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EFAL



GRADES 4-7



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Resource Handout

EFAL



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what I do matters

Endorsed by:



GRADE 4

Extract from draft planner

English
First Additional Language
Teacher Toolkit:
CAPS Planner

TERM 1 & 2

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A. INTRODUCTION

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

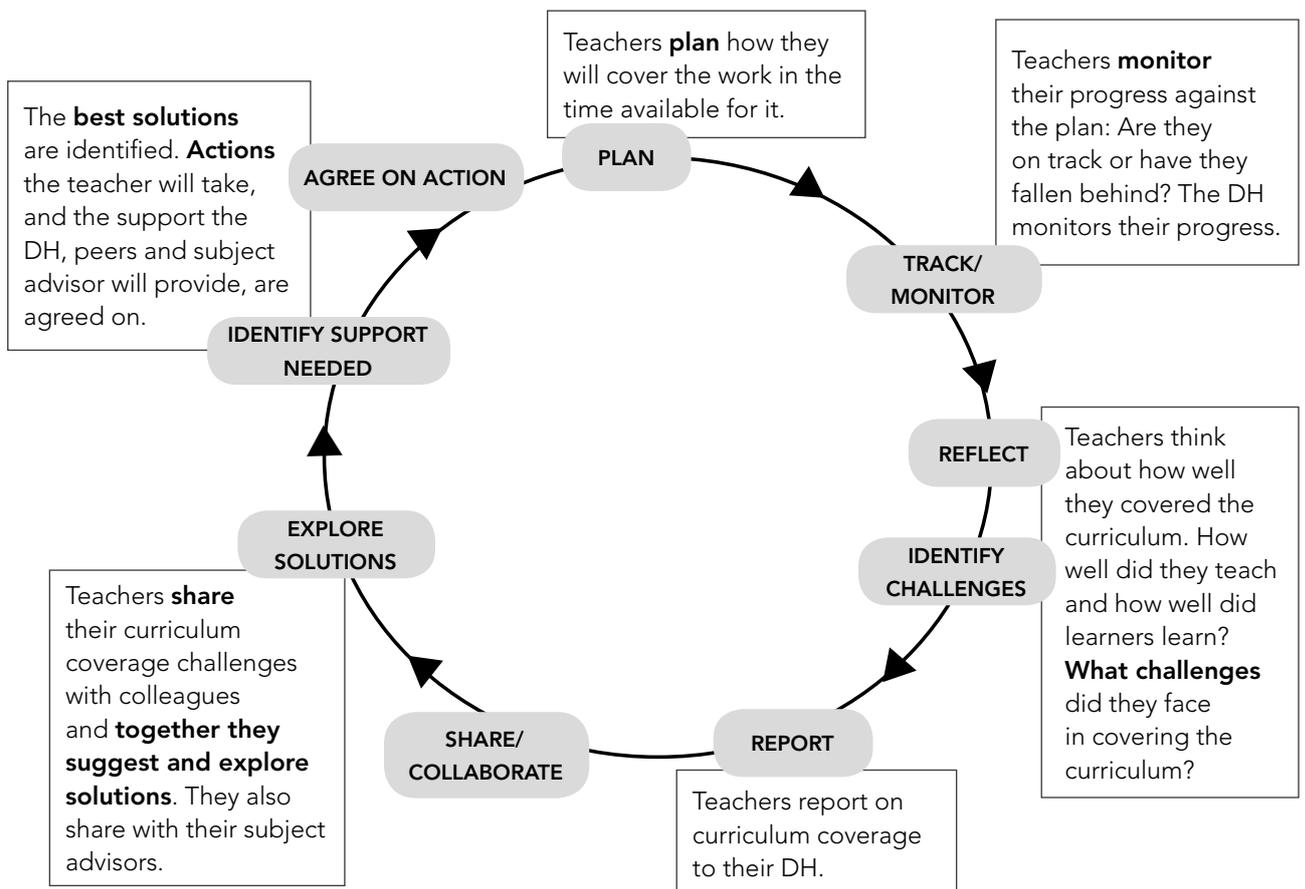
1. The need to improve curriculum coverage

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 are **planners** that will help you plan what to teach each day in Term 1 and Term 2 (see Resource 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 4 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 **has** 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 from Week 3 *Solutions for All English First Additional Language* Term 1. 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.

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 of the learner's book and/or reader where the activity and related content can be found.
- The page in the teacher's guide where support is given for the work to be done.
- The page number (or other information) about where texts to be used are found in the reading book or core reader.
- The page 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.

Table 1: An example of a planner

SOLUTIONS FOR ALL Week 3 – Theme 2: A game park (1)					
No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Daily practice; p. 34	Choice of activity		32, 18-19	
	R&V: Pre-reading activity; p. 34	Talk about a picture	LB 13	32-33	
2	R&V: Reads an information text; p. 34	Read factual account	LB 15	32-33	18
3	R&V: Re-reads information text, answers questions; p. 34	Classroom act. 1: no. 1-6	LB 16	33-34 (#)	18
	LSC: Vocabulary in context – antonyms; p. 34	Classroom act. no. 7	LB 16	34 (#)	
4	R&V: Reads a map; p. 34	Classroom act. no. 1-5	LB 17-18	34-35 (#)	26, 27
5	R&V: Independent/pair reading; p. 34 FAT, TG p. 36, LB p. 19, RB pp. 55, 74	<i>The big five</i> Comprehension questions	RB 55, 74 LB 19	36	

Abbreviations used in the planners	
<p>The abbreviations for the language component are shown below:</p> <ul style="list-style-type: none"> • Listening and Speaking = L&S • Writing and Presenting = W&P • Reading and Viewing = R&V • Language Structures and Conventions = LSC 	<p>Language Structures and Conventions have been subdivided as follows:</p> <ul style="list-style-type: none"> • LSC: Spelling and punctuation • LSC: Working with words and sentences • LSC: Vocabulary in context
<p>Information about assessment is abbreviated as follows: Teacher's guide page with an informal assessment suggestion = # A formal assessment task = FAT</p>	

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 4 **Term 1** gives a daily plan for a term that is nine-and-a-half weeks in duration. **Term 2** has plans for a term that is ten weeks long, including one week allocated to examinations. If the term in any year is 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;
- noting alternative answers where necessary;
- 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 need 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 Day 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.

