

ENGLISH

First Additional Language

Grade 7

Management Document

Term 1 2021



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL
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Introduction: Returning to school during a pandemic

The NECT EFAL team welcomes colleagues to this programme. We also offer sincere condolences to colleagues who have lost family or friends to Covid.

Around this time last year, we expected the restrictions on our lives due to Covid-19 to be short-lived. Unfortunately, the pandemic continues, and so must our efforts to improve literacy teaching and learning, whatever the circumstances.

As a result, the NECT EFAL programme has included some guidelines for Grade 4-7 EFAL learning under pandemic circumstances. These guidelines include some of the latest updates from the DBE.

We wish all colleagues a safe and productive term.

And let's use our influence as educators to teach learners the social behaviours that are so important in preventing the spread of this virus.

Our very best wishes

The NECT EFAL team

Guidelines for Implementing the NECT EFAL programme in 2021

Focus on technical reading skills

- The NECT EFAL team acknowledges that many learners have fallen behind as readers due to lockdowns and rotational teaching. As a result, the development of technical reading skills must now be elevated in the programme.
- Teachers are asked to please not neglect this aspect of teaching reading, and to move through the programme methodically and systematically.

Adjust core methodologies for social distancing

Adjust the following core methodologies to comply with social distancing protocols:

1. **Song/Rhyme** – either ask learners to remain seated at their desks or ensure that they do not touch each other whilst standing to sing.
2. **Question of the Day** – rather than calling learners to line up at the board to write their answers, tell them to answer from their desks, whilst you document their answers.
3. **Small Group Discussions** – this involves 3-4 learners holding a discussion. Either ensure that learners can sit in socially distanced groups, preferably outside, or else change the activity to have learners working in pairs. This should not involve them moving from their places in class.
4. **Post-Read: Dramatise the story:** This methodology is used infrequently in the senior phase. If it does occur, replace it with a different post-read activity, such as a written comprehension.

Work through the SLP in a systematic fashion, do not skip themes.

- This technical reading programme is carefully structured as an accumulative, incremental programme. It is important that this be followed systematically, in order to help learners improve decoding skills and oral reading fluency.
- In addition, the theme vocabulary programme is also accumulative, meaning that theme words taught in a previous theme may appear in a current theme, in order to revise and consolidate learners' understanding of such words.
- All themes include all components of language as prescribed by CAPS, which means that regardless of the theme, learners acquire Listening & Speaking, Reading & Viewing, Writing & Presenting and LSC skills.

As a result, we request that teachers do not skip themes during the course of the year.

- Teachers must please track the curriculum coverage using the tracker in this document.
- We have also provided sample Term 1 Assessment Tasks and Tools in this document.
- Your coach has these documents in Word format. Please work with your coach to adjust the assessment tasks if need be.
- The tasks should be adjusted to ensure that learners are only assessed on work that has been taught.

Orientation to the use of a Structured Learning Programme (SLP)

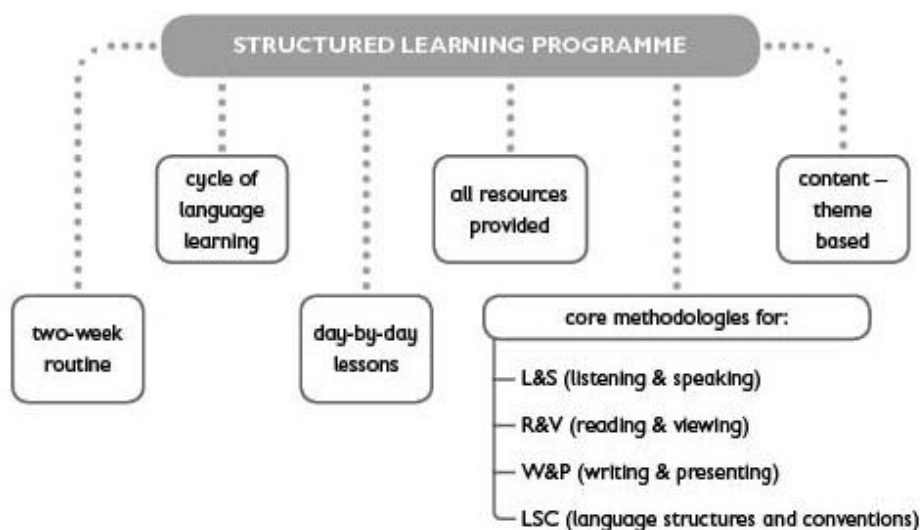
This structured learning programme is designed to teach EFAL at senior phase level, in a South African context. The programme is CAPS aligned, and assessment tasks are aligned to the CAPS Section 4 revisions of 2019.

As per policy, the programme is text-based, communicative, integrated and process orientated. In addition, the programme is designed to support the development of technical reading skills and comprehension skills in a structured, explicit manner.

It is important to fully understand the concepts embedded in this approach as follows:

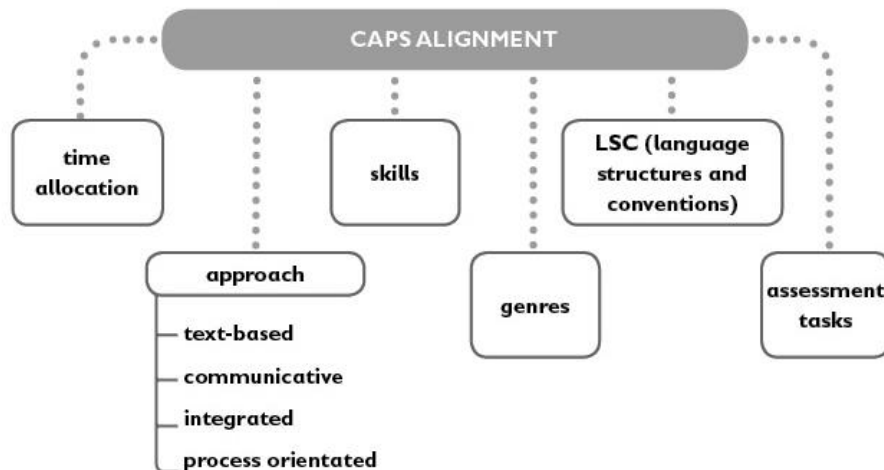
Structured learning programme

A structured learning programme provides day-by-day lesson plans, together with all the required resources. This is sometimes referred to as a 'structured pedagogical programme' or as 'direct instruction'. For this IP EFAL programme, a routine has been designed to effectively teach each component of language in a 10 hour cycle, that extends across two weeks. Within this routine, selected pedagogies, or 'core methodologies' have been included to teach different aspects of literacy and language. This allows both the teacher and learners to master the routine and activities, and to ultimately engage with them in a confident, expert manner. Once teachers and learners are familiar with the routine and activities, energy can be focused on the content. Content is developed around a theme, and each theme runs for two-weeks, as per the cycle routine.



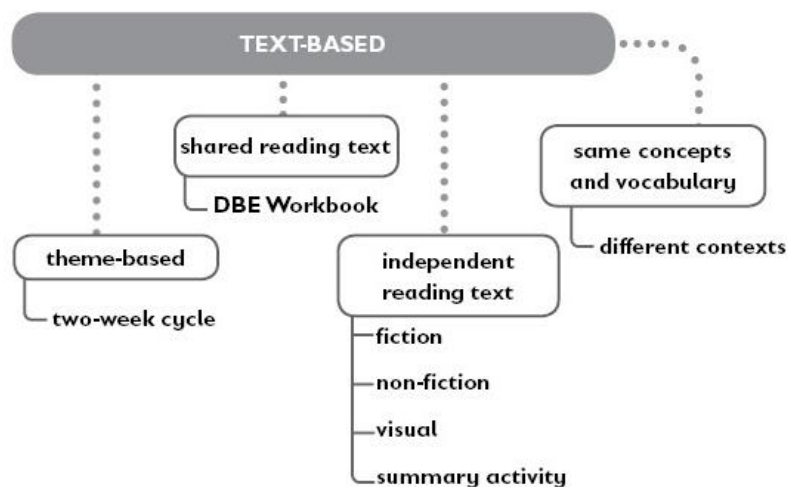
CAPS (Curriculum Assessment Policy Statement) aligned

The programme complies with policy in terms of time allocations, the approach to teaching, the specific skills and genres to be taught, the language structures and conventions to be taught, and the assessment tasks to be implemented.



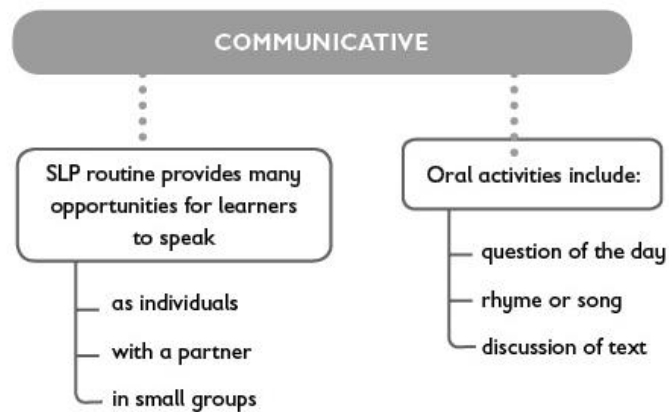
Text-based

A text-based approach relies on the continual use and production of texts. In this programme, learners critically engage with a series of theme-based texts in every cycle. The Shared Reading Text is selected from the **DBE Workbook**, and a variety of independent reading texts are provided in the **Learner Books**. The independent reading texts always include a fiction text, a non-fiction text, a visual text, and summary activity. This gives learners multiple opportunities to engage with texts of different genres in every cycle. Learners also see the same concepts and vocabulary presented in different contexts.



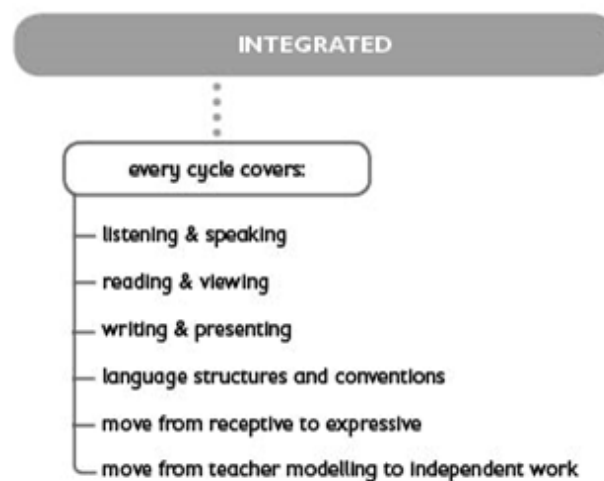
Communicative

The communicative approach relies on learners having many opportunities to hear, practice and produce the targeted language, for social or practical purposes. The routine of this programme includes many opportunities for learners to use new language and vocabulary as individuals, with partners, and in small groups.



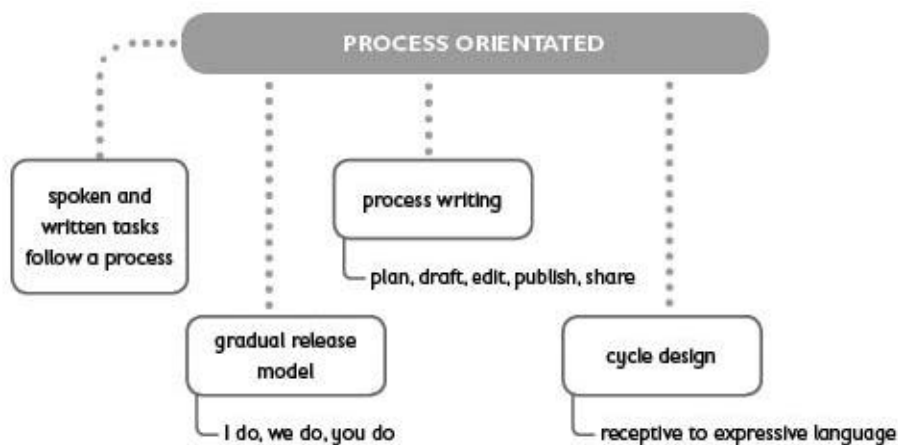
Integrated

The two-week cycle includes an integrated approach to language development by routinely covering all components of language development, moving from the receptive skills of listening and reading, to the expressive skills of writing and speaking. Another aspect of integrated learning that is accounted for is that all lessons move from the teacher first modelling good practice, to learners practicing the skills with a partner or in a group, to finally working independently.



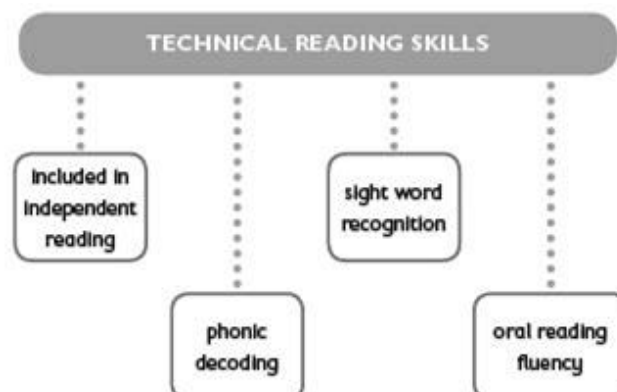
Process orientated

In this programme, the production of spoken and written language is process orientated, and often includes the use of the gradual release method (I do, we do, you do). In terms of writing, process writing is used to produce a text for every cycle. The more significant speaking and writing tasks happen towards the end of the cycle, once learners have had the opportunity to hear and read theme related language.



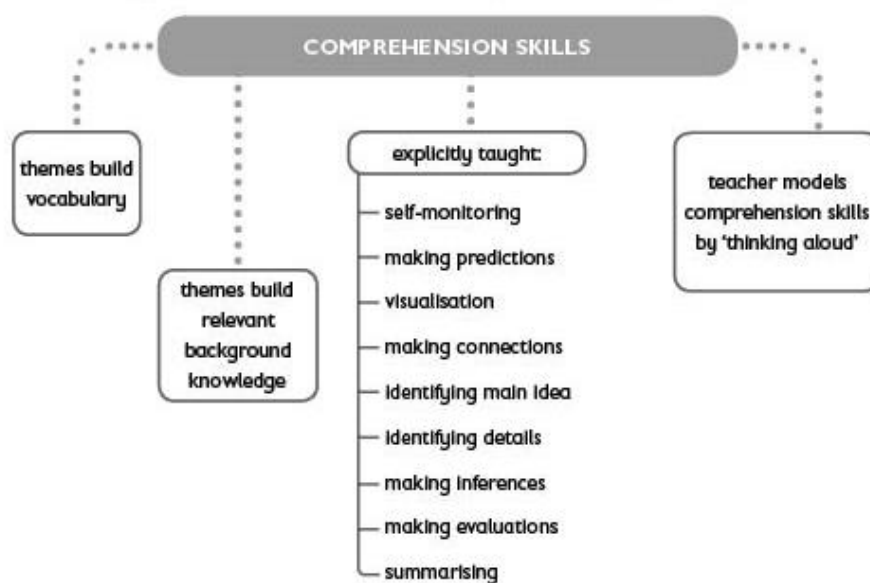
Support technical reading skills

This programme acknowledges that many learners in the senior phase have not yet achieved proficiency in terms of reading skills. Because of this, a decoding programme is included as part of the independent reading. This programme focuses on developing phonics, sight word recognition, and oral reading fluency.



Support reading comprehension skills

Research has shown that vocabulary and background knowledge are key factors in reading comprehension. Because of this, themes include a wide range of content and concepts. Related vocabulary is explicitly taught and then used in context. Vocabulary from previous themes is reused where appropriate, and learners are encouraged to build and use a personal dictionary. Another key factor that is addressed in this programme is that comprehension skills should be explicitly taught. This is done in every cycle, and during shared reading, the teacher models the use of the comprehension skill by 'thinking aloud'.



