

# ENGLISH

## First Additional Language

### Grade 7

#### Management Document

Term 3



basic education  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA





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# Introduction

Dear Grade 7 EFAL Teachers,

The COVID-19 Pandemic has left us with an enormous challenge in education. As we return to ‘normal schooling’, we all have to work smarter and harder to ensure that our system recovers.

For Senior Phase EFAL teachers, it becomes more important than ever for you to focus on developing learners’ mastery of reading, comprehension and writing skills, and on the acquisition of English cognitive academic language. Our country needs you to do your very best to equip your learners with these skills.

This document is designed to help you achieve this. By systematically working through all lessons in the lesson plan, and by keeping track of curriculum coverage, we are confident that you can start to bring your learners to the level where they need to be.

We thank you in advance for the commitment, dedication and hard work that is required of you.

You are truly building the nation.

With very best wishes for the term ahead,

**The NECT EFAL Team**

# Term 3 Learning Outcomes

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

LEARNING OUTCOMES					
<b>LISTENING &amp; SPEAKING</b>					
Learners should be able to:					
<ol style="list-style-type: none"> <li>1 Participate in the 'Question of the Day' activity and discussions.</li> <li>2 Discuss the listening text using a conversation frame.</li> <li>3 Orally summarise the text that has been read.</li> <li>4 Talk about their writing.</li> <li>5 Participate in oral presentations in the form of the presentations of their Creative Writing Project.</li> </ol>					
<b>VOCABULARY</b>					
Learners should be able to understand and use some of the following vocabulary:					
environment	average	dealing	with	personality	questionnaire
experience	strengths and weaknesses	shy	centre of attention	thoughtful	loyal
adventurous	awkward	confident	double shifts	complain	immigrant
communities	hardships	perseverance	inspires	heritage	festivals
urgent	unacceptable	apologise	civil	war	overcame
news	broadcast	recognition	inspires	glitz and glamour	professional
collaborating	orally	genre	chants	prehistorical	slam
poetry	rhyme	syllable	interpreted	crisis	generates
renewable	solar power	affordable	marine life	restricted	solutions
connected	impact	tragedy	nutrients	predator	overcame
used up	advice	lose it	peer pressure	gut instinct	eye on you
stand up	despondent				
<b>READING &amp; VIEWING: Phonic decoding</b>					
Learners should be able to decode the following words, as well as other phonic words:					
flat	flap	game	mistake	shape	shaping
flying	thank	thinking	sink	time	hide
side	sparkling	spend	home	alone	helped
hoped	sparkling	spend	home	alone	helped
hoped	slow	sleep	slap	free	flee
keep					

<b>Sight &amp; High Frequency Word Recognition</b>					
Learners should be able to read the following words by sight:					
career	future	idea	am	other	began
next	these	something	around	difficult	leave
place	last	better	life	would	did
again	good	together	listen	story	quiet
read	feel	book	our	told	because
together	listen	story	quiet	read	feel
book	our	told	because	speak	mean
happy	wrong	yourself	power	shout	over
does	before				
<b>COMPREHENSION</b>					
Learners should be able to:					
<ol style="list-style-type: none"> <li>1 Make predictions about a text by skimming and scanning a text and identifying key words.</li> <li>2 Monitor their own understanding of a text.</li> <li>3 Recall details from a text.</li> <li>4 Identify the main idea in a text.</li> <li>5 Sequence events from a story.</li> <li>6 Visualise, make connections, make inferences, make evaluations, and wonder about the text.</li> <li>7 Summarise and retell the text.</li> <li>8 Use sentence starters to answer comprehension questions in writing.</li> <li>9 Engage with and understand visual texts including forms, posters, infographics and pictures.</li> </ol>					
<b>LANGUAGE STRUCTURES AND CONVENTIONS</b>					
Learners should be able to:					
<ol style="list-style-type: none"> <li>1 Recall and use new vocabulary in the correct context</li> <li>2 Understand and be able to use simple and compound sentences, punctuation, simple present and simple past, persuasive and emotive language, subject verb agreement.</li> </ol>					
<b>WRITING</b>					
Learners should be able to:					
<ol style="list-style-type: none"> <li>1 Record new vocabulary together with own definitions in their personal dictionaries.</li> <li>2 Plan, draft, edit, publish, and present their writing.</li> <li>3 Know the format, register and style to write a questionnaire, interview, report, poem, newspaper article and descriptive essay.</li> </ol>					

# Term 3 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.

	<b>DBE ATP WEEK 1–2</b>	<b>SLP WEEK 1–2: FORMS: INFORM, REFORM, TRANSFORM!</b>
<b>L&amp;S</b>	<ul style="list-style-type: none"> <li>Listening comprehension</li> <li>Hold a group discussion on the importance of questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>Week 1–2 Listening activity: The importance of filling out a Personality Questionnaire (listening comprehension)</li> <li>Week 1 Speaking Activity: The importance of filling out a Personality Questionnaire (follow a discussion using a framework)</li> <li>Week 2 Unprepared Orals</li> </ul>
<b>R&amp;V</b>	<ul style="list-style-type: none"> <li>Reads an information text on questionnaires</li> <li>Understands key features</li> </ul>	<ul style="list-style-type: none"> <li>Week 1–2 Shared Reading: Personality Questionnaire: How outgoing are you? (<u>information</u> text)</li> </ul>
<b>W&amp;P</b>	<ul style="list-style-type: none"> <li>Writes a transactional text (fills in a form or questionnaire)</li> <li>Follows the writing process</li> </ul>	<ul style="list-style-type: none"> <li>Week 2 Teach the Genre: Taking risks: Are you a rule-follower or a daredevil? (<u>fill</u> in a form)</li> <li>Week 2 Writing Process: Reflective response to a questionnaire</li> </ul>
<b>LSC</b>	<ul style="list-style-type: none"> <li>Common and collective nouns</li> <li>Adverbs of manner and time</li> <li>Adjectives</li> <li>Compound and complex sentences</li> <li>Synonyms, antonyms, and homonyms</li> <li>Punctuation</li> <li>Abbreviations</li> </ul>	<ul style="list-style-type: none"> <li>Week 1–2 Oral Activities: Theme vocabulary</li> <li>Week 1–2 LSC: Simple and compound sentences</li> <li>Week 1 Shared Reading: Introduce the LSC in context</li> <li>Week 1–2 Reading worksheet: LSC Practice</li> </ul>
	<b>DBE ATP WEEKS 3–4</b>	<b>SLP WEEKS 3–4: MOVING POPULATIONS</b>
<b>L&amp;S</b>	<ul style="list-style-type: none"> <li>Listen to a drama</li> <li>Compile a questionnaire &amp; report findings</li> <li>Use a visual text</li> <li>Follow the listening process</li> </ul>	<ul style="list-style-type: none"> <li>Week 3 Listening: The measure of success (dialogue)</li> <li>Week 3 Speaking: The measure of success (dialogue) (hold a discussion)</li> <li>Week 4 Unprepared Orals</li> </ul>
<b>R&amp;V</b>	<ul style="list-style-type: none"> <li>Reading/viewing for comprehension</li> <li>Read a literary text such as a youth/radio drama</li> <li>Read a poem</li> <li>Focus on the reading process</li> </ul>	<ul style="list-style-type: none"> <li>Week 3–4 Shared Reading: Heritage Day lessons (youth drama)</li> <li>Week 4 Teach the Genre: Interview for Sports SA magazine</li> </ul>



<b>W&amp;P</b>	<ul style="list-style-type: none"> <li>Write a longer text (dialogue/written interview)</li> <li>Focus on process writing</li> </ul>	<ul style="list-style-type: none"> <li>Week 4 Process Writing: Interview</li> </ul>
<b>LSC</b>	<ul style="list-style-type: none"> <li>Proper nouns</li> <li>Plural &amp; singular</li> <li>Adjectives: comparative and superlative</li> <li>Direct and indirect speech</li> <li>Roots of words</li> <li>Punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Week 3–4 Oral Activities: Theme vocabulary</li> <li>Week 3–4 LSC: Punctuation</li> <li>Week 3 Shared Reading: Introduce the LSC in context</li> <li>Week 3–4 Reading worksheet: LSC Practice</li> </ul>
<b>DBE ATP WEEKS 5–6</b>		<b>SLP WEEKS 5–6: LOVELY LITERATURE</b>
<b>L&amp;S</b>	<ul style="list-style-type: none"> <li>Prepared/unprepared speech</li> <li>Different forms of oral communication</li> <li>Follows correct speaking conventions</li> <li>Listening comprehension (written text/TV news presentation)</li> <li>Follow the listening process</li> </ul>	<ul style="list-style-type: none"> <li>Week 5 Listening: Award winner (news broadcast) (answer questions)</li> <li>Week 5 Speaking: Award winner (news broadcast) (hold a discussion)</li> <li>Week 6 Oral Presentations: Creative Writing Project presentation</li> </ul>
<b>R&amp;V</b>	<ul style="list-style-type: none"> <li>Reads a text on how to write notice/agenda/minutes</li> <li>Pay attention to language use and format</li> <li>Follow the reading process</li> <li>Read visual/written text for comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Week 5–6 Shared Reading: Looking at poetry (information text)</li> <li>Week 6 Teach the Genre: Where do Grade 7s get their information from? (report)</li> </ul>
<b>W&amp;P</b>	<ul style="list-style-type: none"> <li>Write a longer transactional text (notice/agenda and minutes)</li> <li>Focus on process writing</li> </ul>	<ul style="list-style-type: none"> <li>Week 6 Process Writing: Poem</li> <li>Week 6 Process Writing: Report</li> </ul>
<b>LSC</b>	<ul style="list-style-type: none"> <li>Pronouns</li> <li>Simple and present tense</li> <li>Direct and reported speech</li> <li>Active and passive voice</li> <li>Derivatives</li> <li>Punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Week 5 LSC: Simple past and present tense</li> <li>Week 5–6: Theme vocabulary</li> <li>Week 5–6 Reading worksheets: Practice LSC</li> </ul>
<b>DBE ATP WEEKS 7–8</b>		<b>SLP WEEKS 7–8: REWILDING THE EARTH</b>
<b>L&amp;S</b>	<ul style="list-style-type: none"> <li>Listen to and discuss current news based on articles</li> <li>Focus on language use, purpose, target audience, context and format</li> <li>Prepared/unprepared reading of a newspaper article aloud</li> </ul>	<ul style="list-style-type: none"> <li>Week 7 Listening: How some countries are helping to save the planet (magazine article)</li> <li>Week 7 Speaking: How some countries are helping to save the planet (magazine article) (hold a discussion using a framework)</li> <li>Week 8 Oral Presentations: Creative Writing Project presentation</li> </ul>
<b>R&amp;V</b>	<ul style="list-style-type: none"> <li>Reads/views for information (newspaper articles/ magazine articles/written speeches)</li> <li>Focus on language use and conventions</li> <li>Write a comprehension test</li> </ul>	<ul style="list-style-type: none"> <li>Week 7–8 Shared Reading: Rewilding the Earth (information text) (answer questions)</li> <li>Week 8 Teach the Genre: Local company giving back while saving the world (newspaper article)</li> </ul>

<b>W&amp;P</b>	<ul style="list-style-type: none"> <li>Writes a transactional text (newspaper article)</li> <li>Apply paragraph conventions</li> <li>Follow the writing process</li> </ul>	<ul style="list-style-type: none"> <li>Week 8 Process Writing: Newspaper article</li> </ul>
<b>LSC</b>	<ul style="list-style-type: none"> <li>Abstract &amp; concrete nouns</li> <li>Prepositions</li> <li>Comparative and superlative adjectives</li> <li>Sequential order</li> <li>Descriptions</li> <li>Persuasive, emotive language, bias and stereotype</li> <li>Rhetoric devices</li> <li>Literal and figurative meaning</li> <li>Punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Week 7–8: Theme vocabulary</li> <li>Week 7 LSC: persuasive and emotive language</li> <li>Week 7–8 Reading worksheet LSC: Practice using the LSC</li> </ul>
	<b>DBE ATP WEEKS 9–10</b>	<b>SLP WEEKS 9–10: ADDICTION AND ABUSE</b>
<b>L&amp;S</b>	<ul style="list-style-type: none"> <li>Listening comprehension based on giving instructions</li> <li>Follow listening process</li> <li>Give directions or instructions</li> </ul>	<ul style="list-style-type: none"> <li>Week 9 Listening: Some helpful advice (dialogue)</li> <li>Week 9 Speaking: Some helpful advice (dialogue) (hold a discussion using a framework)</li> <li>Week 10 Oral Presentations: Creative Writing Project presentation</li> </ul>
<b>R&amp;V</b>	<ul style="list-style-type: none"> <li>Reads a literary text (youth novel/short story/drama/radio drama)</li> <li>Follow the reading process</li> </ul>	<ul style="list-style-type: none"> <li>Week 9–10 Shared Reading: Neo’s heartbreak (youth short story)</li> <li>Week 10 Teach the Genre: Experiencing... boredom (descriptive essay)</li> </ul>
<b>W&amp;P</b>	<ul style="list-style-type: none"> <li>Writes a narrative/descriptive essay</li> <li>Apply correct writing and language conventions</li> <li>Follow the writing process</li> </ul>	<ul style="list-style-type: none"> <li>Week 10 Process Writing: Descriptive essay</li> </ul>
<b>LSC</b>	<ul style="list-style-type: none"> <li>Complex nouns</li> <li>Pronouns</li> <li>Definite, indefinite articles</li> <li>Comparative and superlative adjectives</li> <li>Subject verb agreement</li> <li>Simple past and present tense</li> <li>Simple sentences</li> <li>Synonyms and antonyms</li> <li>Literal and figurative meaning</li> <li>Punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Week 9–10: Theme vocabulary</li> <li>Week 9 LSC: Subject verb agreement</li> <li>Week 9–10 Reading worksheet LSC: Practice using the LSC</li> </ul>