The resources in this book help 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 CAPS specifies two formal assessment tasks for Term 1 and Term 2. These are shown as Resource 3 in Section C.

Formal assessment programmes in the LTSMs and planners

Resource 4 in Section C shows how the formal assessment tasks are integrated into the planners for Term 1 and 2 respectively. They show when tasks are scheduled in the planner for each of the LTSMs. A note is also made of this date in the planners themselves by writing *FAT* in the CAPS content column. You will see an example of this in Table 1 on Day 5.

Not all the LTSMs provide an example of all the assessment activities required for the assessment tasks, and some of those provided might not be suitable for your class. Some provide an exemplar test or examination in the learner's book, making it unsuitable for use as a formal assessment task, as learners can prepare for it in advance. It is therefore essential that you check the assessment activities carefully before giving them to the learners and, if necessary, adapt them, set your own, use examples from a different set of LTSMs and, in the case of the mid-year examination, use one provided by the district/province or in Section C of this book.

The dates in the assessment programme provided for your LTSM might not suit your context for some reason. You should be sure to check this, and schedule dates that are more appropriate where necessary.

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 *An exemplar examination paper, memorandum and analysis*

An exemplar examination paper is provided for Term 2 (Resource 5). Accompanying it is some information on cognitive levels in EFAL (Resource 6), and the marking guideline with an analysis of levels of the questions according to the CAPS levels (Resource 7).

These resources support curriculum coverage by:

- providing an assessment task that is fully CAPS compliant, and which has been approved by district advisers (this ensures that learners will be assessed at the correct standard);
- 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 the detailed analysis of the levels of questions asked in the examination (this strengthens their ability to set assessment tasks that comply with the weighting of cognitive levels themselves in future).

You can photocopy and use the exemplar examination paper, as it is for formal or informal assessment, or adapt it in ways that make it more useful to you.

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 8 in Section C.

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

Planning is one activity on the curriculum 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. 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.

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.

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:

What concepts and skills for the week did learners struggle with? What could you do differently next time to support or extend learning better? 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?

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 the curriculum coverage problems the teacher faces and work towards finding solutions.

C. RESOURCES

1. PLANNERS FOR TERM 1

1.1 Headstart English (Oxford University Press)

Note: L&S Daily practice must be integrated into each lesson (5-10 minutes). See Resource 8 in Section C for suggestions.

HEADSTART Week 1 – Theme 1: Me and you (1)					
No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Listens to a story – pre-listening, listening and answers questions (comprehension); p. 33	1: no. 1 1: no. 2 1: no. 3a-3b	LB 5	47 (#)	
2	R&V: Reads a story – pre-reading, reading and answers questions (comprehension); p. 33	2a: no. 1-2 2b: no. 3 2c: no. 1a-1b, 2-3	LB 6 LB 7	48	2-3
3	W&P: Writes own ending to story; p. 33	4: no. 1-5	LB 8	49	4-5
	W&P: Makes own dictionary; p. 33	3: no. 1-4	LB 7	49	4

HEADSTART Week 2 – Theme 1: Me and you (2)					
No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Gives a personal recount, sequences correctly; p. 33	6: no. 1-3	LB 9	50 (#)	4-5
2	LSC: Working with words and sentences – simple present and past tense, revises nouns; p. 33	7: no. 1a-1e 5: no. 1a-1c, 2	LB 10 LB 9	50 49	9, 12, 14-15, 17
3	R&V: Independent reading, reviews/reflects on reading; p. 33	Reads and discusses stories <i>Gabriel scores a goal</i>	RB 7-9	51	
4	W&P: Writes a personal recount; p. 33	8: no. 1-5	LB 11	51 (#)	6-7
5	LSC: Vocabulary in context – synonyms; p. 33	9: no. 1-2, 2a-d	LB 12	52	15-17
	L&S: Practises L&S (game); p. 33	10: no. 1-3	LB 12	52	12

HEADSTART Week 3 – Theme 2: What's happening? (1)					
No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Listens to a news report – pre-listening, listening and answers questions (comprehension); p. 34 tells own news story; p. 34	1: no. 1-2	LB 13	54	20-21
		1: no. 3a-3f 1: no. 4	LB 13	54	20-21
2	R&V: Reads an information text – pre-reading, reading and answers comprehension questions; p. 34	2a: no. 1a-1b, 2a-2b 2b 2c: no. 1a-1e, 2-3	LB 14 LB 15	55	18 18
3	LSC: Spelling and punctuation – sight words; p. 34	2d: no. 1-3	LB 15	56	
4	LSC: Working with words and sentences – connecting words; p. 34 L&S: Recounts own news report; p. 34	3: no. 1-4	LB 16	56	29
		4: no. 1-2	LB 16	56	20-21
5	R&V: Reads a news report – pre-reading and reading; p. 34 W&P: Writes about a news event; p. 34	5a: no. 1 5b: no. 1 7: no. 1-7	LB 17 LB 18	57 57	18 22-23 32
		R&V: Independent reading; p. 34	<i>Special days, favourite foods</i>	RB 10-11	

2. PLANNERS FOR TERM 2

2.1 Headstart English (Oxford University Press)

Note: L&S Daily practice must be integrated into each lesson. See Resource 8 in Section C for suggestions. These suggestions were included in the Term 1 Planner; however, by changing the topic/subject to match the theme of the unit, they can be used again.

