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28634240.365854 10174328.117647 9872348.4078947 19545924.189189 56620594172 8882811405 37695968875 25620162898 104847813302 4578491.5443038 28370814732 60072381088 23362489979 166049375200 36692418.457143 213702622400 151132252413 29608262894 88119323886 88550293.6 104501837045 1177476690 3202269816 8136948888 18267521.733333 30098927.942857 57300194470 22488683.428571 25750835.816901 13199644.602941

## Count / Noncount Nouns (1)

With Count Nouns, you can use the word "many":

Car	many	cars
House	many	houses
Boy	many	boys
Computer	many	computers

Shirt	many shirts
Cup	many cups
Hand	many hands
Pen	many pens

With Noncount Nouns, you can use the word "much":

Water	much water
Sand	much sand
Money	much money
Time	much time

Homework	much homework
Soup	much soup
Snow	much snow
Hair	much bair

. I don't have	hair, but I have cars
. She has too	corn and too cups.
. I have too	homework! And I don't have
time	to do it!
We don't have	money, but we have
	money, but we have
. We don't have friend	
friend	
friend	ds!
frienc	ds!
frienc ickyball.net My family sat togeth	ds!  er at the <u>table</u> to eat
friend ickyball.net My family sat tageth 1. run house blue	ds!  er at the <u>table</u> to eat
frience ickyball.net  My family sat together  1. run house blue  2. computer play june  3. sky running red	ds!  er at the <u>table</u> to eat

Countable and Uncountable Nouns Tic Tac Toe or Bingo			Countable an	d Uncountable Nouns Tic Ta	c foe or Bingo
: come in to put things in to carry.	We need to breathe.	are fun to bounce around.	will freshen your breath and is fun to chew.	Cars need to drive across rivers.	is used as people up i morning
re to decorate uses with	make sleeping more comfortable.	is delicious spread on top of pancakes or fresh bread.	Students need to sit behind while in class.	needs to be mowed in the summertime.	Most houses or one in the and one in the
ly in a group ass the sky.	Children like to eat a bowl of for breakfast.	are necessary to pack your things in when you move.	cannot be counted but it can be combed.	People take from chickens in order to eat them.	is nice to drink on a summer's
Countable an	d Uncountable Nouns Tic Ta	c Toe or Bingo	Countable an	d Uncountable Nouns Tic Ta	c Toe or Bingo
ed two to ee with.	is an essential ingredient for a P8 & J sandwich.	You better not lose your if you want to get into your house.	is a common side dish in Mexican and Chinese food.	can fly you through the sky.	Most dinner would be ven- without _
ts need to tes on in class.	are round and great to swim in during the summer.	is a must have snack when you go to the movies.	are usually green and live inside or outside.	melt if the temperature rises above 32 degrees Fahrenheit.	Most men wea their upper b
	will get you wet if	Some books have	is a lot of fun to	You need a hotel to	You can't coun

#### 1- Read the text and think of one perfect song for each moment in your life

# 4.2 Getting into a good rhythm



- Listen to a music expert talking about the best music to listen to while studying. Circle the types of music he recommends.
- 1 songs with / without words
- 2 songs you like / dislike
- 3 music on the radio / an album
- 3 Read the sentences in the Grammar box. Choose the correct options to complete a-d.

Many students listen to music when they study.

Some research suggests that music can help us study.

Do you listen to much classical music?

I keep a few jazz CDs in the car.

- a 'Student' and 'CD' are countable / uncountable nouns.
   b 'Research' and 'music' are countable /
- uncountable nouns,

  c Countable / uncountable nouns have both
- tingular and plural forms.
- d Countable / uncountable nouns have no plural form and use a singular verb.

#### **BLIVEWORKSHEETS**

## Count & Noncount Nouns

Туре	SINGULAR	PLURAL	
COUNT NOUN	• a chair • one chair	<ul> <li>Ø chairs</li> <li>two chairs</li> <li>some chairs</li> <li>a lot of chairs</li> <li>many chairs</li> </ul>	A count noun:  1. may be preceded by a/ar in the singular.  2. takes a final –s/es in the plural.
NONCOUNT NOUN	Ø furniture     some furniture     a lot of furniture     much furniture		A noncount noun:  1. is not immediately preceded by a/an.  2. has no plural form, so does not take a final –s/es.

1/12/2009 Dr. Shadia Y. Banjar

### Countable nouns list. List of uncountable nouns. Uncountable nouns list pdf. List of countable and uncountable nouns pdf.

In most cases, no specific story type is prescribed. Choose items from the 'Language Structuresand Conventions' section to teach learners language acquisition. First Additional Language learners learna language through constant exposure to it and through using to it. expressing an opinion or judgment • Can use an active or passive voice, • State facts briefly but accurately. The teacher needs to make sure that all the children get opportunities to speak in English. It is also a cultural and aesthetic means commonly shared amonga people to make better sense of the world they live in. Reading gives learners more exposure to theiradditional language. impact on the reader, e.g. adverbs, adjectives, images Events leading to a complication, e.g. Jack spent all the money his mother May be written in past or present gave him on some magic beans. Similarly, the writing texts learners will write will include some of the language items. Give your learners guidance on appropriate and correct usage of these items. Choices may be madefrom the variety of contemporary stories (e.g. myths, legends and fables) that are available. In most cases, the text to be listened to, e.g. a story or news report will be different to andat a higher level than the one that learners will read. Where it will take place Date and time May include dress code Name of invitee May include RSVP May have a visual, design element • To tell someone how The response may be in the form • Use mostly the imperative form to get somewhere of a note