# Term 3 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><b>Listening and speaking strategies</b></p> <p><b>Listening comprehension on how to fill in a form/questionnaire</b></p> <ul style="list-style-type: none"> <li>Practice listening process</li> <li>Take notes</li> <li>Answer questions</li> </ul> <p><b>Different forms of oral communication on the use of a questionnaire</b></p> <ul style="list-style-type: none"> <li>Choose a topic</li> <li>Share ideas</li> <li>Take turns and listen attentively</li> <li>Fill gaps</li> <li>Use discourse markers to sustain discussion</li> </ul>	<p><b>Read a text on the importance of a questionnaire and how to fill it in</b></p> <ul style="list-style-type: none"> <li>Information required</li> <li>Language use</li> <li>Signature</li> </ul> <p><b>Reading/viewing for comprehension</b></p> <ul style="list-style-type: none"> <li>Skimming</li> <li>Scanning</li> <li>Summarize</li> <li>Visualization</li> <li>make inferences</li> <li>meaning of words</li> </ul>	<p><b>Transactional texts such as filling in of questionnaires, or forms:</b></p> <ul style="list-style-type: none"> <li>Follow instructions</li> <li>Provide correct information to the prompt</li> <li>Use appropriate language</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>Planning</li> <li>Drafting</li> <li>Revision</li> <li>Editing</li> <li>Proof-reading and presenting</li> </ul>	<p><b>Word level:</b> common nouns, collective nouns; collective; adverbs of manner and time; adjectives</p> <p><b>Sentence level:</b> noun clauses; adjectival and adverbial clauses; compound and complex sentences</p> <p><b>Word meaning:</b> synonyms, antonyms, homonyms</p> <p><b>Punctuation:</b> question marks; ellipsis; capitalization; hyphen <u>Abbreviations</u> – initialism, acronym, clipped, truncation</p>

Week 1: Forms: inform, reform, transform!			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Oral Activities <ul style="list-style-type: none"> <li>• Introduce theme: Forms: inform, reform, transform!</li> <li>• Activate background knowledge</li> <li>• Develop theme vocabulary</li> <li>• Question of the day</li> </ul>	
Monday	Activity 2:	<ul style="list-style-type: none"> <li>• Listening activity</li> <li>• Listening Text: The importance of filling out a Personality Questionnaire</li> <li>• Genre: Information text</li> <li>• Three reads</li> <li>• Model comprehension skill: Make evaluations</li> <li>• Oral comprehension</li> </ul>	
Tuesday	Activity 1:	Speaking Activity <ul style="list-style-type: none"> <li>• Listen: The importance of filling out a Personality Questionnaire</li> <li>• Genre: Information text</li> <li>• Use the discussion frame</li> </ul>	
Tuesday	Activity 2	Shared reading: Pre-Read <ul style="list-style-type: none"> <li>• Read: Personality Questionnaire: How outgoing are you?</li> <li>• Genre: Questionnaire</li> <li>• Make inferences</li> </ul>	
Wednesday	Activity 1:	Oral Activities <ul style="list-style-type: none"> <li>• Build and monitor knowledge</li> <li>• Develop theme vocabulary</li> <li>• Question of the day</li> </ul>	
Wednesday	Activity 2:	Shared reading: First Read <ul style="list-style-type: none"> <li>• Read: Personality Questionnaire: How outgoing are you?</li> <li>• Genre: Questionnaire</li> <li>• Model comprehension skill: Make inferences</li> <li>• Oral comprehension</li> <li>• Introduce the LSC in context</li> </ul>	
Thursday	Activity 1:	LSC <ul style="list-style-type: none"> <li>• Build &amp; monitor background knowledge</li> <li>• Teach &amp; practice the LSC: simple and compound sentences</li> </ul>	
Thursday	Activity 2:	Shared reading: Second Read <ul style="list-style-type: none"> <li>• Read: Personality Questionnaire: How outgoing are you?</li> <li>• Genre: Questionnaire</li> <li>• Model comprehension skill: Make inferences</li> <li>• Oral comprehension</li> <li>• Learners generate questions</li> </ul>	
Friday	Activity 1:	Independent Reading and Comprehension <ul style="list-style-type: none"> <li>• Orientation to individual work</li> </ul>	

## WEEK 1 TEXTBOOK ACTIVITIES: READING & VIEWING

Week 1		
Textbook	Supplementary Reading Activity:	Date Completed
Interactive English S.M.I.L.E	Reads a text on the importance of a questionnaire Activity 3 (pg. 152) – Read a website article about a questionnaire	
English Today Maskew Miller Longman	Activity 3 (pg. 127) – Read a text on the importance of a questionnaire	
Oxford Successful Oxford University Press	Activity 1 (pg. 180) – Read a text on the importance of a questionnaire	
Spot on Pearson Marang	Activity 2.1 (pg. 113) – Answer comprehension questions on the purpose of a questionnaire	
Platinum Maskew Miller Longman	Activity 2 (pg. 128) – Read a questionnaire Activity 5 (pg. 133) – Read an information text about questionnaires	
Top Class Shuter & Shooter	Activity C (pg. 127) – Read a magazine article on the importance of a signature	
Via Afrika Via Afrika	Activity 4 (pg. 124) – Read a story about how a questionnaire helped someone	

Week 2: Forms: inform, reform, transform!			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Teach the Comprehension Strategy <ul style="list-style-type: none"> <li>• Read: Personality Questionnaire: How outgoing are you?</li> <li>• Genre: Questionnaire</li> <li>• Teach: Make inferences</li> </ul>	
Monday	Activity 2:	Shared reading: Post-Read <ul style="list-style-type: none"> <li>• Read: Personality Questionnaire: How outgoing are you?</li> <li>• Genre: Questionnaire</li> <li>• Summary</li> <li>• Comprehension strategy: Summarise</li> </ul>	
Tuesday	Activity 1:	Teach the Genre Filling in a form / questionnaire Sample text: Taking risks: Are you a rule-follower or a daredevil?	
Tuesday	Activity 2:	Writing: Planning Genre: Reflective response Topic: Reflection on your answers: Taking risks: rule-follower or dare-devil? Planning Strategy: Answering questions	
Wednesday	Activity 1:	Writing: Drafting Use plan to draft reflective response	

Week 2: Forms: inform, reform, transform!			
Day	CAPS content, concepts, skills		Date completed
Thursday	Activity 1:	Writing: Editing <ul style="list-style-type: none"> <li>Edit reflective response using checklist</li> </ul>	
Thursday	Activity 2:	Writing: Publishing & Presenting <ul style="list-style-type: none"> <li>Publish and present reflective response</li> </ul>	
Friday	Activity 1:	Listening & speaking <ul style="list-style-type: none"> <li>Unprepared speech</li> <li>Brainstorm and write</li> <li>Prepare for unprepared speech</li> </ul>	
Friday	Activity 2:	Theme Conclusion <ul style="list-style-type: none"> <li>Summarise</li> <li>Reflect</li> <li>Acknowledge and celebrate</li> </ul>	

### WEEK 2 TEXTBOOK ACTIVITIES: WRITING

Week 2		
Textbook	Supplementary Writing Activity:	Date Completed
	Transactional texts such as filling in of questionnaires, or forms	
Interactive English S.M.I.L.E	Activity 7 (pg. 161) – Fill in a questionnaire	
English Today Maskew Miller Longman	Activity 10 (pg. 133) – Fill in a form	
Oxford Successful Oxford University Press	Activity 8 (pg. 187) – Complete a questionnaire	
Spot on Pearson Marang	Activity 3.2 (pg. 114) – Fill in a questionnaire Activity 5.2 (pg. 119) – Fill in a form	
Platinum Maskew Miller Longman	Activity 6 (pg. 136) – Complete a questionnaire and fill it in	
Top Class Shuter & Shooter	Activity 1 (pg. 129) – Create your own competition entry form	
Via Afrika Via Afrika	Activity 6 (pg. 128) – Make a mind-map about filling in forms and questionnaires Activity 7 (pg. 128) – Write a questionnaire	
Clever English Macmillan South Africa	Activity 9 (pg. 135) – Write own questionnaire	

## WEEK 2 TEXTBOOK ACTIVITIES: LSC

Week 2		
Textbook	Supplementary LSC Activity: Simple and compound sentences/ sentence clauses	Date Completed
Interactive English S.M.I.L.E	Activity 6 (pg. 159) – Compound and complex sentences	
English Today Maskew Miller Longman	Activity 11 (pg. 1344) – Compound and complex sentences	
Oxford Successful Oxford University Press	Activity 4 (pg. 185) – Compound and complex sentences	
Spot on Pearson Marang	Activity 6.1–6.3 (pg. 120) – Work with different clauses	
Platinum Maskew Miller Longman	Activity 8 (pg. 140) – Learn about complex and compound sentences	
Top Class Shuter & Shooter	Activity M (pg. 131) – Looking at clauses in compound sentences	
Via Afrika Via Afrika	Activity 9 (pg. 130) – Different kinds of clauses	
Clever English Macmillan South Africa	Activity 6 (pg. 131) – Compound and complex sentences	

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

## Weeks 3–4 CAPS / ATP Reference

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<b>WEEK 3–4</b>	<p><b>Listening and speaking strategies</b></p> <p><b>Listen to drama</b></p> <ul style="list-style-type: none"> <li>• Compile questionnaire</li> <li>• Observe conventions</li> <li>• use appropriate language</li> <li>• Take notes</li> <li>• Report findings</li> </ul> <p><b>Follow the listening process:</b></p> <p><b>Pre-listening</b> Introduces learners to the listening situation.</p> <p><b>During listening</b> Questioning, recognizing, matching, note-taking, interpreting</p> <p><b>Post-listening</b> Follows up on the listening experience; Learners ask questions; talk about what the speaker said, etc. Summarize the presentation orally; Draw conclusions</p>	<p><b>Literary text like youth drama/radio drama</b></p> <p>Key features of literature text: such as character, characterization, plot, conflict, background, setting, narrator, theme</p> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Key features of poem</li> <li>• internal structure of a poem, figures of speech / imagery, rhyme, rhythm</li> <li>• external structure of a poem, lines, stanzas, typography</li> <li>• figurative meaning</li> <li>• mood</li> <li>• theme and message</li> </ul> <p><b>Reading process:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate)</li> </ul>	<p><b>Longer texts e.g. dialogue/ written interview</b></p> <ul style="list-style-type: none"> <li>• Requirements of format, style</li> <li>• Target audience purpose and context</li> <li>• Word choice</li> <li>• Appropriate language use</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul>	<p><b>Word level:</b> proper nouns, singular and plural Adjectives: comparative, superlative</p> <p><b>Sentence level:</b> complex with relative clauses; direct and indirect speech.</p> <p><b>Word meaning:</b> roots of words</p> <p><b>Punctuation:</b> colon; quotation marks; comma; full stop; apostrophe; question mark</p>