HEADSTART Week 1 Theme 1: Dancing (1)					
No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Listens to a story – pre-listens, listens, answers comprehension questions, retells story, expresses opinion; p. 38	1: no. 1 1: no. 2 1: no. 3a-e	LB 47 You read <i>Kavita and the magic dancing shoes.</i> LB 171-172	82 (#)	
2	R&V: Reads a story – pre-reads, reads, answers comprehension questions; p. 38	2a: no. 1-2 2b: no. 1a-b, 2a-b 2c: no. 1a-c, 2a-e, 3a-b, 5	LB 48-49 LB 49	83 (#)	70 71
3	LSC: Spelling – uses a dictionary, records words in personal dictionary; p. 38	2c: no. 4	LB 49	83	
4	R&V: Independent reading; p. 38	<i>Sipho's gumboots</i>	RB 34	84, 88	
5	W&P: Writes a simple story; p. 38	6: no. 1, 2, 3a-d	LB 51	84 (#)	76

HEADSTART Week 2 Theme 1: Dancing (2)					
No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Listens to repeat of story, gives personal response; p. 38	1: no. 3e	LB 47	85 (#)	79
2	R&V: Independent reading – own choice, writes a short review; p. 38	<i>Letter or instructions or messages</i>	RB 37-39	86 (#)	
3	LSC: Works with words and sentences – nouns and adjectives; p. 38	7: no. 1a-f, 2a-b	LB 52	86	74 81
4	W&P: Writes a message; p. 38	8: no. 1, 2a-c, 3, 4a-d	LB 53	87 (#)	
5	LSC: Works with words and sentences – irregular verbs and subject, verb, object; p. 38	3: no. 1-3 4: no. 1-2 5: no. 1-3	LB 50-51	84	80 83

HEADSTART Week 3 Theme 2: The weather (1)					
No.	CAPS	Activity	LB/RB pp.	TG pp.	DBE pp.
1	L&S: Listens to information – pre-listens, listens, answers comprehension questions; p. 39 FAT LB p. 55, TG p. 89	1: no. 1 1: no. 2 1: no. 3a-d	LB 55 You read: <i>Weather forecast</i> LB 172	89, 90	94
2	R&V: Reads an information text with visuals – pre-reads, scans, answers comprehension questions; p. 39 FAT LB p. 56, TG p. 90	2a: no. 1a-b 2b: no. 1, 2a-b, 3a-h	LB 56 LB 56	90	86-87
3	W&P: Writes words in personal dictionary; p. 39	2b: no. 4	LB 56	90	
	LSC: Works with words and sentences – verbs, future tense; p. 39	3: no. 1a-b, 2a-c	LB 58	90	100
4	L&S: Practises listening and speaking; p. 39	4: no. 1a-b	LB 58	90	
	W&P: Writes a summary; p. 39 FAT LB p. 58, TG p. 90	4: no. 1-2	LB 58	90	95
5	R&V: Practises reading; reads a poem; p. 39 FAT LB p. 60, TG p. 92	7: no. 1	LB 60	92	

3. Assessment programmes in the CAPS

3.1 Term 1: Programme of formal assessment

TASK 1	
Topic	Weighting
• Listens to and speaks about a personal or factual recount	20%
• Reads a prepared text aloud	10%
• Language Structures and Conventions in context	15%
• Reading comprehension of a story/factual recount/news report	20%
• Reflects on stories/text read independently	10%
• Writes a paragraph: personal recount using a frame/description of people using a frame	25%
	100%
TASK 2	
Topic	Weighting
• Listens to and gives instructions/performs a poem or song with oral comprehension	20%
• Reading comprehension of a procedural text/poem/song	30%
• Language Structures and Conventions in context	20%
• Writes simple instructions using a frame/a simple poem with a frame	30%
	100%

3.2 Term 2: Programme of formal assessment

TASK 1: Formal Assessment (FAT)	
Topic	Weighting
• Listens to and speaks about an information text or story/gives and carries out directions/ describes an object	20%
• Reads aloud an unprepared text	10%
• Language Structures and Conventions in context	15%
• Reading comprehension of information text/story	20%
• Reflects on stories/text read independently	10%
• Summarises information text/writes a story using a frame	25%
	100%
TASK 2: Summative Assessment (June test/examination)	
Paper 1:	
• Oral: reading aloud and listening and speaking	30%
Paper 2 (two hours) written	
• Reading comprehension	30%
• Language in context	15%
• Writing – paragraphs	25%
	100%