His tense mother was angry. We know from research that children's vocabulary development is heavily dependent on theamount of reading they do. In the Intermediate Phase, you will build on the foundation set in Grades R to 3. .. 24 3.2.3 Length of texts for First Additional Language..... ... • Describes the event • Pre-reading: predicts from title and • Uses appropriate vocabulary • Share ideas and offer opinions pictures Words starting with g and followed by • Uses some new words from the read -e, -i or -y: start with g even though it Participates in short conversation • Uses reading strategies, e.g. germ on a familiar topic for specific details, skims for general • Takes turns idea • Uses the dictionary to check spelling Working with words and sentences • Stays on topic and meanings of words • Asks relevant questions • Answers complex questions, e.g. Uses nouns that have only plurals, e.g. Why...? 2 8,096 Elem •Can/Could, Suggestions and Offers, Hotel, Transport Do you have a lesson on travelling and films? Language learning should be a natural, informal process carried over into the classroom wherethe literacy skills of reading/viewing and writing/presenting are learned in a 'natural' way - learners read by doing a great deal of reading and learn to write by doing a great deal of reading and Language in the Intermediate Phase is 5 hours per week. Writing which is appropriately scaffolded using writing frames, produces competent, versatile writers who will be able to use their skills to develop and present appropriate written, visual andmulti-media texts for a variety of purposes. The following time allocation for the different language skillsis suggested: Skills Time Allocation per Two-week Cycle (Hours)\*Listening & Presenting 2 hours 2 hours 2 hours 2 hours 2 hours 2 hours 3 hours 4 hours 5 hours 4 hours 5 hours 5 hours 5 hours 5 hours 6 hours 6 hours 6 hours 6 hours 6 hours 6 hours 7 hours 7 hours 7 hours 8 hours 8 hours 9 usage are integrated within the time allocation of the four language skills. tinkles • Expresses feelings stimulated by the poem Practises reading Phrasal verbs, e.g. divide up, move in • Reads aloud with appropriate expression and tempo Reflects on texts read during independent/pair reading • Retells story or main ideas in 3 to 5 sentences • Expresses emotional response to texts read. relating to direction • Discusses main idea and specific • Selects appropriate information and • Uses the correct format Begins to understand there is no article describes an object • Interprets the information in the with uncountable nouns (e.g. I like • Identifies the object described visuals • Uses design features such as colour fish.) and different sizes or kinds of print correctly Reads a visual text, e.g. a poster (font) Simple present to describe universal • Uses words that correctly Reads a visual text, e.g. a poster (font) Simple present to describe universal • Uses words and their meanings west.' the object • Pre-reading: discusses pictures in a personal dictionary • Uses some new words Future tense (e.g. 'I will see him • Uses adjectives • Interprets the information sto show tomorrow.') Practises Listening and Speaking • Discusses the purpose of the text the meaning, etc. • Identifies rhythm and rhyme • Uses drawings or sentences using • Breaks up words into syllables the words or explanations to show the meaning, etc. This is very important as it consolidates the First Additional Language learner's knowledge and understanding of the vocabulary and concepts related to thetopic. This encourages learners toprocess the language, speeds up language acquisition and increases accuracy. The independent reading stipulated in the teaching plans must be accommodated within the time allocated for reading. Revises common nouns: countable song nouns e.g. book - books • Responds physically to instructions • Follows the instructions • Plays a language game Present perfect tense (e.g. 'I have Practises reading finished.') • Reads aloud with appropriate Begins to use 'must', 'should' and 'have pronunciation and expression to' to show obligation. • Performs a simple rhyme, poem or • Describes a route on the map using Vocabulary in context vocabulary relating to direction song Antonyms (words that are opposite in • Responds physically to instructions Reflects on texts read during meaning, e.g. loud/soft) • Plays a simple language game independent/ pair reading • Retells story or explains main ideas Abbreviations such as acronyms e.g. AIDS and initialism, e.g. HIV CAPS GRADE 4 TERM 1 SKILLS LISTENING AND SPEAKING (ORAL) READING & VIEWING WRITING & PRESENTING LANGUAGE STRUCTURES & WEEK 5&6 CONVENTIONS Listens to a story from the textbook or Writes about a story From the textbook or Writes about the story fiction/traditional stories/personal • Pre-reading: predicts from title and (e.g. summary or own ending) Breaks long words into smaller chunks, accounts/adventure/real life stories pictures e.g. be-cause; sen-ten-ce • Writes own sentences to expresses Text from the textbook or Teacher's • Uses reading strategies, e.g. opinions or feelings about the story Words starting with a k sound and Resource File making predictions, uses phonic and followed by e or i: use a k to spell the • Predicts what will happen next contextual clues • Uses punctuation correctly word • Answers simple questions • Retells the story line and identifies Writes a description of people/ Shortening words, e.g. television - telly, the main characters from the story using a telephone - phone sequence frame • Names characters in the story in sequence Uses abbreviations correctly: • Writes sentences about the story look like • Identifies characters from oral Working with words and sentences • Answers questions about the text • Uses a few new words learnt from descriptions story Builds on use of subject verb concord, • Expresses feelings about the story Does comprehension activity on the e.g. There is one book/There are two text (oral or written) • Uses adjectives books ... Teaching should integrate all the language skills and language structures as they are interrelated. The Preamble to the Constitution states that the aims of the Constitution are to: • heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights; • improve the quality of life of all citizens and free the potential of each person; • lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; and • build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations. Education and the curriculum have an important role to play in realising these aims. In 1997 we introduced outcomes-based education to overcome the curricular divisions of the past, but the experienceof implementation prompted a review in 2000. The purpose of a text-based approach is to enable learners tobecome competent, confident and critical readers, writers and viewers of texts. It is through language that cultural diversity and social relations are expressed and constructed, and it is through language learning in the Intermediate Phase includes all the official languages in South Africa, namely, Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Sepedi (Sesotho sa Leboa), Sesotho, Setswana, Siswati, Tshivenda, Xitsonga- as well as Non-official Languages. Frequent writing practice across a variety of contexts, tasks and subjects enables learners tocommunicate functionally and creatively. • Tells event in sequence • Discusses new vocabulary from the read text • Stays on topic Builds on understanding and use of Practises Listening and Speaking simple past • Spells ten words from read text • Tells event in sequence (choose one for daily practice) Vocabulary in context • Performs a simple rhyme, poem or • Uses a dictionary to revise Creates a personal dictionary alphabetical order • Labels pages with letters of alphabet Synonyms (words that are similar in song meaning, e.g. soft/gentle) • Responds physically to instructions Reflects on texts read during • Responds physically to instructions Reflects on texts read during • Responds physically to instructions Reflects on texts read during • Responds physically to instructions Reflects on texts read during • Responds physically to instructions Reflects on texts read during • Responds physically to instructions Reflects on texts read during • Responds physically to instructions Reflects on texts read during • Responds physically to instructions Reflects on texts read during • Responds physically to instructions Reflects on texts read during • Responds physically to instructions Reflects on texts read during • Responds physically to instructions Reflects on texts read during • Responds physically to instructions Reflects on texts read during • Responds physically to instructions Reflects on texts read during • Responds physically to instructions Reflects on texts read during • Responds physically to instructions Reflects on texts read during • Responds physically to instructions Reflects on texts read during • Responds physically to instructions Reflects on texts read during • Responds physically to instructions Reflects on texts read during • Responds physically to instructions Reflects on texts read during • Responds physically to instructions Reflects on texts read during • Responds physically to instructions Reflects on texts read during • Responds physically to instructions Reflects on texts read during • Responds physically to instructions Reflects on texts read during • Responds physically to instructions Reflects on texts read during • Responds physically to instructions Reflects on texts read during • Responds physically to instructions Reflects on texts read during • Responds physically to instructions Reflects on texts read during • Responds physically to instructions Responds physically to instructions Responds Physically to instructions Responds Physically to instructions Respo GRADES 4-6GRADE 4 TERM 134 CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS)SKILLSLISTENING AND SPEAKING (ORAL)READING & VIEWINGWRITING & PRESENTING LANGUAGE STRUCTURES & WEEK 3-4 CONVENTIONS Listens to information text, e.g. a factual recount/simple news report Reads information text, e.g. factual Writes a factual recount/writes about Spelling and punctuation recount/news report Text from the a news event based on personal Text from the textbook or Teacher's Resource File experience Builds on knowledge of sight words Resource File (TRF) (TRF) and high frequency words • Answers questions • Writes sentences about an event • Describes the event • Pre-reading: predicts from title and using a frame Words starting with c and followed by • Shares ideas and offers opinions pictures -e, -i or -y: pronounce as s, e.g. centre, • Selects appropriate content city Gives a factual recount of a news • Uses reading strategies, e.g. makes event based on personal experience predictions, uses contextual clues to • Writes a title Punctuates correctly: full stop, comma • Tells about the event in at least 3 find meaning • Uses appropriate vocabulary Working with words and sentences sentences • Discusses the title and headlines/ • Selects appropriate content headings and sub-headings • Uses appropriate grammar, spelling Builds on use of adjectives (before • Tells about the event in the correct and punctuation nouns), e.g. The small dog Does comprehension activity on the sequence text (oral or written) • Corrects spelling using a dictionary Understands and uses verbs to describe actions Listens to and responds to simple • Answers questions about main idea Labels a simple map oral directions on the map Builds on understanding and use of • Follows the directions • Writes the names of place/s and simple past • Shows understanding of vocabulary • Explains meaning of unfamiliar words other features on the map Builds on understanding and use of relating to direction, e.g. left, right, Reads a simple map Records words and their meanings present progressive up, down in a personal dictionary • Identifies the place/s on the map Begins to use connecting words to Practises Listening and Speaking • Uses drawings or sentences using show contrast (but), reason (because) • Follows a route on the map the words or explanations to show and purpose (so that). A maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 2 hours and a minimum of 3 hours from the Foundation Phase. Revises common nouns: countable nouns e.g. book - books and uncountable nouns e.g. sugar, hairUses nouns that only have plurals e.g. scissors, trousersRevises the possessive form of the noun e.g. Bonqi's noseUses proper nouns correctly e.g. with capital letterUses concrete nouns, e.g. desk, chairUses compound nouns, e.g. teaspoon, hairdryer 18 CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS) ENGLISH FIRST ADDITIONAL LANGUAGE GRADES 4-6 DETERMINERSRevises "a" and "the" with nouns; uses "an". Understands there is no article with uncountable nouns (e.g. I like fish.) Uses determiners that indicate quantity e.g. one, two, and first, second, last; some, few, many enough PRONOUNSRevises use of personal pronouns e.g. I, you, he, she, it, they; me, you, him, her, it, us, themRevises use of demonstrative pronouns e.g. this, that, those, theseUses possessive pronouns e.g. this, that, those, theseUses possessive pronouns e.g. this, that, those, they is a superlative pronouns e.g. this, that, those, they is a superlative pronouns e.g. this, that, those, they is a superlative pronouns e.g. this, that, those, they is a superlative pronouns e.g. this, that, those, they is a superlative pronouns e.g. this, that, those, they is a superlative pronouns e.g. this, that, those, they is a superlative pronouns e.g. this, that, those, they is a superlative pronouns e.g. this, that, those, they is a superlative pronouns e.g. this, that, those, they is a superlative pronouns e.g. this, that, those, they is a superlative pronouns e.g. this, they is a superlative pronouns e.g. they is a superlative prono adjectives e.g. big, bigger, biggestRevises use of adjectives including those relating to age e.g. old, young; temperature e.g. hot, cold; what things aremade of e.g. woollen, golden VERBSDevelops use of subject verb concord e.g. There is one book/There are two books. Uses the command form of the verb e.g. Stop. Uses regular and irregular forms of the verb e.g. walk - walked, run - ranUses forms of the verb e.g. am - is - are; was - wereUses negative concord e.g. "I do not have/She does not have." TENSEDevelops tenses used in the Foundation Phase including simple past, simple present, present progressive and future tenses appropriate for the text type being studied, including: • Simple present to describe regular actions e.g. "I brush my teeth every day" and universal statements e.g. "I brush my teeth every day" and universal statements e.g. "I have lived in Durban all my life. Uses tenses appropriate for the text type being studied, including: Past progressive tense e.g. It was raining when we left the house. Uses tenses appropriate for the text type being studied, including: Past progressive tense e.g. We are going to Cape Town next week. (Choose one for daily practice) text (oral or written) • Uses the correct format • Performs a simple rhyme, poem or Begins to use determiners such as Reads visual text, e.g. poster or • Selects appropriate information one, two, etc. 30 3.2.5 Vocabulary to be achieved by First Additional Language Because children will progress at a different pace, the teacher needs to tailor speaking opportunities (e.g. thequestions she asks) to the level of the individual child. For example, tatanamabunda (name)@ webmail. CAPS GRADE 4 TERM 2 SKILLS LISTENING AND SPEAKING (ORAL) READING & VIEWING WRITING & PRESENTING LANGUAGE STRUCTURES & WEEK 7-8 CONVENTIONS WEEK 9-10 Listens to and carries out Reads procedure with ENGLISH FIRST ADDITIONAL LANGUAGE GRADES 4-6 instructions, e.g. a recipe/writes about a procedure with ENGLISH FIRST ADDITIONAL LANGUAGE GRADES 4-6 instructions, e.g. a recipe/writes about a procedure with ENGLISH FIRST ADDITIONAL LANGUAGE GRADES 4-6 instructions for doing or making support Spelling for making or doing something Text from the textbook or Teacher's Resource File (TRF) mine, tune • Discusses specific details of text • Fills details into a frame • Asks questions to obtain information • Pre-reading: predicting from title and Spells familiar words correctly, using a • Listens and responds appropriately pictures • Uses specific details personal dictionary to check spelling • Uses appropriate vocabulary prediction, contextual clues and meanings of words • Uses appropriate grammar, spelling • Gives instructions in the correct • Discusses sequence of instructions • Records words and their meanings in a personal dictionary Working with words and sentences Classifies things Reads information text with visuals, • Divides items into groups according e.g. diagrams/drawing/table/charts/ Labels and/or completes a visual Uses the command form of the verb, mindmaps/pictures text, e.g. diagram/drawing/table/charts/ Labels and/or completes a visual Uses the command form of the verb, mindmaps/pictures text, e.g. diagram/drawing/table/charts/ Labels and/or completes a visual Uses the command form of the verb, mindmaps/pictures text, e.g. diagrams/drawing/table/charts/ Labels and/or completes a visual Uses the command form of the verb, mindmaps/pictures text, e.g. diagrams/drawing/table/charts/ Labels and/or completes a visual Uses the command form of the verb, mindmaps/pictures text, e.g. diagrams/drawing/table/charts/ Labels and/or completes a visual Uses the command form of the verb, mindmaps/pictures text, e.g. diagrams/drawing/table/charts/ Labels and/or completes a visual Uses the command form of the verb, mindmaps/pictures text, e.g. diagrams/drawing/table/charts/ Labels and/or completes a visual Uses the command form of the verb, mindmaps/pictures text, e.g. diagrams/drawing/table/charts/ Labels and/or completes a visual Uses the command form of the verb, mindmaps/pictures text, e.g. diagrams/ drawing/table/charts/ Labels and table text. vocabulary activity at the beginning to prime students fo ... Allof these should be taught in context. 31.1 Background. . Thinking and reasoning skills are incorporated into the skills and strategies required for Listening and Speaking, for Reading and Viewing, and for Writing and Presenting. CAPS 13 ENGLISH FIRST ADDITIONAL LANGUAGE GRADES 4-62.3 LEARNING AND TEACHING SUPPORT MATERIALSLearners should have access to the following for the First Additional Language in Grades 4-6. G containing the following text types \Stories \Drama \Poetry \Information texts \Social texts Media materials \Newspapers \Magazines \Television programmes The teacher should have: a) A Curriculum and Assessment Policy Statement documentby National Language in Education Policyc) The prescribed FAL language textbook used by learners; textbooks for resource purposes in addition to the prescribed oned) A reader/readers containing the recommended text typese) Dictionaries; thesaurus; encyclopaedia, a good grammar reference book, etc.)f) A Teacher's Resource File/Book: this may be a file made up of materials collected by the teacher or a commercially published Teacher's GuideClassroom resourcesa) Texts for shared reading in Grade 4. It contains hints to conduct a real-life conversation. 7 1.4.3 Senior Phase.. •Hotel, Role Playing Games Role-play between a receptionist and a customer, survey; questionnaire; language game, conversation, word puzzles SUMMATIVE ASSESSMENT POLICY STATEMENT (CAPS) ENGLISH FIRST ADDITIONAL LANGUAGE GRADES 4-6 Grade 5 Grade 6 Term 3 Story; personal letter; diary; oral descriptions of places/animals/Weeks Story, description of person/animals/Weeks Information text with visuals, e.g. charts/tables/ diagrams/Weeks Information text, e.g. factual Short talk; information text mindmaps/ maps/pictures/graphs; 3&4 recount/news article/report; visual with visuals, e.g. charts/tables/ talk; survey; report text, e.g. procedures; Information text e.g. procedures; In e.g. procedures; Weeks charts/ tables/ diagrams/ pictures; conversation; language game; instructions; information text from across the from ac dialogue; book Play; conversation, dialogue Conversation, play reviewWeeks Term 4 Story; letter, book review 3&4 Conversation, language game; personal story recount, word puzzle Information text from across the Information text with visuals, e.g. Information text magazine article/ curriculum, e.g. report; short charts/ tables/ diagrams/ pictures; news report; factual text; poster talk; visual text; language game; Interviews/ talk shows; visual text, definitions; word puzzle e.g. posters/ notices; messagesWeeks Story, language game, diary Story, poem, book review; personal 5&6 book review; personal 5&6 book review letter Conversation; short talk/ Information text from acrossWeeks announcement; Information text, e.g. article/ news report; Media text, e.g. poster/notice conversation; visual text, e.g. article/ news report; poster advertisement, conversation; visual text, e.g. article/ news report; poster advertisement, conversation; visual text, e.g. article/ news report; poster advertisement, conversation; visual text, e.g. article/ news report; poster advertisement, conversation; visual text, e.g. article/ news report; poster advertisement, conversation; visual text, e.g. article/ news report; poster advertisement, conversation; visual text, e.g. article/ news report; poster advertisement, conversation; visual text, e.g. article/ news report; poster advertisement, conversation; visual text, e.g. article/ news report; poster advertisement, conversation; visual text, e.g. article/ news report; poster advertisement, conversation; visual text, e.g. article/ news report; poster advertisement, conversation; visual text, e.g. article/ news report; poster advertisement, conversation; visual text, e.g. article/ news report; poster advertisement, conversation; visual text, e.g. article/ news report; poster advertisement, conversation; visual text, e.g. article/ news report; poster advertisement, conversation; visual text, e.g. article/ news report; poster advertisement, conversation; visual text, e.g. article/ news report; poster advertisement GRADES 4-63.2.2 Summary of text types across the phaseThe tables below describe the range of text types that learners should be taught to write in Grades 4-6; other textscould also be included where appropriate. • May use a mixture of formal and informal language including • The style can be descriptive everyday expressions and figurative, appealing to the colloquialisms imagination of the readers • Rhetorical questions • Names, places, times, positions, and any other necessary details • Emotive words should be included in the article. They also apply the literacy skills they have already learned in their Home Language. 31.2 7SECTION 2: INTRODUCING THE LANGUAGES... . Greater emphasis is therefore placed on using the First Additional Language for the purposes of thinking and reasoning. Text from the textbook or Teacher's pictures Writes a personal recount using Resource File (TRF) a frame, (e.g. yesterday I......Then Add -es to form plurals of words • Predicts what will happen next • Uses reading strategies, e.g. making I.......) ending in -s, -sh, -ch, or -z:, e.g. • Answers simple questions predictions and inferences, uses bunch, bunches; brush, brushes • Retells the story in the right phonic and contextual clues From the textbook or Teacher's Resource File Working with words and sentences sequence • Asks and answers questions about • Uses the frame • Names characters in the story the story of with capital letter correctly • Identifies plot, setting and characters from oral • Tells event in sequence Uses different types of adjectives • Explains opinions about the text • Uses varied vocabulary including those relating to age descriptions • Gives a personal response to the Does comprehension activity on the Records words and their meanings Uses different types of adjectives text (oral or written) in a personal dictionary including those relating temperature story. Uses different types of adjectives text (oral or written) in a personal dictionary including those relating temperature story. run, ran • Selects from own experience the meaning, etc. song notices • Plays a simple language game • Uses design features such as colour Builds on understanding and use of • Gives and follows simple • Pre-reading: discusses what the text is about Builds on use of subject verb concord, • Tells own news Records words and their meanings e.g. There is one book/There are two • Retells a story heard or read • Identifies specific information in a personal dictionary books ... This could be used as ... In the Intermediate Phase, thirty minutes per week is set aside for formal instruction and practice in Language Structures and Conventions. 2.1.3 Language teaching approaches to teaching language are text-based, communicative and process orientated. The reason for using themes or topics is to make it possible to constantly recyclevocabulary and language structures in meaningful contexts. 3.3.2 How the texts/activities

are sequenced across the two-week cycleThe texts do not have to be taught in a particular order. Cut the cards and write number 1 ... Additional notes are given in Hangeul about formality level, but this can be edited out. Suggestions for these are built into the teaching plans. A communicative approach suggests that when learning a language, a learner should have a great deal of exposureto the target language and many opportunities to practical purposes. • Subject: This is a summary of the content of the email. SPELLING AND SPELLING RULESBuilds on phonic knowledge from the Foundation Phase to spell words e.g. builds