At first the implementation of this SLP may feel a little overwhelming. It is important to remember that the same routine is followed every two weeks, and the same activities are done every two weeks. Once this is mastered, it becomes easy to focus on the content of the cycle, and to really engage with learners in a meaningful way.

Term 1 Learning Outcomes

This term, learners should achieve the following outcomes in EFAL:

LEARNING OUTCOMES					
LISTENING & SPEAKING					
Learners should be able to:					
1. Participate in the 'Question of the Day' activity and discussions					
2. Discuss the listening text using a conversation frame					
3. Orally summarise the text that has been read					
4. Talk about their writing					
5. Participate in oral presentations in the form of panel discussions					
VOCABULARY					
Learners should be able to understand and use some of the following vocabulary:					
politics	dispute	border	Google Maps	perspective	region
frustrated	cartographer	sphere	distort	navigate	technology
practical	accurate	express	emotion	arrange	personification
deal with	art forms	performer	sensitive	remorseful	identity
curiosity	heal	take a risk	creativity	wealthy	Islam/Muslim
mosque	strategic	extravagance	legacy	diplomat	decade
culture	impressed	traditional	colonial	descendant	privilege
Aboriginal	indigenous	caretaker	confusing	recognise	sacred
interviewer	climate	disastrous	flood	drought	crisis
emitters	solar	intimidating	brag	explicit	respect
acknowledge	stabbing	clutch	confide	incident	apology
stigma	taboo	remorseful	poetry workshop		
READING & VIEWING: Phonic decoding					
Learners should be able to decode the following words, as well as other phonic words:					
rap	rat	rip	bad	sad	mad
cat	cup	bus	sun	wax	mix
back	pack	wish	ship	job	rob
black	bless	bliss	far	car	jar

Sight & High Frequency Word Recognition					
Learners should be able to read the following words by sight:					
new	soon	many	where	find	map
explore	countries	sailor	can't	identity	truth
voice	express	poetry	words	want	our
through	choose	going	who	home	everyone
king	journey	proud	share	wealth	respect
water	work	us	only	dream	earth
protect	hero	danger	save	gave	objects
treat	must	know	teenagers	laugh	bully
kindness	accept				
COMPREHENSION					
Learners should be able to:					
<ol style="list-style-type: none"> 1. Make predictions about a text by skimming and scanning a text and identifying key words 2. Monitor their own understanding of a text 3. Recall details from a text 4. Identify the main idea in a text 5. Sequence events from a story 6. Visualise, make connections, make inferences, make evaluations, and wonder about the text 7. Summarise and retell the text 8. Use sentence starters to answer comprehension questions in writing 9. Engage with and understand visual texts including a map, bar graph, diagram 					
LANGUAGE STRUCTURES AND CONVENTIONS					
Learners should be able to:					
<ol style="list-style-type: none"> 1. Recall and use new vocabulary in the correct context 2. Understand and be able to use simple & simple past tense sentences, personification, idioms, adjectives, degrees of comparison, superlatives, subject verb agreement 					
WRITING					
Learners should be able to:					
<ol style="list-style-type: none"> 1. Record new vocabulary together with own definitions in their personal dictionaries 2. Plan, draft, edit, publish and present their writing 3. Know the format, register and style to write; descriptive essays, dialogues, narrative essays, poems, and a formal letter 					

Term 1 2021 ATP / SLP alignment

The table below shows the Revised 2021 DBE ATP on the left and the SLP on the right.

Please also note that whilst this programme is compliant in terms of all Listening & Speaking, Reading & Viewing, and Writing & Presenting activities, not all ATP listed Language Structures & Conventions are explicitly taught in this programme. This would require more time than the one hour per cycle allocated to LSC. Only one LSC is explicitly taught per cycle, but in independent reading cycles, learners are required to identify and use additional LSC in context. Finally, teachers are encouraged to incidentally revise and teach LSC in context as they teach reading and writing lessons.

	DBE ATP WEEK 1-2	SLP WEEK 1-2: THE POLITICS OF MAPS
L&S	<ul style="list-style-type: none"> • Listens to short story • Identifies main & supporting ideas • Share ideas and experiences and show understanding of concepts • Retells a story 	<ul style="list-style-type: none"> • Week 1-2 Shared Reading: The making of maps • Week 1 Speaking: Google maps
R&V	<ul style="list-style-type: none"> • Reads a short story • Understands key features • Follows the reading process • Practices using reading comprehension & reading strategies 	<ul style="list-style-type: none"> • Week 1-2 Shared Reading: The making of maps
W&P	<ul style="list-style-type: none"> • Writes a narrative / reflective paragraph • Focuses on process writing 	<ul style="list-style-type: none"> • Week 2 Process Writing: Descriptive/reflective paragraph
LSC	<ul style="list-style-type: none"> • Common and proper nouns • Simple sentences, • Statements • Simple present tense • Simple past tense • Spelling and punctuation 	<ul style="list-style-type: none"> • Week 1-2 Oral Activities: Theme vocabulary • Week 1 LSC: Simple & simple past tense sentences
	DBE ATP WEEKS 3-4	SLP WEEKS 3-4: POETIC PERSONALITIES
L&S	<ul style="list-style-type: none"> • Listens to and discuss a poem • Shares ideas and experiences • Answers questions 	<ul style="list-style-type: none"> • Week 3 Listening: What is poetry? • Week 3 Speaking: What is poetry? • Weeks 3-4 Oral: Develop theme vocabulary
R&V	<ul style="list-style-type: none"> • Reads a poem • Pre-reading strategies • Key features of a poem 	<ul style="list-style-type: none"> • Week 3-4 Shared Reading: Interview with a poet (includes a poem) • Week 3-4 Learner Book: Who am I?
W&P	<ul style="list-style-type: none"> • Writes own poem • Uses the writing process 	<ul style="list-style-type: none"> • Week 4 Process Writing: Poem
LSC	<ul style="list-style-type: none"> • Spelling and punctuation • Verbs & finite verbs • Personal & possessive pronouns • Sentence variety • Diction & figurative language • Rhymes & borrowed words • Idioms 	<ul style="list-style-type: none"> • Week 3-4 Oral Activities: Theme vocabulary • Week 3-4 Learner Book: LSC practice

	<ul style="list-style-type: none"> • Proverbs • Alliteration, similes & metaphors 	
	DBE ATP WEEKS 5-6	SLP WEEKS 5-6: THE GOLDEN RULER
L&S	<ul style="list-style-type: none"> • Take part in informal conversation • Identify main supporting idea • Take notes • Answer questions 	<ul style="list-style-type: none"> • Week 5 Speaking: Mansa Musa: a monumental leader • Week 6 Oral Presentations: Panel discussion
R&V	<ul style="list-style-type: none"> • Reads literary text (one act) • Follows the reading process • Teach key features of a poem 	<ul style="list-style-type: none"> • Week 5-6 Learner Book: A busy day in Timbuktu • Week 5-6 Shared Reading: From Dakar to New York
W&P	<ul style="list-style-type: none"> • Write a dialogue • Focus on process writing 	<ul style="list-style-type: none"> • Week 6 Process Writing: Dialogue
LSC	<ul style="list-style-type: none"> • Spelling and punctuation • Common and proper nouns • Complex and collective nouns • Finite verbs • Pronouns • Possessive nouns • Simple sentences • Statements • Simple present & past tense • Subject-verb agreement 	<ul style="list-style-type: none"> • Week 5-6: Theme vocabulary • Week 5-6 Learner Books: Practice LSC
	DBE ATP WEEKS 7-8	SLP WEEKS 7-8: CARETAKERS OF THE EARTH
L&S	<ul style="list-style-type: none"> • Listens to a short story / folklore • Listening comprehension • Discuss story/folklore 	<ul style="list-style-type: none"> • Week 7 Listening: The Dream of the Spirit • Week 7 Speaking: The Dream of the Spirit
R&V	<ul style="list-style-type: none"> • Reads short stories/folklores • Follows the reading process • Reading/viewing for comprehension 	<ul style="list-style-type: none"> • Week 7-8 Shared Reading: Climate warriors
W&P	<ul style="list-style-type: none"> • Writes a review/letter/diary entry • Focus on process writing • Write a review/letter/diary entry 	<ul style="list-style-type: none"> • Week 8 Process Writing: Formal letter
LSC	<ul style="list-style-type: none"> • Spelling and punctuation • Singular and plural • Adjectives • Degrees of comparison • Superlatives • Simple present & past tense • Homophones • Idioms 	<ul style="list-style-type: none"> • Week 7-8: Theme vocabulary • Week 7 LSC: adjectives, degrees of comparison, superlatives • Week 7-8 Learner Book LSC: Practice using the LSC

	DBE ATP WEEKS 9-10	SLP WEEKS 9-10: THIRTEEN
L&S	<ul style="list-style-type: none"> • Listening comprehension • Discuss specific ideas • Answers questions 	<ul style="list-style-type: none"> • Week 9 Speaking: Speaking out • Week 10 Oral Presentations: Panel discussion
R&V	<ul style="list-style-type: none"> • Reads short stories • Teach key features of literature text • Follows the reading process • Teaches key features of a poem • Reading/viewing for comprehension 	<ul style="list-style-type: none"> • Week 9-10 Shared Reading: Help from a surprising place • Week 9-10 Learner Book: Girls must stay in school! • Week 10 Teach the Genre: Narrative essay
W&P	<ul style="list-style-type: none"> • Write a narrative/reflective essay • Focus on process writing • Present an essay for assessment 	<ul style="list-style-type: none"> • Week 10 Process Writing: Narrative essay
LSC	<ul style="list-style-type: none"> • Spelling and punctuation • Prefixes & suffixes • Roots • Auxiliary verbs • Finite verbs • Subject & predicate • Subject verb agreement 	<ul style="list-style-type: none"> • Week 9-10: Theme vocabulary • Week 9 LSC: Subject verb agreement • Week 9-10 Learner Books: LSC practice

Term 1 Curriculum Tracker & Textbook Activities

Weeks 1-2 CAPS / ATP Reference

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 1-2	<p>Listen to a short story</p> <ul style="list-style-type: none"> Identify main and supporting ideas from a short story Take notes Share ideas and experiences and show understanding of concepts <p>Retell a short story</p> <ul style="list-style-type: none"> Retell events in correct sequences Mention characters correctly Mention the timeline 	<p>Literary text: Short stories</p> <ul style="list-style-type: none"> Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme. <p>Follow the reading process:</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (Features of text) Post-reading (answer questions, compare, contrast, evaluation) <p>Reading comprehension and Reading strategies</p> <ul style="list-style-type: none"> Skimming and scanning Intensive reading Visualization Infer meaning and conclusions Fact and opinion Meaning of words 	<p>Write a narrative / reflective paragraph</p> <p>Follow paragraph conventions:</p> <ul style="list-style-type: none"> Topic sentence of paragraph Main and supporting ideas Use conjunctions for cohesion Explain requirements of text such as telling a story in a descriptive / narrative manner Use appropriate words and style <p>Focus on process writing</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting 	<p>Word level work:</p> <ul style="list-style-type: none"> common nouns proper nouns <p>Sentence level:</p> <p>simple sentences, statements, simple present tense, simple past tense</p> <p>Spelling and punctuation:</p> <ul style="list-style-type: none"> full stop comma colon semi colon capital and lower-case letters

Week 1: The Politics of Maps

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce theme: The politics of maps • Activate background knowledge • Develop theme vocabulary • Question of the day 	
Monday	Activity 2: Listening activity <ul style="list-style-type: none"> • Listening Text: Google Maps • Genre: Information text • Three read • Model comprehension skill: Make inferences • Oral comprehension 	
Tuesday	Activity 1: Speaking Activity <ul style="list-style-type: none"> • Listen: Google Maps • Genre: Information text • Use the discussion frame 	
Tuesday	Activity 3: Shared reading: Pre-Read <ul style="list-style-type: none"> • Read: The making of maps • Genre: Information text • I wonder / make inferences 	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Build and monitor knowledge • Develop theme vocabulary • Question of the day 	
Wednesday	Activity 2: Shared reading: First Read <ul style="list-style-type: none"> • Read: The making of maps • Genre: Information text • Model comprehension skill: Make inferences • Oral comprehension • Introduce the LSC in context 	
Thursday	Activity 1: LSC <ul style="list-style-type: none"> • Build & monitor background knowledge • Teach & practice the LSC: simple & simple past tense 	
Thursday	Activity 2: Shared reading: Second Read <ul style="list-style-type: none"> • Read: The making of maps • Genre: Information text • Model comprehension skill: Make inferences • Oral comprehension • Learners generate questions 	
Friday	Activity 1: Independent Reading and Comprehension <ul style="list-style-type: none"> • Individual reading sessions 	

WEEK 1 TEXTBOOK ACTIVITIES: READING & VIEWING

Week 1		
Textbook	Supplementary Reading Activity: Reads short stories	Date Completed
SUCCESSFUL OXFORD Oxford	Read a short story, 17	
SPOT ON Pearson	Reads a short story, 66	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read the Peacock's Complaint, 7	
VIA AFRICA Via Africa	Read a short story, 10	
ENGLISH TODAY Maskew, Miller, Longman	Read a story from South African folklore, 16	
PLATINUM Pearson	Read a story, 8	
TOP CLASS Shuter & Shooter	Reads the day Man met Fire, 5	

Week 2: The Politics of Maps		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Teach the Comprehension Strategy <ul style="list-style-type: none"> • Read: The making of maps • Genre: Information text • Teach: Make inferences 	
Monday	Activity 2: Shared reading: Post-Read <ul style="list-style-type: none"> • Read: The making of maps • Genre: Information text • Summary • Comprehension strategy: Summarise 	
Tuesday	Activity 1: Teach the Genre <ul style="list-style-type: none"> • Descriptive essay • Sample text: Lost at sea 	
Tuesday	Activity 2: Writing: Planning <ul style="list-style-type: none"> • Genre: Descriptive essay • Topic: A sea journey • Planning Strategy: Write a list 	
Wednesday	Activity 1: Writing: Drafting <ul style="list-style-type: none"> • Use plan to draft descriptive essay 	
Thursday	Activity 1: Writing: Editing <ul style="list-style-type: none"> • Edit descriptive paragraph using checklist 	
Thursday	Activity 2: Writing: Publishing & Presenting <ul style="list-style-type: none"> • Publish and present descriptive paragraph 	

Friday	Activity 1: Oral Presentations <ul style="list-style-type: none"> Panel discussion: the politics of maps 	
Friday	Activity 2: Theme Conclusion <ul style="list-style-type: none"> Build and monitor knowledge Summarise 	

WEEK 2 TEXTBOOK ACTIVITIES: WRITING

Week 2		
Textbook	Supplementary Writing Activity: Writes a narrative/reflective paragraph	Date Completed
SUCCESSFUL OXFORD Oxford	Write a narrative paragraph, 20	
SPOT ON Pearson	A descriptive paragraph, 10	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a paragraph about yourself, 16	
VIA AFRICA Via Africa	Write a descriptive paragraph, 16	
ENGLISH TODAY Maskew, Miller, Longman	Write a descriptive paragraph, 19	
PLATINUM Pearson	Write a narrative paragraph, 11	
TOP CLASS Shuter & Shooter	Write a descriptive paragraph, 9	

WEEK 2 TEXTBOOK ACTIVITIES: LSC

Week 2		
Textbook	Supplementary LSC Activity: Simple & compound sentences	Date Completed
SUCCESSFUL OXFORD Oxford	Simple sentences, 15	
SPOT ON Pearson	The simple present tense, 7	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Part 2: tenses, 14	
VIA AFRICA Via Africa	Simple and compound sentences, 15	
ENGLISH TODAY Maskew, Miller, Longman	Simple sentences and statements, 14	
PLATINUM Pearson	Identify concrete and abstract nouns, 10	
TOP CLASS Shuter & Shooter	Simple present & past tense, 11	