4. Assessment programmes in the LTSMs and planners

4.1 Term 1: Recommendations for formal assessment tasks in the LTSMs

LTSM	TASK 1	TASK 2
Headstart English	<p>Week 5: Listens to and speaks about a story LB p. 23, TG p. 62</p> <p>Week 5: Reads a prepared text aloud LB pp. 25-26, TG p. 62</p> <p>Week 5: Reading comprehension LB p. 26, TG p. 62</p> <p>Week 5: Reflects on stories read independently TG p. 66</p> <p>Week 5: Language structures LB p. 28, TG p. 63</p> <p>Week 6: Writes a personal recount LB p. 29, TG p. 64</p>	<p>Week 7: Listens to and gives instructions LB p. 35, TG p. 69</p> <p>Week 7: Reading comprehension – procedural text LB p. 33, TG p. 68</p> <p>Week 7: Writes simple instructions LB p. 35, TG p. 69</p> <p>Weeks 7/8: Language structures (in three parts) LB p. 34, TG p. 69 (1), LB p. 36, TG p. 71 (2), LB p. 37, TG p. 72 (3)</p>
Interactive English	<p>Weeks 1/2: Listens to a story and answers questions LB p. 3, TG p. 7</p> <p>Weeks 1/2: Reading comprehension (story) LB p. 6, TG p. 9</p> <p>Weeks 1/2: Writes a personal recount LB p. 10, TG p. 8 or LB p. 10, TG p. 12</p> <p>Weeks 1/2: Language structures LB p. 4, TG p. 8 or LB p. 9, TG p. 11</p> <p>Weeks 3/4: Gives a factual account LB p. 12, TG p. 15</p> <p>Weeks 3/4: Reads a new report</p> <p>Weeks 3/4: Language structures LB p. 14, TG p. 17 or LB p. 17, TG pp. 18-19</p> <p>Weeks 3/4: Independent reading LB p. 16, TG p. 18</p> <p>Weeks 5/6: Reading aloud LB pp. 26-27, TG p. 27</p> <p>Weeks 3/4: Prepared reading from Reading Book RB pp. 15-16, TG p. 16</p> <p>Weeks 5/6: Writes a description LB p. 34, TG p. 30</p> <p>Weeks 5/6: Language structures LB p. 17, TG pp. 14-15</p>	<p>Weeks 7/8: Listens to and follows instructions LB p. 35, TG p. 32</p> <p>Weeks 7/8: Reads a procedural text LB p. 38, TG p. 34</p> <p>Weeks 7/8: Writes instructions LB p. 43, TG p. 36 or LB p. 44, TG p. 37</p> <p>Weeks 7/8: Language structures LB pp. 40-41, TG p. 35</p> <p>Weeks 9/10: Reads a poem and answers questions LB p. 48, TG p. 41</p> <p>Weeks 9/10: Writes own poem LB p. 52, TG p. 44</p> <p>Weeks 9/10: Language structures LB p. 50, TG p. 42</p>
Platinum English First Additional Language	<p>Week 4: Reads aloud prepared text TG p. 24</p> <p>Week 4: Reflects on a text read independently RB pp. 8-9, TG p. 24</p> <p>Week 5: Listens to and speaks about a story LB p. 21, TG p. 32</p> <p>Week 5: Language structures LB p. 24, TG pp. 35-36</p> <p>Week 5: Reading comprehension LB p. 23, TG p. 36</p> <p>Week 6: Writes a description LB p. 27, TG pp. 40-41</p>	<p>Week 7: Listens to and gives instructions LB p. 30, TG p. 47</p> <p>Week 7: Writes simple instructions LB p. 35, TG pp. 54-55</p> <p>Week 8: Reading comprehension LB p. 33, TG p. 52</p> <p>Week 10: Language structures LB p. 41, TG pp. 64-65</p>
Solutions for All English First Additional Language	<p>Week 3: Reflects on stories read independently LB p. 19, RB pp. 55, 74, TG p. 36</p> <p>Week 2: Writes a personal recount LB p. 12, TG pp. 27-28</p> <p>Week 3: Reads aloud prepared text LB p. 38, TG p. 57</p> <p>Week 5: Language structures LB pp. 32-33, TG pp. 48-50</p> <p>Week 5: Reading comprehension LB p. 29, TG pp. 45-46</p> <p>Week 5: Listens to and speaks about a story LB p. 26, TG p. 44</p>	<p>Week 7: Reading comprehension (procedural text) LB p. 40, TG pp. 56-57 or</p> <p>Week 9: Reading comprehension (poem) LB p. 49, TG pp. 64-65</p> <p>Week 8: Language structures LB p. 46, TG p. 60</p> <p>Week 8: Writes instructions LB p. 45, TG pp. 58-59</p> <p>Week 9: Listens to a poem, answers questions LB p. 49, TG pp. 64-65</p>

LTSM	TASK 1	TASK 2
Study and Master English First Additional Language	<p>Week 6: Talks about own experience LB pp. 35-36, TG pp. 10-12 (Assess. Section)</p> <p>Week 6: Reads aloud prepared text LB pp. 35-36, TG pp. 10-12 (Assess. Section)</p> <p>Week 6: Reading comprehension LB pp. 35-36, TG pp. 10-12 (Assess. Section)</p> <p>Week 6: Language structures LB pp. 35-36 TG pp. 10-12 (Assess. Section)</p> <p>Week 6: Writes a description LB pp. 35-36, TG pp. 10-12 (Assess. Section)</p> <p>Week 6: Reflects on independent reading LB pp. 35-36, TG pp. 10-12 (Assess. Section)</p>	<p>Week 10: Performs a poem or song and answers questions LB pp. 54-55, TG pp. 12-14 (Assess. Section)</p> <p>Week 10: Reading comprehension-procedural text LB pp. 54-55, TG pp.12-14 (Assess. Section)</p> <p>Week 10: Language structures LB pp. 54-55, TG pp. 12-14 (Assess. Section)</p> <p>Week 10: Writes instructions LB pp. 54-55, TG pp. 12-14 (Assess. Section)</p>
Successful English	<p>Week 5: Listens to and speaks about a story LB p. 27, TG p. 63</p> <p>Week 5: Reads a prepared text aloud</p> <p>Week 5: Reading comprehension (story) LB p. 28, TG p. 64</p> <p>Week 5: Reflects on text read independently with an oral overview RB pp. 17-20, TG p. 66</p> <p>Week 5: Writes a description LB p. 32, TG p. 66</p> <p>Week 5: Language structures LB pp. 29-30, TG pp. 64-65</p>	<p>Week 8: Reading comprehension – procedural text LB pp. 44-45, TG pp. 75-76</p> <p>Week 8: Writes instructions LB p. 43, TG p. 75</p> <p>Week 8: Language structures LB p. 36, TG p. 76</p> <p>Week 9: Performs poem or song with oral comprehension LB p. 54, TG p. 81</p>
Top Class English First Additional Language	<p>Week 5: Listens to and speaks about a story LB p. 14, TG p. 19</p> <p>Week 5: Reads a prepared text aloud LB p.14, TG p. 20</p> <p>Week 5: Reading comprehension LB p. 14, TG p. 20</p> <p>Week 6: Language structures LB p.14, TG p. 20 and LB p.15, TG p. 21 and LB p. 25, TG p. 43</p> <p>Week 6: Reflects on independent reading RB p. 7, TG p. 22</p> <p>Week 6: Writes a personal recount LB p. 17, TG p. 24</p>	<p>Week 9: Listens to a poem and answers questions LB p. 30, TG p. 38</p> <p>Week 9: Reading comprehension LB p. 31, TG pp. 39-40</p> <p>Week 9: Language structures LB p. 35, TG p. 42</p> <p>Week 9: Writes sentences that rhyme LB pp. 33-34, TG p. 41</p>
Via Afrika English First Additional Language	<p>Week 5: (Part 1) Listens to and discusses the story LB p. 25, TG pp. 60-61</p> <p>Week 5: (Part 4) Reading comprehension LB p. 27, TG pp. 63-64</p> <p>Week 5: (Part 2) Reads aloud LB p. 27, TG p. 64</p> <p>Week 6: (Part 3) Uses language correctly LB p. 33, TG pp. 69-70</p> <p>Week 6: (Part 6) Writes about a story LB p. 32, TG pp. 68-69</p>	<p>Week 9: (Part 1) Listens to, talks about and performs a lullaby/poem LB pp. 42-43, TG pp. 86-87</p> <p>Week 10: (Part 2) Answers comprehension questions about poem LB p. 45, TG p. 88</p> <p>Week 10: (Part 4) Writes sentences that rhyme LB p. 46, TG p. 90</p> <p>Week 10: (Part 3) Language Structures and Conventions LB p. 49, TG p. 91</p>