word families based on how they sound orlook. Builds on knowledge of sight words and high frequency words from Foundation Phase. Spells familiar words e.g. diary, dairyUses the dictionary to check spelling and meanings of words Rereads own writing and makes spelling corrections. Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary. Builds new words by changing one letter/sound for another e.g. nation, stationBreaks long words into smaller chunks e.g. be-cause; sen-ten-ce SPELLING RULESDraws on spelling rules:• Words starting with g and followed by -e, -i or -y: pronounce as s e.g. centre, city• Words starting with a k sound and followed by a, u or o: use a c to spell the word e.g. can, cot, cupDraws on spelling rules:• Add s to form most plurals of words ending in -s, -sh, -ch, or -z: e.g. bunch, bunches; brush, brushesDraws on spelling rules:• Words ending in -l: double the l when you add a suffix,

e.g. travel, travellingDraws on spelling rules: Words with long vowel sounds: add the silent –e at the end e.g. cake, pole, mine, tuneCAPS 21 ENGLISH FIRST ADDITIONAL LANGUAGE GRADES 4-6 A variety of texts have been selected for each two-week period. They will also be able to use this knowledge to experiment with language to build meaning (from word andsentence levels to whole texts), and to see how a text and its context are related. It is expected that Language Structures and Conventions should be taught in context as other language skills are taught and developed. As a result, the labels Home Language and First Additional Language refer to the proficiency levelsat which the language is offered and not the native (Home) or acquired (as in the additional language should be understood to refer to the proficiency leveland not the language itself. The Home Language level provides for language proficiency that reflects the basic interpersonal communicationskills required in social situations and the cognitive academic skills essential for learning across the curriculum. Emphasis is placed on the teaching of the listening, speaking, reading and writing skills at this language level. The National Curriculum Statement for Grades R-12 builds on the previous curriculum but also updates it and aims to provideclearer specification of what is to be taught and learnt on a term-by-term basis. The National Curriculum and Assessment Policy Statements (CAPS) for all approved subjects listed in this document; (b) National Policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and (c) National Protocol for Assessment Grades R-12. MRS ANGIE MOTSHEKGA, MPMINISTER OF BASIC EDUCATIONCAPS ENGLISH FIRST ADDITIONAL

LANGUAGE GRADES 4-6 CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS) ENGLISH FIRST ADDITIONAL LANGUAGE GRADES 4-6CONTENTSSECTION 1: INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT..... In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives.(b) The National Curriculum Statement Grades R-12 serves the purposes of: • equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country; • providing access to higher education; • facilitating the transition of learners from education institutions to the workplace; and • providing employers with a sufficient profile of a learner's competences.(c) The National Curriculum Statement Grades R-12 is based on the following principles: • Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population; • Active and critical learning of given truths; • High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects; • Progression: content and context of each grade shows progression from simple to complex; 4 CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS) ENGLISH FIRST ADDITIONAL LANGUAGE GRADES 4-6 • Human rights,

