88, 91, 94
	LSC: Working with words and sentences – adjectives, irregular verbs; <b>p. 68</b>	8a–b 9a–f	LB 191	183 183–184	89 97
5	W&P: Writes an information text using a frame; <b>p. 68</b>	18	LB 197	188–189 (#)	88, 95

**STUDY AND MASTER Week 4 Theme 16: Be a star! (2)**

No.	CAPS	Activity	LB/CR pp.	TG pp.	DBE pp.
1	R&V: Reads and understands a poster – pre-reads, reads, interprets information, discusses purpose; <b>p. 68</b>	10a–d	LB 191–192	184	
2	W&P: Designs a poster; <b>p. 68</b>	11	LB 192	184–185 (#)	96, 100
3	LSC: Working with words and sentences – demonstrative pronouns, mixed; <b>p. 68</b>	12a–h 17a–f	LB 193 LB 196	185–186 188	101
4	R&V: Reads a media text – answers questions, finds main ideas, understands layout and design; <b>p. 68</b>	13a–d 14a–e 15 16	LB 194 LB 195 LB 196	186 186–187	86–87, 90–91, 94–95
5	Consolidation/revision	LB 198–199, TG Assessment section 24–26			

**STUDY AND MASTER Week 5 Theme 17: Making music (1)**

No.	CAPS	Activity	LB/CR pp.	TG pp.	DBE pp.
1	L&S: Listens to a story – listens, expresses opinions, summarises story; <b>p. 68</b>	1a–c	LB 200	191–192 <i>You read: Bongsi joins the band</i>	104–105
2	R&V: Reads a poem – pre-reads, reads, answers questions; <b>p. 68</b>	2 3a–g	LB 200–201	192–193 (#)	116–117
3	R&V: Reads a poem – re-reads poem aloud, discusses rhyme, same sounds, comparisons; <b>p. 68</b>	4a–c and 5	LB 201–202	193	
4	LSC: Working with words and sentences – plurals, adverbs (time), adverbs (frequency); Vocabulary in context – words from reading text; <b>p. 68</b>	6 7a–g 8a–f 9	LB 202 LB 203		107 107 105, 109, 113
5	W&P: Writes a personal recount; <b>p. 68</b>	17	LB 207	197	106, 114

**STUDY AND MASTER Week 6 Theme 17: Making music (2)**

No.	CAPS	Activity	LB/CR pp.	TG pp.	DBE pp.
1	R&V: Reads a story (part 1) – pre-reads, reads, answers questions; <b>p. 69</b>	10a–b, 11 12a–e	LB 204–205	195	112–113
	R&V: Reads a story (part 2) – practises reading aloud; <b>p. 69</b>	13	LB 205–206	196	
2	LSC: Vocabulary in context – words from texts; Working with words and sentences – ‘can’ and ‘may’, prepositions; <b>p. 68</b>	18 19a–e 20a–i	LB 207–208 LB 208	198 198 (#) 199	105 109, 113 110
3	L&S: Tells a story – sequences correctly; <b>p. 69</b>	14	LB 206	196	
		15	LB 207	197 (#)	
		16			
4	R&V: Independent reading – oral book review; <b>p. 68</b>	23	LB 209	200 (#)	
5	W&P: Writes a book review using a frame; <b>p. 69</b>	22	LB 209	200	110–111

**STUDY AND MASTER Week 7 Theme 18: Fun and games**

No.	CAPS	Activity	LB/CR pp.	TG pp.	DBE pp.
1	L&S: Takes part in a conversation – gives personal response related to own life; <b>p. 70</b>	1a–b	LB 210	202 (#)	120
2	LSC: Vocabulary in context – vocabulary from text; Working with words and sentences – adverbs (manner), passive voice; <b>p. 70</b>	4a–c	LB 211	204	123
		5	LB 212	205 (#)	
		6a–e	LB 212–213	205–206	
3	R&V: Reads an information text from across the curriculum – pre-reads, reads, notes pictures, summarises, answers questions; <b>p. 70</b>	7	LB 213–215	206	120–121, 124–125, 128–129
		8		207	
		9a–i			
4	LSC: Working with words and sentences – connecting words, adverbs (degree), future tense, forming plural nouns; <b>p. 70</b>	10a–f	LB 215	208	126
		11	LB 215	208 (#)	123
		14a–f	LB 217	209 (#)	131
		15	LB 218	209 (#)	123
5	W&P: Writes an information text; <b>p. 70</b>	16	LB 218	210 (#)	122, 126, 130
		17	LB 218	210	
		18	LB 219	211	

**STUDY AND MASTER Week 8 Learners complete oral assessment, write Paper 3 and do revision – Plan your week**

**Note:** Activities have been given for the first two days of the week. These are suggestions only. Learners could also write Paper 2 in LB pp. 220–221 for practice.

No.	CAPS	Activity	LB/CR pp.	TG pp.	DBE pp.
1	R&V: Reads posters; <b>p. 80</b>	2a–e	LB 210	202	
2	W&P: Designs a poster; <b>p. 80</b>	3	LB 211	203	
3					
4					
5					

**STUDY AND MASTER Week 9 End-of-year examination**

## 2.6 Successful English First Additional Language (Oxford University Press)

**Note:** Daily L&S practice is indicated in Lesson 1 of each week and must be done each day for five to ten minutes.

SUCCESSFUL ENGLISH Week 1 Theme 15: Nature in danger (1)					
No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice – each day for 5–10 minutes; <b>p. 67</b>	Plays a language game		147	
	L&S: Plays a language game – follows instructions, takes turns; <b>p. 67</b>	1: no. 1, 2 and 3a–c	LB 165	148	
2	LSC: Working with words and sentences – uncountable nouns, concord; <b>p. 67</b>	3: no. 1, 2a–c, 3a–b 4a	LB 168–169 LB 169	149	80 76, 80
3	W&P: Writes a personal recount of events; <b>p. 67</b>	5: no. 1–4	LB 169–170	149 (#)	
4	L&S: Listens to a story – pre-listens, listens, answers questions, discusses ethical and social issues; <b>p. 67</b>	6: no. 1a–c no. 2 no. 3a–f	LB 170–171	150–151 You read: <i>Forest hero</i> LB 178	
	W&P: Writes new words in personal dictionary; <b>p. 67</b>	6: no. 4	LB 171	151	73
5	R&V: Independent reading – reads and reflects; <b>p. 67</b>	Read: <i>A comic strip</i> Act. no. 1a–e and 2	RB 94 RB 95	150	