4.2 Term 2: Recommendations for formal assessment tasks in the LTSMs

LTSM	TASK 1	TASK 2
Headstart English	<p>Week 3: Listens to and speaks about an information text LB p. 55, TG p. 89 AND/OR</p> <p>Week 4: Describes an object LB p. 64, TG p. 94</p> <p>Week 3: Reads aloud an unprepared text LB p. 60, TG p. 92</p> <p>Week 3: Reading comprehension LB p. 56, TG p. 90</p> <p>Week 3: Writes a summary LB p. 58, TG p. 90</p> <p>Week 3: Language – practises sentences, LB p. 39, 59, TG p. 91</p> <p>Week 4: Independent reading RB p. 43, TG p. 95</p>	<p>Week 10: June test/examination made up of:</p> <p>Paper 1: Oral Reading aloud, listening and speaking Note: The mark for Paper 1 will be a summative assessment of the learners’ progress in reading from week 5 to week 9.</p> <p>Paper 2: Written See paper provided in TG p. 173, memo in TG p. 176 and/or the sample paper and memo in Section D.</p>
Interactive English	<p>Week 1: Listens to and speaks about a story LB p. 57, TG p. 49-50 AND</p> <p>Week 3: Listens to and speaks about an information text LB pp. 68-69, TG pp. 59-60 AND</p> <p>Week 3: Listens to a description and describes an object LB pp. 70-71, TG p. 61 AND</p> <p>Week 4: Listens to and responds to directions LB p. 69, TG p. 60</p> <p>Week 1: Reading comprehension, FAT LB p. 60, TG p. 53</p> <p>Week 1: Independent reading FAT LB p. 62, TG p. 55 AND</p> <p>Week 5: Independent reading – reads a fable, LB p. 90, TG p. 73</p> <p>Week 2: Writes a story LB p. 67, TG p. 57 AND</p> <p>Week 3: Writes a summary LB p. 81, TG p. 66</p> <p>Week 2: Language structures FAT LB p. 65, TG p. 56 AND</p> <p>Week 4: Language structures LB p. 79, TG p. 65 AND</p> <p>Week 6: Language structures LB p. 91, TG p. 74 AND</p> <p>Week 8: Language structures LB pp. 103-104, TG p. 84</p> <p>Week 3: Reads an information text aloud LB pp. 73-75, TG p. 63</p>	<p>Week 10: June test/examination made up of:</p> <p>Paper 1: Oral Reading aloud, listening and speaking Note: The mark for Paper 1 will be a summative assessment of the learners’ progress in reading from week 5 to week 9.</p> <p>Paper 2: Written See paper provided in TG p. 88, memo in TG p. 91 and/or the sample paper and memo in Section D.</p>
Platinum English First Additional Language	<p>Week 1: Listens to and speaks about a story LB p. 47, TG pp. 73-74</p> <p>Week 1: Reads aloud an unprepared text RB pp. 22-23, TG pp. 71-72</p> <p>Week 2: Reflects on a text read independently RB pp. 22-23, TG pp. 77-78</p> <p>Week 3: Reading comprehension – an information text LB p. 59, TG pp. 87-88</p> <p>Week 3: Writes a summary LB p. 64, TG pp. 89-90</p> <p>Week 4: Language structures – plurals with -s and -es LB p. 61, TG pp. 24-25</p>	<p>Week 10: June test/examination made up of:</p> <p>Paper 1: Oral Reading aloud, listening and speaking Note: the mark for Paper 1 will be a summative assessment of the learners’ progress in reading from week 5 to week 9.</p> <p>Paper 2: Written See paper provided in LB p. 240, memo in LB p. 241 and/or the sample paper and memo in Section D.</p>