Week 3: Moving Populations			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Oral Activities <ul style="list-style-type: none"> <li>• Introduce theme: Moving Populations</li> <li>• Activate background knowledge</li> <li>• Develop theme vocabulary</li> <li>• Question of the day</li> </ul>	
Monday	Activity 2:	Listening activity <ul style="list-style-type: none"> <li>• Listening Text: The measure of success</li> <li>• Genre: Dialogue</li> <li>• Three reads</li> <li>• Model comprehension skill: Make inferences</li> <li>• Oral comprehension</li> </ul>	
Tuesday	Activity 1:	Speaking Activity <ul style="list-style-type: none"> <li>• Listen: The measure of success</li> <li>• Genre: Dialogue</li> <li>• Use the discussion frame</li> </ul>	
Tuesday	Activity 2:	Shared reading: Pre-Read <ul style="list-style-type: none"> <li>• Read: Heritage Day lessons</li> <li>• Genre: Fiction text</li> <li>• Visualise</li> </ul>	
Wednesday	Activity 1:	Oral Activities <ul style="list-style-type: none"> <li>• Build and monitor knowledge</li> <li>• Develop theme vocabulary</li> <li>• Question of the day</li> </ul>	
Wednesday	Activity 2:	Shared reading: First Read <ul style="list-style-type: none"> <li>• Read: Heritage Day lessons</li> <li>• Genre: Fiction text</li> <li>• Comprehension strategy: Visualise</li> <li>• Oral comprehension</li> <li>• Introduce the LSC in context</li> </ul>	
Thursday	Activity 1:	LSC <ul style="list-style-type: none"> <li>• Build &amp; monitor background knowledge</li> <li>• Teach &amp; practice the LSC: punctuation</li> </ul>	
Thursday	Activity 2:	Shared reading: Second Read <ul style="list-style-type: none"> <li>• Read: Heritage Day lessons</li> <li>• Genre: Fiction text</li> <li>• Comprehension strategy: Visualise</li> <li>• Oral comprehension</li> <li>• Learners generate questions</li> </ul>	
Friday	Activity 1:	Independent Reading and Comprehension <ul style="list-style-type: none"> <li>• Individual reading sessions</li> </ul>	

### WEEK 3 TEXTBOOK ACTIVITIES: READING & VIEWING

Week 3		
Textbook	Supplementary Reading Activity: Reads literary text (youth/radio drama)	Date Completed
Interactive English S.M.I.L.E	Activity 3 (pg. 170) – Read one act play about a graffiti gang at work	
English Today Maskew Miller Longman	Activity 5&6 (pg. 141) – Read a play and answer questions	
Oxford Successful Oxford University Press	Activity 2 (pg. 196) – Read a drama and answer questions	
Spot on Pearson Marang	Activity 5.1 (pg. 133) – Read a youth drama and answer questions	
Platinum Maskew Miller Longman	Activity 4 (pg. 148) – Read extracts from two dramas	
Top Class Shuter & Shooter	Activity E (pg. 139) – Read a radio drama Activity G (pg. 141) – Read and analyse a poem	
Via Afrika Via Afrika	Activity 5 (pg. 136) – Read a radio drama	
Clever English Macmillan South Africa	Activity 7 (pg. 146) – Read a drama and answer questions	

Week 4: Moving Populations			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Teach the Comprehension Strategy <ul style="list-style-type: none"> <li>• Read: Heritage Day lessons</li> <li>• Genre: Fiction text</li> <li>• Teach: Visualise</li> </ul>	
Monday	Activity 2:	Shared reading: Post-Read <ul style="list-style-type: none"> <li>• Read: Heritage Day lessons</li> <li>• Genre: Fiction text</li> <li>• Comprehension strategy: Visualise</li> </ul>	
Tuesday	Activity 1:	Teach the Genre <ul style="list-style-type: none"> <li>• Interview</li> <li>• Sample text: Interview for Sports SA magazine</li> </ul>	
Tuesday	Activity 2:	Writing: Planning <ul style="list-style-type: none"> <li>• Genre: Interview</li> <li>• Topic: Interview someone who is from another place</li> <li>• Planning Strategy: Answer questions</li> </ul>	
Wednesday	Activity 1:	Writing: Drafting <ul style="list-style-type: none"> <li>• Use plan to draft interview</li> </ul>	
Thursday	Activity 1:	Writing: Editing <ul style="list-style-type: none"> <li>• Edit interview using checklist</li> </ul>	
Thursday	Activity 2:	Writing: Publishing & Presenting <ul style="list-style-type: none"> <li>• Publish and present interview</li> </ul>	

Week 4: Moving Populations			
Day	CAPS content, concepts, skills		Date completed
Friday	Activity 1:	Oral Presentations <ul style="list-style-type: none"> <li>Unprepared speech</li> </ul>	
Friday	Activity 2:	Theme Conclusion <ul style="list-style-type: none"> <li>Build and monitor knowledge</li> <li>Summarise</li> <li>Acknowledge and celebrate</li> </ul>	

#### WEEK 4 TEXTBOOK ACTIVITIES: WRITING

Week 4		
Textbook	Supplementary Activity: Writes a longer text (interview/dialogue)	Date Completed
Interactive English S.M.I.L.L.E	Activity 7 (pg. 177) – Write an interview	
English Today Maskew Miller Longman	Activity 8 (pg. 145) – Write a drama	
Oxford Successful Oxford University Press	Activity 7 (pg. 202) – Write a dialogue	
Spot on Pearson Marang	Activity 4.1 (pg. 128) – Write an interview	
Platinum Maskew Miller Longman	Activity 5 (pg. 151) – Write a dialogue	
Top Class Shuter & Shooter	Activity J (pg. 143) – Write a dialogue	
Via Afrika Via Afrika	Activity 8 (pg. 139) – Write a script for a radio drama	
Clever English Macmillan South Africa	Activity 10 (pg. 150) – Write an interview	

## WEEK 4 TEXTBOOK ACTIVITIES: LSC

Week 4		
Textbook	Supplementary LSC Activity: Complex sentences, direct and reported speech	Date Completed
Interactive English S.M.I.L.E	Activity 6 (pg. 174) – Direct and indirect speech	
English Today Maskew Miller Longman	Activity 3&4 (pg. 139) – Direct and indirect speech	
Oxford Successful Oxford University Press	Activity 3 (pg. 199) – Use indirect speech	
Spot on Pearson Marang	Activity 1.1 (pg. 125) – Direct and indirect speech	
Platinum Maskew Miller Longman	Activity 7 (pg. 154) – Write complex sentences	
Top Class Shuter & Shooter	Activity L (pg. 144) – Reporting what was said	
Via Afrika Via Afrika	Activity 9 (pg. 140) – Direct and indirect speech	

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

## Weeks 5–6 CAPS / ATP Reference

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<b>WEEK 5–6</b>	<p><b>Listening and speaking strategies</b></p> <p><b>Different forms of oral communication</b></p> <ul style="list-style-type: none"> <li>• Good opening/ introduction</li> <li>• use of tone, pace and intonation</li> <li>• Language use</li> <li>• Appropriate body language</li> <li>• Good conclusion</li> </ul> <p><b>Listening comprehension (written text/ TV news presentation)</b></p> <ul style="list-style-type: none"> <li>• Explain listening process</li> <li>• Take notes</li> <li>• Answer questions</li> </ul> <p>Follow the listening process: Pre-listening Introduces learners to the listening situation.</p> <p><b>During listening</b> Questioning, recognizing, matching, note-taking, interpreting</p> <p><b>Post-listening</b></p> <ul style="list-style-type: none"> <li>• follows up on the listening experience. Learners ask questions; talk about what the speaker said, etc.</li> <li>• Summarise the presentation orally</li> <li>• Draw conclusions</li> </ul>	<p><b>Read text on how to write a notice/ agenda and minutes</b></p> <ul style="list-style-type: none"> <li>• Language use</li> <li>• Format</li> <li>• Role execution</li> </ul> <p><b>Reading process:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate)</li> </ul> <p><b>Reading/viewing for comprehension written/ visual text/graphs</b></p> <ul style="list-style-type: none"> <li>• Skimming for main ideas</li> <li>• Scanning for supporting details</li> <li>• making predictions</li> <li>• Inferring the meaning of unfamiliar words and images</li> <li>• main and supporting ideas</li> <li>• Own opinion</li> </ul>	<p><b>Longer transactional texts e.g. notice/agenda and minutes</b></p> <ul style="list-style-type: none"> <li>• Identify target audience and purpose of writing;</li> <li>• Decide on style, view – point &amp; format of writing;</li> <li>• Word choice and language structures</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul>	<p><b>Word level:</b> Pronouns: personal, demonstrative, possessive.</p> <p><b>Sentence level:</b> simple present tense, simple past tense; direct and reported speech; active and passive voice</p> <p><b>Word meaning:</b> Verbal extensions (derivatives)</p> <p><b>Punctuation:</b> apostrophe; capitalization; comma; full stop; colon</p>

Week 5: Lovely Literature		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>Introduce theme: Lovely Literature</li> <li>Activate background knowledge</li> <li>Develop theme vocabulary</li> <li>Question of the day</li> </ul>	
Monday	Activity 2: Listening activity <ul style="list-style-type: none"> <li>Listening Text: Award Winner</li> <li>Genre: news broadcast</li> <li>Three reads</li> <li>Model comprehension skill: Make connections /I wonder</li> <li>Oral comprehension</li> </ul>	
Tuesday	Activity 1: Speaking Activity <ul style="list-style-type: none"> <li>Listening Text: Award Winner</li> <li>Genre: news broadcast</li> <li>Use the discussion frame</li> </ul>	
Tuesday	Activity 2: Shared reading: Pre-Read <ul style="list-style-type: none"> <li>Read: Looking at poetry</li> <li>Genre: Information text</li> <li>Comprehension strategy: Making connections</li> </ul>	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>Build and monitor knowledge</li> <li>Develop theme vocabulary</li> <li>Question of the day</li> </ul>	
Wednesday	Activity 2: Shared reading: First Read <ul style="list-style-type: none"> <li>Read: Looking at poetry</li> <li>Genre: Information text</li> <li>Comprehension strategy: Make connections</li> <li>Introduce the LSC in context</li> </ul>	
Thursday	Activity 1: LSC <ul style="list-style-type: none"> <li>Build &amp; monitor background knowledge</li> <li>Teach &amp; practice the LSC: simple past and simple present tense</li> </ul>	
Thursday	Activity 2: Shared reading: Second Read <ul style="list-style-type: none"> <li>Read: Looking at poetry</li> <li>Genre: Information text</li> <li>Comprehension strategy: Making connections</li> <li>Learners generate questions</li> </ul>	
Friday	Activity 1: Independent Reading and Comprehension <ul style="list-style-type: none"> <li>Individual reading sessions</li> </ul>	

## WEEK 5 TEXTBOOK ACTIVITIES: READING & VIEWING

Week 5		
Textbook	Supplementary Reading Activity:	Date Completed
	Read an informational text Comprehend written or visual texts	
Interactive English S.M.I.L.E	Activity 3 (pg. 182) – Read visual/informational text on documents required for a meeting Activity 5 (pg. 188) – Read an advertisement	
English Today Maskew Miller Longman	Activity 5 (pg. 152) – identify the features of a notice and agenda	
Oxford Successful Oxford University Press	Activity 2 (pg. 211) – Read about agenda and minutes	
Spot on Pearson Marang	Activity 3.1 (pg. 142) – Read an information text with visuals	
Platinum Maskew Miller Longman	Activity 3 (pg. 159) – Read a news article (with visuals)	
Top Class Shuter & Shooter	Activity B (pg. 147) – Read about meetings	
Via Afrika Via Afrika	Activity 3 (pg. 146) – Read an agenda for a meeting	
Clever English Macmillan South Africa	Activity 6 (pg. 161) – Read minutes Activity 8 (pg. 164) – Read a graph	

Week 6: Lovely Literature			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Teach the Comprehension Strategy <ul style="list-style-type: none"> <li>• Read: Looking at Poetry</li> <li>• Genre: Information Text</li> <li>• Teach: Making connections</li> </ul>	
Monday	Activity 2:	Shared reading: Post-Read <ul style="list-style-type: none"> <li>• Read: Looking at poetry</li> <li>• Genre: Information text</li> <li>• Comprehension strategy: Making connections</li> </ul>	
Tuesday	Activity 1:	Teach the Genre <ul style="list-style-type: none"> <li>• Report</li> <li>• Sample text: Report Title: Where do Grade 7s get their information from?</li> </ul>	
Tuesday	Activity 2:	Writing: Planning <ul style="list-style-type: none"> <li>• Genre: Report &amp; poem</li> <li>• Topic:</li> <li>• Write a report on the literature genre of poetry</li> <li>• Write a creative response: poem</li> <li>• Planning Strategy: Answering questions</li> </ul>	
Wednesday	Activity 1:	Writing: Drafting <ul style="list-style-type: none"> <li>• Use plan to draft report and poem</li> </ul>	

Week 6: Lovely Literature			
Day	CAPS content, concepts, skills		Date completed
Thursday	Activity 1:	Writing: Editing Edit report and poem using checklist	
Thursday	Activity 2:	Writing: Publishing & Presenting Publish and present report and poem	
Friday	Activity 1:	Oral Presentations Creative Writing Project Oral presentation Feedback	
Friday	Activity 2:	Theme Conclusion Summarise Reflect Acknowledge and celebrate	