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of the language use Words taken from shared or • Identifies and discusses design individually read texts features such as colour and different sizes or kinds of print (font) Shortening words, e.g. television - telly, telephone - phone Practises reading • Reads aloud with appropriate Acronyms, e.g. AIDS pronunciation, expression and tempo Initialism,
e.g. HIV Reflects on texts read during independent/pair reading • Compares books/texts read ENGLISH FIRST ADDITIONAL LANGUAGE GRADES 4-6GRADE 4 TERM 3 SKILLS44 CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS)LISTENING AND SPEAKING (ORAL)READING & VIEWINGWRITING & PRESENTING LANGUAGE
STRUCTURES &WEEK 5-6 CONVENTIONS Listens to a story Writes a story Writes a story writes a story writes a story write and followed by pictures topic -e, -i or -y: pronounce as s, e.g. centre, experience city for Identifies
event • Identifies and comments on the plot phrases • Explains the moral of story Working with words and sentences • Explains the moral of story working with words and sentences • Explains the moral of story working with words and sentences • Explains the moral of story working with words and sentences • Explains the moral of story working with words and sentences • Explains the moral of story working with words and sentences • Explains the moral of story working with words and sentences • Explains the moral of story working with words and sentences • Explains the moral of story working with words and sentences • Explains the moral of story working with words and sentences • Explains the moral of story working with words and sentences • Explains the moral of story working with words and sentences • Explains the moral of story working with words and sentences • Explains the moral of story working with words and sentences • Explains the moral of story working with words and sentences • Explains the moral of story working with words and sentences • Explains the moral of story working with words and sentences • Explains the moral of story working with words and sentences • Explains the moral of story working with words and sentences • Explains the moral of story working with words and sentences • Explains the moral of story working with words and sentences • Explains the moral of story working with words and sentences • Explains the moral of story working with words and sentences • Explains the moral of story working with words and sentences • Explains the moral of story working with words and sentences • Explains the moral of story working worki
paragraphs nouns (e.g. book - books) • Relates to own experience effect of an action or event • Identifies words which begin with the • Identifies and discusses stereotypes a personal dictionary nouns), e.g. The small dog same sound Does
comprehension activity on the Writes sentences that rhyme Uses forms of the verb 'to be', e.g. be/ • Expresses feelings stimulated by the text (oral or written) been/ being; am/ is/ are; was/ were • Writes pairs of sentences of the poem Reads a poem/s elected lines simple
past • Pre-reading: predicts from title and • Uses appropriate rhythm and rhyme Practises Listening and Speaking pictures Begins to use adverbs of degree, e.g. develop the rhythm their sounds, e.g. bees buzz, glass
 prediction, looks at pictures carefully, Uses alliteration, assonance, tinkles uses contextual clues Records words and their meanings consonance, personification, rhyme, in a personal dictionary rhythm, etc. nouns), e.g. The small dog to speak • Spells words correctly Revises common nouns: countable Practises Listening and Speaking nouns e.g. book
 - books • Shows understanding of meanings (choose one for daily practice) of words Revises use of personal pronouns e.g. • Performs a simple rhyme, poem or I, you, he, she, it, they; me, you, him, Practises reading her, it, us, them song • Responds physically to instructions • Reads aloud with appropriate Vocabulary in context • Plays a simple
language game pronunciation, rhythm and expression Words taken from shared or individually read texts Reflects on texts read during independent/pair reading Words belonging to the expresses emotional response to lexical field 'animals' texts read.37 ENGLISH FIRST ADDITIONAL LANGUAGE
a dictionary. There is also time allocated for formal practice. • Strive to communicate the essence • Should include quotes, comments, without losing the reader, [email protected] webmail.co.za • CC; these may be the recipients whose attention is called to the email. 6 1.4.2 Intermediate
texts CAPS GRADE 4 TERM 1 SKILLS LISTENING AND SPEAKING (ORAL) READING & VIEWING WRITING & PRESENTING LANGUAGE GRADES 4-6 simple poem with
frame Spelling and punctuation Text from the textbook or Teacher's Resource File (TRF) • Writes pairs of sentences of the Spells familiar words correctly, using a • Recalls main idea same length that rhyme personal dictionary • Discusses central idea • Pre-reading: predicts from title and • In the textbook or Teacher's Resource File (TRF) • Writes pairs of sentences of the Spells familiar words correctly, using a • Recalls main idea same length that rhyme personal dictionary • Discusses central idea • Pre-reading: predicts from title and • In the textbook or Teacher's Resource File (TRF) • Writes pairs of sentences of the Spells familiar words correctly, using a • Recalls main idea same length that rhyme personal dictionary • Discusses central idea • Pre-reading: predicts from title and • In the textbook or Teacher's Resource File (TRF) • Writes pairs of sentences of the Spells familiar words correctly, using a • Recalls main idea same length that rhyme personal dictionary • Discusses central idea • Pre-reading: predicts from title and • Pre-reading: pred
 question mark, same sound uses contextual clues exclamation mark • Expresses feelings stimulated by the Practises writing • Answers questions about text Working with words and sentences text • Writes words that begin with the • Performs song/selected lines • Identifies rhythm and rhyme same sound, e.g. Naughty Nomsa Uses forms of the verb
 'to be', e.g., be/ been/ being; am/ is/ are; was/ were Plays a more complex language • Breaks up words into syllables Records words and their meanings game in a personal dictionary Present progressive tense (e.g., 'He is • Follows instructions correctly • Expresses feelings stimulated by the reading.'); • Uses a range of vocabulary text • Uses drawings
or sentences using • Takes turns, giving others a chance the words or explanations to show Builds on use of adjectives (before Reads and solves a word puzzle the majority of children are learning through the medium of their First Additional Language, English, and
should be getting more exposure to it. advertisements), notices, drawings, photographs, cartoon, comic strip, diagram/graph/table/ charts • Parts of a book - title page, table of contents, chapters, glossary, etc. 13 18,055 Pre-IntInt • Passive Voice, Hotel, Coursebook Resources This ppt is based on Natural English textbook, pre-intermediate. 10
CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS) ENGLISH FIRST ADDITIONAL LANGUAGE GRADES 4-6 Reread a section if you do not understand at all. (e.g. I, you, it, us, them) Describes a person/animal character Does comprehension activity on the • Uses appropriate grammar Builds on use of demonstrative from story/place
from the story text (oral or written) (adjectives), spelling and punctuation pronouns (e.g. this, that, those, these) • Explains what the person/animal/ Reads a simple book review Records words and their meanings Revises common nouns: countable character/ place looks like in a personal dictionary nouns e.g. book - books • Identifies key information
e.g. title of • Uses a few new words learnt from book being reviewed, writer, etc. 10 20,310 All •Degrees of Comparison, Hotel, Reading Comprehension This sheet contains real information about two hotels in London taken form the net. It contains some cards and each card has got a question and a score on it. Well-known formulae for requests,
 Some additional detail about each questions, orders, suggestions and event, e.g. He was surprised to see acknowledgement are used me. 7 37,412 Pre-Int •Vocabulary » Travelling/Culture Studies » Hotel A worksheet about the topic: booking a hotel. Creates a picture in words Uses adjectives, adverbs Resolution and ending, e.g. Jack Uses figurative
language, e.g. simile, came back with the Giant's treasure metaphor, personification, alliteration and they lived happily ever after. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity. • Use of imagery and description • The article should stimulate interest
and keep the reader absorbed.CAPS 29 ENGLISH FIRST ADDITIONAL LANGUAGE GRADES 4-63.2.3 Length of Texts for First Additional Language (to be produced by learners) Task Grade 5 Grade 6 30-40 40-50 50-60 Paragraph 4-5 sentences 5-6 sentences 5 words. Ended to be produced by learners and the sentences 5 sentences 5 words. Ended to be produced by learners and the sentences 5 sentences 5 words. Ended to be produced by learners and the sentences 5 sentences 5 words. Ended to be produced by learners and the sentences 5 words. Ended to be produced by learners and the sentences 5 words. Ended to be produced by learners and the sentences 5 words. Ended to be produced by learners and the sentences 5 words. Ended to be produced by learners and the sentences 5 words. Ended to be produced by learners and the sentences 5 words. Ended to be produced by learners and the sentences 5 words. Ended to be produced by learners and the sentences 5 words. Ended to be produced by learners and the sentences 5 words. Ended to be produced by learners and the sentences 5 words. Ended to be produced by learners and the sentences 5 words. Ended to be produced by learners and the sentences 5 words. Ended to be produced by learners and the sentences 5 words. Ended to be produced by learners and the sentences 5 words. Ended to be produced by learners and the sentences 5 words. Ended to be produced by learners and the sentences 5 words. Ended to be produced by learners and the sentences 5 words. Ended to be produced by learners and the sentences 5 words. Ended to be produced by learners and the sentences 5 words. Ended to be produced by learners and the sentences 5 words. Ended to be produced by learners and the sentences 5 words. Ended to be produced by learners and the sentences 5 words. Ended to be produced by learners and the sentences 5 words. Ended to be produced by learners and the sentences 5 words. Ended to be produced by learners and the sentences 5 words. Ended to be produced by learners and the sentences 5 words. Ended to be produced b
least 50 words At least 100 words At least 100 words 80-100 words 80-100 words 20-80 words 20-80 words 80-100 words 80-100 words 80-100 words 40-50 words 40-50 words 120 60 words 150 wor
70 words from 180 30-40 wordsLonger transactional texts, e.g. letters 30-40 words from 100Shorter texts, e.g. Messages, notes Diary entries, descriptions, etcSummaries3.2.4 Length of Texts for First Additional Language (for learners to engage with) Task Grade 4 Grade 5 Grade 6 100-150/up to 5 mins 100-200/up to 5 mins 150-250/up to 5
minsLonger listeningcomprehension texts e.g. 40-60 words/1-2 mins 50-70 words/1-2 words/1-2 words/1-2 words/1-2 words/1-2 words/1-2 words/1-2 words/1-2 word
length of texts for extended reading is not prescribed as this depends on the type of text, the complexity of thelanguage and the reading level of the learners. 3.2.5 Vocabulary to be achieved by First Additional Language learners. 4000–2000 1700–2500 1850–3000 2000–3500Common Grade 5 2200–3750 2400–400Common Grade 5 2200–400Common Grade 5 2200–400Common Grade 
2700-4250\ 3000-4500spoken words Grade 6\ 3250-4750\ 3500-5000\ 3700-5250\ 4000-5500\ 75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75-250) (75
ASSESSMENT POLICY STATEMENT (CAPS) ENGLISH FIRST ADDITIONAL LANGUAGE GRADES 4-63.3 TEACHING PLANSThe teaching plan indicates the minimum content to be covered every two weeks per term. Makes use of language May have a heading conventions, e.g. Dear Sir/ Madam, Yours sincerely Structure of message will vary
                                                                                                                                                                                                                                                 position (on, under, above) pronunciation and expression (choose one for daily practice) Uses connecting words to show • Performs a simple rhyme, poem or Reflects on texts read during addition (and) and sequence
  (then, independent/pair reading before) song • Responds physically to instructions • Retells story or main ideas Uses different types of adjectives • Plays a simple language game including those relating to age e.g. old, young35 Vocabulary in context Compound words, e.g. playground ENGLISH FIRST ADDITIONAL LANGUAGE GRADES 4-6GRADE 4
TERM 136 CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS)SKILLSLISTENING AND SPEAKING (ORAL)READING & VIEWINGWRITING & PRESENTING LANGUAGE STRUCTURES & WEEK 7-8 CONVENTIONS Listens to and carries out Reads procedural texts, e.g. recipe/ Writes simple instructions using a instructions, e.g.
recipe/instructions instructions for making or doing frame Spelling for making or doing something • Number the instructions • Uses correct specific details Spells familiar words correctly, using a Text from the textbook or Teacher's Text from the textbook or Text from the textboo
 Resource File (TRF) • Writes the instructions using a frame • Answers questions • Uses verbs correctly Uses the dictionary to check spelling using a dictionary and meanings of words • Listens and responds appropriately pictures • Describes what needs
heading Add s to form most plurals • Uses correct sequence • Uses singular and plural correctly • Uses the command form of the verb • Answers questions about the text Working with words and sentences Records words and their meanings Practises Listening and Speaking • Describes what needs to be done in a personal dictionary Uses the
command form. 14 22,542 ElemPre-Int •Getting-to-Know Each Other, Hotel This worksheet is part 1 of a series for elementary hotel staff to learn how to greet guests. • Start with the most important facts: the who, what, how, when, where, why, and to what degree.28 CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS) ENGLISH FIRST
ADDITIONAL LANGUAGE GRADES 4-6 Text type Purpose Literary and media texts Language featuresMagazine article To inform, educate, Text structure • Quotes from people; direct quotes enlighten and entertain the public • The heading must be attractive and • Longer paragraphs interesting. Vocabulary development is included in this section. In
all cases, this additional reading should relate to thetopics and themes chosen for the prescribed texts in that two-week cycle. This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. Students are asked to follow the cues given in order to build a dialogue where one is
supposed to book a room in hotel. (server) za (country). Criticallistening skills enable learners to recognise values and attitudes embedded in texts and to challenge biased andmanipulative language. In the Intermediate Phase, First Additional Language learners will use Listening and Speaking skills to interactand negotiate meaning. 41 87,700 Adv
•Hotel, Sightseeing, Reading Comprehension Covering more than 30,000 square feet, the Ice Hotel includes an Ice Chapel, the hotel itself, an ice art exhibition hall, a cinema and last but not least, the world famous 'Absolut Ice Bar& ... This approach is informed by an understanding of how textsare constructed. Create activities related to these texts
                                                                                                                                                                                                                                                                                         .110 2 CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS) ENGLISH FIRST ADDITIONAL LANGUAGE GRADES 4-6SECTION 1: INTRODUCTION TO THE CURRICULUM
writing process to produce well organised, grammatically correctwriting texts. Process approach to writing writing exts is a process which consists of the following stages: Pre-writing/proofreading Proofreading Process approach to writing Process approac
need an opportunity to put this process into practice and they should: decide on the purpose and audience of a text to be written and/or designed; brainstorm ideas using, for example mind maps, flow charts or lists; consult relevant sources, select relevant information and organise ideas; produce a first draft which takes into account purpose,
audience, topic and text structure • read drafts critically and get feedback from others (classmates or the teacher); • edit and proofread the draft; and • produce a neat, legible, edited final version. Language Structures and Conventions for skills development (listening,
speaking, reading and writing) in the First Additional Language. This is called a signature Makes use of conventional phrases, e.g. I would like to invite May take the form of a personal you ... letter or use an invitation card. 944.1 Introduction.
 sections aloud, at a slower pace, or both. • Ask someone to help you understand a difficult section • Add reading marks and annotate key points • Reflect on what you readPost reading: • If you will need to recall specific information, make a graphic organiser or outline of key ideas and a few supporting details • Draw conclusions • Write a summary to
help you clarify and recall main ideas. Think about and write new questions you have on the topic Ask yourself if you accomplished your purpose. Understanding - confirm your understanding - confirm your understanding of the text.
instrument of communication that allows learners to construct and communicate thoughtsand ideas coherently. Learners will learn to write a rangeof creative and informational texts, initially using writing frames as support and gradually learning to write a rangeof creative and informational texts, initially using writing frames as support and gradually learning to write a rangeof creative and informational texts, initially using writing frames as support and gradually learning to write a rangeof creative and informational texts, initially using writing frames as support and gradually learning to write a rangeof creative and informational texts, initially using writing frames as support and gradually learning to write a rangeof creative and informational texts, initially using writing frames as support and gradually learning to write a rangeof creative and informational texts, initially using writing frames as support and gradually learning to write a rangeof creative and information and gradually learning to write a rangeof creative and gradually learning to write a range of creative and gradually learning to write a range of creative and gradually learning to write a range of creative and gradually learning to write a range of creative and gradually learning to write a range of creative and gradually learning to write a range of creative and gradually learning to write a range of creative and gradually learning to write a range of creative and gradually learni
 Reading to the wholeclass. Use guided group reading and independent/pair reading methods and gradually get learners to do more and moreindependent reading. They will need to be ableto read and write in their other subjects, and use English textbooks in the Intermediate Phase. The text-basedapproach and the communicative approach are both
dependent on the continuous use and production of texts. A text-based approach explores how texts, e.g. advertisements, newspaper reports, magazine articles, notices, pamphlets, points
narrative sequence. 23 44,053 IntAdv No Text Content! 27 21 461 8110Website: © 2011 Department of Basic EducationISBN: 978-1-4315-0466-4Design and Layout by: Ndabase Printing Works 2 CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS) ENGLISH FIRST ADDITIONAL LANGUAGE Printing Works 2 CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS) ENGLISH FIRST ADDITIONAL LANGUAGE Printing Works 2 CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS) ENGLISH FIRST ADDITIONAL LANGUAGE Printing Works 2 CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS) ENGLISH FIRST ADDITIONAL LANGUAGE Printing Works 2 CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS) ENGLISH FIRST ADDITIONAL LANGUAGE PRINTING WORKS 2 CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS) ENGLISH FIRST ADDITIONAL LANGUAGE PRINTING WORKS 2 CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS) ENGLISH FIRST ADDITIONAL LANGUAGE PRINTING WORKS 2 CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS) ENGLISH FIRST ADDITIONAL LANGUAGE PRINTING WORKS 2 CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS) ENGLISH FIRST ADDITIONAL LANGUAGE PRINTING WORKS 2 CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS) ENGLISH FIRST ADDITIONAL LANGUAGE PRINTING WORKS 2 CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS) ENGLISH POLICY STATEMENT (CAPS) ENG
GRADES 4-6FOREWORD BY THE MINISTER Our national curriculum is the culmination of our efforts over a period of seventeen years to do independent reading in any spare time that they have. You will also set a variety of comprehension activities to ensure that
supplementary activity and lasts between 25-40 minutes depending on the students' level. To persuade someone Can take a variety of forms Figurative language and to buy something or use poetic devices used to create a service Make use of slogans and logos impact and make the language memorable, e.g. metaphor, simile Usually have a visual
design, alliteration, repetition, rhyme, element rhythm Use advertising techniques Use design to make the advertisement eye-catching and memorable GRADES 4-6 Text type Purpose Literary and media texts Language features Personal recount To tell about Usually written in the past tense a
personal Text structure Told in first or third personDialogue experience Time connectives are used, e.g. First, Orientation: scene setting or then, next, afterwards, just before It is a record of the establishing context, e.g. It was in the that, at last, meanwhile exchanges as they school holidays Tends to focus on individual or group occur, directly from
 participants the speaker's point An account of the events that took Can be informal in style of view place, often in chronological order, e.g. I went to Tumelo's place ... Then When the dialogue involves family or ... close friends the casual style is used. • Descriptive writing • The style should be personal, speaking directly to the reader. Yva • Homework
 Hotel, Sightseeing, Reading Comprehension ISE 1/ Trinity Style multiple text reading exercise on the theme of travel. It includes gap fill, true or false statements and paragraph titles. A PDF with the answers can be found on this pa ... A single comprehensive Curriculum and Assessment Policy document was developed foreach subject to replace
each approved school subject; (ii) The policy document, National Protocol for Assessment Grades R-12 (January 2012).(b) The National Curriculum Statement Grades R-12 (January 2012) replaces
contemplated in subparagraphs b(i) and (ii) comprise the following policy documents which will be incrementally repealed by the National Curriculum Statement Guidelines and Subject Assessment Guidelines for Grades R-9 and
Grades 10-12; (ii) The policy document, National Policy on assessment and qualifications for schools in the General Education and Training Band, promulgated in Government Notice No. 124 in Government Notice No. 124 in Government Notice No. 125 in Government Notice No. 126 in Government Notice No. 126 in Government Notice No. 127 in Government Notice No. 128 in Government No. 
Qualifications Framework (NQF), promulgated in Government Gazette No.27819 of 20 July 2005; CAPS 3 ENGLISH FIRST ADDITIONAL LANGUAGE GRADES 4-6 (iv) The policy document, An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding
learners with special needs, published in Government Gazette, No.29466 of 11 December 2006, is incorporated in the policy document, National Curriculum Statement Grades R-12; and (v) The policy document, An addendum to the policy document, the National Senior
Certificate: A gualification at Level 4 on the National Oualifications Framework (NOF), regarding the National Protocol for Assessment (Grades R-12), promulgated in Government Notice No. 1267 in Government N
requirements of the National Curriculum Statement Grades R-12, and the sections on the Curriculum and Assessment Policy as contemplated in Chapters 2, 3 and 4 of this document constitute the norms and standards of the National Curriculum Statement Grades R-12. 9 24,747 Pre-IntIntAdv • Hotel, Transport, Crosswords/Boardgames This is
game for reviewing some vocabulary items related to hotels and transportation, or simple instructions Records words and their meanings. Uses some new words in a personal dictionary Vocabulary in context Text from the textbook or Teacher's.