LTSM	TASK 1	TASK 2
Solutions for All English First Additional Language	<p>Week 1: Language structures LB pp. 66-67, TG pp. 82-83</p> <p>Week 5: Reading comprehension – an information text LB pp. 82-83, TG p. 100</p> <p>Week 5: Writes a story using a frame LB p. 84, TG p. 101</p> <p>Week 6: Reflects on texts read independently RB pp. 49, TG p. 105</p> <p>Week 7: Listens to and speaks about an information text LB p. 92, TG pp. 110-111</p> <p>Week 8: Reads unprepared text aloud TG p. 105, RB choice of any</p>	<p>Week 10: June test/examination made up of:</p> <p>Paper 1: Oral Reading aloud, listening and speaking Note: the mark for Paper 1 will be a summative assessment of the learners' progress in reading from week 5 to week 9.</p> <p>Paper 2: Written See paper provided in TG p. 122, memo in TG p. 123 and/or the sample paper and memo in Section D.</p>
Study and Master English First Additional Language	<p>Week 4: Listens to and follows directions</p> <p>Week 4: Reads unprepared text aloud</p> <p>Week 4: Reading comprehension</p> <p>Week 4: Language structures</p> <p>Week 4: Writes the end of a story</p> <p>Week 4: Reflects on texts read independently</p> <p>All the above activities found in the revision activity: LB pp. 72-73, TG Assessment Section pp. 15-16</p>	<p>Week 10: June test/examination made up of:</p> <p>Paper 1: Oral Reading aloud, listening and speaking Note: the mark for Paper 1 will be a summative assessment of the learners' progress in reading from week 5 to week 9.</p> <p>Paper 2: Written See paper provided in LB p. 90, memo in TG Ass. Section p. 17 and/or the sample paper and memo in Section D.</p>
Successful English	<p>Week 4: Listens to and follows directions LB p. 77, TG pp. 97-98</p> <p>Week 4: Reflects on stories read independently RB pp. 40-41, TG pp. 99-100</p> <p>Week 4: Writes a summary LB pp. 77-78, TG p. 98 AND/OR</p> <p>Week 6: Writes a story using a frame LB p. 90, TG p. 106</p> <p>Week 6: Reads unprepared text aloud LB pp. 88-89, TG p. 105</p> <p>Week 6: Reading comprehension LB pp. 88-89, TG p. 105</p> <p>Week 6: Language structures LB p. 89, TG p. 105</p>	<p>Week 10: June test/examination made up of:</p> <p>Paper 1: Oral Reading aloud, listening and speaking Note: the mark for Paper 1 will be a summative assessment of the learners' progress in reading from week 5 to week 9.</p> <p>Paper 2: Written See paper provided in TG p. 193, memo in TG p. 196 and/or the sample paper and memo in Section D.</p>
Top Class English First Additional Language	<p>Week 5: Listens to and speaks about a story LB p. 55, TG pp. 68-69 AND</p> <p>Week 6: Listens to and speaks about a story TG pp. 69-70</p> <p>Week 5: Reads an unprepared text aloud LB p. 56, TG pp. 70-71</p> <p>Week 5: Reading comprehension LB pp. 56-57, TG pp. 70-71</p> <p>Week 5: Language structures LB p. 61, TG p. 74</p> <p>Week 5: Writes a story using a frame LB p. 59, TG p. 73</p> <p>Week 5: Reflects on text read independently – oral report LB p. 59, TG p. 72</p>	
Via Afrika English First Additional Language	<p>Week 5: (Part 3) Language structures LB p. 77, TG p. 130</p> <p>Week 6: (Part 1) Listens and speaks LB p. 72, TG p. 123</p> <p>Week 6: (Part 2) Reads aloud an unprepared text LB p. 74, TG p. 126</p> <p>Week 6: (Part 4) Reading comprehension LB pp. 74-75, TG p. 127</p> <p>Week 6: (Part 5) Reflects on independent reading LB p. 28, TG p. 65</p> <p>Week 6: (Part 6) Writes a story using a frame LB pp. 75-76, TG p. 129</p>	<p>Week 10: June test/examination made up of:</p> <p>Paper 1: Oral Reading aloud, listening and speaking Note: the mark for Paper 1 will be a summative assessment of the learners' progress in reading from week 5 to week 9.</p> <p>Paper 2: Written See paper provided in LB p. 88, memo in TG p. 144 and/or the sample paper and memo in Section D.</p>

5. The exemplar examination paper

Total marks: 70

Time: 2 hours

Part A: Comprehension

The heading of the passage is: **Clothes for all people**. Think about this heading and answer questions 1a) and b).

- 1.a) Does 'all' mean 'some' or 'everyone'? (1)
b) Do you think the passage will be about South Africa or the whole world? (1)

Now read the passage and answer all the questions below it.

Clothes for all people

People all over the world have worn clothes for many thousands of years. The most important reason for wearing clothes is protection from the weather. Clothes can keep you warm in the cold and dry in the rain. They also protect the skin from the sun.

In hot places, people either wear very little or have found ways to make clothes that both cover them and keep them cool. Some people still wear animal skins, but today there are also many other warm and comfortable materials.

The Bedouin people in North Africa live in hot deserts where the wind often blows hard. They wear long flowing robes that allow air to flow around their bodies to keep them cool and also to protect them from the sun and wind. The Inuit people, who live close to the North Pole, traditionally wore animal skins such as polar bear fur clothing to keep them warm in the very cold temperatures.

(Adapted from: *Mad about ... Costume and Fashion*. Mini Ladybird 2009)

2. Answer the questions below. Write in full sentences.

- a) What did you learn from the passage about the importance of clothes? (2)
b) What do the Bedouin people wear? (2)
c) What did the Inuit people wear? (2)
d) Compare the climates of the places where the Bedouin and Inuit peoples live. (2)
e) Give **two** reasons for people wearing long flowing clothes in hot climates. (2)
f) What would happen if people in hot climates wore fur clothing? (2)
g) What clothes are most suitable for the climate of your area? (2)
h) Find the word in the passage that means: 'keeping somebody safe'.
Write the word only. (1)
i) What word in the passage has the opposite meaning of 'uncomfortable'?
Write the word only. (1)
j) Does the word 'traditionally' mean 'something that was only done once' or
'something that started in the past'? (1)
k) Name your favourite piece of clothing. Write two sentences to describe it. (3)
l) Write down three adjectives from the passage. (3)
m) Find two proper nouns, and write them down. (2)
n) If you were given money to buy shoes, would you buy a pair of takkies or a pair
of school shoes? Give a reason for your answer. Begin your sentence with
I would buy ... because (3)

Total: 30

Part B: Language

1. Divide this sentence into three parts: **subject, verb** and **object**.
People enjoy dressing up. (3)
 2. Re-write the sentences using the correct form of the word in brackets:
 - a) John (look/looks) untidy.
 - b) Thandi's hairstyle (is/are) neat.
 - c) Jamal (has/have) two cell phones.
 - d) The (cloth/clothes) are beautiful. (4)
 3. Copy out the paragraph below. Use the words in the box to complete it:

These	of	must	and
-------	----	------	-----

Surgeons and nurses wear loose clothes called 'scrubs'. are easy to keep clean, and leave their hands arms free. They wear masks to help prevent the spread germs. (4)
 4. Write the sentence: **I wear light clothes because it is hot.** in:
 - a) the future tense and
 - b) the past tense. (4)
- (15)**

Part C: Writing

1. Creative writing

Imagine that you are going to buy your winter school uniform.