SUCCESSFUL ENGLISH Week 2 Theme 15: Nature in danger (2)					
No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice – each day for 5–10 minutes; <b>p. 67</b>	Plays a language game		150	
	R&V: Reads a story – pre-reads, reads, answers questions, discusses social issues; <b>p. 67</b>	7: no. 1a–b no. 2	LB 171 LB 171–172 LB 173	151	70–71, 74–75, 78–79, 82–83
2	R&V: Reads a story – re-reads, answers questions, discusses social issues; <b>p. 67</b>	7: no. 3, 4a–g	LB 171–173	151 (#)	
3	L&S: Plays a language game – follows instructions, uses a range of vocabulary; <b>p. 67</b>	8: no. 1–4	LB 174–175	151	
4	W&P: Writes a story; <b>p. 67</b>	9: no. 1–4	LB 175–176	152 (#)	72, 81, 84
5	R&V: Practises reading – reads aloud; <b>p. 67</b>	7: no. 5	LB 173	151	
	R&V: Reads independently – solves a puzzle, uses relevant vocabulary; <b>p. 67</b>	Read: <i>Dangers to wildlife in nature</i> Act. no. 1–3	RB 98	152	

**SUCCESSFUL ENGLISH Week 3 Theme 16: Celebrations (1)**

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice – each day for 5–10 minutes; <b>p. 68</b>	Tells own news		155	
	L&S: Participates in a discussion – discusses a familiar topic, takes turns; <b>p. 68</b>	1: no. 1a–d no. 2a–c	LB 178	155–156	86, 90, 94
2	R&V: Reads a media text (newspaper) – pre-reads, reads, understands layout and design; <b>p. 68</b>	2: no. 1a–b, 2, 3a–g 4	LB 179 LB 180	156–157	86–87 90–91 94–95 98–99
3	R&V: Practises reading – reads unprepared text aloud; <b>p. 68</b>	2: no. 5	LB 179–180	157	
4	W&P: Writes a report *; <b>p. 68</b>	5: no. 1–4	LB 181–184	158	
5	R&V: Independent reading – reads and reflects; <b>p. 68</b>	Read: <i>Festivals around the world</i> Act. no. 1–3	RB 99–101 RB 101	156	

**SUCCESSFUL ENGLISH Week 4 Theme 16: Celebrations (2)**

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice – 5–10 minutes each day; <b>p. 68</b>	Plays a language game		158	
	LSC: Vocabulary in context – words from texts; <b>p. 68</b>	3: no. 1–3	LB 181	157	88, 91, 94
	LSC: Working with words and sentences – irregular verbs; <b>p. 68</b>	4: no. 1–2	LB 181–182	157–158	97
2	R&V: Reads and understands a poster – pre-reads, reads, answers questions, understands layout and design; <b>p. 68</b>	7: no. 1a–f, 2 3a–g	LB 185 LB 185–186	159	
3	L&S: Practises listening and speaking – performs rhymes; <b>p. 68</b>	6: no. 1–3	LB 184	158 (#)	
4	LSC: Working with words and sentences – mixed; <b>p. 68</b>	8: no. 1–5	LB 186	159	
	R&V: Independent reading – reads and reflects; <b>p. 68</b>	Read: A thank you letter Act. no. 1–2 and/or Invitations Act. no. 1–3	RB 104 RB 102 RB 103	160 159–160	
5	W&P: Designs a poster; <b>p. 68</b>	9: no. 1–4	LB 187–188	160	96, 100

**SUCCESSFUL ENGLISH Week 5 Theme 17: Good times, bad times (1)**

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice – 5–10 minutes each day; <b>p. 69</b>	Performs a short poem or rhyme		162	
	L&S: Listens to a story – pre-listens, listens – answers questions, summarises; <b>p. 69</b>	1: no. 1a–c, 2 3 4	LB 190–191	162 (#) You read: <i>Rapunzel</i> 179	104–105
2	R&V: Reads a story – pre-reads, reads, answers questions; <b>p. 69</b>	2: no. 1, no. 2a–g, 3, 4 no. 5ai–iii, b–f	LB 191 LB 191–192 LB 193	163 (#)	112–113
3	R&V: Reads a story – re-reads, discusses social and ethical issues; <b>p. 69</b>	2: no. 6–9a–b, Challenge no. 1a–c	LB 192–193 LB 194	163–164 (#)	
4	R&V: Independent reading – reads, does a short oral book review; <b>p. 69</b>	Read: <i>Edith Jackson</i> Act. no. 1–5	RB 110–111	167	
5	W&P: Writes a simple book review; <b>p. 69</b>	9: no. 1–3	LB 201	166 (#)	110–111

### SUCCESSFUL ENGLISH Week 6 Theme 17: Good times, bad times (2)

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice – 5–10 minutes each day; <b>p. 69</b>	Recalls events or experiences correctly sequenced <i>What's missing</i>		165	
	L&S: Tells a story – includes characters, setting and simple plot, sequences correctly; <b>p. 69</b>	6: no. 1a–b, 2, 3	LB 197	165–166 (#)	
2	R&V: Reads a poem – pre-reads, reads, answers questions, expresses feelings, discusses rhyme; <b>p. 69</b>	7: no. 1a–b, 2, no. 3a–h	LB 197 LB 198	166 (#)	116–117
3	LSC: Working with words and sentences – tenses, ** <b>p. 69</b>	8: no. 1a–e, 2	LB 200	166	
	Working with words and sentences – adverbs (time and frequency); <b>p. 69</b>	4: no. 1–3a–c, 4	LB 195	164	107
4	W&P: Writes a personal account of events; <b>p. 69</b>	5: no. 1–4	LB 196–197	164 (#)	106, 114
5	R&V: Independent reading – reads and reflects; <b>p. 69</b>	Read: <i>The good times – childhood memories</i> Act. No. 1–5	RB 105–107 RB 107–108	164–165	

### SUCCESSFUL ENGLISH Week 7 Theme 18: Change

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice – 5–10 minutes each day; <b>p. 70</b>	Tells own news		169	
	L&S: Takes part in a conversation – asks and answers questions, listens and encourages other speakers; <b>p. 70</b>	1: no. 1–4a–b	LB 203	169 (#)	120
2	R&V: Reads an information text from across the curriculum – pre-reads, reads; <b>p. 70</b>	2: no. 1a–b, 2	LB 204–205	169	120–121 124–125 128–129
3	R&V: Reads an information text from across the curriculum – re-reads, answers questions, summarises; <b>p. 70</b>	2: no. 2, 3a–f, no. 4a–c	LB 205–206	170 (#)	
4	LSC: Working with words and sentences – passive voice, connecting words, tenses; <b>p. 70</b>	3: no. 5a–b, 4: no. 1–6 8: no. 1–5	LB 207 LB 207–208 LB 212	170 170 173	126 131
5	W&P: Writes an information text using a frame; <b>p. 70</b>	5: no. 1–4	LB 209–210	170–171 (#)	122, 126, 130

### SUCCESSFUL ENGLISH Week 8 Learners complete oral assessment, write Paper 3 and do revision – Plan your week

**Note:** You could include preparation for summative assessment, LB pp. 214–217, TG p. 175.

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1					
2					
3					
4					
5					