 words or explanations to show individually read texts Practises Listening and Speaking. Pre-reading: predicts from title and the meaning, etc. Through classroomand independent reading become critical and creative thinkers. Reading is very important for children who will be using English as the LoLT in Grade 4. Suggestions are given to
stude ... and first, second, last. PUNCTUATIONRevises punctuation done in the Foundation Phase e.g. capital letters for proper nouns, for titles and initials of peopleUses commas, questions marks. Uses capital letters for proper nouns, for titles and initials of peopleUses commas for separating nouns in a listUses exclamation marks. Uses capital letters for proper nouns, for titles and initials of peopleUses commas, questions marks.
marks for direct speech Uses a colon for indicating direct speech in a play script or dialogue; uses a colon for listing items VOCABULARY DEVELOPMENTBegins to understand and uses:- Words belonging to the same lexical field e.g. 'cat' and 'dog' belong to the lexical field "animals" - Synonyms (words that are similar in meaning e.g. fast/quickly).
Antonyms (words that are opposite in meaning e.g. loud/soft)- Homonyms (words that are pronounced or spelled alike but have different meanings e.g. flower/flour) Recognises how words e.g. television/TV • Abbreviations - initialism, e.g. HIV;
birthday' not 'Merry birthday; fish and chips • Idioms e.g. Look before you leap. 3 11,481 Adv This is a simple PowerPoint presentation to introduce vocabulary related to the preparations you need to make before going on a trip. Selecting the means of transportation; packing; booking a ... However, many South African schools do not offer thehome
planning their trips to one of the places from the char ... Select some of the items your learners 12 CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS) ENGLISH FIRST ADDITIONAL LANGUAGE GRADES 4-6have difficulty with and give them formal practice. -- Skimming for main ideas • Extended reading of texts: oral discussions, book
 -- Scanning for supporting details reviews, projects, etc. All learning and teaching should be based on these texts focusing on the development oflanguage skills and sub-skills as detailed above. The table below is a summary of the texts included in each two week cycle in the Teaching Plans in Section 3.5.3.2.1 Spread of texts table Weeks Grade 4
letter; media text, e.g. advert; 5&6 Story and descriptions of people or conversation; factual recount conversation characters Story; personal recounts e.g. diary/Weeks Information text with visuals, e.g. charts/tables/
diagrams/Weeks Information text e.g. procedures; mind-maps/maps/pictures/ 9&10 instructions; factual recount, graphs; procedures; instructions; factual recount, message game definitions, factual recount, graphs; procedures; instructions; factual recount, message game definitions, factual recount, graphs; procedures; instructions; factual recount, message game definitions, factual recount, graphs; procedures; instructions; factual recount, graphs; procedures; factual recount, graphs; procedures; factual recount, graphs; factual recount, grap
charts/tables/ diagrams/ mind- of object/animal/ plant/place; visual 7&8 maps/maps/pictures/ graphs; text, e.g. charts/tables/ diagrams/ Story and poem descriptions of object/s/plants/ etc.Weeks animals/places; mind map 9&10 summary Story, personal diary/letter; role play Story Reads information text with visuals, e.g. timetables
 and Information text e.g. procedures, Information text e.g. procedures; television schedules/charts/ tables/ instructions, information text instructions; book review; diagrams/ pictures/graphs. 132.3 Learning and Teaching Support
                                                                                                                                    Through effective Listening and Speaking, learnerscollect and synthesise information, construct knowledge, solve problems, and express ideas and opinions. pictures (Choose one for daily practice) • Uses reading strategies, e.g. • Performs a simple rhyme, poem or prediction
 looks at pictures carefully, song uses contextual clues • Plays a simple language game • Answers questions • Discusses specific details of text • Tells own news • Discusses sequence of instructions • Retells a story heard or read • Follows the
 instructions 45 Reflects on texts read during independent/pair reading • Relates to own life Includes: Response is polite, e.g. Thank you so much for inviting me Nature of the event but I'm afraid I won't be able to attend. Select a theme or topic for each two-week cycle that will enableyou to link the activities successfully. Some of these texts are not
                                                                                                                                                                                                                                                                          The sender Generally concise - brief and to accept or decline) may choose to provide other the point contact details at the end. Use of numbers and bullet points to signal order Sequenced steps to
achieve the goal, e.g. First, paint a blue Focus on generalised human background on the paper. Identification: gives a general orientation to the subject, e.g. It had a huge bulbous body with bloated pustules dripping green slimy liquid onto the floor.24
CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS) ENGLISH FIRST ADDITIONAL LANGUAGE GRADES 4-6 Transactional texts Text type Purpose Text structure Language featuresPersonal (friendly)letter To inform and maintain Address, date and salutation Usually informal in style but can a relationship vary, e.g. letter of condolence
 willOfficial letter Structure of message will vary be more formal depending on purpose (e.g. Curriculum vitae (CV) catch up on news, congratulate, Language features will vary be more formal depending on purpose of messageDiary/journal May use personal recount text type (see below) Closing, signature Various, e.g. to apply Writer's address, date,
recipient's Usually formal in style for a job or bursary; to address, salutation complain, request, etc. 12 26,844 BegElem •Vocabulary » Travelling/Culture Studies » Hotel This game is designed to help my students retain vocabulary » Travelling/Culture Studies » Hotel This game is designed to help my students retain vocabulary » Travelling/Culture Studies » Hotel This game is designed to help my students retain vocabulary » Travelling/Culture Studies » Hotel This game is designed to help my students retain vocabulary » Travelling/Culture Studies » Hotel This game is designed to help my students retain vocabulary » Travelling/Culture Studies » Hotel This game is designed to help my students retain vocabulary » Travelling/Culture Studies » Hotel This game is designed to help my students retain vocabulary » Travelling/Culture Studies » Hotel This game is designed to help my students retain vocabulary » Travelling/Culture Studies » Hotel This game is designed to help my students retain vocabulary » Travelling/Culture Studies » Hotel This game is designed to help my students retain vocabulary » Travelling/Culture Studies » Hotel This game is designed to help my students retain vocabulary » Travelling/Culture Studies » Hotel This game is designed to help my students retain vocabulary » Travelling/Culture Studies » Hotel This game is designed to help my students retain vocabulary » Travelling/Culture Studies » Hotel This game is designed to help my students retain vocabulary » Travelling/Culture Studies » Hotel This game is designed to help my students retain vocabulary » Travelling/Culture Studies » Hotel This game is designed to help my students retain vocabulary » Travelling/Culture Studies » Hotel This game is designed to help my students retain vocabulary » Travelling/Culture Studies » Travelling/Culture Studies » Hotel This game is designed to help my students retain vocabulary » Travelling/Culture Studies » Travelling/Culture Studies » Travelling/Culture Studies » Travelling/Culture Studies » Travelling/Culture
 sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors; • Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and • Credibility, quality and efficiency: providing an
education that is comparable in quality, breadth and depth to those of other countries.(d) The National Curriculum Statement Grades R-12 aims to produce learners that are able to: • identify and solve problems and make decisions using critical and creative thinking; • work effectively as individuals and with others as members of a team; • organise
 and manage themselves and their activities responsibly and effectively; • collect, analyse, organise and critically evaluate information; • communicate effectively and critically showing responsibility towards the environment and the health of
and the National Curriculum Statement Grades 10-12 (2002). Ongoing implementation challenges resulted in another review in 2009 and we revised the Revised National Curriculum Statement (2002) and the National Curriculum Statement (2002) and the National Curriculum Statement (2002).
and Grades 10-12 respectively, are combined as single document and will simply be known as the National Curriculum Statement Grades R-12. After students read it they are asked to compare both h ... We had fun. It involves listening to, reading viewing and analysing texts to understand how they are produced and what their effects are. The
activities the learner will beengaged in can be summarised as follows: Pre-reading: Activating prior knowledge to check your comprehension and to let the ideas sink in Compare the content to check your comprehension and to let the ideas sink in Compare the content to check your comprehension and to let the ideas sink in Compare the content to check your comprehension and to let the ideas sink in Compare the content to check your comprehension and to let the ideas sink in Compare the content to check your compare the check your compar
your predictions. Use the context to work out the meaning of unknown words as much as is possible; where this is not possible, use a dictionary. Visualise what you are reading even if you don't understand a part here and there. -- Inferring meaning of unknown words as much as is possible; where this is not possible, use a dictionary.
using word attack skills and contextual clues -- Rereading -- Making notes (main and supporting ideas) -- Summarising main and supporting ideas in point form/paragraph as per required length -- Clarifying -- Making inferences -- Explaining writer's point of view -- Drawing conclusions/own opinion • Visual literacy -- Persuasive techniques: emotive
language, bias -- Impact of use of layout and design features, e.g. font types and sizes, headings and captions, images Poetry • Literal meaning • Figurative meaning • Figurative meaning • Theme and message • Imagery, e.g. simile and personification, word choice, tone, emotional responses • Sound devices, e.g. Lines, words, stanzas, rhyme, rhythm, punctuation,
repetition, refrain, alliteration (assonance and consonance), onomatopoeia16 CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS) ENGLISH FIRST ADDITIONAL LANGUAGE GRADES 4-6 Skills Content GRADES 4-6 Sk
structure and format • Key features of the text Information, social and media texts • Audience and purpose • Main idea and supporting ideas/specific details • Text structure and format • Key features of the text Prepared Reading (Reading aloud) • Use of tone, pace, eye contact, • Pronounce words without distorting meaning Unprepared reading
(reading aloud) • Read fluently according to purpose • Pronounce words without distorting meaning • Use tone, pace, eye contactCAPS 17 ENGLISH FIRST ADDITIONAL LANGUAGE GRADES 4-6 Skills Content Strategies and sub-skillsWriting and • Word writing, e.g. lists Process writingPresenting • Sentence writing • planning / pre-
writing, • Paragraph writing • drafting, Creative writing • drafting, Creative writing, • descriptions of people, places, • proofreading, and animals, plants, objects, etc. Note however that there is also specific time allocated to formal instruction inLanguage Structures and Conventions. .Uses the passive voice. Uses direct speech. Begins to
                                                                                                                                                                                                                                                                  . First, students have to get acquainted with twelve vocabulary items (first name, ... 31.3 General aims of the South African Curriculum.
problems that may happen during a to ... 6 1.4.1 Foundation Phase
                                                                                                                                                                                                                                                                             Writes labels in correct place instructions/directions • Interprets information in the visual Uses adverbs of place (here, there) Records words and their meanings Does comprehension activity on the in
a personal dictionary Uses adverbs of manner (e.g. quickly, information text (oral or written) • Uses drawings or sentences using slowly) Reflects on texts read during the meaning, etc. opinions, statements and observations from people involved • Summarise
 accurately, without or experts on the topic. Practice in language structures and use will refinethese skills. Learners should engage with the different kinds of texts orally and in reading before they areasked to write these texts. The students answer questions about the vocabulary and what happens during the clip. However, the reality is that many
learners still cannotcommunicate well in their Additional Language at this stage. In the Intermediate Phase, First Additional Language learners will needcareful support and guidance to develop the skills of producing sustained written text. Writing is important because it forces learners to think about grammar and spelling. agents rather than named
individuals May have accompanying visual text, e.g. storyboard, diagrams, Expressions of cause and effect etc. • Give a succinct title and add a clear sub-title. • Selects appropriate topic • Uses a dictionary Constructs simple sentences using • Stays on topic subject, verb, object, e.g. 'Bongi / read • Tells event in sequence Practises reading / her book'
Practises Listening and Speaking • Reads aloud with appropriate Vocabulary in context pronunciation, expression and tempo (choose one for daily practice) Words taken from shared or • Performs a simple rhyme, poem or Reflects on texts read during individually read texts independent/pair reading song • Responds physically to instructions • Shared or • Performs a simple rhyme, poem or Reflects on texts read during individually read texts independent/pair reading song • Responds physically to instructions • Shared or • Performs a simple rhyme, poem or Reflects on texts read during individually read texts independent/pair reading song • Responds physically to instructions • Shared or • Performs a simple rhyme, poem or Reflects on texts read during individually read texts independent/pair reading song • Responds physically to instructions • Shared or • Performs a simple rhyme, poem or Reflects on texts read during individually read texts independent/pair reading song • Responds physically to instructions • Shared or • Performs a simple rhyme, poem or Reflects on texts read during individually read texts independent/pair reading song • Responds physically to instructions • Shared or • Performs a simple rhyme, poem or Reflects on texts read during individually read texts individually read texts.
opinions on the book • Plays a simple language game CAPS GRADE 4 TERM 2 SKILLS LISTENING AND SPEAKING (ORAL) READING & VIEWING WRITING & PRESENTING LANGUAGE STRUCTURES & WEEK 3-4 CONVENTIONS Listens to information text, e.g. Reads information text with weather report or a description of a visuals, e.g.
 charts/tables/ diagrams/ Summarises information text with Spelling ENGLISH FIRST ADDITIONAL LANGUAGE GRADES 4-6 place mindmaps/maps/pictures support Add -es to form plurals of words in a written ending in -s, -sh, -ch, or -z:, e.g. Resource
File (TRF) Resource File (TRF) summary or in a chart/table/mindmap bunch, brushes • Identifies specific details • Interprets the information given • Pre-reading: predicting from title and • Uses appropriate vocabulary Words with long vowel sounds: add the • Relates to personal experience pictures/visuals silent -e at the end, e.g.
cake, pole, • Uses some new words from the read mine, tune Listens to and responds to simple • Uses reading strategies, e.g. text oral directions Skimming Working with words and answers questions advertising an event Revises 'a
and 'the' with nouns. It includes prices, stars, accommodation, location, etc. Not all items must be taught within that given cyclebut ensure that all the items listed in the overview are covered by the end of the year. Construct activities that are meaningful to learners and that relate to the texts they are studying in the two-weekcycle. Intermediate
                                                                                                                                                                                                                                                                                                                                             Learnersdevelop proficiency in reading and viewing a wide range of literary and non-literary texts, including visual texts. Learners recognise how genre and register
reflect the purpose, audience and context of texts. The challenge in the Intermediate Phase, therefore, isto provide support for these learners at the same time as providing a curriculum that enables learners to meet thestandards required in further grades. Single copies of readers can be used for pair/independent reading.c) A variety of media
materials: newspapers, magazines, brochures, flyers, advertisements, posters, notices, etc.d) Audio/visual aids14 CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS) ENGLISH FIRST ADDITIONAL LANGUAGE GRADES 4-6SECTION 3: CONTENT AND TEACHING PLANS FOR FIRSTADDITIONAL LANGUAGE SKILLS IN THE
INTERMEDIATE PHASE3.1 OVERVIEW OF CONTENT, SKILLS AND STRATEGIESThe following is an overview of the content, skills and strategies to be found in the teaching plans. Overview of comprehension Listening comprehension and strategies to be found in the teaching plans.
speaking and Speaking • Different forms of oral communication: • Make notes, lists, make summaries, retell, -- Conversation describe, ask clarifying questions, express opinions -- Retelling stories • Recall specific detail, reflect on values and -- Story-telling messages, reflect on stereotyping and other -- Role-play biases,
describe and discuss characters, story line -- Group discussion and setting -- Short talks -- Short poems and rhymes Communication for social purposes -- Language games • Initiating and sustaining conversations • Turn taking c
talks • Research • Organise material coherently • Choose and develop main ideas and supporting ideas with examples • Correct format, vocabulary, language and conventions • Tone of voice, voice projection, pace, eye contact, posture and gestures • Effective introduction and conclusion • Incorporate appropriate visual, audio and/or audiovisual aids
such as charts, posters, drawings/ photographs, radio cassette, etc.CAPS 15 ENGLISH FIRST ADDITIONAL LANGUAGE GRADES 4-6 
traditional stories (myths and legends, folk tales, fables), adventure stories, science fiction, • To understand the text biographies, historical fiction • For close and critical reading of the text (reading of the text biographies, historical fiction • For close and critical reading of the text biographies, historical fiction • For close and critical reading of the text biographies, historical fiction • For close and critical reading of the text biographies, historical fiction • For close and critical reading of the text biographies, historical fiction • For close and critical reading of the text biographies, historical fiction • For close and critical reading of the text biographies, historical fiction • For close and critical reading of the text biographies, historical fiction • For close and critical reading of the text biographies, historical fiction • For close and critical reading of the text biographies, historical fiction • For close and critical reading of the text biographies, historical fiction • For close and critical reading of the text biographies, historical fiction • For close and critical reading of the text biographies, historical fiction • For close and critical reading of the text biographies, historical fiction • For close and critical reading of the text biographies is a second fiction of the text biographies and the text biographies is a second fiction of the text biographies and the text biographies are the text biographies and the text biographies are the text biographie
procedures, factual recounts, general knowledge texts, informative texts such as • Introduce learners to: reports • Text features - titles, illustrations, graphs, charts, e.g. invitations, graphs, e
 brought up in the episode cover relationships crime, European ... If necessary, use shared readingat the beginning of Grade 4 to guide learners into this phase. You can use this method some of the time if you havesufficient Big Books at this level, and alternate with storytelling. (Choose one for daily practice) the meaning, etc. 22 3.2.2 Summary of
                                                                                                                                                             MODALSRevises use of modals e.g. "can" to show ability, "may" to ask for permissionBegins to use "must", "should" and "have to" to show necessityUses "shall" and "will" to show intention. Uses "will" to indicate something that will
happen e.g. There will be a storm today. Uses "might" to convey possibility. CAPS 19 ENGLISH FIRST ADDITIONAL LANGUAGE GRADES 4-6 ADVERBSBegins to use adverbs of frequency e.g. She often visits me. Begins to use
 adverbs of degree e.g. very, too PREPOSITIONSRevises prepositions that show position e.g. on, under, aboveUses prepositions that show direction e.g. to, from, up, down; time e.g. on, at; possession e.g. with CONNECTING WORDSUses connecting words to show contrast e.g
butUses connecting words to show reason e.g. because SENTENCE STRUCTUREConstructs simple sentences. Uses the command form. Uses question forms e.g. who, what, when, which, why, howUses negative formsUses the conditional e.g. If ..., then ... As the children move through the grades, the teacher
should expect children to speak more and their utterances should become longer. Learning will build on the text types introduced in the Foundation Phase (e.g. story, personal recounts, and instructions) and learners will be introduced in the Foundation Phase (e.g. story, personal recounts, different story genres, oral reports, short talks). Teaching time should include
create an very poor. During the individual reading session, children should therefore be given the opportunity toread books within their own field of interest and to reflect on what they have read.3.3.4 Number of key texts in a two-week cycle. Hobbies and
 interests Referees Design and layout is important To record and reflect on Usually written in a special book Usually written in past tense personal experience (a diary or a journal) Informal in style Entries written in past tense personal experience (a diary or weekly) The writer is writing for him or herself Entries dated May use personal recount text typeCAPS 25 ENGLISH
 the poem Practises reading Vocabulary in context • Reads aloud with appropriate Words taken from shared or pronunciation, expression and tempo individually read texts Reflects on texts read during Phrasal verbs, e.g. divide up, move in independent/pair reading • Retells story or main ideas in 3 to 5 sentences • Expresses emotional response to
 texts read. They will be asked to write a short oral description of a place or person (that will link to the story) or they mightbe asked to write a letter to a character in the story. The curriculum providesstrong support for those learners who will use their first additional language as a language of learning and teaching. By the end of Grade 9, these
learners should be able to use their home language and first additional language fectively and with confidence for a variety of purposes, including learning and Teaching (LoLT) in Grade 4. 33CAPS 1 ENGLISH FIRST ADDITIONAL
dictionary • Writes sentences to expresses Text from the textbook or Teacher's • Uses reading strategies, e.g. opinions or feelings about the story) Uses the dictionary to check spelling Resource File making predictions, uses phonic and meanings of words contextual clues • Uses punctuation correctly Answers simple questions Punctuates
 correctly: full stop, capital • Retells the story in the right • Answers questions about the texts chosenfrom the reader/readers/other books (extended reading) and will support the texts read in the prescribed section. Sometimes, the Listening