Write a description of what you will buy. Use the frame below.

The two most important items are _____ and _____. Then I will buy_____.

Next, on my list is _____because _____. Lastly, with the money left I

_____.

With these clothes I will be _____. (15)

2. Transactional writing

These are the directions your friend gave you to find the best clothing shop. Use the words in the box to complete the instructions.

will see	to	your	from	Turn	Walk	streets
----------	----	------	------	------	------	---------

1. Take the taxi _____ First Street to the corner of South and Main _____ Jabulani.
2. _____ towards the shopping centre in Main Street.
3. You _____ Mooki Street on your left.
4. _____ into Mooki and walk two blocks down _____ number 101.
5. On _____ left you will see *Mandla's Clothing Store* (10)

Total: 25

6. Information about cognitive levels

In Section 4.3.2 *Types of formal assessment for FAL* (pp. 96-97) of the CAPS document, it 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 with 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 complex 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.

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

Thus, in the questions on a paper with a total of 100 marks, 40 marks should come from *Literal* and *Reorganisation* questions, 40 from *Inference* and 20 from *Evaluation* and *Appreciation*. It is not always easy to get this balance perfect in Grade 4, 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.

On the next page you will find a sample examination for Paper 2. Think about the level for each question in the comprehension question in this paper, and then check your ideas against the levels given in the memo.

7. The memorandum/marking guideline with an analysis of the cognitive levels of questions

Note: The [L1], [L2] etc. after the answers are the levels of the questions.

Part A:	<i>Level</i>
Question 1: Whole sentences are required for the mark	
a) It means everyone. (1)	[L1]
b) It will be about the whole world. (1)	[L4]
Question 2	
a) They protect people in different climates (1)	[L3]
b) They wear long loose flowing robes. (2)	[L1]
c) They wear clothes made from animal skins/polar bear fur. (2)	[L1]
d) The desert is hot and windy, and the North Pole is very cold. (2)	[L3]
e) They need clothes to keep cool and protect themselves from wind and sun. (3)	[L3]
f) They would get so hot they might die. (2)	[L3]
g) Own answers. Award 2 marks if two items of clothing are given. (2)	[L4]
h) protection (1)	[L1]
i) comfortable (1)	[L1]
j) something that started in the past (1)	[L4]
k) Own answers. (1) mark for naming the piece of clothing and one mark for each sentence that is properly constructed. (3)	[L3]
l) Any three of the following (they must be spelt correctly): hot, cold, animal, warm, comfortable, long, flowing, fur. (3)	[L1]
m) Any two of the following (they must be spelt correctly): Bedouin, Inuit, North Africa, North Pole. (2)	[L1]
n) Own answers. (1) mark for 'yes' or 'no' and (2) marks for a properly constructed reason (3)	[L5]
	(28)
	Total: 30
 Part B:	
1. People (subject) ✓, enjoy (verb) ✓, dressing up (object) ✓	(3)
2. a) John looks ✓ untidy.	(1)
b) Thandi's hairstyle is ✓ neat.	(1)
c) Jamal has ✓ two cell phones.	(1)
d) The clothes are ✓ beautiful.	(1)
3. Surgeons and nurses wear loose clothes called 'scrubs'. These ✓ (1) are easy to keep clean, and leave their hands and ✓ (1) arms free. They must ✓ (1) wear masks to help prevent the spread of ✓ (1) germs.	(4)
4. a) I will wear ✓ (1) light clothes because it will be ✓ (1) hot.	(2)
b) I wore ✓ (1) light clothes because it was ✓ (1) hot.	(2)
	Total: 15

Part C: Writing

1. Creative writing

Learners' choice. Award a mark out of 10 for a sensible description. Three marks for correct grammar and two marks for originality/creativity.

10 + 3 + 2 = 15 (15)

2. Transactional writing

Award (1) mark for inserting correct word/s in each space (7) and another (2) marks for correct use of capital letters. The remaining mark is for correct spelling. 7 + 2 + 1 = 10 (10)

1. Take the taxi from ✓ (1) First Street to the corner of South and Main streets ✓ (1), Jabulani.
2. Walk ✓ (1) towards the shopping centre in Main Street.
3. You will see ✓ (1) Mooki Street on your left.
4. Turn ✓ (1) into Mooki and walk two blocks down to ✓ (1) number 101.
5. On your ✓ (1) left you will see *Mandla's Clothing Store*. (10)

Total: 25

8. 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: Simple story

This is an example of how you can use a simple text for a week.

- Day 1: Read this story to your class twice.

This is a park. It's a beautiful day. The sun is shining but it's not too hot. Thabo and Ruth are swinging. David is pushing Thabo. Jafta, Zodwa and John are playing soccer. Jafta is the tallest. He is the goalie. The others cannot get the ball past him. A group of children are lying on the grass under the trees. They are drinking cool drink. Shan is climbing a tree. Her sister, Sally, is playing with a dog. She throws a stick and the dog fetches it. All the children are enjoying themselves.

Ask a few learners to tell you anything they remember about the story.