Theme Reflection: The Politics of Maps

1. What went well this cycle?	
2. What did not go well this cycle? How can you improve on this?	
3. Did you cover all the work for the cycle? If not, how will you get back on track?	
4. Do you need to extend or further support some learners?	
5. In which area / activity? How will you do this?	
SMT Comment	
SMT name and signature	Date

Weeks 3-4 CAPS / ATP Reference

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 3-4	<p>Listen to and discuss a poem</p> <ul style="list-style-type: none"> • Share ideas and experiences and show understanding of concepts • Answer questions • Explain to a friend why you liked a specific poem 	<p>Literary text: poems</p> <p>Reading methods</p> <ul style="list-style-type: none"> • Independent reading <p>Pre-reading strategies</p> <ul style="list-style-type: none"> • Recognize features of text such as titles, headings, illustrations <p>Teach key features of poem:</p> <ul style="list-style-type: none"> • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, stanzas, typography • figurative meaning • mood, theme and message 	<p>Creative writing: own poem</p> <p>Teach stanza conventions:</p> <ul style="list-style-type: none"> • structure of a stanza • use conjunctions for cohesion • use a variety of sentence types, lengths and structures • diction & figurative language <p>Write a poem</p> <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>Word level:</p> <p>revision on verbs, finite verbs, pronouns, personal pronouns, possessive pronouns, articles</p> <p>Word meaning:</p> <p>rhymes, borrowed words, idioms, proverbs, alliteration, similes, metaphors,</p> <p>Punctuation:</p> <p>full stop, comma</p> <p>Spelling:</p> <ul style="list-style-type: none"> • Dictionary usage • spelling patterns • spelling rules

Week 3: Poetic Personalities

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce theme: Poetic personalities • Activate background knowledge • Develop theme vocabulary • Question of the day 	
Monday	Activity 2: Listening activity <ul style="list-style-type: none"> • Listening Text: What is poetry? • Genre: Reflective text • Three read • Model comprehension skill: Make inferences • Oral comprehension 	
Tuesday	Activity 1: Speaking Activity <ul style="list-style-type: none"> • Listen: What is poetry? • Genre: Reflective text • Use the discussion frame 	
Tuesday	Activity 3: Shared reading: Pre-Read <ul style="list-style-type: none"> • Read: Interview with a poet • Genre: Interview which includes a poem • Visualise 	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Build and monitor knowledge • Develop theme vocabulary • Question of the day 	
Wednesday	Activity 2: Shared reading: First Read <ul style="list-style-type: none"> • Read: Interview with a poet • Genre: Interview which includes a poem • Comprehension strategy: Visualise • Oral comprehension • Introduce the LSC in context 	
Thursday	Activity 1: LSC <ul style="list-style-type: none"> • Build & monitor background knowledge • Teach & practice the LSC: personification 	
Thursday	Activity 2: Shared reading: Second Read <ul style="list-style-type: none"> • Read: Interview with a poet • Genre: Interview which includes a poem • Comprehension strategy: Visualise • Oral comprehension • Learners generate questions 	
Friday	Activity 1: Independent Reading and Comprehension <ul style="list-style-type: none"> • Individual reading sessions 	

WEEK 3 TEXTBOOK ACTIVITIES: READING & VIEWING

Week 3		
Textbook	Supplementary Reading Activity: Reads poems	Date Completed
SUCCESSFUL OXFORD Oxford	Read a poem, 31	
SPOT ON Pearson	Prepared reading, 15	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a poem, 23	
VIA AFRICA Via Africa	Read the poem, 22	
ENGLISH TODAY Maskew, Miller, Longman	Read a poem aloud, 27	
PLATINUM Pearson	Read a poem, 19	
TOP CLASS Shuter & Shooter	Read a poem, 16	

Week 4: Poetic Personalities		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Teach the Comprehension Strategy <ul style="list-style-type: none"> • Read: Interview with a poet • Genre: Interview which includes a poem • Teach: Visualise 	
Monday	Activity 2: Shared reading: Post-Read <ul style="list-style-type: none"> • Read: Interview with a poet • Genre: Interview which includes a poem • Comprehension strategy: Visualise 	
Tuesday	Activity 1: Teach the Genre <ul style="list-style-type: none"> • Poem • Sample text: I am 	
Tuesday	Activity 2: Writing: Planning <ul style="list-style-type: none"> • Genre: Poem • Topic: Who I am • Planning Strategy: Freewrite & guided plan 	
Wednesday	Activity 1: Writing: Drafting <ul style="list-style-type: none"> • Use plan to draft poem 	
Thursday	Activity 1: Writing: Editing <ul style="list-style-type: none"> • Edit poem using checklist 	
Thursday	Activity 2: Writing: Publishing & Presenting <ul style="list-style-type: none"> • Publish and present poem 	

Friday	Activity 1: Oral Presentations <ul style="list-style-type: none"> Panel discussion: the purpose of poetry 	
Friday	Activity 2: Theme Conclusion <ul style="list-style-type: none"> Build and monitor knowledge Summarise 	

WEEK 4 TEXTBOOK ACTIVITIES: WRITING

Week 4		
Textbook	Supplementary Activity:	Date Completed
	Writes a poem	
SUCCESSFUL OXFORD Oxford	Write your own poem, 37	
SPOT ON Pearson	Write an original acrostic poem, 22 Write a poem with two verses, 22	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a poem, 32	
VIA AFRICA Via Africa	Write a fun poem, 28	
ENGLISH TODAY Maskew, Miller, Longman	Write your own poem, 31	
PLATINUM Pearson	Write a poem, 23	
TOP CLASS Shuter & Shooter	Write your own poem, 20	

WEEK 4 TEXTBOOK ACTIVITIES: LSC

Week 4		
Textbook	Supplementary LSC Activity:	Date Completed
	revision on verbs, finite verbs, pronouns, personal pronouns, possessive pronouns, articles, idioms & proverbs, similes, alliteration	
SUCCESSFUL OXFORD Oxford	Compound and complex nouns, 32	
SPOT ON Pearson	Finite verbs, compound and complex nouns, pronouns, 20	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Compound & complex nouns and articles, 27	
VIA AFRICA Via Africa	Idioms and proverbs, 29	
ENGLISH TODAY Maskew, Miller, Longman	Compound & complex nouns and articles, 29	
PLATINUM Pearson	Pronouns, 24 Compound and complex nouns, 25	
TOP CLASS Shuter & Shooter	Complex & compound nouns, finite verbs, 21 & 22	

Theme Reflection: Poetic Personalities

1. What went well this cycle?	
2. What did not go well this cycle? How can you improve on this?	
3. Did you cover all the work for the cycle? If not, how will you get back on track?	
4. Do you need to extend or further support some learners?	
5. In which area / activity? How will you do this?	
SMT Comment	
SMT name and signature	Date

Weeks 5-6 CAPS / ATP Reference

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 5-6	<p>Conversation about drama:</p> <ul style="list-style-type: none"> • Take part in informal conversations about simple topics • Use correct register • Maintain the conversation • Identify main and supporting ideas • Take notes • Answer questions 	<p>Literary text drama (one act)</p> <ul style="list-style-type: none"> • Teach key features of literature text: character, characterization, plot, conflict, background, setting, narrator, theme <p>Follow the reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Teach key features of poem:</p> <ul style="list-style-type: none"> • internal structure of a poem, figures of speech/imagery, rhyme, rhythm • external structure of a poem, lines, stanzas, typography • figurative meaning • mood, theme and message 	<p>Write a dialogue, enacting drama</p> <ul style="list-style-type: none"> • Requirements of format, style, point of view • Target audience, purpose, and context • Word choice • Appropriateness of certain utterances • Free expression <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p>Word level:</p> <p>common and proper nouns, complex nouns, collective nouns, finite verbs, pronouns, possessive nouns</p> <p>Sentence level:</p> <ul style="list-style-type: none"> • simple sentences, statements, simple present tense, simple past tense, subject, subject-verb agreement

Week 5: The Golden Ruler

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce theme: The golden ruler • Activate background knowledge • Develop theme vocabulary • Question of the day 	
Monday	Activity 2: Listening activity <ul style="list-style-type: none"> • Listening Text: Mansa Musa: a monumental leader • Genre: Informational text • Three read • Model comprehension skill: Make connections • Oral comprehension 	
Tuesday	Activity 1: Speaking Activity <ul style="list-style-type: none"> • Listening Text: Mansa Musa: a monumental leader • Genre: Informational text • Use the discussion frame 	
Tuesday	Activity 3: Shared reading: Pre-Read <ul style="list-style-type: none"> • Read: From Dakar to New York • Genre: Short story • Comprehension strategy: Making connections 	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Build and monitor knowledge • Develop theme vocabulary • Question of the day 	
Wednesday	Activity 2: Shared reading: First Read <ul style="list-style-type: none"> • Read: From Dakar to New York • Genre: Short story • Comprehension strategy: Making connections • Introduce the LSC in context 	
Thursday	Activity 1: LSC <ul style="list-style-type: none"> • Build & monitor background knowledge • Teach & practice the LSC: idioms 	
Thursday	Activity 2: Shared reading: Second Read <ul style="list-style-type: none"> • Read: From Dakar to New York • Genre: Short story • Comprehension strategy: Making connections • Learners generate questions 	
Friday	Activity 1: Independent Reading and Comprehension <ul style="list-style-type: none"> • Individual reading sessions 	

WEEK 5 TEXTBOOK ACTIVITIES: READING & VIEWING

Week 5		
Textbook	Supplementary Reading Activity: Literary text: drama (one act)	Date Completed
SUCCESSFUL OXFORD Oxford	Read an extract from a play, 44	
SPOT ON Pearson	Read a drama script, 28	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a one act drama, 40	
VIA AFRICA Via Africa	Read one act from a play, 34	
ENGLISH TODAY Maskew, Miller, Longman	Read a play, 39	
PLATINUM Pearson	Read a television drama script, 31	
TOP CLASS Shuter & Shooter	Reading a play, 29	

Week 6: The Golden Ruler		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Teach the Comprehension Strategy <ul style="list-style-type: none"> • Read: From Dakar to New York • Genre: Short story • Teach: Making connections 	
Monday	Activity 2: Shared reading: Post-Read <ul style="list-style-type: none"> • Read: From Dakar to New York • Genre: Short story • Comprehension strategy: Making connections 	
Tuesday	Activity 1: Teach the Genre <ul style="list-style-type: none"> • Dialogue • Sample text: Two friends in Timbuktu 	
Tuesday	Activity 2: Writing: Planning <ul style="list-style-type: none"> • Genre: Dialogue • Topic: Waiting for Mansa Musa • Planning Strategy: Write a list 	
Wednesday	Activity 1: Writing: Drafting <ul style="list-style-type: none"> • Use plan to draft dialogue 	
Thursday	Activity 1: Writing: Editing <ul style="list-style-type: none"> • Edit dialogue using checklist 	
Thursday	Activity 2: Writing: Publishing & Presenting <ul style="list-style-type: none"> • Publish and present dialogue 	

Friday	Activity 1: Oral Presentations <ul style="list-style-type: none"> Panel discussion: opinions on the ancient Kingdom of Mali 	
Friday	Activity 2: Theme Conclusion <ul style="list-style-type: none"> Build and monitor knowledge Summarise 	

WEEK 6 TEXTBOOK ACTIVITIES: WRITING

Week 6		
Textbook	Supplementary Activity: Writes dialogue	Date Completed
SUCCESSFUL OXFORD Oxford	Write a dialogue as a play script, 55	
SPOT ON Pearson	Plan and write a dialogue, 35	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a drama dialogue, 52	
VIA AFRICA Via Africa	Write a drama text, 37	
ENGLISH TODAY Maskew, Miller, Longman	Write a dialogue, 42	
PLATINUM Pearson	Write a dialogue, 34	
TOP CLASS Shuter & Shooter	Write a dialogue, 33	

WEEK 6 TEXTBOOK ACTIVITIES: LSC

Week 6		
Textbook	Supplementary LSC Activity: Nouns, finite verbs, pronouns, subject-verb agreement	Date Completed
SUCCESSFUL OXFORD Oxford	Subject-verb agreement, 49 Possessive nouns and pronouns	
SPOT ON Pearson	Subject-verb agreement, 31	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Collective and complex nouns, pronouns, possessive nouns, 43-44	
VIA AFRICA Via Africa	Revise language structures, 39	
ENGLISH TODAY Maskew, Miller, Longman	Subject-verb agreement, 43	
PLATINUM Pearson	Finite verbs, 36	
TOP CLASS Shuter & Shooter	Finite verbs, revising nouns, possessive nouns, 37-38	

Theme Reflection: The Golden Ruler

1. What went well this cycle?	
2. What did not go well this cycle? How can you improve on this?	
3. Did you cover all the work for the cycle? If not, how will you get back on track?	
4. Do you need to extend or further support some learners?	
5. In which area / activity? How will you do this?	
SMT Comment	
SMT name and signature	Date

Weeks 7-8 CAPS / ATP Reference

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES &
WEEK 7-8	<p>Listen to a short story/ Folklore</p> <p>Listening comprehension</p> <ul style="list-style-type: none"> Identify main and supporting ideas and take notes Share ideas and experiences and show understanding of concepts Identify persuasive and manipulating techniques where applicable Answer questions <p>Discuss the story/folklore that they were exposed to in the previous activity</p> <ul style="list-style-type: none"> Identify characters Discuss the theme Discuss point of view 	<p>Literary text: short stories/folklore</p> <p>Teach key features of literature text: such as</p> <ul style="list-style-type: none"> character, characterization, plot conflict, background, setting, narrator, theme <p>Follow the reading process:</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (Features of text) Post-reading (answer questions, compare, contrast, evaluate) <p>Reading/viewing for comprehension</p> <ul style="list-style-type: none"> skimming and scanning intensive reading Infer meaning of unfamiliar words by word attack skills 	<p>Write a review/ letter/diary entry</p> <ul style="list-style-type: none"> Requirements of format, style, Target audience purpose and context Paragraph cohesion Word choice <p>Focus on process writing</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting <p>Write a review/ letter/ diary entry following the process writing</p>	<p>Word level:</p> <p>singular and plural, adjectives, degrees of comparison, superlatives.</p> <p>Sentence level:</p> <p>simple present tense, simple past tense</p> <p>Word meaning:</p> <p>homophones, idioms</p>

Week 7: Caretakers of the Earth		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce theme: Caretakers of the Earth • Activate background knowledge • Develop theme vocabulary • Question of the day 	
Monday	Activity 2: Listening activity <ul style="list-style-type: none"> • Listening Text: The Dream of the Spirit • Genre: Folktale • Three read • Model comprehension skill: Making evaluations • Oral comprehension 	
Tuesday	Activity 1: Speaking Activity <ul style="list-style-type: none"> • Listening Text: The Dream of the Spirit • Genre: Folktale • Use the discussion frame 	
Tuesday	Activity 3: Shared reading: Pre-Read <ul style="list-style-type: none"> • Read: Climate warriors • Genre: Short story • Comprehension strategy: Making evaluations 	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Build and monitor knowledge • Develop theme vocabulary • Question of the day 	
Wednesday	Activity 2: Shared reading: First Read <ul style="list-style-type: none"> • Read: Climate warriors • Genre: Short story • Comprehension strategy: Making evaluations • Introduce the LSC in context 	
Thursday	Activity 1: LSC <ul style="list-style-type: none"> • Build & monitor background knowledge • Teach & practice the LSC: adjectives, degrees of comparison, superlatives. 	
Thursday	Activity 2: Shared reading: Second Read <ul style="list-style-type: none"> • Read: Climate warriors • Genre: Short story • Comprehension strategy: Making evaluations • Learners generate questions 	
Friday	Activity 1: Independent Reading and Comprehension <ul style="list-style-type: none"> • Individual reading sessions 	