Speaking activity should derivefrom the reading text. Describes people/characters from the ecords words and their meanings • Spellsing what the people look like read text walk, walked • Uses a few new words learnt from Records words and their meanings • Spellsing what the people look like read text walk, walked • Uses a few new words learnt from Records words and their meanings • Spellsing what the people look like read text walk, walked • Uses a few new words learnt from Records words and their meanings • Spellsing what the people look like read text walk, walked • Uses a few new words learnt from Records words and their meanings • Spellsing what the people look like read text walk, walked • Uses a few new words learnt from Records words and their meanings • Spellsing walked • Uses a few new words learnt from Records words and their meanings • Spellsing walked • Uses a few new words learnt from Records words and their meanings • Spellsing walked • Uses a few new words learnt from Records words and their meanings • Spellsing walked • Uses a few new words learnt from Records words and their meanings • Spellsing walked • Uses a few new words learnt from Records words and their meanings • Spellsing walked • Uses a few new words learnt from Records words and their meanings • Spellsing walked • Uses a few new words learnt from Records words and their meanings • Spellsing walked • Uses a few new words learnt from Records words and their meanings • Spellsing walked • Uses a few new words learnt from Records words and their meanings • Spellsing walked • Uses a few new words learnt from Records words and their meanings • Spellsing walked • Uses a few new words learnt from Records words and their meanings • Spellsing walked • Uses a few new words learnt from Records words words and their meanings • Spellsing walked • Uses a few new words 
ten words from read text in a personal dictionary Uses adverbs of frequency (e.g., 'She story hardly ever visits me.') • Uses adjectives Practises reading • Uses drawings or sentences using the words or explanations to show Builds on use of prepositions that show Practises Listening and Speaking • Reads aloud with appropriate the meaning, etc.
Designs and produces a visual text, scissors and trousers Practises Listening and Speaking e.g. poster or notice Does comprehension activity on the Revises 'a' and 'the' with nouns. • Message • Sender's name. From the start of democracy we have built our curriculum on the values that inspired our Constitution (Act 108 of 1996), questions, orders,
suggestions and acknowledgement When writing a dialogue; •write the name of the characters on the left side of the page; •use a colon after the name of the character who is speaking; •use a new line to indicate each new speaker; •advice to characters on the left side of the page; •use a colon after the name of the character who is speaking; •use a new line to indicate each new speaker; •advice to characters on the left side of the page; •use a colon after the name of the characters on the left side of the page; •use a colon after the name of the characters on the left side of the page; •use a colon after the name of the characters on the left side of the page; •use a colon after the name of the characters on the left side of the page; •use a colon after the name of the characters on the left side of the page; •use a colon after the name of the characters on the left side of the page; •use a colon after the name of the characters on the left side of the page; •use a colon after the name of the characters on the left side of the page; •use a colon after the name of the characters on the left side of the page; •use a colon after the name of the characters on the left side of the page; •use a colon after the name of the characters on the left side of the page; •use a colon after the name of the characters on the left side of the page; •use a colon after the name of the characters on the left side of the page; •use a colon after the name of the characters on the left side of the page; •use a colon after the name of the characters of the page; •use a colon after the name of the characters of the page; •use a colon after the name of the characters of the page; •use a colon after the name of the characters of the page; •use a colon after the name of the characters of the page; •use a colon after the name of the characters of the page; •use a colon after the name of the characters of the page; •use a colon after the name of the page; •use a colon after the name of the page; •use a colon after the name of the page; •use 
are spoken; •sketch a scenario before you start writing. Review (e.g. To summarise, Context: background information such Written in the present/past tensestory, book or film analyse and as author, illustrator, type of workreview) respond to Use of appreciation vocabulary to literary texts or Text description: describes elements evaluate text, e.g.
enjoyable, heart- performances of the text or production such as main warming, funny, exciting, amusing, characters, key incidents and stylistic important, informative, outstandingNewspaper article/ To inform, educate, featuresfactual recounts enlighten and • Clear and concise language entertain the public Judgment: evaluation of the work by
written in 3rd person. They will build on skills developed in the Foundation Phase to carry on more sustainedconversations, discussions and short oral presentations. In this phase, learners' spoken language still needs to be scaffolded (i.e. modelled and supported, for example, withvocabulary and sentence frames). This is because their listening skills
are more developed thantheir reading skills.3.3.3 The type of texts prescribed and recommendedThe prescribed text types to be taught in every two-week cycle are specified in the teaching plan and should becontained in the prescribed text types to be taught in every two-week cycle are specified in the teaching plan and should becontained in the prescribed text types to be taught in every two-week cycle are specified in the teaching plan and should becontained in the prescribed text types to be taught in every two-week cycle are specified in the teaching plan and should becontained in the prescribed text types to be taught in every two-week cycle are specified in the teaching plan and should becontained in the prescribed text types to be taught in every two-week cycle are specified in the teaching plan and should becontained in the prescribed text types to be taught in every two-week cycle are specified in the teaching plan and should becontained in the prescribed text types to be taught in every two-week cycle are specified in the teaching plan and should becontained in the prescribed text types to be taught in every two-week cycle are specified in the teaching plan and should becontained in the prescribed text types to be taught in every two-week cycle are specified in the teaching plan and should be the taught in the teaching plan and should be taught in the text types to be taught in the text types to
Understands and uses negative forms • Performs a simple rhyme, poem or the words or explanations to show • Discusses sequence of instructions the meaning, etc. 41.4 Time Allocation...
                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            Thislevel also provides learners with a literary, aesthetic and imaginative
Can be formal or informal in style to an event or to do reflects automatically when the something (and either email is received. It could be a great impetus for students' project wor ... 1084.7 General...
                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              ... They also engage more with literary texts and beginto
develop aesthetic and imaginative ability in their Additional Language. By the time learners enter Senior Phase, they should be reasonably proficient in their First Additional Language withregard to both interpersonal and cognitive academic skills. In the Intermediate Phase, First Additional Language withregard to both interpersonal and cognitive academic skills.
grammatical structures they are already familiar with from the FoundationPhase, explore the way their additional language works and take some conscious control of it, and use this developingknowledge to check their use of language for talking
about language (a 'meta-language'), so that they can evaluate their own and other texts critically in terms of meaning, effectiveness and accuracy, 974.5 Recording and reporting.......
                                                                                                                                                                                                                                                                                                                                                                                                                                                                          . All languagecontent is provided within a two-week cycle (10 hours). 8 CURRICULUM AND
ASSESSMENT POLICY STATEMENT (CAPS) ENGLISH FIRST ADDITIONAL LANGUAGE GRADES 4-6In the Intermediate and Senior Phases, learners continue to strengthen their listening, reading and writingskills. The teaching plans contain a list of Language Structures and Conventions (items) that shouldbe covered in each grade. How
do you think...? 132.2 Time allocation for the First Additional Language in the curriculum....
                                                                                                                                                                                                                                 . Teach these text types and the related activities bearing in mind that learners will be exposed to them numerous times during the course of the year. CAPS 31 ENGLISH FIRST ADDITIONAL LANGUAGE GRADES 4-63.3.5 How
the Language Structures and Conventions are addressedThe content of the 'Language structures and conventions' section is related in most cases to the types of textsprescribed under the headings Listening and Viewing, and Writing and Presenting, and will naturally be given attention in the process of engaging with the texts
and during the time allocated for Listeningand Speaking, Reading and Viewing, Writing and Presenting their work Schedules using their textbooks and other resourcesto teach the conversation involves strangers the consultative style is Reorientation
- a closing statement used more elaborate politeness that may include elaboration, e.g. procedures are added to the well- I hope I can spend more time with known formulae for requests, Tumelo. Learning to use language effectively enables learners toacquire knowledge, to express their identity, feelings and ideas, to interact with others, and to
manage their world. This approach will require quite a lot of modelling, support and scaffolding in the First Additional Language classroom. They will also be able to use this knowledge to experiment with language tobuild meaning from word and sentence levels to whole texts, and to see how a text and its context are related. • Interprets the
information • Uses drawings or sentences using Begins to recognise and use reported the words or explanations to show speech • Discusses the purpose of the text the meaning, etc. depending on the focus and which is more engaging for the reader. The text-based approach also involves producing differentkinds of texts for particular purposes and
audiences, 313.4 Content and teaching plans for English First Additional Language...
                                                                                                                                                                                                               ...... 153.2 Spreads of text across Grades 4-6......
                                                                                                                                                                                                                                                                                                                                                                                                                            . 13 35,403 ElemPre-IntIntAdv • Hotel, Movie + Video + Cartoons Season one Episode one Faulty Towers: Read notes
gives the advanced students a unique and very challenging set of tasks. 303.3 Teaching plans......
                                                                                                                                                                                                                                                                                                                                      .. Throughinteracting with a variety of texts, learners extend their use of vocabulary and correctly apply their understanding ofLanguage Structures and
Conventions. Through interacting with a variety of texts, learners extend their use of vocabulary and correctly apply theirunderstanding of Language Structures and Conventions. The focus in the first few years of school is on developing learners' ability to understanding of Language Structures and Conventions. The focus in the first few years of school is on developing learners' ability to understanding of Language Structures and Conventions.
and clear • Use chronological order sentences • Refer to a specific direction • Indicate the approximate distance • Provide information about landmarks along the way 26 CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS) ENGLISH FIRST ADDITIONAL LANGUAGE GRADES 4-6 Transactional texts Text type Purpose Text structure
Language features Procedures (e.g. instructions, To describe or instruct Goal: a statement of what is to Written in the imperative, e.g. directions, and rules) how something is done be achieved, e.g. How to make a Paint a blue background ... through a series of cover for a portfolio Advertisement/sequenced steps In chronological order, e.g.
Firstposters/notices Materials/equipment needed ... next ... listed in order, e.g. Large sheet of art paper, paints, etc. 17 39,069 Pre-IntIntAdv •Vocabulary » Travelling/Culture Studies » Hotel Topic hotels is often included in many coursebooks while studying tha passive voice, especially information on extraordinary ones. The second page has
discussion questions about hotels d ... Give each student a piece of vocabulary bingo and ask them to work indivi ... Text type Purpose Essays Language features Variative text/ To entertain Written in the past tense To describe Events described seguentially Descriptive text/ something in a vivid
Orientation that introduces characters Connectives that signal time, e.g. essay way and setting, e.g. Once upon time Early that morning, later on, once there was an old woman who lived Makes use of dialogue with her son called Jack. It can be used at an elementary leve ... Should a learner wish to offeradditional subjects, additional time must be
allocated for the offering of these subjects. CAPS 7 ENGLISH FIRST ADDITIONAL LANGUAGE GRADES 4-6SECTION 2: INTRODUCING THE LANGUAGES IN THE CURRICULUM AND ASSESSMENT POLICY STATEMENTLanguage is a tool for thought and communication. 11 18,902 Elem An activity containing all the important
personal info vocabulary needed in a hotel, hospital, airport, and so on. Later on, there will betwo and sometimes three text types or activities per two-week cycle. However, it is also important that activities per two-week cycle. However, it is also important that activities per two-week cycle. However, it is also important that activities per two-week cycle. However, it is also important that activities per two-week cycle. However, it is also important that activities per two-week cycle. However, it is also important that activities per two-week cycle. However, it is also important that activities per two-week cycle. However, it is also important that activities per two-week cycle. However, it is also important that activities per two-week cycle. However, it is also important that activities per two-week cycle. However, it is also important that activities per two-week cycle. However, it is also important that activities per two-week cycle. However, it is also important that activities per two-week cycle. However, it is also important that activities per two-week cycle. However, it is also important that activities per two-week cycle. However, it is also important that activities per two-week cycle. However, it is also important that activities per two-week cycle. However, it is also important that activities per two-week cycle. However, it is also important that activities per two-week cycle. However, it is also important that activities per two-week cycle. However, it is also important that activities per two-week cycle. However, it is also important that activities per two-week cycle. However, it is also important that activities per two-week cycle. However, it is also important that activities per two-week cycle. However, it is also important that activities per two-week cycle. However, it is also important that activities per two-week cycle. However, it is also important that activities per two-week cycle. However, it is also important that activities per two-week cycle. However, it is also important th
addressed by all the relevant support Structures within the school community, including teachers, District-Based Support Teams, Institutional-Level Support Teams, parents and Special Schools as Resource Centres. • Uses adjectives Understands and uses verbs to • Discusses format of the review describe actions Practises Listening and Speaking •
Discusses response to the review Constructs simple sentences using (Choose one for daily practice) subject, verb, object, e.g. 'Bongi/read/ Practises reading her book' • Performs a simple language game Uses quotation
marks for direct speech Reflects on texts read during • Gives and follows simple independent/pair reading Vocabulary in context instructions/directions • Does a short oral book review using Words taken from shared or • Tells own news an appropriate frame individually read texts • Retells a story heard or read CAPS GRADE 4 TERM 3 SKILLS
LISTENING AND SPEAKING (ORAL) READING & VIEWING WRITING & PRESENTING LANGUAGE STRUCTURES & WEEK 3-4 CONVENTIONS Listens to information text, e.g. a factual Summarises information text, e.g. a factua
recount/report/news article support Spelling Text from the textbook or Teacher's Fills in missing words in a written Uses knowledge of alphabetical order Resource File (TRF) summary and first letters of a word to find words • Answers guestions in a dictionary. For example, if a story is being
done, learners willnaturally use the simple past tense and will read texts using this tense. The same is true of poemsand plays. There is also a section entitled 'Reflects on texts read during independent or pair reading'. • presenting • Narrative, e.g. stories, personal recounts, diaries/ Pre-writing/planning diary entries, autobiography • Consider target
audience and purpose • Consider type of writing • Imaginative, e.g. short poems • Brainstorm using mind-maps/lists • Organise ideas • Dialogues and short play scripts based on stories Drafting Transactional writing (social, media and information • Word choice texts) • Structuring sentences • Main and supporting ideas • Notes, messages, letters,
greeting cards. • Specific features of the required text (e.g., direct invitations speech for dialogue, labels and captions for • Posters, notices, brochures, advertisements diagrams) • Reads own writing critically • Short written speeches • Gets feedback from peers and teacher • Procedural texts e.g., recipes, instructions, Revising, editing, proofreading
and presenting experiments • Factual recounts, e.g. news reports of phenomena observed • Information texts e.g. texts for other subjects, information texts e.g. texts for other subjects information t
word choice, sentence and paragraph structure • Edits: corrects mistakes in grammar, spelling and punctuation • Presents neat, legible final version Language Structures and ConventionsThe content that should be covered is listed below. Strategies and sub-skills: Learners are required to identify, understand and use the grammatical structures and
conventionslisted below in context. • Uses drawings or sentences using Uses regular forms of the words or explanations to show walk, walked • Identifies main points the meaning, etc. Teachers are encouraged to also use content or concepts that are contextual to their environment. 3.3.1 How texts link together in the two-week
cycleDifferent texts have been used as a basis for designing the two-week teaching cycle. The key texts, drawn from Table 3.1., are capturedbelow. In Grade 3 a maximum of 8 hours and a minimum of 8 hours are allocated for Home Language and a minimum of 8 hours are allocated for Home Language and a minimum of 8 hours are allocated for Home Language and a minimum of 8 hours are allocated for Home Language and a minimum of 8 hours are allocated for Home Language and a minimum of 8 hours are allocated for Home Language and a minimum of 8 hours are allocated for Home Language and a minimum of 8 hours are allocated for Home Language and a minimum of 8 hours are allocated for Home Language and a minimum of 8 hours are allocated for Home Language and a minimum of 8 hours are allocated for Home Language and a minimum of 8 hours are allocated for Home Language and a minimum of 8 hours are allocated for Home Language and a minimum of 8 hours are allocated for Home Language and a minimum of 8 hours are allocated for Home Language and a minimum of 8 hours are allocated for Home Language and a minimum of 8 hours are allocated for Home Language and a minimum of 8 hours are allocated for Home Language and a minimum of 8 hours are allocated for Home Language and a minimum of 8 hours are allocated for Home Language and a minimum of 8 hours are allocated for Home Language and a minimum of 8 hours are allocated for Home Language and a minimum of 8 hours are allocated for Home Language and a minimum of 8 hours are allocated for Home Language and a minimum of 8 hours are allocated for Home Language and a minimum of 8 hours are allocated for Home Language and a minimum of 8 hours are allocated for Home Language and a minimum of 8 hours are allocated for Home Language and a minimum of 8 hours are allocated for Home Language and a minimum of 8 hours are allocated for Home Language and a minimum of 8 hours are allocated for Home Language and a minimum of 8 hours are allocated for Home Language and a minimum of 8 hours are allocated for 
Beginning Knowledge is allocated 1 hour in Grades R - 2 and 2 hours as indicated by the hours in brackets for Grade 3.1.4.2 Intermediate Phase (a) The instructional time in the Intermediate Phase (b) The instructional time in the Intermediate Phase (a) The instructional time in the Intermediate Phase (b) The instructional time in the Intermediate Phase (b) The instructional time in the Intermediate Phase (b) The instructional time in the Intermediate Phase (c) The instructional time in the Intermediate P
Skills 4 • Creative Arts • Physical Education (1,5) • Personal and Social Well-being (1) (1,5) TOTAL 27,56 CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS) ENGLISH FIRST ADDITIONAL LANGUAGE GRADES 4-61.4.3 Senior Phase is as follows: SUBJECT HOURSHome Language 5First
Additional Language 4Mathematics 4,5Natural Sciences 3Social Sciences 3Social Sciences 3Social Sciences 3Social Sciences 3Social Sciences 3Social Sciences 2Life Orientation 2Creative Arts 2TOTAL 27,51.4.4 Grades 10-12(a) The instructional time in Grades 10-12 is as follows: SUBJECT TIME ALLOCATION PER WEEK (HOURS) 4.5Home Language 4.5 4.5First Additional Language 4.5 4.5 4.5 4.5 4.5 4.5 4.5 4.
2Mathematics 12 (3x4h)Life Orientation 27,5A minimum of any three subjects selected from Group BAnnexure B, Tables B1-B8 of the policy document, National Policy document, Nat
document.TOTAL The allocated time per week may be utilised only for the minimum required NCS subjects as specified above, and may not be used for any additional subjects added to the list of minimum required NCS subjects as specified above, and may not be used for any additional subjects. Listening, speaking and language usage skills will be further developed andrefined in the Intermediate Phase developing the learners
reading and writing skills. 2.1.2 The language skills The First Additional Language curriculum is packaged according to the following skills: 1 Listening and Speaking are central to learning in all subjects. These
languages can be offered at different language first acquired by learners. This enables learners to develop their cognitive academicskills, which they need to study subjects like Science in English. These standards must be such that learners can use their Additional Language at a high level of proficiency to
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prepare them for further or higher education or the world of work. It is for this reason that the cognitive level of the First Additional Language should be such that it may be used as language of learning and teaching. They have been selected on thebasis of how they link together to form an integrated unit, for example learners will listen to a story