- Day 2: On the chalkboard write: **sun, tallest, drinking, grass, climbing, dog**. Read the story to the class again. Draw or find pictures that illustrate each word. Mix them up. Ask a few learners (not the same ones as on Day 1) to come to the chalkboard and match the pictures to the words.
- Day 3: Write the following statements on the board. Your learners must copy them into their books. Tell them that you will read the story again and then they must write **yes** or **no** next to each sentence.
 - a) It's raining _____
 - b) Jafta is the goalie _____
 - c) The dog fetches the ball _____
 - d) A group of children are eating sweets _____
 - e) David is pushing Thabo _____
 - f) Shan fell out of the tree _____
- Day 4: Pair your learners. Let them change books (the ones they did the Day 3 exercise in) with their partner. They must read the answers to each other and mark their partner's book. Lastly, check the answers by asking a few learners to read a sentence.
- Day 5:
 - a) Write the story on the board with some words missing:

This is a _____. It's a beautiful day. The _____ is shining but it's not too hot. Thabo and Ruth are swinging. David is _____ Thabo. Jafta, Zodwa and John are playing _____. Jafta is the tallest. He is the goalie. The others cannot get the ball past him. A _____ of children are lying on the grass _____ the trees. They are drinking cool drink. Shan is _____ a tree. Her sister, Sally, is playing with a _____. She throws a _____ and the dog fetches it. All the children are _____ themselves.
 - b) Write these words in a text box on the chalkboard. Mix them up.

group	under	climbing	dog	stick
enjoying	pushing	park	soccer	sun
 - c) Read the story again. Identify ten learners who have not answered questions in English lessons this week. They should come up one by one and fill in a gap or they can tell you what to write in the gaps.

Suggestion 2: 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 she/he look like?', 'What kind of person is she/he? 'What job does she/he do?' etc.**

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

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 for the story they liked the most. In this activity learners could practise connectors and subject, verb, object in sentences.

Although this does not use photographs or pictures, the following is a variation of the above activity: Each day allow 2-3 learners to tell the class some news about what is happening in their communities, families or 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 which 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 the partner draws it. They then change roles. This is a good activity for practising prepositions and developing vocabulary.

Suggestion 3: Giving and following instructions

- a) Paper plane: 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 Group 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 the 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 next learner has a turn. The next day Group 2 has their turn and so on, until the end of the week. Keep a note of how many learners have to sit in each team. The team with the least number 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 4: Dictation

There are many ways in which dictation can be used. The first is just reading one or two sentences which learners have to write down, and then 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 these only and not the whole sentence/s. On each of five days you could focus on a different aspect of language.

Suggestion 5: Rhymes, songs, tongue twisters and games

5.1 Rhymes and songs

- 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 it, erase what you wrote. Four suggested rhymes are given below.
- With rhyme C you could put the learners in pairs and one asks the question and the other answers. They then change roles.
- You can use songs in gap-filler activities. 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, And the rain hates me. I hate the rain
(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> .)

5.2 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 that they know the words and that they can hear the sound differences. When the learners 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*.)

5.3 Games

- a) I spy: Demonstrate the phrase, *I spy with my little eye something beginning with a 'b'*. Point to the board, a book, a boot and any other objects in the room beginning with the letter 'b'. Explain 'spy' means 'can see'. Ask different learners what the object is that you are thinking of. The learner who guesses correctly takes your place the next day. Each day make sure a different letter of the alphabet is used.
- b) Learners tell a story sentence by sentence. Learners must be in groups of three. Each day everyone in the group makes up a story by contributing one sentence. On each day only allow three sentences. The next day they continue where they left off. On day five they must complete their stories. The next week, two or three groups tell their stories to the rest of the class.
- c) Guess where?: A visual scene on a poster that all learners can see. Tell 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 that it is there. Note: the learners must use prepositions.
- d) Spelling chain: Start the game by calling out a letter, e.g. 'a'. Explain that this is the first letter of a word that 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 beginning with an 'a'. The learner must not say what the word is but just say what the second letter is, e.g. 'p', and add it to 'a'. Then ask another learner to think of a word that begins with 'ap'. This learner must think of a word beginning with 'ap' and add the third letter of the word she has thought of, e.g. another 'p' to form 'app'. The next learner must now add a letter to 'app' that could form a word and so on until a word is formed. If a learner makes an impossible addition, e.g. 'apg', then she/he 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.

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

Suggestion 6: Dialogues and role-playing

- a) Dialogues: In pairs, learners write a few lines of dialogue on 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, ask learners to 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, learners complete it. They 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.

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

9.1 Conventional schools¹

NAME OF TEACHER: _____ SUBJECT/GRADE: _____

Week no. in planner _____				
Week no. in term when work planned for week started _____				
Refer to the planner ² 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 ³ ? (Rough estimate)				
How many learners in this class?				
BRIEF NOTES ON THE DAY'S WORK: Consider such things as: <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>				
DAY⁴				
1				
2				
3				
4				
5				
Reflection on the week: Think about and make a note of:				
What concepts and skills for the week did learners struggle with? What could you do differently next time to support or extend learning better? 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?	
DH:			Date:	

¹ Please amend this draft template to suit the needs of your school.

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

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

⁴ This can also be lessons if there are more than five lessons a week.

9.2 Multigrade schools¹

NAME OF TEACHER: _____

Week no. in planner _____							
Week no. in term when work planned for week started _____							
Refer to the planner ² for details of the week's work (or the ATP for subjects without planners)							
Subjects							
GRADE	On track this week? ³						
	Est. learners > Level 4 ⁴						
	# learners in grade						
GRADE	On track this week?						
	Est. learners > Level 4						
	# learners in grade						
GRADE	On track this week?						
	Est. learners > Level 4						
	# learners in grade						
DAY	BRIEF NOTES ON THE DAY'S WORK: Consider such things as: <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						
Reflection on the week: Think about and make a note of:							
SUBJECT	What concepts and skills for the week did learners struggle with? What could you do differently next time to support or extend learning better? 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?			
Principal: _____				Date: _____			

¹ Please amend this draft template to suit the needs of your school.

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

³ Yes/no?

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