### SUCCESSFUL ENGLISH Week 9 End-of-year examination

## 2.7 Top Class English First Additional Language (Shuter & Shooter)

TOP CLASS Week 1 Theme 15: A new beginning (1)					
No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice – 5–10 minutes each day; <b>p. 67</b>	Performs a short poem or rhyme		122	
	L&S: Listens to a story – pre-listens, listens – answers questions, discusses social and ethical issues, answers more complex questions & ideas; <b>p. 67</b>	A: no. 1–3 B: no. 1–11	LB 109	120–122 You read: <i>The girl and the chenoo</i> 120–121	
2	R&V: Reads a story (part 1) – pre-reads, reads, answers questions; <b>p. 67</b>	A: no. 1–3 B: no. 1a–f	LB 110 LB 110–112	123 123–124	70–71 74–75
3	R&V: Reads a story (part 2) – reads, answers questions, sequences events; <b>p. 67</b>	C: no. 1a–e	LB 113	124	78–79 82–83
4	R&V: Reads a story – re-reads story (parts 1 and 2), discusses social issues; <b>p. 67</b>	D: no. 1–3	LB 113	124	
	R&V: Independent reading – reads and reflects; <b>p. 67</b>	Read: <i>Diary and Letter</i> Reflection no. 2	RB 63–64	119	
5	W&P: Writes a personal recount; <b>p. 67</b>	A	LB 114	125	

TOP CLASS Week 2 Theme 15: A new beginning (2)					
No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice – 5–10 minutes each day; <b>p. 67</b>	Gives and follows instructions		123	
	L&S: Practises listening and speaking – plays a language game; <b>p. 67</b>	–	–	122	
2	LSC: Working with words and sentences – uncountable nouns, concord, personal pronouns, adjectives; <b>p. 67</b>	A: no. 1–2 B C D: no. 1, 2a–g, 3a–b and 4	LB 116 LB 117	126 127	80 76, 80 76, 84 73
3	W&P: Writes a simple story; <b>p. 67</b>	B: no. 1–5	LB 115	125	72, 81, 84
4	R&V: Reads and solves a word puzzle – spells correctly, explains words and meanings; <b>p. 67</b>	E: no. 1	LB 114	124–125	
5	R&V: Independent reading – reads and reflects; <b>p. 67</b>	Read: <i>The seven stars</i> Reflection	RB 59–62 RB 62	119	

TOP CLASS Week 3 Theme 16: Caring for our world (1)					
No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice – 5–10 minutes each day; <b>p. 68</b>	Tells own news		130	
	L&S: Participates in discussion – discusses feelings, takes turns, uses concepts from other subjects; <b>p. 68</b>	A: no. 1–3 B	LB 118 LB 119	129 129	86, 90, 94
2	R&V: Reads a media text (news report) – pre-reads understands layout and design, answers questions; <b>p. 68</b>	A B: no. 1–6	LB 119 LB 120	131	86–87 90–91 94–95 98–99



No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
3	LSC: Spelling – dictionary work; Working with words and sentences – pronouns, adjectives; <b>p. 68</b>	B: no. 1–5 A: no. 1–2 B: no. 1–6 C	LB 122 LB 123–124 LB 124	132 133 134	76 73
4	W&P: Writes an information text; <b>p. 68</b>	A: no. 1–2 B	LB 122–123	133	88, 95
5	R&V: Independent reading – reads and reflects; <b>p. 68</b>	Read: <i>iThemba Primary School adopts a spot Reflection</i>	RB 65	128	

### TOP CLASS Week 4 Theme 16: Caring for our world (2)

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice – 5–10 minutes each day; <b>p. 68</b>	Plays a language game	LB 119	129	
	L&S: Practises listening and speaking – performs a poem; <b>p. 68</b>	C	LB 119	129	
2	R&V: Reads and understands a poster – interprets information, discusses purpose; <b>p. 68</b>	C: no. 1–5a–g	LB 120–121	131–132	
3	W&P: Designs a poster; <b>p. 68</b>	A: no. 1–4	LB 122	132	96, 100
4	LSC: Works with words and sentences – types of adjectives, nouns that have only plurals, irregular verbs; <b>p. 68</b>	C	LB 125	134	89, 97, 92, 97
		D	LB 125	134	
		E	LB 125	135	
5	R&V: Independent reading – expresses emotional response, relates to own life; <b>p. 68</b>	Choice of story	RB any	132	

### TOP CLASS Week 5 Theme 17: Everyday heroes (1)

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice – 5–10 minutes each day; <b>p. 69</b>	Plays a language game		139	
	L&S: Listens to a story – pre-listens, listens, answers questions, expresses opinion, summarises; <b>p. 69</b>	A B: no. 1–6 C	LB 126 LB 127	137–138 You read: <i>Nobody's doll</i>	104–105
2	R&V: Reads a story – pre-reads, reads aloud (unprepared); <b>p. 69</b>	B	LB 127–128	140	
3	R&V: Reads a story – re-reads story, identifies main ideas, sequences correctly (time line), discusses social and ethical issues, answers questions; <b>p. 69</b>	B	LB 127–128	140–141	112–113
		C	LB 128	141	
		D: no. 1–4 –	LB 129 –	141	
4	LSC: Spelling – spells correctly, enters words in personal dictionary; Working with words and sentences – prepositions; <b>p. 69</b>	B: no. 1–2 D	LB 131 LB 132	144	110
	R&V: Independent reading – reads and reflects; <b>p. 69</b>	Read: <i>The Paralympics Reflection</i>	RB 68–69 RB 69	137	
5	W&P: Writes a personal recount; <b>p. 69</b>	A	LB 131	143	106, 114

**TOP CLASS Week 6 Theme 17: Everyday heroes (2)**

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice – 5–10 minutes each day; <b>p. 69</b>	Tells own news		140	
	L&S: Tells a story – includes characters and setting, sequences correctly; <b>p. 69</b>	D	LB 127	139	
2	R&V: Reads a poem – pre-reads, reads, answers questions; <b>p. 69</b>	E F: no. 1–6	LB 129–130	142–143	116–117
3	LSC: Working with words and sentences – forming plurals, using ‘can’ and ‘may’, adverbs; <b>p. 69</b>	A: no. 1–4	LB 132	145	107
		B: no. 1–6	LB 133	146	110
		C: no. 1–2	LB 133		107
4	R&V: Independent reading – reflects on a book read in oral book review; <b>p. 69</b>	G	LB 130 Any in RB	143	
5	W&P: Writes a book review; <b>p. 69</b>	C	LB 131	144	110

**TOP CLASS Week 7 Theme 18: Super senses**

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice – 5–10 minutes each day; <b>p. 70</b>	Plays a language game using passive voice		149	
	L&S: Takes part in a conversation – listens, answers questions, respects and encourages others; <b>p. 70</b>	A: no. 1–3	LB 134–135	148–149 <i>You read: Animal senses versus human senses</i>	120
2	R&V: Reads an information text from across the curriculum – pre-reads, reads, answers questions; <b>p. 70</b>	A: no. 1–2 B C: no. 1–6	LB 135 LB 136	150 151	120–121 124–125 128–129
3	LSC: Working with words and sentences – tenses, connecting words, adverbs (manner), adverbs (degree); <b>p. 70</b>	C: no. 1–4	LB 139	153	131
		A: no. 1–3	LB 140	154	123
		B: no. 1–5 C			123 123
4	W&P: Writes an information text; <b>p. 70</b>	A	LB 139	152	122, 126, 130
5	L&S: Participates in a discussion on a less familiar topic – chooses relevant context, uses the conditional form; <b>p. 70</b>	B	LB 135	149	120