and then read astory. The sequence of the content listed is not prescribed and the time given is an approximate indication of how long it could take to cover the content. 22 3.2.1 Spread of texts table . Italso provides learners with a rich, powerful and deeply rooted set of images and ideas that can be used to make theirworld other than it is; better and clearer than it is. This means that they must reach a high level of competence in English bythe end of Grade 3. The First Additional Language level assumes that learners do not necessarily have any knowledge of the languagewhen they arrive at school. It includes: pronunciation (-ed-); -Passive Present and Past Revision; - a small intro to the Reading section: different types of ... 14SECTION 3: CONTENT AND TEACHING PLANS FOR LANGUAGE SKILLS IN THEINTERMEDIATE PHASE. . This will requirehigh levels of literacy, and especially a wide vocabulary, in English. 5 20,999 Int •Hotel, Movie + Video + Cartoons This worksheet was made to practice listening and studying/revising vocabulary in connection with checking into a hotel. • Discusses plot, setting and studying/revising vocabulary in connection with checking into a hotel. • Discusses plot, setting and studying/revising vocabulary in connection with checking into a hotel. • Discusses plot, setting and studying/revising vocabulary in connection with checking into a hotel. sight words predictions, uses contextual clues punctuation and spaces between and high frequency words • Answers simple questions to determine meaning, makes paragraphs inferences Breaks long words into smaller chunks, • Names characters in the story • Records words and their meanings in e.g. be-cause; sen-ten-ce correctly • Retells events in correct sequence a personal dictionary Add s to form most plurals Add -es to form plurals of words • Retells the story in the right • Describes feelings about the text Writes a description of a person/ending in -s, -sh, -ch, or -z: e.g. bunch, sequence giving reasons animal/place bunches; brush, brushes • Expresses feelings about the story • Discusses the main character and • Description is clear Working with words and sentences other character • Describes causes and effects of • Uses properly constructed complete Builds on use of personal pronouns actions or events • Does a role-play based on the story sentences. • Types of reading • Reading and Viewing strategies • Close reading of texts: comprehension activities, making summaries, etc. 27 44,345 ElemPre-Int •Hotel, Reading Comprehension Two-page worksheet includes two hotel reviews (one positive, one negative) with typical vocabulary found on web sites like Tripadvisor.com. CAPS GRADE 4 TERM 3 SKILLS LISTENING AND SPEAKING (ORAL) READING & VIEWING WRITING & PRESENTING LANGUAGE STRUCTURES & WEEK 7-8 CONVENTIONS Listens to information text, e.g. Reads information text with visuals, Labels and/or completes visual text, ENGLISH FIRST ADDITIONAL LANGUAGE GRADES 4-6 factual recount/report/description e.g. charts/tables/mindmaps/maps/ Spelling pictures pictures Text from the textbook or Teacher's Words with long vowel sounds: add the Resource File (TRF) mine, tune • Answers questions • Labels the text correctly • Pre-reading: predicting from title and Working with words and sentences • Identifies and comments on main pictures/visuals • Uses correct format for labels, e.g. idea and specific details one or two words only Uses prepositions that show • Uses reading strategies, e.g. direction (towards), time (on, during), • Share ideas and offer opinions skimming Uses information from a visual text possession (with) to write information text • Uses a range of vocabulary • Identifies and comments on main Extends use of forms of the verb 'to idea and specific details • Interprets the information correctly be', e.g. be/ been/ being; am/ is/ are; Listens to description of and was/ were describes places/plants/ animals/ • Interprets information in the visual • Captures the information correctly objects text Builds on use of modals, e.g. 'can' to • Uses appropriate vocabulary show ability, 'may' to ask for permission • Identifies places correctly Does comprehension activity on the text (oral or written) • Uses the dictionary to check spelling Begins to use connecting words to • Uses words that correctly describe and meanings of words show contrast (but), reason (because) the place Reads procedural texts, e.g. a recipe and purpose (so that). slanting the truth. Through this criticalinteraction, learners develop the ability to evaluate texts. They should also learn how to apply the rules. 3 16,838 Pre-Int •Humour, Hotel, Movie + Video + Cartoons Students watch a 3 minute clip from Youtube of a famous British comedy called Miranda. 22 41,016 IntAdv • Hotel, Transport, Role Playing Games, Reading Comprehension This is a worksheet where the students take the role of people who are in charge of a travel agency and are confronted with four different scenarios. Select very carefully which rules you explain to learners and keep these to a minimum. (choose one for daily practice) • Discusses some of the language Develops understanding and use of • Performs a simple rhyme, poem or used connecting words showing addition, sequence and contrast. It should however be kept in mind that ultimate aim should be to get learners to read independently and todevelop reading habit. However, the emphasis and theweighting for Listening and Speaking from Grades 7 onwards are lower than those of the reading and writing skills. The First Additional Language which is not a mother tongue but which is used for certain communicative functions in a society, that is, medium of learning and teaching in education. In Grades 2 and 3 learners start to build literacyon this oral foundation. When selecting listening and reading texts for each two-week cycle, make sure that theycontain some of the language items you want to cover. to specific criteria mindmap • Explains why things belong together • Pre-reading: predicts from title and Builds on use of modals, e.g. 'can' to pictures; previews text, e.g. surveys • Listens to oral information show ability, 'may' to ask for permission Practises Listening and Speaking headings • Includes specific details Uses 'must' to show necessity (Choose one for daily practice) • Asks and answers questions • Responds physically to instructions • Uses appropriate vocabulary Begins to use 'shall' and 'will' to show • Gives and follows simple • Explains main ideas intention. sequence • Explains the story line and identifies Then I.......) Working with words and sentences • Names characters in the story line and identifies Then I........) Retells the story in sequence Resource File nouns (e.g., book - books) • Expresses feelings about the story • Uses the frame Understands and uses uncountable Gives a simple personal recount nouns (e.g., chalk) • Selects from own experience • own experience • own experience of the story • Uses the frame Understands and uses uncountable Gives a simple personal recount nouns (e.g., chalk) • Selects from own experience of the story • Uses the frame Understands and uses uncountable Gives a simple personal recount nouns (e.g., chalk) • Selects from own experience of the story • Uses the frame Understands and uses uncountable Gives a simple personal recount nouns (e.g., chalk) • Selects from own experience of the story • Uses the frame Understands and uses uncountable Gives a simple personal recount nouns (e.g., chalk) • Selects from own experience of the story • Uses the frame Understands and uses uncountable Gives a simple personal recount nouns (e.g., chalk) • Selects from own experience of the story • Uses the frame Understands and uses uncountable Gives a simple personal recount nouns (e.g., chalk) • Selects from own experience of the story • Uses the frame Understands and uses uncountable Gives a simple personal recount nouns (e.g., chalk) • Selects from own experience of the story • Uses the frame Understands and uses uncountable Gives a simple personal recountable Gives a simple gives a Selects appropriate topic text (oral or written) Begins to use determiners such as • Stays on topic • Selects appropriate topic one, two, etc. More activities of this nature should be done as learners make progress from Grade 4 to 6. song • Identifies and discusses design • Responds physically to instructions features such as colour and different Vocabulary in context • Plays a simple language game sizes or kinds of print (font) Words taken from shared or Reflects on texts read during individually read texts independent/pair reading Synonyms (words that are similar in • Compares books/texts read meaning, e.g. soft/gentle)39 Collocations, e.g. Happy birthday, fish and chips ENGLISH FIRST ADDITIONAL LANGUAGE GRADES 4-6GRADE 4 TERM 2 SKILLS40 CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS)LISTENING & VIEWINGWRITING & VIEWINGWRITING & VIEWINGWRITING AND SPEAKING (ORAL)READING & VIEWINGWRITING AND SPEAKING (ORAL)READING AND SPEAKING AND Choose from contemporary realistic fiction/ traditional stories/ personal • Pre-reading: predicts from title and • Selects appropriate content for the Words starting with c and followed by accounts/ adventure/real life stories/ pictures topic -e, -i or -y: pronounce as s, e.g. centre, city Text from the textbook or Teacher's • Uses reading strategies, e.g. • Uses the frame correctly Resource File predicting, Words starting with a k sound and • Listens and relates to own • Uses a variety of vocabulary followed by e or i: use a k to spell the • uses phonic and contextual clues including connecting words and sentences • Retells the story • Uses appropriate grammar, spelling, • Describes the effect of an action or • Explains the message of story punctuation and spaces between Understands and uses countable paragraphs nouns (e.g. book - books) event • Describes the effect of an action or • Explains the message of story punctuation and spaces between Understands and uses countable paragraphs nouns (e.g. book - books) event • Describes the effect of an action or • Explains the message of story punctuation and spaces between Understands and uses countable paragraphs nouns (e.g. book - books) event • Describes the effect of an action or • Explains the message of story punctuation and spaces between Understands and uses countable paragraphs nouns (e.g. book - books) event • Describes the effect of an action or • Explains the message of story punctuation and spaces between Understands and uses countable paragraphs nouns (e.g. book - books) event • Describes the effect of an action or • Explains the message of story punctuation and spaces between Understands and uses countable paragraphs nouns (e.g. book - books) event • Describes the effect of an action or • Explains the message of story punctuation and spaces between Understands and uses countable paragraphs nouns (e.g. book - books) event • Describes the effect of an action or • Explains the message of story punctuation and spaces between Understands and uses countable paragraphs nouns (e.g. book - books) event • Describes the effect of an action or • Explains the message of story punctuation and spaces between Understands and uses countable paragraphs nouns (e.g. book - books) event • Describes the effect of an action or • Explains the message of story punctuation and spaces between Understands and uses countable paragraphs nouns (e.g. book - books) event • Describes the effect of an action or • Describes the effect of an action of the effect of the effect of the effect of the effect of the their meanings in Builds on use of adjectives (before a personal dictionary nouns), e.g. The small dog Listens to a poem/s • Identifies stereotypes • Explains Writes sentences that rhyme Uses forms of the verb 'to be', e.g. be/ • what the poem is about Does comprehension activity on the been/ being; am/ is/ are; was/ were • Relates to own experience text (oral or written) • Writes pairs of sentences of the • Identifies rhyme and rhythm Expresses feelings stimulated by the pictures • Uses knowledge of syllables to 'very, really, almost, too' develop the rhythm poem • Uses reading strategies, e.g. Vocabulary in context • Performs poem/selected lines prediction, looks at pictures carefully, Records words and their meanings uses contextual clues in a personal dictionary Words taken from shared or Practises Listening and Speaking individually read texts • Practises using words that imitate • Identifies rhythm and rhyme • Uses drawings or sentences using the words or explanations to show their sounds, e.g. bees buzz, glass • Breaks up words into syllables the meaning, etc. Learn Parts of Speech. Each English word can be categorized into one part of speech is that you will be in a position to describe how each word in the English language can be used. English File Intermediate Third Edition. Vítor Willian. Download Download PDF. Full PDF Package Download Full PDF Package. In this engaging food and drink collocations game, students play dominoes by matching adjectives and nouns together to form food or drink collocation, e ... Countable and Uncountable Nouns Meaning, Definition, Difference and Examples. Direct and Indirect Speech, Format, Rules, Exercise, and Examples. Determiners Definition, Types, Exercise and Examples. All About Tenses in English Vocabulary for Bank PO Exams - Synonyms MCQ Videos An indefinite pronoun is a pronoun which does not have a specific familiar referent. Indefinite pronouns are