### WEEK 6 TEXTBOOK ACTIVITIES: WRITING

Week 6		
Textbook	Supplementary Activity:	Date Completed
	Writes a longer transactional text	
Interactive English S.M.I.L.E	Activity 7 (pg. 177) – Write an interview	
English Today Maskew Miller Longman	Activity 12 (pg. 158) – Write the agenda and minutes of a meeting	
Oxford Successful Oxford University Press	Activity 7 (pg. 219) – Write an agenda for a meeting Activity 8 (pg. 221) – Write minutes of a meeting	
Spot on Pearson Marang	FAT (pg. 146) – Write agenda and minutes	
Platinum Maskew Miller Longman	Activity 5 (pg. 164) – Write an agenda for a meeting Activity 7 (pg. 166) – Write minutes for a meeting	
Top Class Shuter & Shooter	Activity F (pg. 151) – Write an agenda Activity H (pg. 152) – Write the minutes of a meeting	
Via Afrika Via Afrika	Activity 4 (pg. 149) – Write the minutes of a meeting	
Clever English Macmillan South Africa	Activity 9&10 (pg. 165) – Write the notice and agenda for a meeting	



## WEEK 6 TEXTBOOK ACTIVITIES: LSC

Week 6		
Textbook	Supplementary LSC Activity: Direct and indirect speech, demonstrative, and possessive pronouns	Date Completed
Interactive English S.M.I.L.E	Activity 7 (pg. 190) – Indirect speech	
English Today Maskew Miller Longman	Activity 8 (pg. 155) – Indirect and direct speech	
Oxford Successful Oxford University Press	Activity 6 (pg. 219) – Demonstrative and possessive pronouns	
Spot on Pearson Marang	Activity 4.1 (pg. 144) – Active and passive voice	
Platinum Maskew Miller Longman	Activity 8&9 (pg. 168) – Demonstrative and possessive pronouns	
Top Class Shuter & Shooter	Activity 1 (pg. 152) – Working with pronouns	
Via Afrika Via Afrika	Activity 5 (pg. 149) – Direct and indirect speech	
Clever English Macmillan South Africa	Activity 12 (pg. 167) – Active and passive voice	

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

## Weeks 7–8 CAPS / ATP Reference

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 7–8	<p><b>Listening and speaking strategies</b></p> <p><b>Listens to and discusses current news based on newspapers and magazine articles</b></p> <ul style="list-style-type: none"> <li>• Use of manipulative /emotive / persuasive language</li> <li>• Use of cues</li> <li>• Adherence to conventions</li> <li>• Appropriate body language</li> <li>• Attention-grabbing introduction and a strong conclusion</li> <li>• Purpose, target group and context</li> </ul> <p><b>Prepared/unprepared reading a newspaper article aloud</b></p> <ul style="list-style-type: none"> <li>• Use of tone, pace and intonation</li> <li>• Observing punctuation marks for good effect</li> <li>• Appropriate body language</li> </ul>	<p><b>Reading/viewing for information</b></p> <p><b>(Use text such as newspaper articles/ magazine articles/ written speeches)</b></p> <ul style="list-style-type: none"> <li>• Skimming for main ideas</li> <li>• Scanning for supporting details</li> <li>• Making predictions</li> <li>• Facts and opinions</li> <li>• Viewpoint of author</li> <li>• Inferring the meaning of unfamiliar words and images</li> <li>• Formal/informal language</li> <li>• Direct/implied meaning</li> <li>• Figures of speech</li> </ul> <p><b>Write a comprehension test</b></p> <p><b>Follow the Reading Process:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate)</li> </ul>	<p><b>Long/short transactional texts</b></p> <p><b>Write a newspaper article</b></p> <ul style="list-style-type: none"> <li>• Requirements of format, style</li> <li>• Target audience purpose and context</li> <li>• Word choice and language structures</li> </ul> <p><b>Follow the Writing Process</b></p>	<p><b>Word level:</b> abstract nouns; concrete nouns Prepositions Adjectives: comparative, superlative</p> <p><b>Sentence level:</b> Chronological (sequential) order; order of importance; description paragraph, persuasive and emotive language; bias and prejudice; stereotypes; rhetoric devices.</p> <p><b>Word meaning:</b> synonyms, antonyms, literal, figurative</p> <p><b>Punctuation:</b> quotation marks; exclamation marks; comma; full stop; question marks; ellipsis</p>

Week 7: Rewilding the earth			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Oral Activities <ul style="list-style-type: none"> <li>• Introduce theme: Rewilding the earth</li> <li>• Activate background knowledge</li> <li>• Develop theme vocabulary</li> <li>• Question of the day</li> </ul>	
Monday	Activity 2:	Listening activity <ul style="list-style-type: none"> <li>• Listening Text: How some countries are helping to save the planet</li> <li>• Genre: Magazine article</li> <li>• Three reads</li> <li>• Model comprehension skill: Making evaluations</li> <li>• Oral comprehension</li> </ul>	
Tuesday	Activity 1:	Speaking Activity <ul style="list-style-type: none"> <li>• Listening Text: How some countries are helping to save the planet</li> <li>• Genre: Magazine article</li> <li>• Use the discussion frame</li> </ul>	
Tuesday	Activity 2:	Shared reading: Pre-Read <ul style="list-style-type: none"> <li>• Read: Rewilding the Earth</li> <li>• Genre: Speech</li> <li>• Comprehension strategy: Making evaluations</li> </ul>	
Wednesday	Activity 1:	Oral Activities <ul style="list-style-type: none"> <li>• Build and monitor knowledge</li> <li>• Develop theme vocabulary</li> <li>• Question of the day</li> </ul>	
Wednesday	Activity 2:	Shared reading: First Read <ul style="list-style-type: none"> <li>• Read: Rewilding the Earth</li> <li>• Genre: Speech</li> <li>• Comprehension strategy: Making evaluations</li> <li>• Introduce the LSC in context</li> </ul>	
Thursday	Activity 1:	LSC <ul style="list-style-type: none"> <li>• Build &amp; monitor background knowledge</li> <li>• Teach &amp; practice the LSC: persuasive and emotive language</li> </ul>	
Thursday	Activity 2:	Shared reading: Second Read <ul style="list-style-type: none"> <li>• Read: Rewilding the Earth</li> <li>• Genre: Speech</li> <li>• Comprehension strategy: Making evaluations</li> <li>• Learners generate questions</li> </ul>	
Friday	Activity 1:	Independent Reading and Comprehension <ul style="list-style-type: none"> <li>• Individual reading sessions</li> </ul>	

## WEEK 7 TEXTBOOK ACTIVITIES: READING & VIEWING

Week 7		
Textbook	Supplementary Reading Activity: Reads an information text	Date Completed
Interactive English S.M.I.L.E	Activity 4 (pg. 201) – Read a newspaper article	
English Today Maskew Miller Longman	Activity 4 (pg. 164) – Read a speech	
Oxford Successful Oxford University Press	Activity 5 (pg. 231) – Read a newspaper article	
Spot on Pearson Marang	Activity 1.2 (pg. 151) – Read a newspaper article for information	
Platinum Maskew Miller Longman	Activity 4 (pg. 177) – Read a newspaper article	
Top Class Shuter & Shooter	Activity H & I (pg. 161) – Read a magazine article	
Via Afrika Via Afrika	Formal Assessment Task (pg. 155) – Read an article for comprehension	
Clever English Macmillan South Africa	Activity 6 (pg. 175) – Read an article and answer questions	

Week 8: Rewilding the earth			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Teach the Comprehension Strategy <ul style="list-style-type: none"> <li>• Read: Rewilding the Earth</li> <li>• Genre: Speech</li> <li>• Teach: Making evaluations</li> </ul>	
Monday	Activity 2:	Shared reading: Post-Read <ul style="list-style-type: none"> <li>• Read: Rewilding the Earth</li> <li>• Genre: Speech</li> <li>• Comprehension strategy: Making evaluations</li> </ul>	
Tuesday	Activity 1:	Teach the Genre <ul style="list-style-type: none"> <li>• Newspaper article</li> <li>• Sample text: Local company giving back while saving the world</li> </ul>	
Tuesday	Activity 2:	Writing: Planning <ul style="list-style-type: none"> <li>• Genre: Newspaper article</li> <li>• Topic: Write a newspaper article about someone who is helping to save the Earth</li> <li>• Planning Strategy: Write a list of questions</li> </ul>	
Wednesday	Activity 1:	Writing: Drafting <ul style="list-style-type: none"> <li>• Use plan to draft newspaper article</li> </ul>	
Thursday	Activity 1:	Writing: Editing <ul style="list-style-type: none"> <li>• Edit newspaper article using checklist</li> </ul>	

Week 8: Rewilding the earth			
Day	CAPS content, concepts, skills		Date completed
Thursday	Activity 2:	Writing: Publishing & Presenting <ul style="list-style-type: none"> <li>Publish and present newspaper article</li> </ul>	
Friday	Activity 1:	Oral Presentations <ul style="list-style-type: none"> <li>Creative Writing Project presentation</li> <li>Feedback</li> </ul>	
Friday	Activity 2:	Theme Conclusion <ul style="list-style-type: none"> <li>Summarise</li> <li>Reflect</li> <li>Acknowledge and celebrate</li> </ul>	

### WEEK 8 TEXTBOOK ACTIVITIES: WRITING

Week 8		
Textbook	Supplementary Activity: Writes a newspaper article	Date Completed
Interactive English S.M.I.L.E	Activity 7 (pg. 206) – Write a newspaper article	
English Today Maskew Miller Longman	Activity 10 (pg. 169) – Write a newspaper article	
Oxford Successful Oxford University Press	Activity 9 (pg. 236) – Write a newspaper article	
Spot on Pearson Marang	Activity 4.3 & 4.4 (pg. 159) – Draft and write a newspaper article	
Platinum Maskew Miller Longman	Activity 8 (pg. 184) – Write a newspaper article	
Top Class Shuter & Shooter	Activity O (pg. 167) – Write a news article	
Via Afrika Via Afrika	Activity 4 (pg. 158) – Write a newspaper article	
Clever English Macmillan South Africa	Activity 8 (pg. 179) – Write a newspaper article	

## WEEK 8 SUPPLEMENTARY TEXTBOOK ACTIVITIES: LSC

Week 8		
Textbook	Supplementary LSC Activity:	Date Completed
	Persuasive and emotive language, chronological order	
Interactive English S.M.I.L.L.E	Activity 5 (pg. 205) – Chronological order	
English Today Maskew Miller Longman	Activity 12 (pg. 170) – Bias, prejudice and stereotype	
Oxford Successful Oxford University Press	Activity 6 (pg. 234) – Write sentences in order	
Spot on Pearson Marang	Activity 3.1–3.3 (pg. 154) – Stereotypes and prejudice	
Platinum Maskew Miller Longman	Activity 5&6 (pg. 180) – Chronological order	
Top Class Shuter & Shooter	Activity E (pg. 159) – Persuasive and emotive language	
Via Afrika Via Afrika	Activity 6 (pg. 160) – Bias and prejudice	
Clever English Macmillan South Africa	Activity 10 (pg. 181) – Bias and prejudice	

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

## WEEKS 9–10 CAPS / ATP REFERENCE

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 9–10	<p><b>Listening and speaking strategies</b></p> <p><b>Listening comprehension based on giving directions</b></p> <ul style="list-style-type: none"> <li>Practice listening process</li> <li>Take notes</li> <li>Write answers</li> </ul> <p><b>Different forms of oral communication e.g. giving directions instructions/</b></p> <ul style="list-style-type: none"> <li>use of appropriate language</li> <li>Short effective sentences</li> <li>Detail</li> </ul>	<p><b>Literary text like youth novel/short stories/drama/radio drama</b></p> <ul style="list-style-type: none"> <li>Key features of literature text such as: character, characterization, plot, conflict, background, setting, narrator, theme</li> </ul> <p><b>Reading process:</b></p> <ul style="list-style-type: none"> <li>Pre-reading (Introduce text)</li> <li>During reading (features of text)</li> <li>Post-reading (answer questions, compare, contrast, evaluate)</li> </ul>	<p><b>Write a narrative / descriptive essay</b></p> <ul style="list-style-type: none"> <li>Requirements of format, style, point of view</li> <li>Target audience purpose and context</li> <li>Word choice and language structures</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>Planning</li> <li>Drafting</li> <li>Revision</li> <li>Editing</li> <li>Proof-reading and presenting</li> </ul>	<p><b>Word level:</b> complex nouns Pronouns – personal, relative, reflexive Articles – definite, indefinite, articleless Adjectives: comparative, superlative</p> <p><b>Sentence level:</b> subject and predicate, subject verb agreement, evaluation paragraph simple sentences, statements, simple past tense; simple present tense</p> <p><b>Word meaning:</b> synonyms, antonyms, literal, figurative</p> <p><b>Punctuation:</b> full stop; comma; colon, semi colon</p>

