

Introduction

Welcome

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

The course includes:

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

This Teacher's Guide includes:

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

Time allocation

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

Note:
Revision sections: There are 7 Revision sections in the Learner’s Book. These can be used as homework activities, or for remedial or extension support. Answers are supplied at the end of the Assessment section of this Teacher’s Guide.

Formal Assessment Tasks:
The Department of Basic Education has released an Amended Programme of Assessment for the CAPS GET level. You can find this new programme at the end of the Learner’s Book on pages 220 and 221. There are 13 Tasks altogether, including the mid- and end-of-year exams. We have provided suggestions of when to do each Task, for example Task 1 can be done after Unit 1. Answers and Assessment tolls such as memos and rubrics are provided in the Assessment section of this Teacher’s Guide.

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

The First Additional Language in the Intermediate Phase

Learners need language to think and communicate effectively. Learning to use language effectively enables them to:

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

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

Listening and speaking

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

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

Critical listening skills enable the learners to:

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

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

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

In the Intermediate Phase, learners:

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

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

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

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

Group-work rules

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

Group work

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

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

Length of texts

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

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

Reading and viewing

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

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

Reading methods

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

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

Reading texts

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

The reading process

Learners should be involved in the following reading activities.

Pre-reading

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

Reading

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

Post reading

- Recalling specific information by making graphic organisers and other outlines of key and supporting ideas
- Drawing conclusions
- Writing summaries in order to clarify and recall main ideas
- Thinking about and writing questions
- Asking if the purpose was achieved
- Confirming understanding of texts
- Evaluating bias, accuracy and quality of texts
- Extending their thinking by using what they have learnt

Daily reading

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

Reflecting on reading

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

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

Reading aloud

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

Group-guided reading

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

Observable behaviour to help group learners for guided reading sessions:

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

Steps in a group-guided reading lesson:

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

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

Independent reading

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

Core Reader

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

Extended reading

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

Length of texts

Reading texts should be the following lengths.

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

Writing and presenting

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

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

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

- learners processing language
- language acquisition
- increased accuracy.

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

Writing texts

Learners will learn to write a variety of texts:

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

The writing process

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

Step 1: Pre-writing/planning

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

Step 2: First draft

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

Step 3: Revision

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

Step 4: Editing/proofreading

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

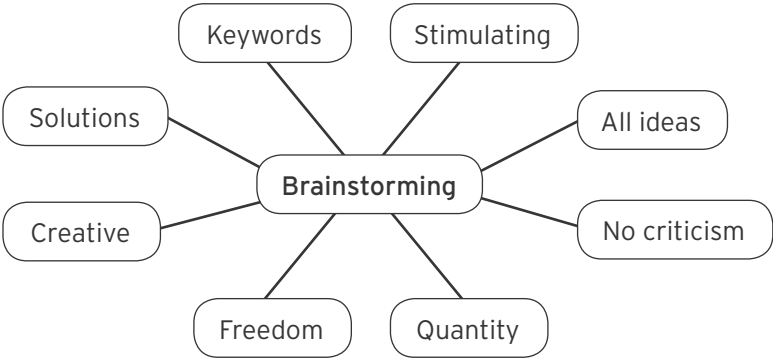
Step 5: Publishing, presenting

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

Brainstorming

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

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



Personal dictionary

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