WEEK 7 TEXTBOOK ACTIVITIES: READING & VIEWING

Week 7		
Textbook	Supplementary Reading Activity: Reads short stories/folklore	Date Completed
SUCCESSFUL OXFORD Oxford	Read an extract from a short story, 61	
SPOT ON Pearson	Read a short story, 39	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a folklore, 58	
VIA AFRICA Via Africa	Read a Chinese folktale, 45	
ENGLISH TODAY Maskew, Miller, Longman	Read an extract from a story, 47	
PLATINUM Pearson	Read a myth from the arctic, 49	
TOP CLASS Shuter & Shooter	Read Brer Rabbit falls down the well, 41	

Week 8: Caretakers of the Earth		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Teach the Comprehension Strategy <ul style="list-style-type: none"> • Read: Climate warriors • Genre: Short story • Teach: Making evaluations 	
Monday	Activity 2: Shared reading: Post-Read <ul style="list-style-type: none"> • Read: Climate warriors • Genre: Short story • Comprehension strategy: Making evaluations 	
Tuesday	Activity 1: Teach the Genre <ul style="list-style-type: none"> • Formal letter • Sample text: Dear Councillor Dube 	
Tuesday	Activity 2: Writing: Planning <ul style="list-style-type: none"> • Genre: Formal letter • Topic: As a climate warrior, write a letter to someone about a change you would like to introduce to help protect the environment • Planning Strategy: Work with a partner and write a list 	
Wednesday	Activity 1: Writing: Drafting <ul style="list-style-type: none"> • Use plan to draft formal letter 	

Thursday	Activity 1: Writing: Editing	
	<ul style="list-style-type: none"> Edit formal letter using checklist 	
Thursday	Activity 2: Writing: Publishing & Presenting	
	<ul style="list-style-type: none"> Publish and present formal letter 	
Friday	Activity 1: Oral Presentations	
	<ul style="list-style-type: none"> Panel discussion: opinions on the caretakers of the Earth 	
Friday	Activity 2: Theme Conclusion	
	<ul style="list-style-type: none"> Build and monitor knowledge Summarise 	

WEEK 8 TEXTBOOK ACTIVITIES: WRITING

Week 8		
Textbook	Supplementary Activity: Writes a review/letter/diary entry	Date Completed
SUCCESSFUL OXFORD Oxford	Write a friendly letter, 69	
SPOT ON Pearson	Write a friendly letter, 47	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a letter, 66	
VIA AFRICA Via Africa	Write a thank you letter, 50	
ENGLISH TODAY Maskew, Miller, Longman	Write a friendly letter, 51	
PLATINUM Pearson	Write a review, 51	
TOP CLASS Shuter & Shooter	Write an informal letter, 46	

WEEK 8 SUPPLEMENTARY TEXTBOOK ACTIVITIES: LSC

Week 8		
Textbook	Supplementary LSC Activity: singular and plural, adjectives, degrees of comparison, superlatives.	Date Completed
SUCCESSFUL OXFORD Oxford	Adjectives and degrees of comparison, 68	
SPOT ON Pearson	Working with adjectives, 42	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Adjectives, 64	
VIA AFRICA Via Africa	-	
ENGLISH TODAY Maskew, Miller, Longman	Adjectives and degrees of comparison, 53	
PLATINUM Pearson	Plurals and adjectives, 52	
TOP CLASS Shuter & Shooter	Comparing and contrasting, 43	

Theme Reflection: Caretakers of the Earth	
1. What went well this cycle?	
2. What did not go well this cycle? How can you improve on this?	
3. Did you cover all the work for the cycle? If not, how will you get back on track?	
4. Do you need to extend or further support some learners?	
5. In which area / activity? How will you do this?	
SMT Comment	
SMT name and signature	Date

Weeks 9-10 CAPS / ATP Reference

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES &
WEEK 9-10	<p>Listening comprehension</p> <ul style="list-style-type: none"> • Explain listening process • Take notes • Answer questions <p>Discussion</p> <ul style="list-style-type: none"> • Discuss specific ideas from a short story • Take a position on ideas and refer to text to support the position • Relate content to own experience 	<p>Literary text: short stories</p> <p>Teach key features of literature text:</p> <ul style="list-style-type: none"> • character, characterisation, plot, conflict, background, setting, narrator, theme <p>Follow the Reading process:</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (features of text) • Post-reading (answer questions, compare, contrast, evaluate) <p>Teach the key features of poem:</p> <ul style="list-style-type: none"> • internal structure of a poem, figures of speech /imagery, rhyme, rhythm • external structure of a poem, lines, stanzas, typography • figurative meaning • mood, theme and message <p>Reading/Viewing for comprehension (strategies)</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Fact and opinion • Infer meaning of unfamiliar words by word attack skills 	<p>Write a narrative/ reflective essay</p> <ul style="list-style-type: none"> • Paragraph conventions: • Topic sentence of paragraph • Main and supporting ideas • Logical order of paragraphs • Conjunctions for cohesion • Use a variety of sentence types, lengths and structures <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting <p>Present an essay for assessment</p>	<p>Word level:</p> <p>prefixes, suffixes, roots, auxiliary verbs, finite verbs</p> <p>Sentence level:</p> <p>subject and predicate, subject verb agreement,</p> <p>Punctuation and spelling:</p> <p>Dictionary usage, spelling patterns, spelling rules</p> <p>Word meaning: synonyms, antonyms</p>

Week 9: Thirteen

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce theme: Thirteen • Activate background knowledge • Develop theme vocabulary • Question of the day 	
Monday	Activity 2: Listening activity <ul style="list-style-type: none"> • Listening Text: Speaking out • Genre: Diary entry • Three read • Model comprehension skill: I wonder / making connections • Oral comprehension 	
Tuesday	Activity 1: Speaking Activity <ul style="list-style-type: none"> • Listening Text: Speaking out • Genre: Diary entry • Use the discussion frame 	
Tuesday	Activity 3: Shared reading: Pre-Read <ul style="list-style-type: none"> • Read: Help from a surprising place • Genre: Short story • I wonder/making connections 	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Build and monitor knowledge • Develop theme vocabulary • Question of the day 	
Wednesday	Activity 2: Shared reading: First Read <ul style="list-style-type: none"> • Read: Help from a surprising place • Genre: Short story • Comprehension strategy: I wonder/making connections • Introduce the LSC in context 	
Thursday	Activity 1: LSC <ul style="list-style-type: none"> • Build & monitor background knowledge • Teach & practice the LSC: subject verb agreement 	
Thursday	Activity 2: Shared reading: Second Read <ul style="list-style-type: none"> • Read: Help from a surprising place • Genre: Short story • Comprehension strategy: I wonder/making connections • Learners generate questions 	
Friday	Activity 1: Independent Reading and Comprehension <ul style="list-style-type: none"> • Individual reading sessions 	

WEEK 9 SUPPLEMENTARY TEXTBOOK ACTIVITIES: READING & VIEWING

Week 9		
Textbook	Supplementary Reading Activity: Reads short stories	Date Completed
SUCCESSFUL OXFORD Oxford	Read a short story, 80 Read the end of a short story, 85	
SPOT ON Pearson	-	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a short story, 74	
VIA AFRICA Via Africa	Read a short story, 56	
ENGLISH TODAY Maskew, Miller, Longman	Read a short story, 59	
PLATINUM Pearson	Read a description in a story, 63	
TOP CLASS Shuter & Shooter	Read a short story, 51	

Week 10: Thirteen		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Teach the Comprehension Strategy <ul style="list-style-type: none"> • Read: Help from a surprising place • Genre: Short story • Teach: Making connections 	
Monday	Activity 2: Shared reading: Post-Read <ul style="list-style-type: none"> • Read: Help from a surprising place • Genre: Short story • Comprehension strategy: I wonder/making connections 	
Tuesday	Activity 1: Teach the Genre <ul style="list-style-type: none"> • Narrative essay • Sample text: People can surprise you 	
Tuesday	Activity 2: Writing: Planning <ul style="list-style-type: none"> • Genre: Narrative essay • Topic: An unexpected champion • Planning Strategy: Write a list 	
Wednesday	Activity 1: Writing: Drafting <ul style="list-style-type: none"> • Use plan to draft narrative essay 	
Thursday	Activity 1: Writing: Editing <ul style="list-style-type: none"> • Edit narrative essay using checklist 	
Thursday	Activity 2: Writing: Publishing & Presenting <ul style="list-style-type: none"> • Publish and present narrative essay 	

Friday	Activity 1: Oral Presentations <ul style="list-style-type: none"> Panel discussion: opinions on the stigma around periods 	
Friday	Activity 2: Theme Conclusion <ul style="list-style-type: none"> Build and monitor knowledge Summarise 	

WEEK 10 SUPPLEMENTARY TEXTBOOK ACTIVITIES: WRITING

Week 10		
Textbook	Writing Activity:	Date Completed
	Writes a narrative/reflective essay	
SUCCESSFUL OXFORD Oxford	Write a descriptive essay, 90	
SPOT ON Pearson	Write a descriptive essay, 58	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a descriptive essay, 81	
VIA AFRICA Via Africa	Write a descriptive essay, 63	
ENGLISH TODAY Maskew, Miller, Longman	Write a descriptive essay, 63	
PLATINUM Pearson	Write a descriptive essay, 66	
TOP CLASS Shuter & Shooter	Write a descriptive essay, 56	

WEEK 10 SUPPLEMENTARY TEXTBOOK ACTIVITIES: LSC

Week 10		
Textbook	Supplementary LSC Activity:	Date Completed
	prefixes, suffixes, roots, auxiliary and finite verbs, subject & predicate	
SUCCESSFUL OXFORD Oxford	Prefixes and suffixes, 84 Finite and auxiliary verbs, 87	
SPOT ON Pearson	Root words, prefixes and suffixes, 54	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Prefixes and suffixes, 73	
VIA AFRICA Via Africa	Prefixes, suffixes and root words, 58 Subject and predicate, 62	
ENGLISH TODAY Maskew, Miller, Longman	Finite and auxiliary verbs, 61 Prefixes, suffixes and root words, 65	
PLATINUM Pearson	Prefixes, suffixes and root words, 65	
TOP CLASS Shuter & Shooter	Finite and auxiliary verbs, 57	

Theme Reflection: Thirteen

1. What went well this cycle?	
2. What did not go well this cycle? How can you improve on this?	
3. Did you cover all the work for the cycle? If not, how will you get back on track?	
4. Do you need to extend or further support some learners?	
5. In which area / activity? How will you do this?	
SMT Comment	
SMT name and signature	Date

Term 1 Programme of Formal Assessment

1. There are 3 formal assessment tasks for Grade 7 Term 1.
2. Please complete these tasks as detailed below.

GRADE 7 TERM 1 PROGRAMME OF FORMAL ASSESSMENT						
TASK	ACTIVITY	MARKS	WEEK	DAY	LESSON	DATE COMPLETED
1	Reads aloud <i>(see rubric below)</i>	20	Listen to individual learners read aloud throughout the term during independent reading and comprehension lessons. This can be completed in Term 2.			
2	Writes a descriptive essay: 3 paragraphs <i>(see rubric below)</i>	30	2	Tues, Wed, Thurs	Writing	
3	Response to text <i>(see assessment task and memorandum below)</i>	50	6 or 8	Fri	Independent reading and comprehension	
Total		100				

Term 1 Assessment Tasks, Tools & Memoranda

TASK 1 READ ALOUD					
MARKS	Maximum total of 20				
OBJECTIVE	Demonstrates oral reading fluency and reading for meaning				
IMPLEMENTATION	<ul style="list-style-type: none"> Listen to individual learners read a standardised text throughout Terms 1 & 2 Do this during Independent reading and comprehension 				
ACTIVITY	<ol style="list-style-type: none"> During Independent reading and comprehension, call up individuals. Next, listen to each learner read the same text. It is important that for this activity, the text that is standard for all learners in the class. It is important that you see where all learners in your class are reading against the benchmark. Select a text from the Learner Book that at least 50% of learners are comfortable with. Explain that the learners will have 1 minute to read. Instruct the learner to read this text out loud to you. Time the learner. When 1 minute is up, instruct the learner to stop reading. Once the learner is finished, ask them one or two questions to establish how much they understood what they have read. Assess using the rubric below. 				
Criteria	Needs Support	Improving	Fair	Good	Exceptional
	1-2	3-4	5-6	7-8	9-10
READING WITH MEANING 10 MARKS Demonstrates an understanding of the passage	The learner struggles to understand the passage. No reading for meaning.	The learner understands some of the passage. Struggles to respond to the questions.	The learner understands most of the content and topic of the passage. Can respond to some of the questions.	The learner understands the content and topic of the passage very well. Can read with meaning. S/he responds well to the questions.	The learner clearly understands the content and topic of the passage. Reads exceedingly well with meaning and has clear ideas and responds well to the questions.

	1-2	3-4	5-6	7-8	9-10
<p>FLUENCY AND EXPRESSION</p> <p>10 MARKS</p> <ul style="list-style-type: none"> • Passage is fluently read • Voice is projected • Words clearly enunciated • Good use of pause • Maintenance of audience rapport 	<p>The learner struggles to read. There is no expression, and the pace is too slow and faltering. Words mispronounced and no understanding of pauses or projection.</p>	<p>Learner tries but reads hesitatingly, without fluency or meaningful expression. S/he needs assistance. No connection with audience.</p>	<p>Learner reads fairly fluently with some expression that shows comprehension of the topic. S/he needs some prompting and assistance. Does not connect with audience.</p>	<p>Learner reads mostly fluently with confidence and expression that shows understanding. Projects voice and enunciates well. Uses pauses to help make meaning. Connects with audience.</p>	<p>Learner reads the passage fluently with good expression, at a flowing, confident pace. Good voice projection. Words clearly enunciated. Uses pauses and shows an understanding of how punctuation enhances meaning. Connects well with audience.</p>

TASK 2 DESCRIPTIVE ESSAY					
MARKS	Maximum total of 30				
OBJECTIVE	Writes a descriptive essay of 3 paragraphs				
IMPLEMENTATION	<ul style="list-style-type: none"> In Week 2 the process writing task requires learners to write a narrative essay of 3 paragraphs 				
ACTIVITY	<ol style="list-style-type: none"> Write a narrative essay about a sea journey. Collect learners' essays at the end of the week for formal assessment. 				
CONTENT	1-2	3-4	5-7	8-10	11-12
	The learner's response is irrelevant to the topic.	The learner's response is not totally relevant to the topic.	The learner's response is relevant to the topic.	The learner's response is interesting and relevant to the topic.	The learner's response is interesting and exceeds expectations.
STRUCTURE	1	2	3	4	5-6
	The essay is not organised into 3 paragraphs. There is no connection in the ideas presented.	The essay has attempted to use paragraphs. But many ideas seem to be missing. The ideas are not connected.	The essay has 3 paragraphs, but they are not fully developed. The ideas are not totally connected.	The essay is organised and has 3 paragraphs. The ideas are connected, and the essay flows well.	The essay is well organised and has used 3 paragraphs. The ideas are well connected, and the essay flows very well.
PLANNING	1	2	3	4	5-6
	The learner does not make a plan OR the learner's plan is irrelevant.	The learner makes a plan before writing. The learner attempts to use their plan.	The learner makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	The learner makes a plan before writing. The learner uses their plan to inform their drafting.	The learner makes a plan before writing. The learner uses the plan to inform their drafting, and expands on the plan with creativity.

EDITING / LSC	1	2	3	4	5-6
	The learner has not used adjectives or the 5 senses. The learner does not edit their own work.	The learner has only used 1 adjective and tried to describe some of the senses. The learner attempts to edit their own work, but there are many errors remaining.	The learner uses 2 adjectives and has described a few of the 5 senses. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors.	The learner uses 2 adjectives and several of the 5 senses. The learner edits their own work and mostly corrects their grammar, spelling and punctuation.	The learner uses 2 or more adjectives and the 5 senses. The learner successfully edits their own work to correct grammar, spelling and punctuation.