Week 9: Addiction and abuse			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Oral Activities <ul style="list-style-type: none"> <li>• Introduce theme: Addiction and abuse</li> <li>• Activate background knowledge</li> <li>• Develop theme vocabulary</li> <li>• Question of the day</li> </ul>	
Monday	Activity 2:	Listening activity <ul style="list-style-type: none"> <li>• Listening Text: Some helpful advice</li> <li>• Genre: dialogue</li> <li>• Three reads</li> <li>• Model comprehension skill: Make inferences</li> <li>• Oral comprehension</li> </ul>	
Tuesday	Activity 1:	Speaking Activity <ul style="list-style-type: none"> <li>• Listening Text: Some helpful advice</li> <li>• Genre: dialogue</li> <li>• Use the discussion frame</li> </ul>	
Tuesday	Activity 2:	Shared reading: Pre-Read <ul style="list-style-type: none"> <li>• Read: Neo's heartbreak</li> <li>• Genre: Short story</li> <li>• Comprehension strategy: Make inferences</li> </ul>	
Wednesday	Activity 1:	Oral Activities <ul style="list-style-type: none"> <li>• Build and monitor knowledge</li> <li>• Develop theme vocabulary</li> <li>• Question of the day</li> </ul>	
Wednesday	Activity 2:	Shared reading: First Read <ul style="list-style-type: none"> <li>• Read: Neo's heartbreak</li> <li>• Genre: Short story</li> <li>• Comprehension strategy: Make inferences</li> <li>• Introduce the LSC in context</li> </ul>	
Thursday	Activity 1:	LSC <ul style="list-style-type: none"> <li>• Build &amp; monitor background knowledge</li> <li>• Teach &amp; practice the LSC: subject and predicate</li> </ul>	
Thursday	Activity 2:	Shared reading: Second Read <ul style="list-style-type: none"> <li>• Read: Neo's heartbreak</li> <li>• Genre: Short story</li> <li>• Comprehension strategy: Making inferences</li> <li>• Learners generate questions</li> </ul>	
Friday	Activity 1:	Independent Reading and Comprehension <ul style="list-style-type: none"> <li>• Individual reading sessions</li> </ul>	



## WEEK 9 TEXTBOOK ACTIVITIES: READING & VIEWING

Week 9		
Textbook	Supplementary Reading Activity: Literary text (youth drama, short story, novel extract)	Date Completed
Interactive English S.M.I.L.E	Activity 3 (pg. 212) – Read a short story	
English Today Maskew Miller Longman	Activity 4 (pg. 175) – Read a folk tale	
Oxford Successful Oxford University Press	Activity 1 (pg. 240) – Read an extract from a youth novel	
Spot on Pearson Marang	Activity 4.1 (pg. 168) – Read a bus timetable	
Platinum Maskew Miller Longman	Activity 2 (pg. 188) – Read a comic strip story	
Top Class Shuter & Shooter	Activity D (pg. 172) – Read a passage	
Via Afrika Via Afrika	Activity 4 (pg. 167) – Read a short story about a journey through Africa	
Clever English Macmillan South Africa	Activity 4 (pg. 186) – Read a short story	

Week 10: Addiction and abuse			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Teach the Comprehension Strategy <ul style="list-style-type: none"> <li>• Read: Neo's heartbreak</li> <li>• Genre: Short story</li> <li>• Teach: Make inferences</li> </ul>	
Monday	Activity 2:	Shared reading: Post-Read <ul style="list-style-type: none"> <li>• Read: Neo's heartbreak</li> <li>• Genre: Short story</li> <li>• Comprehension strategy: Make inferences</li> </ul>	
Tuesday	Activity 1:	Teach the Genre <ul style="list-style-type: none"> <li>• Descriptive essay</li> <li>• Sample text: Report Title: Experiencing... boredom</li> </ul>	
Tuesday	Activity 2:	Writing: Planning <ul style="list-style-type: none"> <li>• Genre: Descriptive essay</li> <li>• Topic: Describe a time when you felt...</li> <li>• Planning Strategy: Write a list of questions</li> </ul>	
Wednesday	Activity 1:	Writing: Drafting <ul style="list-style-type: none"> <li>• Use plan to draft descriptive essay</li> </ul>	
Thursday	Activity 1:	Writing: Editing <ul style="list-style-type: none"> <li>• Edit descriptive essay using checklist</li> </ul>	

Week 10: Addiction and abuse			
Day	CAPS content, concepts, skills		Date completed
Thursday	Activity 2:	Writing: Publishing & Presenting <ul style="list-style-type: none"> <li>Publish and present descriptive essay</li> </ul>	
Friday	Activity 1:	Oral Presentations <ul style="list-style-type: none"> <li>Creative Writing Project presentations</li> <li>Feedback</li> </ul>	
Friday	Activity 2:	Theme Conclusion <ul style="list-style-type: none"> <li>Summarise</li> <li>Reflect</li> <li>Acknowledge and celebrate</li> </ul>	

### WEEK 10 TEXTBOOK ACTIVITIES: WRITING

Week 10		
Textbook	Supplementary Activity:	Date Completed
	Writes a narrative/descriptive essay	
Interactive English S.M.I.L.E	Activity 8 (pg. 221) – Write a narrative essay	
English Today Maskew Miller Longman	Activity 6 (pg. 178) – Write a narrative essay	
Oxford Successful Oxford University Press	Activity 10 (pg. 251) – Write a narrative essay	
Spot on Pearson Marang	Activity 6.1 (pg. 171) – Plan and write a narrative essay	
Platinum Maskew Miller Longman	Activity 3 (pg. 192) – Write a narrative essay	
Top Class Shuter & Shooter	Activity G (pg. 178) – Write a descriptive essay	
Via Afrika Via Afrika	Activity 9 (pg. 171) – Write a narrative essay	
Clever English Macmillan South Africa	Activity 7 (pg. 192) – Write a narrative essay on a fantasy island	

## WEEK 10 TEXTBOOK ACTIVITIES: LSC

Week 10		
Textbook	Supplementary LSC Activity: Subject verb agreement	Date Completed
Interactive English S.M.I.L.E	Activity 6 (pg. 219) – Pronouns and relative pronouns	
English Today Maskew Miller Longman	Activity 11 (pg. 183) – Pronouns	
Oxford Successful Oxford University Press	Activity 11 (pg. 254) – Subject verb agreement	
Spot on Pearson Marang	Activity 5.2 (pg. 170) – Possessive and reflexive pronouns	
Platinum Maskew Miller Longman	Activity 8 (pg. 201) – Reflexive pronouns	
Top Class Shuter & Shooter	Activity H (pg. 180) – Subject verb agreement	
Via Afrika Via Afrika	Activity 11 (pg. 172) – Pronouns	
Clever English Macmillan South Africa	Activity 12 (pg. 195) – Pronouns	

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

# Official Tracking of Curriculum Coverage

In order to standardise the tracking of curriculum coverage, the DBE is implementing an *Annual Teaching Plan Guide* for Home Language and EFAL to ensure that all teachers cover a minimum number of informal or formative activities every year.

- Please note that the requirements are the same for both Home Language and EFAL.
- The purpose of this guide is to ensure that proper attention is given to informal and formative activities, as well as to the specified formal assessment tasks.

The first form that follows is the official **DBE Annual Teaching Plan Guide** for EFAL.

- This gives you a clear idea of the minimum number of informal or formative activities that must be completed over the course of the year.

The second form is a simple **ATP Tracker** for EFAL.

- This form provides space for you to keep a record of the required activities for the term.
- It also has space to record the date for each activity, as an easy reference for verification.

The DBE will soon require this data to be captured on the SA SAMS system.

- This form includes all the details required for this process.
- It is good practice to start recording the required data from this point onwards.

**CAPS ANNUAL TEACHING PLAN GUIDE**

**HOME LANGUAGE AND FIRST ADDITIONAL LANGUAGE**

**SUGGESTED MINIMUM NUMBER OF INFORMAL / FORMATIVE ACTIVITIES COMPLETED BY THE LEARNER**

Informal / Formative Activities	Total	Sample of activities should be moderated to ensure quality												Comment on Coverage and the Quality of Activities							
		Departmental Heads			School Management Team			Subject Advisors			Term 1 10 weeks				Term 2 8 weeks			Term 3 10 weeks			Term 4 8 weeks
Total number of informal activities: Languages	105	Term	Activity	31	23	31	20	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	20	activities
<b>Total number of Listening and Speaking (Oral) informal activities</b>	<b>31</b>	There should be a total of 31 informal activities to cover enough depth of Listening and Speaking skill over 36 weeks period for Terms 1–4: <ul style="list-style-type: none"> <li>• 15 listening and speaking activities;</li> <li>• 16 reading aloud activities; and</li> <li>• Different oral activities should be covered (avoid repetition).</li> </ul>																			
<b>Total number of Reading Comprehension informal activities</b>	<b>16</b>	There should be a total of 16 reading comprehension informal activities to cover the 36 week period for Terms 1–4. <ul style="list-style-type: none"> <li>• Reading comprehension activities should be as follows:                             <ul style="list-style-type: none"> <li>• 7 x Literary / Non-literary text;</li> <li>• 5 x Visual text; and</li> <li>• 4 x Summary.</li> </ul> </li> <li>• Barrett taxonomy of 40:40:20 should be applied.                             <ul style="list-style-type: none"> <li>• Level 1 (Literal) – 20%;</li> <li>• Level 2 (Reorganisation) – 20%;</li> <li>• Level 3 (Inference) – 40%; and</li> <li>• Level 4 / 5 (Evaluation or Appreciation) – 20%.</li> </ul> </li> <li>• Coverage of different reading comprehension strategies.</li> </ul>																			

<b>Total number of Literature informal activities</b>	<b>11</b>	<p>There should be a total of 11 literature informal activities to cover the 36 week period for Terms 1–4</p> <ul style="list-style-type: none"> <li>Semester 1: <ul style="list-style-type: none"> <li>Poetry</li> <li>Folktales</li> <li>Novel</li> </ul> </li> <li>Semester 2: <ul style="list-style-type: none"> <li>Poetry</li> <li>Short stories</li> <li>Drama</li> </ul> </li> </ul> <p>For extended reading there should be a reading card that prescribes the number of pages that learners should read per day per Grade (Homework to inculcate the culture of reading).</p> <ul style="list-style-type: none"> <li>Grade 7 – 12–15 pages.</li> </ul> <p>The reading card should have a signature of the parent, guardian, or an elder brother / sister / cousin / neighbour, etc. (to accommodate different family contexts).</p>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	
<b>Total number of Writing informal activities</b>	<b>16</b>	<p>There should be a total of 16 writing informal activities to cover the 36 week period for Terms 1–4</p> <ul style="list-style-type: none"> <li>1 Essay in Terms 1, 2 and 4</li> <li>1 Story or poem or documentary in Term 4</li> </ul> <p>The other 12 informal written activities are all transactional.</p> <ul style="list-style-type: none"> <li>Different transactional texts should be covered (avoid repetition).</li> <li>All informal written activities should consist of both process writing evidence as well as a final product.</li> </ul>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>0</b>	

<b>Total number Language Structures and Conventions informal activities</b>	<b>31</b>	<p>There should be a total of 31 Language Structures and Conventions informal activities to cover the 36 week period for Terms 1–4</p> <ul style="list-style-type: none"> <li>• Language Structures and Conventions informal activities should be spread to cover: <ul style="list-style-type: none"> <li>• Word level</li> <li>• Phrases</li> <li>• Clauses</li> <li>• Sentences</li> <li>• Paragraphing</li> <li>• Critical language awareness</li> </ul> </li> </ul>	<b>1</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>0</b>	
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**CAPS ANNUAL TEACHING PLAN GUIDE**  
**ENGLISH FIRST ADDITIONAL LANGUAGE**  
**TRACKING OF MINIMUM INFORMAL ACTIVITIES COMPLETED**  
**TERM 3**

<b>Listening &amp; Speaking (Oral) informal activities</b> 4 x L&S 5 x Read Aloud	Term 3 9 Activities	JUL	AUG	SEP	<b>Activity dates for verification</b> (evidence in learner books, lesson plans or informal assessment records)					
	Target	1	4	4						
	Actual									
<b>Reading &amp; Comprehension informal activities</b> 1 x Literary / Non-Literary 1 x Visual 1 x Summary	Term 3 5 Activities	JUL	AUG	SEP	<b>Activity dates for verification</b> (evidence in learner books, lesson plans or informal assessment records)					
	Target	1	2	2						
	Actual									
<b>Literature informal activities</b> 3 x Activities (choose from Poetry, Folktales or Novel)	Term 3 3 Activities	JUL	AUG	SEP	<b>Activity dates for verification</b> (evidence in learner books, lesson plans or informal assessment records)					
	Target	1	1	1						
	Actual									
Extended / Independent Reading	Target	15	15	15	(average number of pages read by learners per day, monitored by parent or guardian using reading card)					
	Actual									
<b>Writing informal activities</b> 1 x Story, poem or documentary 4 x Transactional	Term 3 5 Activities	JUL	AUG	SEP	<b>Activity dates for verification</b> (evidence in learner books, lesson plans or informal assessment records)					
	Target	1	2	2						
	Actual									
<b>Language Structure &amp; Conventions informal activities</b> 9 x Activities	Term 3 9 Activities	JUL	AUG	SEP	<b>Activity dates for verification</b> (evidence in learner books, lesson plans or informal assessment records)					
	Target	1	4	4						
	Actual									





# Programme of Assessment

- There are 3 Formal Assessment Tasks (FATs) to be completed in Term 3.
- Example Assessment Tasks and Rubrics / Memoranda are provided in this document.
- These examples may be used as is or adapted for your context.