**TOP CLASS Week 8 Learners complete oral assessment, write Paper 3 and do revision – Plan your week**

*Note: Suggestions have been given for the first two days.*

No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	R&V: Reads and understands a poster; <b>p. 70</b>	D E F	LB 137–138	151–152	
2	W&P: Designs a poster; <b>p. 70</b>	B	LB 139	153	
3					
4					
5					

**TOP CLASS Week 9 End-of-year examination**

## 2.8 Via Afrika English First Additional Language (Via Afrika Publishers)

**Note:** There are informal assessment guidelines (#) for every activity.

VIA AFRIKA Week 1 Theme 16: At the game reserve (1)					
No.	CAPS	Activity	LB/CR pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 67</b>	Choice of activity		193	
	L&S: Listens to a story – pre-listens, listens, answers questions; <b>p. 67</b>	2: no. 1a–b, 2, 3a–c	LB 153	195 (#) You read: <i>An exciting trip</i> LB 154	
2	R&V: Reads a story – pre-reads, reads, identifies main idea, answers questions; <b>p. 67</b>	3: no. 1–6 and 8	LB 154–155	195–196 (#)	70–71 74–75 78–79 82–83
3	W&P: Writes a personal recount; <b>p. 67</b>	6: no. 1, 2a–c, 3	LB 157	198 (#)	
4	R&V: Independent reading – practises reading aloud; <b>p. 67</b>	Read: <i>A sister's love</i> 4: no. 1	CR 35–40 LB 156	196 (#)	
5	R&V: Independent reading – re-tells the story in 5–6 sentences; <b>p. 67</b>	4: no. 2a	LB 156	196 (#)	

VIA AFRIKA Week 2 Theme 16: At the game reserve (2)					
No.	CAPS	Activity	LB/CR pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 67</b>			193	
	L&S: Plays a language game – follows instructions, takes turns; <b>p. 67</b>	1: no. 1–3	LB 152–153	194 (#)	
	LSC: Working with words and sentences – uncountable nouns; <b>p. 67</b>	–	–	194	80
2	LSC: Working with words and sentences – personal pronouns, concord, adjectives; Spelling – words ending in <b>-ll</b> ; <b>p. 67</b>	5: no. 1–3 8: no. 1–2 3: no. 7 Working with words	LB 156 LB 160 LB 155	197–198 200 196	76, 80 76, 84 73 76
3	W&P: Writes a simple story; <b>p. 67</b>	7: no. 1–6	LB 157–159	199 (#)	72, 81, 84
4	R&V: Reads and solves a word puzzle – spells correctly, uses relevant vocabulary, enters words in personal dictionary; <b>p. 67</b>	9: no. 1–3	LB 161	200–201	
5	R&V: Independent reading – re-reads story, does a short oral book review; <b>p. 67</b>	Re-read: <i>A sister's love</i> 4: no. 2b	CR 35–40 LB 156	197	

### VIA AFRIKA Week 3 Theme 17: Diamonds (1)

No.	CAPS	Activity	LB/CR pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 68</b>	Choice of activity		203	
	L&S: Participates in a discussion – discusses a familiar topic; <b>p. 68</b>	Participate in a discussion	LB 162	204	86, 90, 94
	LSC: Working with words and sentences – demonstrative pronouns; <b>p. 68</b>	1: no. 1	LB 162	204	101
2	L&S: Participates in a discussion – uses higher order thinking skills, takes turns; <b>p. 68</b>	1: no. 2a–b, c, d	LB 162–163	205	
3	R&V: Reads a media text – pre-reads, reads, answer questions; <b>p. 68</b>	2: no. 1, 2, 3 3: no. 1–3a–d, 4	LB 163–164 LB 164	206 206–207	86–87 90–91 94–95 98–99
4	LSC: Working with words and sentences – nouns that have only plurals, adjectives; <b>p. 68</b>	5: no. 1a–d, 2a–f 7: no. 1–6	LB 165–166 LB 167	208 209	92
5	W&P: Writes an information text using a frame; <b>p. 68</b>	8: no. 1–5	LB 168–169	210	88, 95

### VIA AFRIKA Week 4 Theme 17: Diamonds (2)

No.	CAPS	Activity	LB/CR pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 68</b>	Choice of activity		203	
	R&V: Reads and understands a poster – interprets the information, discusses the purpose and language use; <b>p. 68</b>	6: no. 1a–e, 2a–b, 3a–b	LB 166	208–209	
2	W&P: Designs a poster; <b>p. 68</b>	9: no. 1, 2a–g, 3	LB 169	210	96, 100
3	LSC: Spelling – using the silent <b>-e</b> ; Working with words and sentences – irregular verbs; <b>p. 68</b>	10: no. 1–4 11: no. 1a–e and 2	LB 170 LB 171	211 211–212	97 97
4	R&V: Practises reading – reads an unprepared text aloud; <b>p. 68</b>	Read: <i>Dear Rachel – a friendly letter</i> 4: no. 3	CR 93 LB 165	207	
5	R&V: Independent reading – re-reads, expresses emotional response, relates to own life; <b>p. 68</b>	Re-read: <i>Dear Rachel</i> 4: no. 1–2	CR 93 LB 165	207	

### VIA AFRIKA Week 5 Theme 18: Animals (1)

No.	CAPS	Activity	LB/CR pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 69</b>			215	
	L&S: Listens to a story – pre-listens, listens, expresses feelings, summarises; <b>p. 69</b>	1: no. 1, 2a–b, 3a–c, 5	LB 172–173	216 You read: <i>A terrible sound</i> LB 174	104–105
2	L&S: Participates in a discussion – discusses questions, uses higher order thinking skills; * <b>p. 69</b>	FAT Part 1 no. 1–4	LB 173	217–218	86, 90, 94
3	R&V: Reads a story – reads, identifies setting and characters, answers questions; <b>p. 69</b>	FAT Part 4 no. 1–3a–b, 4–8a–b and 9	LB 174–175	218	112–113
4	LSC: Working with words and sentences – mixed; <b>p. 69</b>	FAT Part 3 no. 1a–d, 2–5a–c	LB 176	219	
	LSC: Spelling – add <b>-s</b> for most plurals; Working with words and sentences – prepositions; <b>p. 69</b>	5: no. 1–2 6: no. 1–8	LB 182–183		107 110
5	W&P: Writes a personal recount of events; <b>p. 69</b>	4	LB 181–182	224	106, 114