TASK 3 RESPONDS TO TEXT	
MARKS	Maximum total of 50
OBJECTIVE	<ul style="list-style-type: none"> • Literary/Non- literary text (20 marks) • Visual text (10 marks) • Language Structures and Conventions (20 marks)
IMPLEMENTATION	<ul style="list-style-type: none"> • These assessments do not have to be written in one session. • The assessments can be administered during Independent reading and comprehension in Weeks 6 and 8.
ACTIVITY	<ol style="list-style-type: none"> 1. Hand out the assessment tasks to learners. 2. Read through the texts and papers once, and explain what is required of learners. 3. Collect the assessments and mark them using the memoranda provided.

TERM 1 TASK 3 RESPONDS TO TEXTS

PART A: READING COMPREHENSION

NAME: _____

Instructions:

- *Read the text below twice.*
- *Answer the questions that follow.*

Should English be the only official language in South Africa?

Some people believe that English should be the only official language in South Africa. There are many arguments to back this up. Most people in South Africa already learn English at school, even if English is not their home language.

English is everywhere. There is English in our homes: on our televisions, in film, radio, music and books. Eighty per cent of the information on the Internet is in English, so people who speak English will have a technological advantage.

English is still the most popular language for teaching at university. If you understand English, it will help you to study further. English should be the official language so that the same opportunities are accessible to everyone.

On the other hand, some people are fiercely against making English the only national language. They argue that if English were the only official language, we would lose a lot. Our home languages are the ones we learn first, as babies. We learn to think in those languages, and the way they are set out (their sounds, grammar and idiomatic sayings) shapes the way we think about the world. If we only speak English, we risk of losing those languages. Our home languages need to be supported and developed because languages protect cultures and traditions. We should be making more books, movies, and music in all our many languages. One language is boring! Who wants only one way of doing things? We need to learn one another's languages and encourage the growth of all people's rich heritage.

QUESTIONS:

- 1. List three reasons why some people say English should be the only official language in South Africa. [3]**

Some people say English should be the only official language in South Africa because

- 2. Name two places where we hear English being used and spoken in our homes? [2]**

We hear English on the _____

- 3. How much of the information on the Internet is in English? [1]**

_____ of the information on the Internet is in English.

- 4. The main point in the first paragraph is: (Tick the correct answer.) [1]**

- a. English is the best language. _____
- b. Everyone who speaks English can go to university. _____
- c. English should be the only official language in South Africa. _____

- 5. Write down the phrase in the second paragraph that shows the writer is now going to give the other side of the argument. [1]**

6. Why does the writer say we would lose our many cultures and traditions if we only had English as the national language? [2]

If we only had English, we would lose our many cultures and traditions because_____

7. Does the writer think English should be the only official language? Give a reason for your answer. [2]

The writer thinks_____

8. Quote (write down) an example of a fact from the first paragraph. [1]

9. Quote (write down) an example of an opinion in the second paragraph. [1]

10. Why do you think the writer wrote this article? [2]

I think the writer wrote this because_____

11. Do you think English should be the only official language in South Africa? Why or why not? [2]

I think _____

because _____

12. Rename this text with your own title. [2]

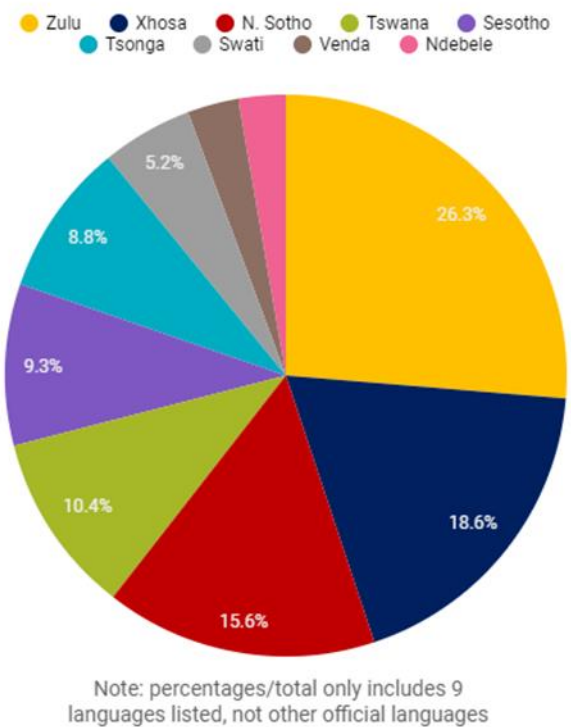
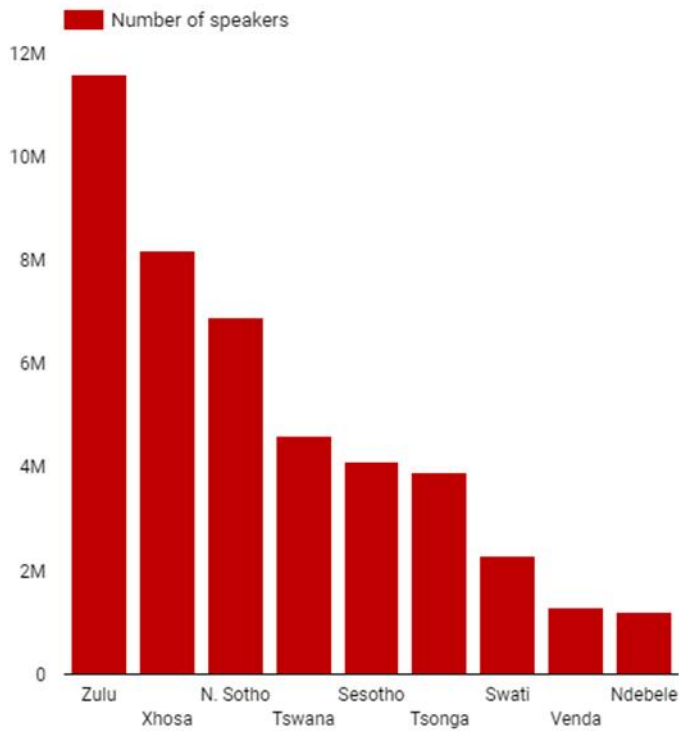
TOTAL: 20 MARKS

TERM 1 TASK 3 RESPONDS TO TEXTS

PART B: VISUAL COMPREHENSION

NAME: _____

Graph of official languages in South Africa



QUESTIONS:

1. Which language is spoken by the most people in South Africa? How many million people speak this language? [2]

_____ is spoken by the most people. _____ million people speak this language.

2. What percentage of people speak Northern Sotho in South Africa? [1]

_____ of people speak Northern Sotho.

3. How many million people speak Xhosa? [1]

_____ speak Xhosa.

4. Which has more speakers Sesotho or Tsonga? [1]

_____ has more speakers.

5. How many languages do you speak? Which is your favourite? Why? [2]

I speak _____ languages. My favourite is _____,
because _____

6. 'If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.' - Nelson Mandela

Why do you think Mandela felt it was important to speak to people in their own language? [2]

I think Mandela thought it was important to speak to people in their own language because _____

7. Tick the correct word: If you are visiting South Africa, you will probably be invited to someone's home for a:

- a. barbeque _____
- b. braai _____
- c. cook out _____
- d. grill _____

[1]

TOTAL: 10 MARKS

TERM 1 TASK 3 RESPONDS TO TEXTS

PART C: LANGUAGE IN CONTEXT

NAME: _____

Instructions:

- Read the comprehension text and visual text again.
- Answer the questions that follow.

QUESTIONS:

1. Change the following sentences into the simple past tense:

- a. English is not the only official language. [1]

- b. There are many arguments to back this up. [1]

2. Change the following underlined verbs into the present progressive:

- a. Even though she is not fluent, she tries to speak in isiXhosa. [1]

- b. He was learning all 11 official languages. [1]

3. Change the following into the future tense:

- a. Maybe someday we have even more official languages. [1]

- b. I learn to say hello in new ways. [1]

4. Change the sentence into the passive voice:

Our home languages protect cultures and traditions. [1]

5. Change the sentence into the active voice:

Tswana is spoken by 10.4% of the population. [1]

6. Look in the first paragraph of the comprehension text (*Should English be the only official language in South Africa?*) and find a synonym for:

- a. reasons _____
- b. well-liked _____ [2]

7. Underline the correct adjective:

English is (difficult / more difficult / difficulter) to learn than Venda. [1]

(The fewest / Few / More few) people speak Ndebele. [1]

8. Punctuate the following sentence correctly:

I wish i spoke all the languages in south Africa she exclaimed [6 x ½ =3]

9. Read the sentence: 'On the other hand, some people are fiercely against making English the only national language.' Write down an example of: [2]

- a. an adverb _____
- b. a plural noun _____

10. Add a prefix to the following words to give them their opposite meaning:

a. advantage _____

b. popular _____

[2]

11. Choose the idiom that fits best.

Even though we argued about some things, when it came to solving the problem, we all (agreed).

a. talked a mile a minute _____

b. spoke the same language _____

c. spilt the beans. _____

[1]

TOTAL: 20 MARKS

TERM 1 TASK 3 RESPONDS TO TEXTS MEMORANDA

PART A: READING COMPREHENSION MEMORANDUM

1. Some people say English should be the only official language in South Africa because so many people already learn it / we hear it on TV, film, music, etc / 80% of the internet is in English / English is the language at most universities. (any 3) [3]
2. We hear English on the TV / in films / in music / read it in books. (any 2) [2]
3. 80% of the information on the Internet is in English. [1]
4. c. English should be the only official language in South Africa. ___ ✓ ___ [1]
5. 'On the other hand...' [1]
6. If we only had English, we would lose our many cultures and traditions because our cultures and traditions are carried through our languages. Language influences how we think and see the world, it's not just words that can be translated. So, if we only had English, all the other cultures and traditions would disappear. [2]
7. The writer thinks English should not be the only official language. She thinks we would lose a lot and that one language and way of doing things would be boring. [2]
8. Some people believe that English should be the only official language in South Africa. /There are many arguments to back this up./Most people in South Africa already learn English at school, even if English is not their home language./ Eighty per cent of the information on the Internet is in English. /English is still the most popular language for teaching at university. (any 1 fact) [1]
9. Our home languages need to be supported and developed because languages protect cultures and traditions./We should be making more books, movies, and music in all our many languages./One language is boring!/ We need to learn one another's languages and encourage the growth of all people's rich heritage. (any 1 opinion) [1]
10. I think the writer wrote this because she feels that English should not be the only official language and she wants to convince the reader that her opinion is correct. [2]
11. Learner's own opinion with reason. [2]
12. Learner's own idea for a new title. Must show some understanding of the content of the text. [2]

TOTAL: 20 MARKS

PART B: VISUAL COMPREHENSION MEMORANDUM

1. Zulu is spoken by the most people in South Africa. Approx 11.5 million people speak this language. [2]
2. 15.6% of people speak Northern Sotho. [1]
3. 8 million speak Xhosa. [1]
4. Sesotho has more speakers. [1]
5. Learner's own response. Award marks for completing the sentences correctly.
I speak _____ languages. My favourite is _____, because _____ [2]
6. I think Mandela thought it was important to speak to people in their own language because it shows respect and does more than just saying words. It's about ideas and ways of seeing and understanding the world. (learner's answer to show some deeper understanding of this) [2]
7. braai __✓__ [1]

TOTAL: 10 MARKS

PART C: LANGUAGE IN CONTEXT MEMORANDUM

1. a. English was not the only official language. [1]
b. There were many arguments to back this up. [1]
2. a. Even though she is not fluent, she is trying to speak in isiXhosa. [1]
b. He is learning all 11 official languages. [1]
3. a. Maybe someday we will have even more official languages. [1]
b. I will learn to say hello in new ways. [1]
4. Cultures and traditions are protected by our home languages. [1]
5. 10.4% of the population speaks Tswana. [1]
6. a. arguments
b. popular [2]
7. English is (difficult / **more difficult** / difficulter) to learn than Venda. [1]
8. (**The fewest** / Few / More few) people speak Ndebele. [1]
9. 'I wish I spoke all the languages in **S**outh Africa!' she exclaimed. [6 x ½ =3]
10. fiercely [1]
11. people [1]
12. **dis**advantage [1]
13. **un**popular [1]
14. spoke the same language __ ✓ __ [1]

TOTAL: 20 MARKS

Term 1 Learner Book Memoranda

WEEKS 1 & 2 MEMORANDUM

DECODABLE TEXT: 2

1. What does the old sailor like to do?
The old sailor likes to explore new countries.
2. What is wrong with the old map?
The old map is wrong because not all new countries are on the map.
3. What is it time for?
It is time for a new map.

NON-FICTION TEXT: A TALE OF TWO VILLAGES

1. Which two countries each has a village called Mabule? (paragraph 1)
The two countries that each have a village called Mabule are South Africa and Botswana.
2. What were the first borders that divided Mabule from other villages? (paragraph 2)
The first borders that divided Mabule from other villages were rivers and mountains.
3. Why does Segametsi have family that live so close, but they are in another country? (paragraph 4)
Segametsi has family that live so close but are in another country because the little fence became a national border, and so separated villages and families.
4. What can you infer changed for the people of Mabule when the small fence changed to a national border? (paragraph 5)
I can infer that the people of Mabule were not able to go to the places that they normally go to and see the people they normally see. (See learners' answers).
5. How do you think that must feel?
I think that must feel... (See learners' answers)
6. Do you think the people who cross the border illegally today are wrong? Why or why not?
I think that people who cross the border illegally are / are not wrong, because... (See learners' answers)

VISUAL TEXT: GOOGLE MAPS

1. How does Google Maps show Kashmir if you are in Pakistan?
If you are in Pakistan, Google Maps shows Kashmir as much smaller/broken borders/not part of India etc.
2. How does Google Maps show Kashmir if you are in India?
If you are in India, Google Maps shows Kashmir as part of India/much bigger/no broken borders.
3. How do you think this would make you feel if you lived in Pakistan?
I think that if I lived in Pakistan, this would make me feel... (See learners' answers)

CHALLENGE YOUR BRAIN!

1. What can you infer about Kashmir from looking at these maps?
From these different maps, I can infer that Kashmir is claimed by Pakistan and India.
2. What do you think about the fact that Google Maps can show the same places in different ways? Why?
The fact that Google Maps can show the same places in different ways makes me feel... because... (See learners' answers).
3. How do you think this would make you feel if you lived in Kashmir?
I think that if I lived in Kashmir, this would make me feel... (See learners' answers).

LSC: PRACTICE

1. Revise your knowledge of parts of speech.
 - a. *Mabule Village and North West.*
 - b. *Village, story, fence, land, animal, people etc.*
 - c. *Independence*
 - d. *Puzzled, asked, live etc.*
 - e. *Shocked.*
2. Change the following sentences into the simple past tense.
 - a. *I always loved my grandfather's stories.*
 - b. *Some of our family lived in Mabule Village in South Africa. Some of our family lived in Mabule Village in Botswana.*
 - c. *The villagers went across the border.*
 - d. *The new border changed everyone's lives.*
 - e. *People could no longer move freely.*
3. Change the following sentence into the simple present tense.
 - a. *Grandfather has an excellent memory and remembers all the stories.*
4. Rewrite the following sentences, correcting the punctuation.
 - a. *Segametsi loved her home Mabule Village and she didn't understand why it had been divided.*
 - b. *When Kabelo went to the shop, he bought bread, maize, oil and tea.*

WEEKS 3 & 4 MEMORANDUM

DECODABLE TEXT: 2

1. In poetry, what do we choose when we want to express our truth?
In poetry, we choose words to express our truth.
2. What can we find and explore in poetry?
In poetry, we can find and explore our voice and our identity.
3. What can we express in our poetry?
In our poetry we can express our truth.