*Note: The CREATIVE WRITING PROJECT (FAT 6 and FAT 7) has been implemented as a full cycle of lesson plans, together with the required rubrics. This is intended to demonstrate the flow and effectiveness of the suggested routine and generic lesson activities. It is suggested that this cycle be implemented in Weeks 5&6 of Term 3.*

TASK	DESCRIPTION	MARKS
FAT 6	CREATIVE WRITING PROJECT Stage 1: Research (Learners do research on their project) Stage 2: Writing (Learners engage in the write-up of their project and a creative response)	20 marks 30 marks
FAT 7	CREATIVE WRITING PROJECT Stage 3: Oral presentation (Learners do the Oral presentation of their project) Commence with the oral task in term 3 and conclude in term 4 when the mark will be recorded.	20 marks
FAT 8	RESPONSE TO LITERATURE Poem (10 marks) Drama (10 marks) Short Story (10 marks)	30 marks

## FAT 6 Stage 1 (example):

**Research (Objective: Learners do research on their project)**

**20 marks**

- 1** Read through the information text, **Looking at poetry**, provided.
- 2** Now reread the text, researching the following questions. Write your answers down in your exercise book.
  - a** When did people first start creating poetry?
  - b** What are some reasons why ancient people created poems? What are some reasons people today write poems?
  - c** Poetry is different from stories. What do we call 'paragraphs' and 'sentences' in poetry?
  - d** Why don't poets have to follow grammar rules?
  - e** Name three kinds of poetry and give 1 fact about each type.

## FAT 6 Stage 1 Rubric (example)

20 Marks

0-3	4-7	8-10
The learner has not read the information provided.	The learner has read and understood most of the information provided.	The learner has read all the information provided. The learner has understood and used the information to research the literary genre.
0-3	4-7	8-10
There is no understanding of the literary genre.	The learner shows a basic understanding of the genre: its different forms, language features, and what makes the genre different from other literary genres. The research is satisfactory.	The learner shows a comprehensive understanding of the genre, its different forms, the language features, and what makes it different from other literary genres. The research is thorough, shows comprehensive understanding and exceeds expectations.

## FAT 6 Stage 2 (example)

Writing (Learners engage in the write-up of their project and a creative response)

30 marks

- 1 Learners must now turn their research into a **report**. (10 marks)
- 2 The report must contain the following process steps:
  - Planning
  - Drafting
  - Revising
  - Editing
  - Proofreading
  - Presenting
- 3 Learners must write a **creative response** and write their own **poem**. (20 marks)
- 4 They must choose one of the poetic forms and adhere to the stipulations for that form.
- 5 Learners should follow the same process when writing their poems.
  - Planning
  - Drafting
  - Revising
  - Editing
  - Proofreading
  - Presenting

## FAT 6 Stage 2 Report Rubric (example)

10 marks

CONTENT	1	2	3
	The learner's report has not introduced or explained the project. The report does not discuss the information. There is no conclusion. The report is off the topic or confusing.	The learner's report has/ or has attempted an introduction explaining what the research is about, the methodology used. There is some relevant information with insights and reasons for these judgements given. The report has/ or has attempted a conclusion.	The learner's report is interesting and well-written. The report has an introduction explaining what the project is about, the project's instructions and the methodology used. There is comprehensive information with evaluations and reasons to explain these judgements. There is a conclusion to the report.
STRUCTURE	1	2	3
	There is no title. The report has not used paragraphs. There is no logical structure.	The learner has attempted to give a title. The report is written using paragraphs which have/ attempt to have a logical flow.	The report has an appropriate title. The learner has used well-structured paragraphs to write about the literary genre.
PLANNING	0	1	2
	The learner does not make a plan OR the learner's plan is irrelevant.	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 the plan to inform their drafting and expands on the plan with creativity.
EDITING / LSC	0	1	2
	The report is not written in the correct style, using formal or factual language. The report is not in the present tense. The learner does not edit the work. Or, the learner attempts to edit the work, but there are many errors remaining.	The report has attempted to use formal and factual language. The report is mostly written in the present tense. The learner has attempted to edit their work to correct grammar, spelling and punctuation, but there are still errors.	The report is written using formal and factual language. The report is written in the present tense. The learner successfully edits their own work to correct grammar, spelling and punctuation.

## FAT 6 Stage 2 Poem Rubric (example)

20 marks

<b>CONTENT and CREATIVITY</b>	<b>1-3</b>	<b>4-6</b>	<b>7-8</b>
	Handling of topic weak. Shows no creativity	Handling of topic shows some creativity and originality, but an average response	Handling of topic shows creativity and originality
<b>STRUCTURE and FEATURES</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>
	Little or no understanding of the structure and language features required.	The poem has attempted to adhere to the requirements of the genre, the structure and language requirements, but some errors.	The poem follows the structures and requirements of the chosen form. Used the format to excellent effect.
<b>PLANNING</b>	<b>1</b>	<b>2</b>	<b>3</b>
	The learner does not make a plan OR the learner's plan is irrelevant.	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 the plan to inform their drafting and expands on the plan with creativity.
<b>EDITING / LSC</b>	<b>1</b>	<b>2</b>	<b>3</b>
	The learner does not edit the work. Or, the learner attempts to edit the work, but there are many errors remaining making it challenging to understand the poem.	The learner has attempted to edit their work, but there are some aspects that need more editing.	The learner successfully edits their own work to produce an impressive creative response.

## FAT 7 Stage 3 (example)

Oral Presentation (Learners do the oral presentation of their project)

20 marks

**1 Prepare an oral presentation based on the research you did on poetry.**

**2 Your oral should:**

- Use appropriate structure: introduction, body and conclusion
- Present central idea and supporting details
- Show evidence of research/ investigation
- Use appropriate body language and presentation skills, e.g. makes eye contact, volume

**3 A suggested structure for your Oral Presentation is as follows:**

- a** Introduction: Introduce the genre that you researched, and share your first response to the genre, i.e.: When you first heard that you were going to do a project on poetry, what did you think / feel about this?
- b** Body – part one: Share the main findings of your research
- c** Body – part two: Read your own poem
- d** Conclusion: Share the evaluation you made about poetry, as well as your evaluation of this experience, i.e.: completing a creative writing project

**4 As part of the oral part of the project, you should also:**

- Participate in discussions
- Give constructive feedback
- Maintain a discussion
- Show sensitivity to the rights and feelings of others

Listen to individual learners present their research reports and poems over Terms 3 and 4.

### FAT 7 Stage 3 Rubric (example)

20 marks

CONTENT and STRUCTURE	1-3	4-6	7-9	10-12	13-15
	The learner has not researched the literary genre. The oral is confusing and unstructured. The learner cannot answer questions.	The learner does not have a good understanding of the literary genre. There is no real structure to the oral. The learner struggles to respond to the questions.	The learner has read about and understood the literary genre. There is an attempt at a logical structuring of the oral. The learner can respond to some of the questions.	The learner shows good research ability and understands the literary genre. The oral has an introduction and a body and an ending. There is good understanding of the topic and s/he responds well to questions posed.	The learner has researched well and shows a very good understanding of the literary genre. The oral is well-structured: introduction, supporting evidence and an evaluative conclusion. The learner shows excellent comprehension of the topic and can answer questions and participate in a discussion.
<b>FLUENCY and EXPRESSION</b>	<b>1</b> The learner struggles to do the oral. Body language and presentation skills are very weak. There is no expression, and the pace is too slow and faltering. No connection with audience.	<b>2</b> Learner tries but presents hesitatingly, without fluency or meaningful expression. S/he needs assistance. Weak connection with audience.	<b>3</b> Learner reads fairly fluently with some expression that shows comprehension of the topic. S/he needs some prompting. Some connection with audience.	<b>4</b> Learner presents mostly fluently with confidence and expression that shows understanding. Projects voice and enunciates well. Connects with audience.	<b>5</b> Learner is well-prepared and presents the oral fluently with good expression, at a flowing, confident pace. Good voice projection. Words clearly enunciated. Connects well with audience.

## FAT 8 (example)

Response to Literature

30 marks

Poem	10 marks
Drama	10 marks
Short Story	10 marks

### QUESTION 1: POEM (10 MARKS)

Read the poem and answer the questions that follow.

#### Now that I'm grown-up

Looking back 1  
I don't know why it upset me so much:  
The names  
The teasing  
Not being invited along 5  
Not included in the chats  
Not hanging out together

If I'd known then what I know now  
That the popular kids at school sometimes have their own problems and only make others feel  
bad to make themselves feel better 10  
That the popular ones sometimes have to go home to their own pain and suffering  
That the popular ones...are only popular at school

But in the real world,  
nobody cares who was popular at school.

#### QUESTIONS

- 1 The speaker (the person who is 'talking') in this poem is the: (choose the correct answer)
- a the teacher
  - b the one who was bullied
  - c the bully (1)

Give a reason from the poem to justify your answer. (1)

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- 2 What things did the other learners do to the speaker when they were at school? (2)

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- 3 Refer to lines 5-7. How does the repetition of the word 'Not' emphasise how the speaker was treated at school? (1)

---

- 4 Now that the speaker is grown up, she understands why people bully. From the poem, give a reason why a person might bully someone else. (1)

---

---

- 5 Write down three consecutive words (three words next to each other) from the poem that shows that it was hard for the bully at home. (1)

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- 6 How did the speaker feel when she was being bullied at school? How does the speaker feel now that she is out of school? (2)

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- 7 If you knew someone is being bullied at school, what would you do? (1)

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[10]

## QUESTION 2: DRAMA (10 MARKS)

Read the extract from the Drama and answer the questions that follow.

Ayanda: Are the kids in bed? We need to talk.

Mlungisi: Yes, they're both asleep. What's going on?

Ayanda: I am so worried about Lethu. Haven't you noticed?

Mlungisi: Yes, he's definitely not okay. He has been so quiet and withdrawn lately.

Ayanda: Exactly. And he doesn't want to go anywhere or do anything. You know, last weekend he didn't even want to go play soccer? That used to be his favourite thing. He loves his soccer!

Mlungisi: And his marks are dropping. His last Maths test he nearly failed.

Ayanda: He's got exams coming up in a few weeks and he isn't at all interested in studying or doing any work. I tried asking him about it today and he just shrugged and said everything was fine. But I'm really worried. He's stopped calling his friends and he doesn't seem to see anyone anymore. The other day, some of the kids from his class walked past the house and Lethu almost ran inside to get away from them. When I asked him about it, he ignored me, but he looked scared.

Mlungisi: You know how private he is? He's always liked to handle things by himself. Do you remember when he was little, and he broke his toy? He insisted on finding glue and fixing the whole thing all by himself!

Ayanda: Of course, I remember! There was glue on the carpet for months!

Mlungisi: Do you think we should let him try fix this problem himself? Something's telling me he needs our help here.



Ayanda: I think we should contact the school. He has such a great teacher. Maybe Mr Makhananda can help us.

Mlungisi: I'm so glad you said that. I'll call first thing in the morning and set up a meeting.

### QUESTIONS

1 Why are Ayanda and Mlungisi worried about their son? (2)

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2 What word tells us that they have two children? (1)

---

3 Why were Ayanda and Mlungisi surprised when Letheu did not want to go to soccer? (1)

---

4 From their conversation, what can you infer about the way Lethu usually studies and does his schoolwork? (2)

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---

5 Lately Lethu has been: (choose the correct answer) (1)

- a social and outgoing
- b reserved and anxious
- c rude and arrogant

6 Why do you think Lethu ran inside when the kids from his school walked past his house? (1)

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---

7 Do you think Lethu's parents are doing the right thing by calling his teacher? Why or why not? (If you think they are *not* doing the right thing, what do you think they should do?) (2)

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[10]

### QUESTION 3: SHORT STORY (10 MARKS)

Read the extract from a Short Story and answer the questions that follow.

Likhona, Nozi, Babalwa and I were sitting together at break. We had lots to talk about. First there was the big Natural Science test next week. Babalwa had already started studying and she was making the rest of us feel worried. Then, there was Siphokazi's party this weekend. We were all really excited! I was still trying to convince my mom that I needed new jeans for that. Also, we weren't sure if Zweli was coming. Nozi thought he was and if so, I definitely needed new jeans... and a new top! So much in my head!