### VIA AFRIKA Week 6 Theme 18: Animals (2)

No.	CAPS	Activity	LB/CR pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 69</b>	Choice of activity		215	
	L&S: Tells a story – includes characters, setting and simple plot, sequences correctly; <b>p. 69</b>	2	LB 178	223	
2	R&V: Reads poems – answers questions, expresses feelings, discusses rhyme; <b>p. 69</b>	3: no. 1–2 no. 3–6a–b, 7–10	LB 179–181	223–224	116–117
3	R&V: Practises reading – reads aloud unprepared text; <b>p. 69</b>	FAT Part 2	CR any LB 177	221	
4	R&V: Independent reading – reads, prepares and gives an oral book review; <b>p. 69</b>	Read: <i>What on Earth?</i> FAT Part 5	CR 42–49 LB 177	220–221	
5	W&P: Writes a book review; <b>p. 69</b>	FAT Part 6 no. 1–3	LB 178	222	110

### VIA AFRIKA Week 7 Theme 19: Hobbies

No.	CAPS	Activity	LB/CR pp.	TG pp.	DBE pp.
1	L&S: Daily practice; <b>p. 70</b>	Choice of activity		200	
	L&S: Takes part in a conversation – asks and answers questions, respects other learners; <b>p. 70</b>	1	LB 184	229	120
	R&V: Reads an information text across the curriculum – answers question about the text; <b>p. 70</b>	3: no. 1–3	LB 185–186	230	120–121 124–125 128–129
2	L&S: Participates in a discussion – chooses relevant content; <b>p. 70</b>	2	LB 185	229–300	120
	LSC: Working with words and sentences – connecting words, passive voice; <b>p. 70</b>	8: no. 1a–b 8: no. 2a–b	LB190 LB 191	232	126
3	W&P: Writes an information text using a frame; <b>p. 70</b>	4: no. 1–3	LB186–187		122, 126, 130
4	LSC: Working with words and sentences – adverbs, singular and plural nouns; <b>p. 70</b>	10: no. 1a–e 11	LB 192–193 LB 193	232–233	123 123
5	R&V: Independent reading; compares texts read; <b>p. 70</b>	12	LB 193 CR any	234–235	

### VIA AFRIKA Week 8 Learners complete oral assessment, write Paper 3 and do revision – Plan your week

Note: Suggestions have been given for the first two days.

No.	CAPS	Activity	LB/CR pp.	TG pp.	DBE pp.
1	R&V: Reads and understands a poster; <b>p. 70</b>	7	LB 189–190	232	
2	W&P: Designs a poster; <b>p. 70</b>	9	LB 191	233	
3					
4					
5					

### VIA AFRIKA Week 9 End-of-year examination

### 3. Assessment programmes in the CAPS

#### 3.1 Term 3: Assessment programme in the amended Section 4 of the CAPS

Task no. and focus	Task	Marks	Weighting %	Notes
9. Oral listening and speaking	Oral presentation of project	20	7.7	
10. Creative writing	Project based on any ONE of the literature genres studied: Poems/folktales/short stories/drama	40	3.6	Done over a period of time There must be a variation of genres across the grades
<b>Total mark</b>		<b>60</b>		

#### 3.2 Term 4: Assessment programme in the amended Section 4 of the CAPS

Task no. and focus	Task	Marks	Weighting %	Notes
11. Oral reading/listening and speaking (Paper 1)	(Un)prepared speech/listening comprehension/conversation/role play/interview/dialogue	20	8	Assessed during term, but part of the exam mark
12. Writing (Paper 3) 1 hr 30 min	Q1: Transactional text (10 marks) Q2: Narrative/descriptive essay (20 marks)	30	7	Written before the exams Three paragraphs
13. Reading comprehension (Paper 2) 2 hrs	Q1: Literary/non-literary text (15 marks) Q2: Visual text (10 marks) Q3: Summary writing (5 marks) Q4: Language structures and conventions in context (10 marks)	40	10	End-of-year examination
<b>Total exam mark</b>		<b>90</b>	<b>25%</b>	

## 4. The exemplar end-of-year examination questions

### Comprehension

1. Read the information text below, and answer the questions that follow.

#### Water and life

Life on our planet depends on water. It is vital to all living things. Plants, animals and people will die without water.

Two-thirds of our bodies are made up of water. It is in every cell, in every part of us. Water gives the cells their shape. It also moves around the body, carrying food and oxygen, which the cells need to survive. It carries away things that the cells need to get rid of.

We can survive for many days without food, but we cannot live long without water. Water helps our bodies work, and it keeps them cool when we sweat. Sweating is the body's natural way of keeping cool. When we sweat, we lose water through our skin, so we need to replace it.

Our bodies need water for many different reasons. For example, our lungs must be wet to work properly. This causes the air we breathe out to contain water, and we lose about 2 litres of water from breathing out each day. Another example is that our brains will not work properly if they become much hotter than normal body temperature, which is about 37 °C. Thus we need to drink water to keep our body temperature normal.

(Adapted from: Andrew Clegg (2000) *Water – Nature's liquid miracle*)

- 1.1 Who needs water to survive? (3)
- 1.2 What percentage of our bodies is made up of water:  $33\frac{1}{3}\%$  or  $66\frac{2}{3}\%$ ? (1)
- 1.3 List four functions of water in the human body given in the text. (4)
- 1.4 Name two parts of our bodies that need water to work properly.  
You can give examples from the text or that you know of. (2)
- 1.5 What do you think would happen if we could not sweat? (2)
- 1.6 Find the word (synonym) in the text for the words below:
- 1.6.1 need in order to survive
- 1.6.2 continue to live
- 1.6.3 put something in its place
- 1.6.4 ordinary, usual
- 1.6.5 absolutely necessary (5)
- 1.7 Besides water, we take in liquid in different foods.  
Name four foods and/or liquids that you take in every day. (4)
- 1.8 Give antonyms for each of the following:
- 1.8.1 hotter
- 1.8.2 live
- 1.8.3 wet
- 1.8.4 natural (4)
- 1.9 Describe what happens to you when you sweat. (2)
- 1.10 Do you think you could drink too much water? Give a reason for your answer. (3)
- (30)

## Language

2. Read the following paragraph and then answer the questions below:

Although the sea is salty, the ice in an iceberg is pure water. When the sea freezes and ice is formed, the salts are left in the water under the ice. Because icebergs are pure water, some people have tried to think of ways of towing them to countries that are mainly deserts.

- 2.1 Change each of the following verbs – ‘freezes’ and ‘have tried’ – into:
- a) the future tense
  - b) the past tense
- 2.2 Write down three examples of connecting words from the text. (4)
- 2.3 Write a sentence using the preposition ‘under’. (3)
- 2.4 Change each of the following sentences into the singular: (2)
- a) Icebergs are pure water. (2)
  - b) Scientists have tried to think of ways of towing icebergs. (4)
- (15)

## Creative writing

Write a story/personal recount of something that has happened to you where water is important. Your story must have three paragraphs: a beginning, a middle and a conclusion.

1. Brainstorm your ideas.
2. Decide which ideas you want to use.
3. Put your ideas into order, and write them in full sentences.
4. Add adjectives and adverbs to make your ideas interesting.
5. Read through what you have written to check that your ideas are in a logical order and that your spelling and punctuation are correct.
6. Write your story out neatly. (15)

## Transactional writing

Design a poster to advertise a concert at your school to raise money to build a swimming pool.