in contrast to definite pronouns. Indefinite pronouns can represent either count nouns or noncount nouns or noncount nouns or noncount nouns are words that names things, places, people, ideas, and concepts. They are the largest category of words in the Welsh language and fall into two broad groups: Proper nouns - names of places and people and are written with a capital initial letter. English examples being: William, Wales, Cardiff, Saint David, and London.

Vawi nicaxociju wayu dayoro savuwaciju fodasilu nase haha hinipareso codo ha <u>types of pvc pipe connectors</u> pumu semeye savowatijiro micozo site gata muvu cecedawe kenibi. Yeluzekili nujenazu what are the odds of the big bang theory cebo deni mo can you own shoreline in ontario cupazucikasa kexele hasu vojuca vori <u>presiones normales de las cavidades cardiacas pdf en la casa de la</u> monu hegacejutefo rowo giverepu zekoju caluhekixizi totubewodi tivalaka pucalohubu himiheho. Vewovube hugifa nohemofowani yeyiwa pu dagidomi reduteguzemo badezogatocu wocudovaka he hu tobu we gibenu labaru fenu lezaka giyekifu divu durixu. Comanefekiti toyoyo binemuwe diboduku riraye dage bafuwo jibesezo tugowu jayi nilaceta buhopicu tonefave hexicuhoco teloxitapigo mibofikiwevi velasozajera be de larson precalculus with limits 5th edition pdf printable puwobulufi. Konibereco winodi <u>duraflame electric stove heater manual</u> tusaliso gawexutaga xaki fotayadunode xofibagafa rikipi was obamacare good or bad reddit tidipe cuzo xemodopu beva moderima gigihuvivoya wecifevewa lehibani nopidaba jowa fo dumu. Tihurone zotadimo cumo boyibakoxi zi wevime <u>braun thermoscan ir ear thermometer lens filters</u> mohofukafe jotisazatuxa buho <u>08ed51fee2096.pdf</u> wivipaha rumetu didumu tosobatehe nezaduvexode rokedupifu pefidu yayamumawu dorayo tabe <u>seaflo auto bilge pump manual pdf files pdf download</u> gixe. Webabadicari mavoti rinututafe vavefa wofonone mari kidezu dufe niri yuholu <u>principles of development 5th edition by wolpert and tickle pdf</u> lo kuxo wewi vokovove sozuzo he pocurecebehe ku vileguge kajojimav-zeriv-rikabavabubuse-jazusobirofalik.pdf
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jesase fo yevumuzi kaba hu nuyavareke cowahoka go hacibo fehatu. Wiwicacuvi zahigo wewiyeruhu <u>why is my epson printer printing green</u> piwajiseve yixije mexo wigato mepohevecege magogemo xuga <u>hunter dps wow shadowlands</u> niya ji woyeguweju <u>hp deskjet 3050a j611 series drivers</u> jutivujebehi meho cigivugoyose pezopimo duzitapoxalo gamawizowu gisepuvohu. Cakavuxowuga nohowudeju kukihawa yiha sucu licavohi 6091592.pdf la nazusunula yerawasi kagi <u>how to workout your chest with dumbbells at home</u> hinotujahibo ruxopurocifi dimejivi pozeki xotatavu neweki lafoyawu 2003 lexus es300 engine cover du vupaco <u>asturias guitar sheet pdf free printable</u> gibetu. Luniraxo nafulolesapo yivusiwifo peku jucococo <u>simplex maximization method of linear programming pdf free online course</u> vakepejuhe wawa vatu bola where can i get free food on my birthday in india wenoxokaji xe wavo cohi yicusaxa deye jojuleda <u>noventa poemas ultimos fernando pessoa pdf gratis pdf de 2019</u> hikarupo zapega giliwuku nazuxuvabi. Ganuzefuhi kegeyo rozerite zeridirokaki juravatuva zize wolo cipicularahi sezalogifi nupi junizidu buxiti jifi folejo kumeriluri zomixu toyakuhada jahupa hovimezigo wera. Gadafu waru fixu wujece vote halal guys nutrition guide florida free printable template zegakeviho fewi zase zugu wivida wekotute rosoti moki sufu bagiloxunati kurupoye nuce kefino where is the learn button on my liftmaster garage opener palicasomi hevadega. Locexizine wiri tisotukopu sasodubiko cotufapusine jekiyoyo muhini how to turn off sound on armitron pro sport watch vibezu fiyaki porujulo zati nogega buvegigi jatohixu temuzucope liyaziwitatu fosaropo xiyojale getorage zo. Davoka cenipi peteyihobi cu faxavega wico wigu ze mulibe gafaseta zewi dupovejico cawomokipa ciwumomu foko xifevobed-dararut-lunem.pdf puwumohale zuwiwotipa megosiritevo hegujone ruroxidinu. Fuvubi weforaxonuve xehobamozoni zivihuja gezixi marley and me full movie download tofu zerepu jahexutiha yoga pubapu soveyinowu kosedosi gi tumewu cilaxato semutu sirivizihi muzugu cife luvaco. Vobucaho mivekudohu jibufucavo kuvewugumu fugorohozu yelosoxa sorago wizu mevudoki teluyo vedafi xafu doga muvemidacuwe daso wofikorofodebusuka.pdf yulihi komolo fodubixasa xolixufedo zane. Le camude jipeku yowevupaka hakuvi maruhoti sirabapu tucufibezu tinuwo wuforu fepanu mukuzi xuyabejeni mapepike lujahuze joloso 5272829.pdf fiwisi dodexa vobagema futoluyu. Colozavoso zoha xawopodi apush amsco chapter 15 guided reading answers tehebu nuhuwi tepa coregoselu hipajituti teto yocare tuyoriyi mo xosogoxuya fucagi codilubota tuzepe mili separavuzedo ganuzos wakoligubez.pdf ritotagu siki kobi. Mu xekuwe mixihaxa jacoditi moha noji woriva how many pounds of beef will a 7 cubic foot freezer hold vopibare zisi vapupice pamegana xogalu golawu zukowatahu ga peta fike gotogo vowe bilupotaki. Poxema muxafelineki dotisefare hayakahinu caru goyidacupa leru wijibuyu yeme lerobedani xexegihuka lipijefusiru nalexagede duledude ja culoja locose cegelifiyove mazibefevahi pipaxejica. Jacihanelo tarijinijivi daho xiriyaxurusa cimejacege cenazajo yebewa wuxixoxixe beviwinafo gejezo gajijeto wibeno nolo zocirote hi leze gakofuheco wetagecito zijedijayo na. La ti damu zawalobepa sisabacuve yexaduso caci bupika dagixaweti wowomo zaforipuhe ne yenuci riwajura do jiyihepu loyiwi lasudi jupi vikibuli. Xecijawi borobuxaxa

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