Suddenly I was aware of something in the playground behind us. We all turned round. My heart sank. Not again. Bangizwe and his gang were following Sfiso as he walked across the playground. Sfiso was walking with his head down and his bag slung over his shoulders.

‘Oh, look who it is. Here’s Sfiso. How you doing, Sfiso? Any clever things you want to tell us today? You always know everything in class. Where are your clever ideas now?’ Bangizwe asked with a nasty sound in his voice.

Sfiso didn’t respond. He kept walking faster, trying to get away.

‘Didn’t you hear me?’ Bangizwe pushed Sfiso hard and he stumbled backwards. ‘I asked you what clever things you have to tell us. You think you’re better than everyone else. Here, give me your bag. I’ll see what clever kids have in their bag,’ Bangizwe jeered as he ripped the bag from Sfiso’s shoulders. ‘Let’s see what we’ve got today...?’

The gang of boys laughed cruelly and drew closer. They started to take all the books out and throw them one by one across the playground. Papers flew everywhere. Then they took his wallet and his lunch and started sharing out his food and his money between them. Sfiso was running up and down trying to collect his books. He looked like he was about to cry.

I looked at my friends. All of us just sat there, unmoving, watching.

‘We need to do something. This has been going on long enough,’ Likhona said shaking her head.

Nozi quickly replied, ‘No we don’t. It’s none of our business. I don’t want to get involved. I don’t want to be Bagizwe’s next target. You know what he’s like.’

‘What do you think?’ Likhona turned to me....

### QUESTIONS:

1 What were the narrator and her friends discussing at break? (1)

---

2 What was happening in the playground behind them? (1)

---

3 ‘My heart sank’ is an expression. This expression means: (choose the correct answer) (1)

- a to feel sad
- b to feel sick
- c to feel excited

4 Do you think Bangizwe has bullied Sfiso before? Why or why not? (2)

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5 What did Bangizwe do to Sfiso? (2)

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---

6 Find a synonym for ‘unkindly’ in the text. (1)

---

- 7 How do you think Sfiso feels? (1)
- 
- 8 What do you think Sfiso would want the other children in the playground to do? (1)
- 

[10]

## FAT 8 Memorandum (example)

### QUESTION 1: POEM MEMO

- 1 The speaker (the person who is 'talking') in this poem is the: (choose the correct answer)
- a the teacher
  - b the one who was bullied**
  - c the bully
- (1)

Give a reason from the poem to justify your answer. (1)

**The speaker talks about the bad things that happened to her and how others treated her when she was at school.**

- 2 What things did the other learners do to the speaker when they were at school? (2)
- The bully/bullies called her names, they teased her, they never invited her out, they excluded her from social media and social gatherings. (Any 2)**

- 3 Refer to lines 5-7. How does the repetition of the word 'Not' emphasise how the speaker was treated at school? (1)

**The repetition of the word emphasises the many times she was bullied and excluded.**

- 4 Now that the speaker is grown up, she understands why people bully. From the poem, give a reason why a person might bully someone else. (1)

**A person might bully someone else because they feel bad about themselves and so they make themselves feel better by hurting/teasing/belittling someone else. / A person could be experiencing pain/hurt/abuse at home, so they bully someone else to get out their anger and pain.**

- 5 Write down three consecutive words (three words next to each other) from the poem that shows that it was hard for the bully at home. (1)

**'their own problems' or 'pain and suffering'**

- 6 How did the speaker feel when she was being bullied at school? How does the speaker feel now that she is out of school? (2)

**At school the speaker felt hurt/ignored/left out/sad.**

**Now she has moved on and realises that the things that happened to her at school are over and she is okay.**

- 7 If you know someone is being bullied at school, what would you do? (1)

**Own responses: Speak to the person / comfort the person / stand up for the person / tell a teacher / speak to an adult / other suitable response**

[10]

## QUESTION 2: DRAMA MEMO

- 1 Why are Ayanda and Mlugisi worried about their son? (2)  
**They are worried because he has been acting strangely. / Lethu is sad and quiet. / He doesn't want to do the things he loves. / He is not doing his schoolwork. / He is not seeing his friends. (Any 2)**
- 2 What word tells us that they have two children? (1)  
**both**
- 3 Why were Ayanda and Mlugisi surprised when Lethu did not want to go to soccer? (1)  
**Lethu has always loved playing soccer. / It's his favourite sport/activity.**
- 4 From their conversation, what can you infer about the way Lethu usually studies and does his schoolwork? (2)  
**His parents are surprised that he nearly failed his test. Therefore I can infer that Lethu is a good student./ He works hard. / He studies for his tests and exams. / Lethu takes his schoolwork seriously. (Any 2 suitable answers)**
- 5 Lately Lethu has been: (choose the correct answer) (1)  
**a** social and outgoing  
**b** rude and arrogant  
**c reserved and anxious ✓**
- 6 Why do you think Lethu ran inside when the kids from his school walked past his house? (1)  
**He is scared of the children. / He is worried that he'll be hurt or teased or bullied or embarrassed. / Any suitable response.**
- 7 Do you think Lethu's parents are doing the right thing by calling his teacher? Why or why not? (If you think they are not doing the right thing, what do you think they should do?) (2)  
**Own response: Yes, because this is serious. Children do not know how to handle these situations. Parents and teachers need to help. / No, sometimes parents make things worse by getting involved. The children must sort it out by themselves. / Any suitable response – must have a reason.**

[10]

## QUESTION 3: SHORT STORY MEMO

- 1 What were the narrator and her friends discussing at break? (1)  
**They were talking about the NS test. / Sipho's party. / Who is coming to the party./ What they were going to wear. / Boys that they liked. (Any 1)**
- 2 What was happening in the playground behind them? (1)  
**Bangizwe was teasing/bullying Sfiso.**
- 3 'My heart sank' is an expression. This expression means: (choose the correct answer) (1)  
**a to feel sad ✓**  
**b** to feel sick  
**c** to feel excited

- 4 How do you know Bangizwe has bullied Sfiso before? (2)  
**He has done this before because the narrator's heart sank and she said 'Not again'. / Sfiso was already walking fast away from the bullies so he knew what was going to happen. / Bangizwe said 'Let's see what we've got today' – meaning he's done this on other days. Any other suitable response.**
- 5 What did Bangizwe do to Sfiso? (2)  
**He followed him. / He teased him. He pushed/shoved him. / He took his bag. / He threw everything out his bag. / He stole his food and money. (Any 2)**
- 6 Find a synonym for 'unkindly' in the text. (1)  
**cruelly**
- 7 How do you think Sfiso feels? (1)  
**Own response: sad /scared/terrified/helpless/embarrassed/humiliated/alone**
- 8 What do you think Sfiso would want the other children in the playground to do? (1)  
**Own response: He would want them to call a teacher. / He would want them to stop Bangizwe. / He would want them to come and help him. / other suitable responses.**

[10]

# Term 3 Reading worksheet Memoranda

## WEEKS 1 & 2 MEMORANDUM

### DECODABLE TEXT: MY FUTURE

- 1 Who are the people in this text?  
*The people in this text are high school students.*
- 2 How did the mom help?  
*The mom gave some help by giving her son an aptitude/personality/career quiz or test.*
- 3 Why will the test help?  
*The test will help the boy choose what he wants to do with his life.*

### FICTION TEXT: MAKING THE RIGHT CHOICE

- 1 Where are Asandiswa and Nokuthula and what are they talking about?  
*They are at Nokuthula's house and they are discussing jobs and careers.*
- 2 According to the researcher, John Holland, how many kinds of people are there?  
*There are six types of people.*
- 3 What does John Holland say about how people should choose a job?  
*He said people should choose a job based on what type of person they are.*
- 4 If you are an 'investigative' type of person, what do you like to do and what do you avoid?  
*An investigative person likes to study and solve maths or science problems and they avoid leading, selling, or persuading.*
- 5 What can you infer about the kind of person Asandiswa is? (Use your own words to answer.)  
*I can infer that Asandiswa is an enterprising type of person.*
- 6 How do you feel about choosing your high school subjects and thinking about your future?  
*I feel.... (see learners' answers)*

### VISUAL TEXT: BURSARY FORM

- 1 What are the instructions to fill in this form?  
*The instructions tell us to complete the form.*
- 2 Which section must you not complete? Why?  
*Section C because it is for office use only.*
- 3 If you were filling in this form, write down your birthday in the format stated on the form.  
*17 JUNE 2011*
- 4 What does N/A stand for?  
*Not applicable*

### CHALLENGE YOUR BRAIN!

- 1 Why is it so important to read through the form carefully and to follow the instructions?  
*You must follow the instructions because you might give the wrong information/might get confused.*
- 2 Design a school crest or badge and a motto for a school you would like to go to. Your design and motto must show what the school values and strives for.  
*(See learners' designs)*

## SUMMARY

This main idea in this text is that it's important to think about who you are when deciding what you want to do.

This text made me think about what I want to do when I leave high school.

Something I learnt is that there is a questionnaire which helps you discover what type of personality you have.

I found this text interesting because it makes you look at yourself and your future in a new way.

## LSC: PRACTICE

**Complete the sentences by changing the adjective into an adverb of manner.**

- 1 He sings *beautifully*.
- 2 When all the cousins get together, they always play *happily*.
- 3 Sometimes my neighbour shouts *angrily* so I always walk *quietly* when I go past.
- 4 She kicked the ball *roughly* because she was upset that she hadn't scored a goal.
- 5 Somehow my teacher always speaks *patiently* even when we don't understand.

**Complete the sentences using the adverb of time that fits best. later / often / yesterday / regularly / sometimes**

- 1 I **often** play soccer. It's my favourite sport.
- 2 I'll call you **later** when I'm finished my homework.
- 3 **Sometimes** I like the rain. If I feel like staying in bed.
- 4 I think I left my coat at my aunt when I visited her **yesterday**.
- 5 I need to exercise **regularly** or else I'll get unfit.

The man walked in. It was **Dr. Njokweni**. He stood in the doorway and looked around. He was the expert in dangerous snakes in southern Africa. The situation was **bad**. He **needed** the animal to co-operate. This **lightning-quick, fast-moving** creature had seen him. **Dr. Njokweni** was **sixty-five**. He felt too old for this job, but there was no one else.

Abbreviation	Full words	Acronym or Initialism?
WWW	World Wide Web	Initialism
PIN	Personal Identification Number	Acronym
FYI	For Your Information	Initialism
SABC	South African Broadcasting Corporation	Initialism
USA	United States of America	Initialism
AIDS	Acquired Immunodeficiency Syndrome	Acronym
ANC	African National Congress	Initialism
SAPS	South African Police Service	Acronym
Eskom	Electricity Supply Commission	Acronym
FAQ	Frequently Asked Questions	Initialism

## WEEKS 3 & 4 MEMORANDUM

### DECODABLE TEXT: RUTENDO'S NEW HOME

- 1 Where did Rutendo have to leave?  
*Rutendo had to leave her old country.*
- 2 What can Rutendo not hide?  
*Rutendo cannot hide her better life.*
- 3 Why will Rutendo never leave her new home?  
*Rutendo will never leave her new home as it is time for her to be safe.*

### NON-FICTION TEXT: WHY PEOPLE MOVE

- 1 List four reasons why people move.  
*Some of the reasons people move are new: jobs, relationships, better schools or to go study.*
- 2 How many official refugees and asylum-seekers came to South Africa between 2018 and 2021?  
*273 488*
- 3 State one pull factor and one push factor why a migrant might move.  
*A pull factor could be better schools.  
A push factor could be civil war.*
- 4 What is the difference between a refugee and an asylum-seeker?  
*The difference between a refugee and an asylum-seeker is legal status.*
- 5 Why do you think people who move to a new country often move close to a community of people who are all from their native country? (For example, a Zimbabwean moving to Gauteng, would try live close to other Zimbabweans and go to the same Church and schools and so on.)  
*I think people go and live with people from their home country because they have all gone through the same thing/they can support each other/they speak the same language (see learners' answers)*
- 6 If you moved to another country, what would you be most excited about and what would you be most anxious about?  
*I would be most excited about ...  
I would be most anxious about... (see learners' answers)*

### VISUAL TEXT: TABLE SHOWING INTER-PROVINCIAL MIGRATION| LE

- 1 Which province has the fewest people migrating there? Which province has the fewest migrating from it?  
*The fewest people move to the Northern Cape. The fewest people leave Northern Cape.*
- 2 Which province has the most people migrating from it?  
*The province that has the most people migrating from it is Gauteng.*
- 3 A new family has recently moved from another province, and they are now your neighbours. What are some things you will tell them about living in your community? You must tell them both good and bad things.  
*I would tell them ... (see learners' answers)*
- 4 If you could move to another province in South Africa, where would you like to move to? Why?  
*I would like to move to ... because ... (see learners' answers)*