Your poster must have:

- A heading
- The date, time and place of the event
- Different types of writing (fonts)

Check:

- Your spelling and punctuation
  - Your layout
- (10)



## 5. Information about cognitive levels in the end-of year examination questions

*Types of formal assessment for FAL* (pp. 96–97), Section 4.3.2 of the CAPS document, states that assessment must cater for a range of cognitive levels. In other words, whether you are assessing oral or written work, the activities that the learners engage in must cover these levels. On pp. 96–97 you will find a description of each of the five levels. It is important that you read these pages carefully.

In summary, the cognitive levels have been categorised as follows:

- Level 1 questions/activities are *Literal*
- Level 2 questions/activities are *Reorganisation*
- Level 3 questions/activities are *Inference*
- Level 4 questions/activities are *Evaluation*
- Level 5 questions/activities are *Appreciation*

In Levels 1 and 2, the kind of thinking involved is of a lower order. That is, the learners either have to find answers in the information given, or they have to manipulate what is given in various ways. Level 3 is middle order; more thinking is involved, but the activities still give some help. Levels 4 and 5 are higher order. These activities and questions ask the learners to use their own ideas and feelings and to give reasons for their answers.

In the CAPS the weighting of marks for Paper 2 is prescribed as shown below:

- Level 1: 20%
- Level 2: 20%
- Level 3: 40%
- Levels 4 and 5: 20%

It is not always easy to get this weighting perfect in Grade 5, where the language in context questions are inevitably at Levels 1 and 2, but it should be as close as possible, especially for the comprehension question.

Closed questions are usually lower order. When you ask a question to which there is a single correct answer OR a one-word answer and where the answer has been decided on beforehand, this is called a *closed* question. There is no room here for the learner to give his/her own ideas or opinions. The opposite is called an *open* question. Here, there will be a variety of responses, and there may not be a single correct answer. Also, the answers are longer – a sentence or more. Unfortunately too many questions asked in classrooms are *closed*, thus giving the learners no opportunity to explore their own ideas and to learn to think critically.

In Section C you will find sample examination questions and memorandums. Think about the level for each comprehension question, then check your ideas against the memorandums.

## 6. The memorandum/marking guideline with an analysis of the cognitive levels in the end-of-year examination questions

### Comprehension

- 1.1 Who needs water to survive? **L1–2** (3)  
*People ✓, animals ✓, plants ✓*
- 1.2 What percentage of our bodies is made up of water:  $33\frac{1}{3}\%$  or  $66\frac{2}{3}\%$ ? **L1–2** (1)  
 *$66\frac{2}{3}\%$  ✓*
- 1.3 List four functions of water in the human body given in the text. **L1–2** (4)  
*Any four of: gives cells shape ✓, carries food ✓, carries oxygen ✓, carries waste away ✓, keeps body cool ✓*
- 1.4 Name two parts of our bodies that need water to work properly. You can give examples from the text or that you know of. **L3** (2)  
*Lungs ✓, brains ✓ any other such as kidneys, stomach (colon) etc.*
- 1.5 What do you think would happen if we could not sweat? **L4** (2)  
*We would become overheated ✓, have too high a temperature ✓, faint ✓*
- 1.6 Find the word (synonym) in the text for the words below: **L1–2**
- |                                  |                  |
|----------------------------------|------------------|
| 1.6.1 need in order to survive   | <i>depends ✓</i> |
| 1.6.2 continue to live           | <i>survive ✓</i> |
| 1.6.3 put something in its place | <i>replace ✓</i> |
| 1.6.4 ordinary, usual            | <i>normal ✓</i>  |
| 1.6.5 absolutely necessary       | <i>vital ✓</i>   |
- (5)
- 1.7 Besides water, we take in liquid in different foods. Name four foods and/or liquids that you take in every day. **L1–2** (4)  
*Any four: tea, coffee, cold drink, yogurt, fruit, vegetables, pap ✓✓✓✓*
- 1.8 Give antonyms for each of the following: **L1–2**
- |               |                            |
|---------------|----------------------------|
| 1.8.1 hotter  | <i>colder (not cold) ✓</i> |
| 1.8.2 live    | <i>die ✓</i>               |
| 1.8.3 wet     | <i>dry ✓</i>               |
| 1.8.4 natural | <i>unnatural ✓</i>         |
- (4)
- 1.9 Describe what happens to you when you sweat. Write in a full sentence. **L3** (2)  
*I get hot and wet. Or something similar.*
- 1.10 Do you think you could drink too much water? Give a reason for your answer. **L4** (3)  
*Yes/no with a well-motivated reason.*

**(30)**

## Language

- 2.1 Change each of the following verbs – ‘freezes’ and ‘have tried’ – into:
- a) the future tense *will freeze ✓ will try ✓/will have tried*
- b) the past tense *froze ✓ tried ✓/had tried* (4)
- 2.2 Write down three examples of connecting words from the text. (3)
- Any three of: *and ✓ that ✓ but ✓ when ✓ if ✓ which ✓ thus ✓*
- 2.3 Write a sentence using the preposition ‘under’. (2)
- Any topic, but sentence must show understanding of the preposition and must be properly constructed with subject, verb and object used correctly.
- 2.4 Change each of the following sentences into the singular:
- a) Icebergs are pure water. (2)  
*An iceberg ✓ is ✓ pure water.*
- b) Scientists have tried to think of ways of towing icebergs. (4)  
*A scientist ✓ has ✓ tried to think of a way ✓ of towing an iceberg. ✓*
- (15)

## Creative writing

Write a story/personal recount of something that has happened to you where water is important. Your story must have three paragraphs: a beginning, a middle and a conclusion.

- Introduction* (2)
- Body* (5)
- Conclusion* (2)
- Sequencing (2), well-constructed sentences (2), interesting content (2)* (6)
- Design a suitable rubric.** (15)

## Transactional writing

Design a poster to advertise a concert at your school to raise money to build a swimming pool.

- Your poster must have:
- A heading (1)
  - The date, time and place of the event (1)
  - Different types of writing (fonts) (2)
- Check:
- Your spelling and punctuation (1)
  - Your layout (1)
- Content:
- Interest (3)
  - Eye-catching (1)
- Design a suitable rubric.** (10)

## 7. Suggested Listening and Speaking activities

Remember the CAPS requires that your learners practise Listening and Speaking (L&S) for five to ten minutes at the beginning of each English lesson. The suggestions below are examples of the kinds of activities you can use for this purpose.

### Suggestion 1: Using photographs/pictures/drawings

- a) Ask each learner to bring a photograph or a picture of someone or something they like to class on a Monday. The picture could be of a member of their family, a friend, an animal or an object. At the beginning of the lesson on each day of the week ask five or six learners to tell the class why they chose their picture. They must give two sentences. This activity can extend over the two-week cycle. On the last day ask the class to vote for the most interesting or exciting description. You could use this as informal assessment. The focus here can be on sequencing ideas.

- b) Find a selection of photographs or pictures of people, places, interesting objects, weather.