NON-FICTION TEXT: POETRY IN OUR LIVES

1. List three terrible, painful things that the poet has lived through.
The poet has lived through rape, patriarchy and femicide.
2. Close your eyes and visualise the poet. What do you think she looks like? (Clue: think about her shape and her hair.)
I think she has a full, curvy body and an afro (See learners' answers).
3. 'I step in that elevator with pride
My way is to the top'
Is the poet literally (actually) in an elevator (lift)? Why does she say she's going to the top?
The poet isn't literally in an elevator. The poet says she's going to the top because she has lived through so much and continues to be strong (or own answer).
4. Find two words that the poet uses to talk about the generations that came before her. How do you think she feels about these people? Why?
The poet uses the words love and honour to talk about the generations that came before her. I think she feels pride/love/respect etc. about these people because she wears their clothes and feels their love/honour/she dances proudly while wearing their clothes and beads (or own answer).
5. After reading the poem, what kind of person do you think the poet is?
I can make an evaluation that the poet is a ... person because... (See learners' answers).
6. What can you infer the poet feels about her identity?
I can infer that the poet feels strongly about her identity (or own answer).

VISUAL TEXT: POSTER

1. What is the poster advertising?
The poster is advertising a slam poetry open mic night.
2. Which province is Bothlale Boikanyo from and which national competition did she win?
Bothlale is from North West and she won SA's Got Talent.

3. Why is it better to buy your tickets before the night?
It is better to buy your tickets before because it is cheaper than at the door.

CHALLENGE YOUR BRAIN!

1. Close your eyes and visualise the Slam Poetry event. What do you see?
I can visualise... (See learners' answers).
2. If you went to the event and wanted to perform, what would your poem/performance be about?
My poem would be about... (See learners' answers).
3. Why do you think writing poetry can help people understand themselves better?
I think writing poetry helps people understand themselves better because they have to really think about things that are important to them/it can help them express themselves/it can help them realise things (or own answer).

LSC: PRACTICE

1. *Haircut, bedroom, toothpaste, grandmother, friendship, sunshine, birthday, headache, notebook, newspaper, breakfast*
2. Rewrite the following sentences in your exercise book. Then, underline the personal pronouns.
 - a. *The poet wrote about her identity.*
 - b. *The group said they learnt a lot from writing the poems.*
 - c. *William wanted to perform, but he was too scared.*
 - d. *They all felt it had helped them understand better.*
 - e. *I think you should enter the slam poetry competition. You would be great!*
3. Rewrite the following sentences in your exercise book. Then underline the examples of alliteration.
 - a. *The bold, brave child stood up to the bully.*
 - b. *Cautiously the cat crept past the cupboard.*
 - c. *She wondered at the wide, wild sky above.*
4. Rewrite the following sentences in your exercise book. Then, underline the rhyming words.
 - a. *Who will rule the school on the night?*
 - b. *Come rejoice, have your choice, and let your voice be heard!*

WEEKS 5 & 6 MEMORANDUM

DECODABLE TEXT: 2

1. Where was the king's house?
The king's house was in a country called Mali.
2. What did the king share?
The king shared the wealth of his gold.
3. Who did everyone respect?
Everyone respected the king.

NON-FICTION TEXT: A BUSY DAY IN TIMBUKTU

1. What do Mariam and Oumar sell at the stall in the market?
Mariam and Oumar sell books.
2. What are they discussing?
They were discussing what Mansa Musa was doing on his way to Mecca.
3. What are three things that salt is used for?
Salt can be used for flavouring food, preserving food or disinfecting cuts.
4. Close your eyes and imagine (visualise) Mansa Musa and his enormous, extravagant procession. What do you see? Draw a picture of your visualisation.
I can visualise... (See learners' answers).
5. Which would you prefer to get: salt or gold? Why?
I would prefer..., because... (See learners' answers).
6. Do you think rich people should give away their money to poor people? Why or why not?
I think rich people should/should not give their money to poor people, because... (See learners' answers).

VISUAL TEXT: THE KINGDOM OF MALI MAP

1. List modern countries (the whole country or just a part) that the Kingdom of Mali covered?
The countries that the Kingdom of Mali covered are: Senegal, Gambia, Guinea, Cote D'ivoire, Burkina Faso, Niger, Mauritania and Mali.
2. Mansa Musa expanded his kingdom in the north and the south. What natural resources did Mansa Musa want in these areas?
In the north he wanted salt and in the south, he wanted gold.
3. What the main direction Mansa Musa travelled to get from his Kingdom to Mecca?
The main direction that Mansa Musa travelled to get to Mecca was East.
4. Which do you think is better for a country: having access to a gold mine or having access to a trade route? Why?
I think...is better, because...(See learners' answers).

CHALLENGE YOUR BRAIN!

1. Approximately how many kms did Mansa Musa travel to get to Mecca? (Hint: use the key on the map to try work it out.)
I think Mansa Musa travelled 5000-8000 kms to get to Mecca.
2. There are so many natural resources in Africa that made the ancient kingdoms wealthy. Why do you think many of these same countries today are poor?
I think many of these countries are poor today, because they do not have manufacturing industries to make products out of the raw materials (or own answer).

LSC: PRACTICE

1. Rewrite the sentences below in your exercise book, using the correct concord.
 - a. Oumar and Mariam are selling books at the market.
 - b. She thinks Mansa Musa is crazy.
 - c. Anyone who wants to study, should go to Timbuktu.
 - d. A herd of camels walk past.
 - e. Each of the shopkeepers were packing up their stalls as the sun was setting.
2. Rewrite the sentences below in your exercise book, replacing each underlined word with a synonym.
 - a. Isn't he insane/looney/mad?
 - b. It makes our food taste so delicious/great/yummy/tasty!
 - c. A man leads a herd of camels past them and they stop to look at/admire/gaze at the enormous animals.
3. Write down an antonym for each word from the text: A busy day in Timbuktu.
 - a. early – late
 - b. rich – poor
 - c. old – young
 - d. stingy – generous
4. Rewrite the following sentences in your exercise book. Include all punctuation marks. Notice that the sentences show direct speech.
 - a. Mariam asked, 'Should we start packing up the books?'
 - b. 'I can't believe it!' Oumar shouted.
5. Match the idioms from Column A to their meanings in Column B. Write them in your exercise book.
 - a. On the map – to make a place famous
 - b. Travel light – travel with very little luggage
 - c. Worth her salt – good at their job
 - d. Out of his mind – crazy

WEEKS 7 & 8 MEMORANDUM

DECODABLE TEXT: 2

1. What do we have to protect?
We have to protect the Earth and the water.
2. What is home for everyone?
Earth is home for everyone.
3. Who has to protect the earth?
Everyone has to protect the earth.

NON-FICTION TEXT: A FORMAL LETTER

1. Where does Ms Masondo, the councillor work?
The councillor's work address is 3700 Masizakhe Street, Zola, Johannesburg.
2. Why is Nandi Dumisa writing to her councillor?
Nandi is writing to her councillor to apply to start an urban garden on the open land on the corner of Mpanza Street.
3. What are the benefits of planting a vegetable garden?
The benefits of planting a vegetable garden are that it will produce less carbon dioxide, use less plastic and be healthier for the community to eat fresh vegetables.
4. Who has already agreed to help Nandi and her friends with their idea?
The local nursery and some of the teachers have already agreed to help Nandi and her friends.
5. What kind of person is Nandi?
I can make an evaluation that Nandi is a caring/kind/motivated/enthusiastic person. (or own answer).
6. Do you think Nandi's idea will fail or succeed? Why or why not?
I think Nandi's ideas will / will not work because...(See learners' answers).

VISUAL TEXT: CARBON EMISSIONS

1. Which country is the biggest emitter?
The biggest emitter is China.
2. List 3 countries that produce the same amount of carbon emissions as South Africa.
Three countries that produce the same amount of carbon emissions as South Africa are Mexico, Australia and Turkey.
3. Which country emits more than the Russian Federation, but less than the United States?
India emits carbon emissions than the Russian Federation but less than the United States.
4. Which European country produces 2% of the world's carbon emissions?
Germany produces 2% of the world's carbon emissions.

CHALLENGE YOUR BRAIN!

1. The whole continent of Africa produces 4% and South Africa on its own produces 1%. What does this tell us about South Africa?

This tells that South Africa is a more developed country than other countries in Africa.

2. Are you surprised that South Africa is the biggest producer of harmful carbon emissions in Africa? Why or why not?

I am / am not surprised that South Africa is the biggest emitter on the continent, because... (See learners' answers).

LSC: PRACTICE

1. Write the following nouns and their plural forms in your exercise books.

- | | |
|---------------|-----------------|
| a. learners | h. marches |
| b. countries | i. women |
| c. brushes | j. people |
| d. holidays | k. ladies |
| e. benches | l. dictionaries |
| f. vegetables | m. wishes |
| g. cities | |

2. Rewrite the following sentences in your exercise book in simple past tense. Change only the underlined verb.

- a. I was a Grade 7 learner at Jabulani Primary School.
- b. My friends and I wanted to help stop climate change.
- c. There was an open plot of land on the corner of Mpanza Street and Sanna Street.

3. Write a sentence with each homophone to show that you understand the different meaning of each:

- a. *The children buy sweets.*
- b. *It is by the shelf.*
- c. *It's extremely hot at the moment.*
- d. *Don't touch its paws.*
- e. *I went to meet her parents.*
- f. *Let's cook all of this meat.*

4. Copy down and complete the table to show the comparative and superlative form of each adjective:

Positive	Comparative	Superlative
good	<i>better</i>	<i>best</i>
little	<i>smaller</i>	<i>smallest</i>
nice	<i>nicer</i>	<i>nicest</i>
fast	<i>faster</i>	<i>fastest</i>
bad	<i>worse</i>	<i>worst</i>
dark	<i>darker</i>	<i>darkest</i>
rich	<i>richer</i>	<i>richest</i>
poor	<i>poorer</i>	<i>poorest</i>
developed	<i>more developed</i>	<i>most developed</i>
beautiful	<i>more beautiful</i>	<i>most beautiful</i>

WEEKS 9 & 10 MEMORANDUM

DECODABLE TEXT: 2

1. What do all teenagers need?
All teenagers need respect and kindness.
2. What are some teenagers?
Some teenagers are bullies and rude.
3. What is one thing we must not accept?
One thing we must not accept is bad treatment.

NON-FICTION TEXT: GIRLS MUST STAY IN SCHOOL!

1. Why do many under-privileged schoolgirls stay away from school every month?
*These schoolgirls cannot afford sanitary products.
They are also affected by taboos and stigma around having a period.*
2. What was the government's response to this crisis?
The government responded by stopping tax on sanitary products and provides free sanitary products to schoolgirls in non-fee paying schools.
3. Name a private organisation that is collecting pads for schoolgirls.
The Imbumba Foundation.
4. What reasons would you give a schoolgirl to tell her why she should complete high school?
I would tell her to finish high school because then they have access to a better life like better healthcare and better job opportunities.
5. There is a stigma associated with periods. What can you infer was the reaction in parliament when Minister Mboweni spoke about this topic?
*I can infer that the reaction in parliament was that people felt...
I make this inferences because.... (See learners' answers).*

6. In the article, find one example of a fact and one example of an opinion.
Fact: A schoolgirl can miss up to 50 days of school per year.
Opinion: Education is the most powerful weapon which you can use to change the world.

VISUAL TEXT: INFOGRAPHIC

1. How much does it cost the average woman to buy sanitary pads for a year?
It costs the average woman R360 to buy sanitary pads for a year.
2. How much does it cost the average women to buy sanitary pads for 40 years?
It costs...to buy sanitary pads for 40 years.
3. Do you think that it is fair that women have to pay for sanitary products? Why or why not?
I think it is fair because... / I think it's not fair because... (See learners' answers).
4. As you can see, the government stopped charging VAT on these products in 2019. Do you think this is enough help? Why or why not? If not, what else do you think the government should do?
I think this is enough help because this will take the cost of sanitary pads down (or own answer).
or
I think this is not enough help and the government should also give free sanitary pads away to people who need it/pay companies to make their products cheaper (See learners' answers).

CHALLENGE YOUR BRAIN!

1. 'Education is the most powerful weapon which you can use to change the world'
– Nelson Mandela
Do you agree with this statement? Why? If you don't, what do you think can change the world?
I think this statement is true because... or
I disagree with this statement. I think... (See learners' answers)

LSC: PRACTICE

1. Rewrite the sentences below. Then, underline the main clause and put a circle around the dependent clause.
 - a. *Their health is also negatively affected (dependent) because of a lack of education about menstruation (main).*
 - b. *These will then be donated to girls from poor communities (main) so that they can stay in school (dependent).*

2. Complete these sentences with your own dependent clauses:
 - a. *It is important to go to school every day, therefore you must try and attend school every day.*
 - b. *Private organisations are helping girls in South Africa because they want to make a difference.*

3. Rewrite the sentences that follow, adding on of these suffixes: -tion; -n; -y; -ful
 - a. *The South Africa _____ minister changed the tax laws on sanitary pads.*
 - c. *The organisation is asking people to help its collection of sanitary pads for underprivileged girls.*
 - d. *Every child should be happy and healthy.*
 - e. *Everyone hopes that the government's campaign will be successful.*

4. Add a prefix to each of these words to make the opposite meaning:
 - a. *unnatural*
 - b. *inexpensive*
 - c. *unable*
 - d. *uneducated*

NECT EFAL
GRADE 7
TERM 1
LSC REFERENCE NOTES

GRADE 7 TERM 1

LANGUAGE STRUCTURES & CONVENTIONS NOTES

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PARTS OF SPEECH

NOUNS

Nouns are words that name everything in the world. They name things (desk, hand, dog), places (South Africa, Mthatha, Namibia), people (Nelson Mandela, Professor Ngubane, Doctor Smith) and feelings (sadness, joy). Nouns are very important because without them we wouldn't be able to name things.

Common Nouns

Common nouns are the names we give to what we see, touch, hear or experience, for example:

- flowers, friend, dream, sister, pet.

Common nouns do not begin with a capital letter, except at the start of a sentence, for example:

- Flowers are brightly coloured. (But 'I love flowers.')
- Common nouns like 'cat' and 'kitten' tell you whether an animal is an adult or a baby.
- Common nouns like 'cow' and 'bull', 'sister' and 'brother' tell you whether the animal or person is a male or a female.
- Some common nouns are countable, for example, book, books.
- Some nouns are uncountable, for example, sugar, hair.
- Some nouns are only in the plural, for example, scissors, trousers.

Concrete Nouns

A **concrete noun** is a physical object in the real world, such as a dog, a ball, or an ice cream cone. It can be identified through one of the five senses (taste, touch, sight, hearing, or smell).

Compound Nouns

A **compound noun** is when a noun is made up of two or more words, for example, class + room (classroom).

- Some compound nouns have a space between the two words (living room) and others do not have a space (bathroom).
- Compound nouns that are made up of two words ending and starting with the same letter often have a hyphen between the two words (lamp-post).

- Compound nouns are made up of different parts of speech plus a noun, for example, they can be:
 - a noun + noun (foot + ball = football)
 - adjective + noun (black + board = blackboard)
 - verb (+ing) + noun (washing + machine = washing machine)
 - noun + verb (hair + cut = haircut)

Where we need to show that there is more than one of a compound noun we usually give the most important word (usually the noun) in the compound noun the plural form. For example:

- one passer-by – two passers-by
- one cupful – two cupsful

Where there is a noun + noun, the first noun acts like an adjective and so the second noun takes the plural form. For example:

- one toothbrush –two toothbrushes
- one football – two footballs.

Proper Nouns

Proper nouns always start with capital letters. They tell us actual names, for example:

- of people (Bongani, Susan)
- of places (Johannesburg, London)
- of days of the week and months of the year (Tuesday, May)
- of languages (French, Portuguese)

The capital letters make proper nouns stand out in a sentence so that they are more noticeable.

Here is a list of examples of **different kinds of proper nouns**. Take careful note of where capital letters are used.