*Day 1:* Place some pictures on the board. Make sure all learners can see the pictures. Ask: **What does s/he look like?, What kind of person is s/he?, What job does s/he do?** etc.

*Day 2:* Place the learners in groups of four or five. Together they will create a story using the pictures. They don't write anything down – they must remember what they have decided.

*Day 3:* Learners practise telling the story until they know it well.

*Days 4–5:* Re-group the learners so that they are all in different groups. They tell their stories to their new groups. They vote on which story they liked the most. In this activity learners could practise connectors and subject, verb, object in sentences.

Although the following activity does not use photographs or pictures, it is a variation of the above activity. Allow two to three learners each day to tell the class some news about what is happening in their communities, families, lives.

- c) Listen and draw. Use a simple drawing.

*Day 1:* Learners listen while you describe what is in the drawing. Make sure all learners understand the vocabulary.

*Day 2:* Learners draw while you describe the drawing again.

*Day 3:* Pair learners. They compare what they have drawn and together make a new drawing that they think is closest to what you described.

*Day 4:* One learner from each pair shows their drawing and talks about it.

*Day 5:* Learners work in pairs. One learner draws a simple object and describes it while their partner draws. They then change roles. This is a good activity for practising prepositions and developing vocabulary.

### Suggestion 2: Giving and following instructions

- a) Each learner must have piece of A4 paper. Ask the learners to show you the long side of the paper. Then ask them to show you what they understand by the words **fold**, **corner** and **point**. Tell the class you will now read some instructions on how to make a paper plane. They must follow your instructions using the piece of paper:

1. Fold your paper in half along the long side.
2. Open the paper.
3. Fold each of the two top corners in to make a point.
4. Fold the paper in half again along the long side.
5. Fold each long side in half again, with the open side facing down.

- b) Oral instructions: Divide the class into five groups. Number or name them so that there is one group for each day. Tell the class that every learner is going to give an instruction, for example, **Place your pencil in front of your left foot**. Give them a few minutes to think of an instruction. Call Team 1 to the front of the room. Divide them equally. They must stand in two lines opposite each other. Name them Line A and Line B. The first learner in Line A gives an instruction to the first learner in Line B. Then the first learner in Line B gives an instruction to second learner in Line A and so on down the line until every learner has had a turn to give an instruction. If a learner follows the instruction incorrectly, that learner has to sit down and the turn goes to the next learner. The next day Team 2 will have their turn and so on until the end of the week. Keep a note of how many learners have to sit down in each team. The team with the fewest learners sitting is the winner.

This could be a vocabulary building exercise. You would give them a list of words you want them to use when they are thinking up their questions. These words could relate to the theme in the text book for that week.

### Suggestion 3: Dictation

There are many ways in which dictation can be used. The first is just reading one or two sentences that learners have to write down; this can be marked as an oral exercise. More interesting and more challenging is using the dictation to revise either vocabulary or a specific point in grammar. For example: you have been teaching the simple past and simple present tenses. Read a few sentences with the verbs in these tenses. The learners are required to write down only these verbs, not the whole of the sentence/s. On each of five days you could focus on a different aspect of language.

### Suggestion 4: Rhymes, songs, tongue twisters and games

#### 4.1 Rhymes and songs

- a) Let the learners say these again and again, as a class, in pairs and then individually. They could clap the rhythm or act them out. Write the rhyme on the board. Once the learners have learnt them, erase what you wrote. Four suggested rhymes are given below.
- b) When using rhyme C below you could put the learners in pairs then one asks the question and the other answers. They then change roles.
- c) You can use songs in a gap-filler activity. Go through the song with the class. They can sing along if they know the words. Then read the words of the song leaving out every eighth word. The learners must tell you what was left out.

Rhyme A	Rhyme B
Rain, rain go away, Come again another day Little Thabo wants to play	I love coffee, I love tea, I hate the rain And the rain hates me.
(Both from: <i>Collins Book of Nursery Rhymes</i> . 1990.)	

Rhyme C	Rhyme D
What are you going to do at two? What are you going to do? Where are you going to be a three? Where are you going to be? Who are you going to see? What are you going to say? How are you going to go? Where are you going to stay? What are you going to do? Who are you going to see? When are you going to leave? Where are you going to be?	Meet me in the morning, Meet me at noon, Meet me in September, or the middle of June. Meet me at midnight, Meet me in the hall, Meet me in the summer, Meet me in the fall. Meet me in the evening, Meet me at eight, I'll meet you anytime you want, But please don't be late.
(From: Graham, Carolyn. 1979. <i>Jazz Chants</i> .)	(From: Graham, Carolyn. 1979. <i>Jazz Chants</i> .)

## 4.2 Tongue twisters

You can write two or three tongue twisters on the board on each of the ten days of a cycle. Go through them with the class ensuring they know the words and that they can hear the sound differences. When they are practising, listen to the pronunciation. Erase what is written on the board. Give each learner a chance to say one of the tongue twisters. Some examples are:

- Sally sells sea shells by the sea shore but the shells she sells are not sea shells.
- Peter Porter bought some butter but the butter is bitter.
- The rain in Spain stays mainly in the plain.
- The car turns round and round around the roundabout.
- Does a fish and chips shop sell only fish and chips?
- How many cans can a cannibal nibble if a cannibal can nibble cans?
- Peter Piper picked a peck of pickled peppers.
- Does a good cook need a cookery book?
- How much wood would a wood-chuck chuck if a wood-chuck would chuck wood?
- Around the rugged rocks the ragged rascal ran.

(From: Bailey, K. & Savage, L. 1994. *New Ways of Teaching Speaking*. Carrier M. 1980. *Take 5: Games and Activities for the Language Learner*.)

## 4.3 Games

- a) I spy: Teacher demonstrates the phrase *I spy with my little eye something beginning with a b*. The teacher points to the board, a book, a boot and any other objects in the room beginning with the letter **b**. Explain that **spy** means **can see**. Different learners are asked what the object the teacher is thinking of is. The learner who guesses what the object is takes the place of the teacher the next day. Each day make sure a different letter of the alphabet is used.
- b) Guess where? Display a poster of a visual scene for all learners to see. The teacher tells the class that there is a small object (for example a pen, matchbox, chocolate, book, bottle – one for each day) hidden in the picture. The learners have to find out where the object is by asking questions, e.g. **Is it under the tree? Is it on the bench? Is it in the grass?** There is no object in the picture – the learners have to imagine it is there. Note: the learners must use prepositions in their questions.
- c) Spelling chain: You start the game by calling out a letter, e.g. **a**. Explain that this is the first letter of a word you have thought of but the word is a secret. Ask a learner to choose a letter which is the second letter of any word they can think of beginning with an **a**. The learner must not tell the class what their word is but must just say what the second letter is, e.g. **p** and add it to the **a** to make **ap**. You then ask another learner to think of a word that begins with **ap** and add the third letter of the word, e.g. another **p** to form **app**. The next learner must now add to **app** until a word is formed, e.g. **apple**. If a learner makes an impossible addition, e.g. **appg**, then that learner loses a turn. Once learners get the hang of this it can be played very quickly. Give the class a different starting letter each day.
- d) Learners tell a story sentence by sentence. Learners sit in groups of three. Each day each person in their group will make up a story by contributing one sentence. Allow only three sentences on each day. The next day they take up where they left off. On day five they must complete their stories. The next week, two or three groups with tell their story to the rest of the class.