- **people's names:** Wadida, James
- **places:** Polokwane, Tambo Street, Orange River, Augrabies Falls National Park
- **special days:** Easter, Women's Day
- **days of the week and months of the year:** Friday, February
- **people's titles:** Doctor Smith, President Mandela, Professor Nhlanhla
- **religions:** Christian, Jewish, Islam
- **institutions:** Red Cross Hospital, University of the Witwatersrand
- **titles of newspapers, magazines, films, books:** *Gauteng News*, *Best Advice*
- **languages:** English, Swahili

Notice that proper nouns can be more than one word, for example:

- Professor Nhlanhla
- Vaal Dam

And also note that a word such as ‘professor’ does not always take a capital – only if it is part of a name of one particular person. So, both these sentences below are correct:

I want to be a professor one day.

Call me Professor Mkhize.

Collective Nouns

Collective nouns are used to name a collection of things, people or animals. For example:

- a **‘herd** of cattle’
- the **‘team** of players’
- a **‘pack** of cards’

Some collections can have more than one collective noun, for example:

- a **constellation** of stars
- a **galaxy** of stars

And some nouns take the same collective, for example:

- a **pack** of cards
- a **pack** of wolves
- a **flock** of birds
- a **flock** of sheep

Common collective nouns are often used without stating what the group consists of, for example:

- ‘The **audience** enjoyed the play.’ (audience of people)
- ‘The **team** is playing a match on Saturday.’ (team of soccer players)
- ‘The **choir** are starting to arrive.’ (choir of singers)

Singular and plural

- When all the individuals in the group **behave exactly the same**, for example, a herd of zebras all runs away at the same time, the collective noun is singular: ‘The herd is running away.’
- When all the individuals **do not behave exactly the same**, for example, netball team members are warming up at different times, the collective noun is plural: ‘The team are warming up.’

Abstract Nouns

Abstract nouns are an idea, quality, or state rather than a concrete object, for example:

- truth
- danger
- happiness
- politics
- xenophobia

Abstract nouns can't be identified through the five senses, but they are still nouns. For example, 'My emotions ranged from **shock** to **disbelief** to **joy** when she told me.'

DETERMINERS

Determiners can be definite articles refer to a specific thing, for example:

- 'The book I read was excellent.'

Determiners can be indefinite articles refer to a general, or non-specific noun. For example:

- 'I'd love a book to read for the weekend.'

Note:

- Use a - before a singular noun beginning with a consonant sound
- Use an - before a singular noun beginning with a vowel sound

For example:

- 'I want a car.'
- 'Please may I have an orange.'
- 'There was an animal in the road!'

Some **determiners** show '**how much**'. For example:

- '**Some** learners understood the lesson. **Many** learners asked for help. There were **enough** books for everyone to read the story.'
- '**Both** children were excited, but **neither** was brave enough to go first!'
- 'We all received **one** slice of cake, but the birthday girl got **two**!'
- 'There were **fewer** people at the event, and there was also **less** food. But **each** person had **enough** to eat.'

Determiners can also show the **order** of things. For example:

- 'I was the **first** in line.'

- ‘My sister came **third** in the race.’
- ‘We are always **last**, but we have the most fun!’

Note:

Most ordinal numbers end in "th" except for:

- one ⇒ first (1st)
- two ⇒ second (2nd)
- three ⇒ third (3rd)

PRONOUNS

Personal Pronouns

Personal pronouns stand in place of nouns, so that we don't keep repeating the nouns, for example:

- **Zebras** and **wildebeest** like to live together. **They** help to protect each other against lions.

These personal pronouns are always the **subject** of a sentence: **I, you, he, she, it, we, you, they**. For example:

- **The zebra** looks out for danger. **It** warns the other animals.
(The zebra and 'it' are the subjects of the sentences.)

These personal pronouns are always the **object** of a sentence: **me, you, him, her, it, us, you, them**. For example:

- The wildebeest smell **me** and run away.
(‘Me’ is the object of the sentence.)

Possessive Pronouns

A **possessive pronoun** shows who owns what. Possessive pronouns are the words: **mine, yours, his, hers, ours, theirs**.

For example:

- That's not Ntumzi's fault, it's **yours**.
- Actually, I think the fault is **theirs**.
- Is this book **his**? No, it's **mine**!

Note:

- Many people confuse **possessive adjectives** with **personal pronouns**.
- Possessive adjectives are: **my, your, its, our, their**.

- However, they do NOT replace the noun, and come before the noun they are describing.

For example:

- 'I eat my pie. You eat your pie. They eat their pies.
(In these sentences, 'I', 'You' and 'They' are personal pronouns, and 'my', 'your' and 'their' are possessive adjectives.)

Reflexive Pronouns

Reflexive pronouns refer back to a person or thing. They are: **myself, yourself, himself, herself, itself, ourselves, yourselves and themselves.**

We often use reflexive pronouns when the subject and the object of a verb are the same.

For example:

- 'I cut **myself** when I was chopping vegetables last night.'
- 'I hope you enjoy **yourselves** at the party!'
- 'My phone isn't working properly. It turns **itself** off for no reason.'
- 'We need to believe in **ourselves** more.'

Demonstrative Pronouns

Demonstrative pronouns are pronouns that are used to point to something specific within a sentence. These pronouns can **indicate items in space or time**, and they can be either singular or plural.

- near in distance or time - this (singular), these (plural)
- far in distance or time - that (singular), those (plural)

For example:

- **This** tastes good. Have you seen **this**?
- **These** are bad times. Do you like **these**?
- **That** is beautiful. Look at **that**!
- **Those** were the days! Can you see **those**?
- **This** is heavier than **that**. **These** are bigger than **those**.

ADJECTIVES

Adjectives tell you more about a noun or a pronoun. Look at these sentences:

The teacher taught the class.

The **creative** teacher taught the **energetic** class.

- 'Creative' and 'energetic' are adjectives that tell you more the nouns, 'teacher' and 'class'.
- Both sentences give the same basic information, but the second sentence shows a picture of how imaginative the teacher as and how active the class was.
- Adjectives make writing more interesting.

Note:

Adjectives can come before or after the noun. For example:

- the small dog
- the dog is small

Comparative Adjectives

We can use adjectives to compare objects, animals, people or ideas. These are called degrees of comparison.

- **Positive** adjectives describe one thing.
- **Comparative** adjectives compare two things.
- **Superlative** adjectives compare three or more things.

When we use an adjective to describe just one object, person, etc., we call this the **positive degree**. For example:

- Buhle is strong.

When we use an adjective to compare two objects, people, etc., we call this the **comparative degree**. For example:

- Thabisa is stronger than Buhle.

When we use an adjective to compare more than two objects, people, etc., we call this the **superlative degree**. For example:

- Vanessa is the strongest of all.

Note:

- The comparative form is followed by 'than'.
- The superlative form is often followed by 'of'.

There are important spelling rules to remember when you use the comparative and superlative degrees:

- If the adjective has a short vowel (hot, big), double the last letter and add –er (comparative) or –est (superlative). For example:
 - hot – hotter – hottest
 - big – bigger – biggest
- If the adjective has double vowels or double consonants (black, sweet, young), add –er (comparative) or –est (superlative). For example:
 - black – blacker – blackest
 - sweet – sweeter – sweetest
 - young – younger – youngest
- If the adjective ends in –e (wise, brave), add –r (comparative) or –st (superlative). For example:
 - wise – wiser – wisest
 - brave – braver – bravest
- If the adjective ends in –y (lazy, wealthy), change the ‘y’ to ‘i’ and add –er (comparative) or –est (superlative). For example:
 - lazy – lazier – laziest
 - wealthy – wealthier – wealthiest
- If the adjective ends in –ful (colourful), –ive (active) or –ous (famous) OR if the adjective has more than two syllables (diff/i/cult), add ‘more’ (comparative) or ‘most’ (superlative). For example:
 - colourful – more colourful – most colourful
 - active – more active – most active
 - famous – more famous – most famous
 - difficult – more difficult – most difficult

There are exceptions to these rules:

- good – better – the best
- bad – worse – the worst
- little – less – the least
- many/much – more – the most
- far – further/farther – the furthest/farthest

Demonstrative Adjectives

The most common demonstrative adjectives are **this, that, these and those**.

The demonstrative adjective in a sentence will come just before a noun or pronoun and tell you which one it is referring to and describing.

The **singular forms** of demonstrative adjectives are:

- **This** - used for a person or thing that is nearby or happening now. Example: **This day** could not get any better!
- **That** - used for a person or thing that is further away. Example: **That house** across the street is lovely.

The **plural forms** of demonstrative adjectives are:

- **These** - used for more than one thing that's nearby. Example: **These shoes** fit me very well.
- **Those** - used for more than one thing that's farther away. Example: **Those boots** are too expensive.

VERBS

Verbs show what people or things are doing. For example:

- We **run** and **play**.
- They always **sing** loudly.
- She **kicks** the ball like a professional.
- The cheetah **hunts** its prey.
- The fire **crackles** and **hisses**.

Verbs don't always show action, they can show thinking, owning or being. For example:

- I **am** a South African. (being)
- She **has** a great sense of humour. (having/owning)
- They **thought** hard about the problem. (thinking)

There can also be no action, people aren't doing anything but 'am', 'has' and 'thought' are verbs.

A verb can be one word or more than one word. The words that help the main verb are called auxiliaries (helping) verbs. For example:

- They **hurried** down the road.
- They were **hurrying** home after dark.
- They were not able to **hurry** because of her sore foot.

- They **should have been hurrying** because their parents were worried.

Auxiliary Verbs

Auxiliary verbs have different functions. Sometimes they help with forming **tenses**. For example:

- We **are reading** every day.
- They **were giving** many things to the collection.

Some auxiliaries, or modals, have several different jobs.

To show ability or inability For example:

- I **can** speak French.
- I **can't** speak Chinese.
- She is **able to** do this job.
- He is **not able to** do this job.

To ask permission. For example:

- **May** I use your phone?
- **Could** I leave early?
- **Can** I ask a question? Yes, of course you **can**.

To show obligation (something is necessary). For example:

- You must always tell your parents where you are going.
- She **should** study hard or she will fail.
- You **have to** finish that first, then you can watch TV.

To show intention and to show something will happen. For example:

- We will definitely come back to this restaurant! (intend to come back)
- I will lend you the money you need. (intend to lend)
- The train will arrive in 30 minutes. (this will happen)
- There will be a storm today. (will happen)

To show possibility or impossibility. For example:

- This **can** cause many problems.
- You **can't** be serious.
- You **could** be right.
- He **couldn't** have known.

Concord – Agreement

Verbs must **agree** with their **subject** – the person or thing that does the verb.

A singular subject has a singular verb. For example:

- **I go** to school.
- **I am** excited.
- **She goes** to work.
- **You are** my friend.

A plural subject has a plural verb. For example:

- **We like** this book.
- **They are** generous.
- **You have** all the best games.

In English in the present tense, usually the pattern is:

Singular	Plural
I walk	We walk
You walk	You walk
She/He/It walks	They walk

However, there are exceptions: to be, to have, to do:

Singular	Plural
I am/ have / do	We are / have / do
You are / have / do	You are / have / do
She/He/It is / has / does	They are / have / do

Note:

The following pronouns take a singular verb:

- each
- every
- everybody
- anyone
- nobody
- no one
- none

Negative Form

Negative form: Verbs can also be used in the negative. For example:

- I **do not** have a phone.
- I **am not** ready yet.
- **She does not** have enough money.
- **He is not** at my school.
- **They do not** think about the dangers.
- **They have not** been there before.

Imperative Verb (the command form)

This verb gives an **instruction or command**.

- It tells someone to do something.
- It is usually at the beginning of the sentence, but not always.
- Sometimes there is **no subject** before the verb, but we understand who the subject is because of the sentence.
- Imperative verbs can be in the **negative**.

Examples of imperative verbs:

- **Check** you have all the ingredients first.
- **Don't** pick up those papers!
- **Be** careful!
- **Don't** drink and drive!

TENSES

The form of the verb shows what tense you are using.

Past Simple Tense

The **past simple tense** tells us when something has already happened. For example:

- Yesterday, I **walked** to school, so I was late.
- My teacher **was** angry, and she **gave** me punishment.
- She **told** me to clean the school grounds at break time. I **did not enjoy** that.

Many past tense verbs are formed by adding -ed, but there are many **exceptions**. Some even stay the same in present and past tense! There are no rules to help learn these. Here are some commonly used examples:

- be – was/were
- become – became
- begin – began
- buy – bought
- catch – caught
- cut – cut
- do – did
- drink – drank
- eat – ate
- grow – grew
- keep – kept
- leave – left
- make – made
- pay – paid
- put – put
- read – read
- sleep – slept
- sing – sang
- sit – sat
- speak – spoke
- take – took
- think – thought

Present Simple Tense

The **present simple tense** tells us whether something usually happens (universal statements) or is happening right now. For example:

- Usually, I **ride** my bicycle to school so that I **arrive** there early.
- Usually, when I **walk** to school, I **am** late.
- I generally **prefer** to ride my bike, but it **is** broken at the moment.

Future Simple Tense

The **future simple tense** tells us whether something is still going to happen. For example:

- After school, I **will fix** my bike, and tomorrow I **will decide** whether to ride or to walk.
- I **will probably ride** because I **will get** to school early and my teacher **will not punish** me again for being late.

Continuous Tenses

The verb in the **continuous tense** always ends in “ing”, for example:

- jump + ing = jumping
- drive + in = driving
- run + ing = running.

The **past continuous** tense tells us that activities lasted for some time in the past.

Verbs in the past continuous tense consist of **'was' or 'were' + verb + ing.**

For example:

*Two weeks ago, Sindisiwe **was doing** her homework and her baby sisters **were playing**, when suddenly there was a flash of lightening and the lights went out.*

- Sindisiwe was doing her homework over a period of time, and her sisters were playing over a period of time, shown by using the past continuous tense.
- This is in contrast to the lightening and the electricity cut, which were sudden – here the past simple tense is used.

The **present continuous** tense tells us about activities that are happening right now. Verbs in the present continuous tense consist of **'am' or 'are' or 'is' + verb + ing.**

For example:

- These days, I **am thinking** a lot about what subjects to take next year.
- I **am also studying** hard for exams.
- My friend, Thamsanqa, **is being** quite lazy, though.
- When we **are studying** together, I can see he **isn't concentrating**.

The **future continuous** tense tells us about activities that will be taking place for a period of time in the future. Verbs in the future continuous tense consist of **'will be' or + verb + ing.**

For example:

- Next soccer season, I'm sure I **will be playing** for the first team.
- What team **will you be trying out** for?
- Perhaps we **will be playing** in the same team!

ADVERBS

Adverbs tell us more about verbs. They make writing more interesting.

Adverbs of Manner

Adverbs of manner tell us how someone/something did something. For example:

- The athlete ran quickly.
'Quickly' tells us how the athlete ran.

Adverbs of manner are formed from adjectives, but to form an adverb you add –ly. A few exceptions of adverbs that don't end in –ly are: **well, straight, hard, fast.**

Remember:

If the adjective ends in 'y', change the 'y' to 'i' and add –ly. Examples:

- happy – happily
- pretty – prettily.

If the adjective ends in 'ic', add –ally. Examples:

- dynamic – dynamically
- historic – historically

However, you do NOT add –ly when you describe the following verbs: **is, are, am, look, taste, smell, seem, feel.**

For example:

- She is happy. (not happily)
- They are clever. (not cleverly)
- I am excited. (not excitedly)
- You look beautiful. (not beautifully)
- The food tastes delicious. (not deliciously)
- The room smells strange. (not strangely)
- The teacher seems angry. (not angrily)
- I feel tired. (not tiredly)

Adverbs of Place

Adverbs of place tell us where something happened/is happening/will happen. For example:

- The visitors went inside.
 'Inside' tells us where they went.