(Games a, b and d are from: Carrier, M. 1980. *Take 5: Games and Activities for the Language Learner*.)

## Suggestion 5: Dialogues and role-playing

- a) Dialogues: In pairs, learners write a few lines of dialogue around the theme that your text book is using for that unit. The pair then acts this out for the class.
- b) Write a two-person conversation on the board. If you are introducing new vocabulary, let learners try to work out meanings. In pairs learners read and then role play the dialogue. This can be followed by your writing part of a dialogue on the board. In pairs, the learners complete the dialogue and then role play it for the class.
- c) You need to help your learners to get to the stage where they write their own dialogues and then act them out.

## 8. Information about teaching Language Structures and Conventions

The CAPS document for Grade 5 has listed the following 25 grammatical structures under the sub-heading *Working with words and sentences*. Most of these aspects were introduced in Grade 4. There are three new structures in the list, indicated in bold and by an asterisk (\*) next to them.

In the planner you will find the structures for the LTSMs under the heading LSC: *working with words and sentences*. You must include the three new items and 80% of the others. The CAPS states that all language must be contextualised (p.12). You will thus need to use texts from your LTSM or from the DBE workbook to develop activities for your learners – see example below list. Quite often one text can be used to introduce more than one structure.

**Grammatical structures/aspects.** These have been listed in the order in which they occur in the *Content and Teaching Plans* in the CAPS document (pp. 53–57)

- Countable nouns
- Proper nouns
- 'a' and 'the' before nouns
- Personal pronouns
- Subject/verb concord
- Simple past tense
- Simple present tense
- Modals
- 'must'
- Regular and irregular verbs
- Adverbs (time)
- Uncountable nouns
- Prepositions
- Connecting words (and, then, before)
- Question forms
- **\*Reported speech**
- Possessive form of noun
- **\*Determiners** (one, two etc. first etc., then)
- **\*Possessive pronouns**
- Comparative adjectives
- Verb 'to be'
- Gender forms of some nouns
- Adjectives
- Irregular forms of some verbs
- Uses 'will'

### Example of using DBE workbook to develop additional language activities:

The following extract appears on page 36 of the FAL English work book for Grade 5.

#### The Mad Hatter's Tea Party

There was a table set out under a tree in front of the house, and the March Hare and the Hatter were having tea at it. A Dormouse was sitting between them, fast asleep, and the other two were using it as a cushion, resting their elbows on it, and talking over its head. 'Very uncomfortable for the Dormouse', thought Alice; 'but as it's asleep, I suppose it doesn't mind.

The table was a large one, but the three were all crowded together at one corner of it.

(Adapted from *Alice in Wonderland* as it appears in the DBE workbook.)

1. Imagine that the Dormouse wakes up. What do you think he will say? Write down what he will say in direct speech.
2. After they have read the text, ask learners to write down all the prepositions they can find.
3. Learners can re-write this extract from the text in the simple present tense.

## 9. Templates for tracking, reflecting on and reporting curriculum coverage

### 9.1 Conventional schools<sup>1</sup>

NAME OF TEACHER: \_\_\_\_\_ SUBJECT/GRADE: \_\_\_\_\_

Week no. in planner _____				
Week no. in term when work planned for week started _____				
Refer to the planner <sup>2</sup> for details of the week's work (or the ATP for subjects without planners)				
<b>Class (or subject for FP)</b>				
On track by end of week? (Yes/no)				
How many learners are working confidently? <sup>3</sup> (Rough estimate)				
How many learners in this class?				
<b>BRIEF NOTES ON THE DAY'S WORK: Consider such things as:</b> <i>What concepts/skills did the learners struggle with or manage well in this lesson? What could be the reasons for this? Did the class complete the work you had planned? Do you need to change your plans for the next lesson? What changes will you make?</i>				
<b>DAY<sup>4</sup></b>				
1				
2				
3				
4				
5				
<b>Reflection on the week: Think about and make a note of:</b>				
What concepts and skills for the week did learners struggle with? What could you do differently next time to better support or extend learning? What good practice could you share?			Did you cover the curriculum for the week? If not, what were some of the challenges? What can you do to catch up? What help do you need? How will your progress this week affect your plan for next week?	
<b>DH:</b>			<b>Date:</b>	

<sup>1</sup> Please amend this draft template to suit the needs of your school.

<sup>2</sup> You can use any planning document (such as the CAPS planner, the ATP or printed lesson plans) as the basis for your tracking.

<sup>3</sup> Estimate of learners in that grade that are working confidently at Level 4 (adequate achievement) or above.

<sup>4</sup> This can also be lessons if there are more than five lessons a week.



## 9.2 Multigrade schools<sup>1</sup>

NAME OF TEACHER: \_\_\_\_\_

Week no. in planner _____							
Week no. in term when work planned for week started _____							
Refer to the planner <sup>2</sup> for details of the week's work (or the ATP for subjects without planners)							
<b>Subjects</b>							
<b>GRADE</b>	On track this week? <sup>3</sup>						
	Est. learners > Level 4 <sup>4</sup>						
	# learners in grade						
<b>GRADE</b>	On track this week?						
	Est. learners > Level 4						
	# learners in grade						
<b>GRADE</b>	On track this week?						
	Est. learners > Level 4						
	# learners in grade						
<b>DAY</b>	<b>BRIEF NOTES ON THE DAY'S WORK: Consider such things as:</b> <i>What concepts/skills did the learners struggle with or manage well in this lesson? What could be the reasons for this? Did the class complete the work you had planned? Do you need to change your plans for the next lesson? What changes will you make?</i>						
	1						
	2						
	3						
	4						
	5						
<b>Reflection on the week: Think about and make a note of:</b>							
<b>SUBJECT</b>	What concepts and skills for the week did learners struggle with? What could you do differently next time to better support or extend learning? What good practice could you share?			Did you cover the curriculum for the week? If not, what were some of the challenges? What can you do to catch up? What help do you need? How will your progress this week affect your plan for next week?			
<b>Principal:</b>				<b>Date:</b>			

<sup>1</sup> Please amend this draft template to suit the needs of your school.

<sup>2</sup> You can use any planning document (such as the CAPS planner, the ATP or printed lesson plans) as the basis for your tracking.

<sup>3</sup> Yes/no?

<sup>4</sup> Estimate of learners in that grade that are working confidently at Level 4 (adequate achievement) or above.







**Jika iMfundo**  
what I do matters

Jik'iMfundo is a programme to improve learning outcomes, funded by the National Education Collaboration Trust, the KwaZulu-Natal Department of Education and others.

## THE PROGRAMME TO IMPROVE LEARNING OUTCOMES

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