Other examples of adverbs of place are: **there, here, forwards, nearby.**

Adverbs of Time

Adverbs of time tell us when something happened/is happening/will happen. For example:

- It will rain tonight.
 'Tonight' tells us when.

Other examples of adverbs of time are: **now, yesterday, monthly, hourly.**

Adverbs of Degree

Adverbs of degree tell us about how much or how little something happened/is happening/will happen. For example:

- The athlete ran quickly.
- How quickly did she run? She ran **incredibly** quickly.
In this sentence, 'ran' is the verb, 'quickly' is an adverb of manner, and 'incredibly' is an adverb of degree.
The adverb of degree in this sentence tells you more about the adverb of manner, 'quickly'.

Adverbs of degree also can tell us more about adjectives. For example: The **extremely** fat athlete ran slowly. (How fat was the athlete? Extremely fat.)

Adverbs of frequency

Adverbs of frequency tell us how often something happened/is happening/will happen. For example:

- We **sometimes** watch movies.
(How often do you watch? Sometimes.)
- We usually place an adverb of frequency between the subject and the verb, as in the sentence 'We sometimes watch movies.'
(‘We’ is the subject and ‘watch’ is the verb.)
- However, we can also place an adverb of frequency at the beginning or end of a sentence.

For example:

- **Often** we read until late at night.
- We read until late at night **often**.

PREPOSITIONS

Prepositions can tell where or when something is in relation to something else.

A preposition is a word or group of words used before a noun or a pronoun to show position, direction, time and possession.

Prepositions of Position

Prepositions of position refer to where things are. For example:

- They will meet **in** the classroom.
- She was waiting **at** the corner.
- He left his phone **on** the bed.
- The bird flew **over** the house.
- The plates were on the shelf **above** the cups.
- The books were **under** his schoolbag.
- The petrol station is **by** the spaza shop.
- The park is **near** her house.
- There is a garage **between** the two houses.
- The garage is **opposite** the house.

Prepositions of Direction

Prepositions of direction show movement of where someone or something goes. For example:

- She drove **to** her parents' house.
- I brought the food **from** my neighbours.
- They ran **down** the road after school.
- The car went **over** the pothole without slowing down.

Prepositions of Time

Prepositions of time shows when something is in relation to something else. For example:

- She was born **in** 1996.
- I go to work **at** 8:00.
- They do their laundry **on** Saturdays.
- He does laundry **on** Wednesdays.
- I have lived in Gauteng **since** 2015. (I moved there in 2015 and still live there.)
- She will finish her homework **by** 6:00. (She will finish her homework sometime between now and 6:00.)

Prepositions of Possession

Prepositions of possession show when something belongs to someone or something. We can also use it to show a connection between things. Some of the most commonly used prepositions of possession are 'of', 'with' and 'to'. For example:

- This is the house **of** my cousin.

- He's the boy **with** the most fashionable clothes.
- The book belongs **to** my grandmother.

CONNECTING WORDS / CONJUNCTIONS

- Conjunctions are words that join and show the links between used to connect words, sentences and paragraphs.
- Sometimes they are in the middle of a sentence, and sometimes they are at the beginning.
- Conjunctions can show addition, sequence, contrast and reason.

Conjunctions showing Addition

Conjunctions showing addition add more information to the sentence. For example:

- I love cakes **and** sweets. (joining words)
- Today was cold because of the wind **and** the rain. (joining phrases)
- Some cities have beaches, **and** some have mountains. (joining clauses)
- You should eat vegetables **in addition to** fruit every day.

Conjunctions showing Sequence

Conjunctions showing sequence show the order of when things happen. For example:

- In the morning, **first** I wash, **next** I eat my breakfast, **then** I go to school.
- **Before** I started class, I had to greet my friends.
- **After** a busy day, **finally** we could go home.

Conjunctions showing Contrast

Conjunctions showing contrast join words and ideas together that are different from each other.

- This could mean that we want to join a positive idea and a negative idea.
- It could also mean that we want to link one idea to another one which is surprising or unexpected.

For example:

- The food at that restaurant is delicious **but** expensive.
- I love my brother, **but** he can be very irritating.
- We wanted to play outside; **however** the rain stopped us.

Conjunctions showing Reason

Conjunctions showing reason join ideas together to show that one thing happened because of another thing. For example:

- We cancelled our plans **because** we had no money.
- **Because** we were afraid, we went inside.
- **As** I found the work difficult, I studied for even longer.
- I got up very early **since** I knew it would take me a long time to get there.

PUNCTUATION

Capital Letter

- Every sentence always starts with a capital letter.
- Always use capital letters to show **proper nouns**. For example, South Africa, Bafana Bafana, Saturday, Pretoria, Desmond Tutu, Orange River, November, Pep Stores, Walter Sisulu University
- Always use capital letters to show **proper adjectives**. For example, South African food, Victorian architecture, Christian holidays
- A person's **title** is with a capital letter. For example, **Mr** Dlamini, **Dr** Mkhize, **Prof.** Plum
- People's **initials** are shown with capital letters. For example, **D. M.** Zulu, Ms **A.** Makhapela

Full Stop

- A full stop (.) shows that the sentence has ended.
- We use a full stop to show some abbreviations (example: e.g.), although these days many people don't use full stops with abbreviations at all.
- Abbreviations that are written with the first and last letter of the word (as in Dr for Doctor and Mr for Mister) usually do not get a full stop.
- Other common abbreviations, such as ml (millilitres) and cm (centimetres) are also not usually shown with a full stop.

Question Mark

- A question mark (?) shows that the sentence is a question.

Exclamation Mark

- An exclamation mark (!) shows that someone feels strongly about something, such as fear, joy, worry, disbelief, sadness, etc. For example:
- Help me!
- Yay, I passed my exams!

- Watch out!
- That's terrible!

In dialogue, exclamation marks are often used with verbs such as 'screamed', 'shouted', 'exclaimed'.

For example:

- 'That's crazy! I can't believe it!' he exclaimed.
- She shouted, 'Come quickly! We're over here!'

Comma

Commas are used for the following reasons:

- **To separate words or phrases in a list:** Nomsa went to the shop and bought milk, a newspaper, bread and jam. She forgot to buy salt and pepper, white cake flour and a tray of eggs.
- **To separate names from the rest of the sentence:** Her neighbour, Funeka, was also walking home.
- **Before direct speech:** Nomsa greeted her neighbour, 'Hello, Funeka, how are you?'
- **To separate phrases and clauses:** When Nomsa got home, her mother was irritated with her for forgetting the flour and eggs.
(If you don't know what clauses and phrases are, a good idea is to read the sentence out loud and see where there is a natural pause. This is a place for a comma!)
- **Before tag questions:** 'You are forgetful, aren't you?' she said crossly.
- **To separate words such as 'however', 'of course', 'nevertheless', from the rest of the sentence:** Nomsa , however, always did her best to be helpful.

Colon

The colon (:) tells us to expect something. It could be:

- **A list:** You will need: a pen, pencil, eraser, ruler, glue, exercise book, scissors.
- **An explanation:** The meaning is clear: you are not allowed in this property.
- **A quotation:** Our principal's famous saying was: Do what is right, not what is easy.
- **Dialogue after a speaker's name in a script:** Zintle: What is that coming through the window?

Semi Colon

- A semi-colon (;) marks a pause between two ideas that are equally important. The pause is longer than a comma but shorter than for a full stop.
- A semi-colon replaces co-ordinating conjunctions, or linking words, such as: for, and, but, yet, so.
- The two ideas separated by a semi-colon may be closely related.
For example: They left immediately; there was no point in waiting.
- They may also be opposite.
For example: I love being outdoors and active; my sister prefers reading inside.

Quotation Mark

Quotation marks (‘ ’) are also called speech marks or inverted commas.

- Quotation marks show the words that a person says (direct speech). For example:
‘Hello,’ Ayanda greeted her, ‘are you waiting for someone?’
- The words that Ayanda said (Hello, are you waiting for someone?) are in the quotation marks.
- As in the example, the second quotation marks should appear after the other punctuation (comma, full stop, question mark or exclamation mark).

APOSTROPHE

Apostrophe showing Contraction or Omission

- Apostrophes are used when there’s a letter or letters left out.
- When we use language informally, for example, in conversation, friendly letters or written dialogue, we often join two words, to create one.
- We leave out letters, but we use an apostrophe to show that letters have been omitted (left out).
- The pronouns ‘I’, ‘you’, ‘we’ and ‘they’ are often joined with am/are/have/had/will/shall to form a contraction. For example:

I + am = I’m	I + have = I’ve	I + had = I’d	I + will/shall = I’ll
you + are = you’re	you + have = you’ve	you + had = you’d	you + will/shall = you’ll
we + are = we’re	we + have = we’ve	we + had = we’d	we + will/shall = we’ll
they + are = they’re	they + have = they’ve	they + had = they’d	they + will/shall = they’ll

And, with ‘she’ and ‘he’:

she + is = she’s	she + has = she’s	she + had = she’d	she + will/shall = she’ll
he + is = he’s	he + has = he’s	he + had = he’d	he + will/shall = he’ll

Note:

- With he/she/I/we/they/you can also all combine with **‘would’**: he’d, she’d, we’d, they’d, you’d.
- This contraction looks the same as he/she/I/we/they/you + **had**, but the meaning is different.
- For example, ‘He’d already gone to bed’ is not the same as ‘He’d have loved to go to bed, but he stayed up to study’. The first sentence He’d is short for **‘He had’** and in the second it is short for **‘He would’**.

Note:

- In informal language, we also combine ‘not’ with words to create contractions:
have/must/could/do/does + not = haven’t/mustn’t/couldn’t/doesn’t/don’t.
- For example: I do not like it = I don’t like it.
- Note the spelling of the following: can + not = can’t (only one ‘n’); will + not = won’t. (I will not go = I won’t go.)

Here are other common contractions:

- would + have = would've (I would've loved to go, too.)
- should + have = should've (I should've remembered to take my keys.)
- what + is = what's (What's the time?)
- where + is = where's (Where's the toilet, please?)
- it + is = it's (It's a sunny day.)
- who + is = who's (Who's coming with me?) NOTE: Don't confuse 'who's' with the possessive pronoun 'whose' (Whose pen is this?)
- let + us = let's

Apostrophe showing possession

The apostrophe shows that something belongs to someone (the 'possessor'). For example:

- The boy's book is missing. (The book that belongs to the boy is missing.)
- The car's windows are broken. (The windows of the car are broken.)

There are different rules about where the possessive apostrophe must go:

Singular Possessor

- If the possessor is a **singular noun** (there is just one owner), then add an apostrophe and 's', for example:
 - the school Jonathan goes to = **Jonathan's** school
 - the walking stick of the uncle = the **uncle's** walking stick
 - the laws of the country = the **country's** laws
- If the possessor is a singular noun that ends in 's', then usually we add an apostrophe and 's', for example:
 - the desk that belongs to the boss = the **boss's** desk
 - the car that Jonas bought = **Jonas's** car
- BUT sometimes people just add the apostrophe and leave the 's', especially for proper nouns, for example: **Mr Thomas'** suitcase is over there.

Plural Possessor

- If the possessor is a plural noun (there is more than one owner), and it doesn't end in 's', then add an apostrophe and 's', for example:
 - the games of the children = the **children's** games
 - the rules of the people = the **people's** rules
- If the possessor is a plural noun and it does end in 's', then just add the possessive apostrophe. For example:
 - That is the **boys'** soccer team. (the soccer team of many boys)
 - This is the **girls'** soccer team. (the team of many girls)
 - The **dogs'** tails were wagging. (many dogs)

Pronouns and apostrophes 's'

- Some pronouns take a possessive apostrophe, for example:
 - Is it **somebody's** birthday today?
 - Can I borrow **anyone's** hat?
- Possessive pronouns do not take a possessive apostrophe: his, hers, its, yours, ours, theirs.
For example:
 - That dress is **hers**.
 - That is **its** wheel.

Note:

- The ONLY meaning of 'it's' is 'it is'.
- It NEVER shows possession.
- **It's** hot so the dog drank all **its** water.
- Apostrophes are **never** used to make anything plural!

BRACKETS

Brackets can be used instead of commas. They can be useful for:

- adding information, for example: The house is the third one on the left (with a red front door).
- explaining or clarifying: My neighbour (the one who is always playing music) is coming for a braai tomorrow.

You can see from the above that the information in brackets is not essential to the sentence – it is just giving extra information of some sort. You should be able to leave out what is in brackets and the sentence will still make sense without the information.

HYPHEN

A hyphen is a short line that joins words or parts of words.

Here are a few main reasons for using hyphens:

- They join **prefixes** to words, for example:
 - **mid-December**
 - **semi-automatic**
 - **co-worker**
 - **ex-wife**
- They join two or more words to form a **compound word**, for example:
 - **ice-cream**
 - **mother-in-law**
 - **twenty-four**
- They separate a prefix and a joined word, where the first ends and the other starts with the same vowel, for example:
 - **co-operate**
 - **re-elect**

However, the main reason for using a hyphen is to make the meaning or the pronunciation clearer. For example, we don't pronounce 'co-operate' with 'coop' at the start of the word.

ELLIPSIS

The ellipsis, the three little dots, shows that something is missing.

- The ellipsis can show a pause in speech or that a sentence that is not complete. This is used in stories or when writing direct speech. It can help to make the speaker sound like they're pausing while talking. For example:
 - 'Sipho, can you, um . . . never mind, I forgot what I was saying.'
- Ellipsis can be to build suspense or excitement as things are left unsaid. For example:
 - When she finally opened the door, she couldn't believe what she saw...
 - As he waited alone in the house, he heard a door creak open...

FIGURES OF SPEECH

PERSONIFICATION

Personification describes objects, ideas or animals as if they were human. Writers use personification to make their writing more interesting and to help the reader to see something in a fresh new way or to create a mood or feeling.

For example:

- The engine **leapt into life** when I started the car. Engines cannot really 'leap' (jump) but the personification makes the writing more lively you get a good idea of how it felt when the car started.
- The butterfly **danced** across the grass. Again, the butterfly isn't really dancing. It just looks like it!
- Jealousy shows its **ugly face**. (Jealousy is not a person, but the emotion is bad, ugly.)
- The sun **smiled** down on the village. Here personification helps to create a mood – the sun 'smiled' on the new day makes us feel that this day is going to be a good one.

In each of these examples, the writer describes something that is not human in words that are usually used to describe humans.

IDIOMS

- Idioms are expressions/sayings where the words don't mean exactly what they say.
- There is an extra, hidden meaning.
- We say this is the figurative meaning, not the literal (actual or real) meaning.
- Here are examples of commonly used idioms:

Idiom	Meaning
Beat around the bush	Avoid saying what you mean, usually because it is uncomfortable
Better late than never	Better to arrive late than not to come at all
Call it a day	Stop working on something
Get out of hand	Get out of control
Hang in there	Don't give up
Make a long story short	Tell something briefly
On the ball	Doing a good job
That's the last straw	My patience has run out
Under the weather	Sick
We'll cross that bridge when we come to it	Let's not talk about that problem right now
You can say that again	That's true, I agree
Your guess is as good as mine	I have no idea
Actions speak louder than words	Believe what people do and not what they say
Break the ice	Make people feel more comfortable
By the skin of your teeth	Just barely
Costs an arm and a leg	Very expensive
Don't count your chickens before they hatch	Don't count on something good happening until it's happened.
Don't cry over spilt milk	There's no reason to complain about something that can't be fixed
Give someone the cold shoulder	Ignore someone
Go on a wild goose chase	To do something pointless

Good things come to those who wait	Be patient
Hit the nail on the head	Get something exactly right
It's a piece of cake	It's easy
It's raining cats and dogs	It's raining hard
Once in a blue moon	Rarely
Spill the beans	Give away a secret
The ball is in your court	It's your decision
You can't judge a book by its cover	This person or thing may look bad, but it's good inside