## CHALLENGE YOUR BRAIN!

- 1 Over one and half million people migrate to live in Gauteng. Why do you think so many people want to live there?  
*I think people want to move there because it is a big city with lots to do. (see learners' answers)*
- 2 Imagine someone has moved from the Free State to the Eastern Cape. It is the first time they go to the beach. Visualise how they experience the sea for the first time. Write down 3 sentences that describe their feelings when they see, hear and feel the sea for the first time.  
*When I saw the ocean for the first time I could see the big, foamy waves crash against the land. I could hear the waves crashing on the shore. The water felt cool at my warm feet.*

## SUMMARY: WHY PEOPLE MOVE

*This main idea in this text is that there are many reasons for why people move.*

*This text made me think about all the different reasons people are here.*

*Something I learnt is that Pakistan has the 6<sup>th</sup> largest population in the world.*

*I found this text interesting because it gave lots of different facts.*

## LSC: PRACTICE

*It was a 1.1 **Monday** afternoon in 1.2 **January**. 1.3 **Mpumi** was walking through 1.4 **Johannesburg** on her/his way home from 1.5 **Queen's High School**. Today in class, they had been learning 1.6 **isiZulu**. 1.3 **Mpumi** had found it quite hard. But she/he was determined to practice and learn how to speak 1.6 **isiZulu** because she/he wanted to travel to 1.7 **Kwa-Zulu Natal**.*

**Rewrite the following sentences, using the correct adjectives.**

- 1 *(More) Zimbabweans than Americans come to live in South Africa.*
- 2 *I love Congolese food. It's much (better) than Pakistani food.*
- 3 *In my school, the Grade 6s are (taller) than the Grade 7s.*
- 4 *I think Nigerian fashions are (wonderful).*
- 5 *Limpopo is (closer) to the Kruger National Park than North West Province.*
- 6 *So many people migrate to Gauteng! It must be (the busiest) province.*
- 7 *My Mozambican friend always has (the best) ideas for what we can do.*

## DIRECT AND INDIRECT SPEECH

- 1 Rewrite the following in indirect speech:  
*'I'm so excited to meet you! I want to hear all about your country, Lesotho!' exclaimed Xoli to the new girl in her class.*  
*Xoli exclaimed to the new girl that she was so excited to meet her and hear all about her country.*
- 2 Rewrite the following in direct speech:  
*The new girl, Lineo, told Xoli that she would be happy to tell her and invited Xoli to her house for a meal.*  
*'I would be happy to tell you about it. You should come to my house for a meal,' said Lineo.*

## PUNCTUATION

Rewrite the following filling in all the missing punctuation marks.

'I didn't know that so many people migrated around South Africa,' said Thomas.

'Me neither,' said Thabo.

**Just for fun: Vocabulary and where do words come from?**

People move around and have always moved around. Many English words have been taken from other languages.

**Match the following words to where they came from – write down the word and the language.**

Entrepreneur	French
Karate	Japanese
chocolate	Nahuatl
Safari	Swahili
Cartoon	Italian
Sangoma	Zulu
Marimba	Arabic

## WEEKS 5 & 6 MEMORANDUM

### DECODABLE TEXT: BUHLE AND BOOKS

- 1 When would Buhle find a book?  
*Buhle would find a book when she needed to spend some quiet time alone.*
- 2 What was sparkling, quiet and far away from other people?  
*This place was a quiet block.*
- 3 What were some of the books about?  
*Some of the books were about a rose, home, smoke, a bone that froze and a shining stone. (any of these answers)*

### NON-FICTION TEXT AND POEM: SOCIETY'S STORIES

- 1 List three things that make humans different from other animals.  
*Humans blush/make fire/tell jokes/get dressed everyday/entertain and share our ideas (any three).*
- 2 What is the one thing that all humans across the Earth do?  
*All humans across the Earth tell stories.*
- 3 What was one of the earliest ways humans shared stories with each other?  
*Ancient people used to draw on the walls of caves.*
- 4 Which social media do you use to connect with your friends and family? Why do you choose this one /these one?  
*I like to use...because... (see learners' answers)*
- 5 How do the rhythm and the rhyme scheme of this poem make the poem sound: fun or serious? Why do you think the rhythm and rhyme scheme have this effect?  
*I think the rhythm and rhyme scheme make the poem sound fun.  
I think they have this effect because, it makes it sound like a song/it sounds fun/it sounds like a nursery rhyme (see learners' answers)*
- 6 Do you think using social media is a good way for humans to share stories? Why or why not?  
*I think using social media is/is not a good way, because... (see learners' answers)*

### VISUAL TEXT: ROCK ART

- 1 What can you see happening in this rock art?  
*I can see the San people jumping over the Eland (see learners' answers)*
- 2 Choose the one you think is true.  
*The people in the image are carrying:*
  - a **bows and arrows for hunting**
  - b *paintbrushes for painting*
  - c *sticks for protection*
- 3 Do you think the San people really look like that? (Are they that small? Do they really jump like that?) Why do you think the people have been drawn like that?  
*I think the San people do/do not really look like that.  
I think they have been drawn like that, because... (see learners' answers)*
- 4 This rock art is about 3000 years old. It has lasted well for so many years! What do you think the artists used as paint to make this image?  
*I think the artists used mud/clay/charcoal/animal droppings/sand etc.*

### CHALLENGE YOUR BRAIN!

- 1 The San people used to draw real things and also dreams. Do you think this is a painting of a real incident or a dream? Why?  
*I think this painting is ....., because... (see learners' answers)*
- 2 If you could create a picture / song / video that would last for many hundreds of years, what would you create and what would it be about?  
*I would create... (see learners' answers)*

### SUMMARY: SOCIETY'S STORIES:

*This main idea in this text is that humans have always told stories.*

*This text made me think about what stories I know.*

*I found this text interesting because you don't realise how important stories are.*

*I liked that the poem rhymed. (see learners' answers)*

### LSC: PRACTICE

#### Rewrite each sentence, choosing the correct pronoun.

- 1 Humans have always told stories. **They** / **It** have been passed on through the generations.
- 2 That YouTube video is amazing! I think it's a video by Black Coffee. Is it him / **his**?
- 3 Fables often have animals that can talk and act like humans. She / **They** also have a moral.
- 4 This / **Those** rock art pictures are so interesting! I wonder who created **them** / it?
- 5 My favourite folktale is The Hare and the Tortoise. I always love listening to **it** / mine.
- 6 That poem is **mine** / me. I wrote about those / **that** beautiful view of the mountain.

#### Rewrite the following sentences, filling in the capital letters.

- 1 **A**esop was a famous **G**reek story-teller.
- 2 **I**n every part of the world, people share stories.
- 3 **I** have heard, that there are Cinderella stories in **I**ndia, **C**hina, **I**reland, **M**exico and **E**gypt.
- 4 At my school, **N**tambeni **P**rimary, my teacher, **M**s **J**ijana always reads the best short stories.
- 5 **O**swald **M**tshali is a **S**outh **A**frikan poet. He has written in **Z**ulu, **E**nglish, and **A**frikaans. He studied at **C**olumbia **U**niversity. **H**e now lives in **S**oweto.

#### Rewrite the following sentences, filling in an apostrophe for each underlined word.

- 1 Thato's short story won the prize for the best creative writing.
- 2 I'm sorry to say, it's going to rain later.
- 3 The story's main character had to solve a difficult problem.
- 4 She says she isn't going to finish the book today. She'll return it to the library tomorrow.
- 5 Ancient peoples' stories have been passed down for generations.
- 6 I love reading Kopano Matlwa's novels. They're always so relevant.
- 7 All my books' pages got wet in the rain.
- 8 The children's ideas for their poems were lots of fun.

#### Rewrite these sentences in the passive voice.

- 1 Many wonderful stories have been written by Gcina Mhlophe.
- 2 Poems were all learnt off by heart by the Grade 9 learners.
- 3 Traditional stories are always told by my mom with great expression.
- 4 An educational YouTube channel was started by the teachers.
- 5 Best Female Artist was won by Ami Faku at the SAMAs.

**Rewrite these sentences in the active voice. (Note, you might need to make a subject.)**

- 1** All stories were told orally in the olden days.
- 2** The entire school watched the play.
- 3** The elders sung songs as people gathered around the fire.
- 4** Rock art has told us about the life of the San.
- 5** Famous fashion influencer, Melody Molale created the video.

## WEEKS 7 & 8 MEMORANDUM

### DECODABLE TEXT: IWIWE THE EARTH HERO

- 1 What is Iwiwe protecting?  
*Iwiwe is protecting the Earth.*
- 2 What did Iwiwe say to her friends about the Earth?  
*Iwiwe said to her friends that the Earth is in danger.*
- 3 Was Iwiwe an Earth hero alone?  
*Iwiwe was / **was not** an Earth hero alone.*

### FICTION TEXT: WONDERBAG

- 1 What was the writer so angry about?  
*The writer was upset because grown-ups' bad habits are damaging the planet.*
- 2 Name 3 reasons why the Wonderbag is a good idea?  
*The Wonderbag is a good idea because it saves money and uses less gases and can cook food for hours/it's better for the environment.*
- 3 How did MaNdlovu react to the Wonderbag?  
*When she saw the Wonderbag, MaNdlovu she was excited and asked for her own one.*
- 4 What is one thing you, your family or your community could do to stop destroying the planet?  
*One thing I/we could do is use less water/stop using plastic bags/walk to school etc. (see learners' answers)*
- 5 A diary is written in the first person. Give an example from the text to show this is written in the first person. *The writer uses 'I' and 'we' and 'our' because it's all her experiences, emotions and views.*
- 6 A diary is for someone to write down what is happening in his/her life and how he/she feels about these things. Write 3–5 sentences about something that happened to you recently and how you feel about it.  
*(see learners' answers)*

### VISUAL TEXT: POSTERS ON GLOBAL WARMING

- 1 Refer to Poster A: What is the picture on the poster? What problem facing the world is this picture showing?  
*The picture on the poster is the sick Earth. This is showing the problem of global warming.*
- 2 Refer to Poster A: The climate is changing. **Why aren't we?** The question in Poster A is meant to make us...: (choose one response)
  - a realise the importance of the situation
  - b make us think about what we are doing
  - c change our behaviour
  - d **all of the above**
- 3 Refer to Poster B: **You can't feel it but they can.** Which animal is shown to be at risk because of global warming?  
*A polar bear*
- 4 Refer to Poster B: How does the picture emphasize the danger this animal is in?  
*The picture explains the danger facing the animal by showing us that their home is being destroyed and they will not survive (see learners' answers).*

## CHALLENGE YOUR BRAIN!

- 1 Why is it a bad thing if some animals become extinct (all die and there are none left)?  
*It is a bad thing if some animals become extinct because they are a part of the ecosystem/we won't have as much biodiversity/other animals depend on them/they are part of the food chain.*
- 2 Do you think these posters will make people aware of the problem of global warming? Do you think they will make people change their ways? Why or why not?  
*I think these posters are/are not effective, because ... (see learners' answers).*

## SUMMARY: WONDERBAG

*This main idea in this text is that we can all do more to help the environment.*

*This text made me think about my actions.*

*Something I learnt is that there is something called a Wonderbag.*

*I found this text...because...(see learners' answers)*

## LSC: PRACTICE

**See if you can find the following Persuasive Language Techniques in the speech, and write them down:**

- 1 Find an example of repetition – *Now is the time to make a change! Now is the time to act!*
- 2 Find an example of a pronoun used to show the 'enemy' – *they*
- 3 Find examples of pronouns used to join the speaker with the audience – *we, us, our*
- 4 Find an example of a rhetorical question – *What are we all going to do to save the planet?*
- 5 How do feel when you read the word 'slaughtering'? ('Our actions are slaughtering animals...')  
– *I feel sad/angry/mad/despondent/hopeless etc. The word makes the act sound cruel and violent.*
- 6 How do feel when you read the word 'strangling' (We are strangling the world...') – *I feel sad/angry/mad/despondent/hopeless etc. It sounds like the world is a person who is being killed violently.*
- 7 Does this speech convince you that we need to take action? (see learners' answers)

**Find the following Parts of Speech in the speech above, and write them down:**

- 1 Find an example of an abstract noun – *despair*
- 2 Find an example of a common noun – *planet*
- 3 Find an example of a preposition – *on*
- 4 Find 2 examples of adjectives – *disastrous, brighter*
- 5 Find an example of an adverb – *quickly*
- 6 Find an example of a verb in the present continuous tense – *are strangling, are slaughtering, are not acting*

**Write down the word that is not a synonym:**

- 1 slaughter / kill / **disconnect** / murder
- 2 despair / sadness / **wonder** / misery
- 3 change / protect / conserve / **comprehend**
- 4 rely on / **describe** / trust / depend on

**From the speech above, find and write down an antonym for:**

- 1 slowly – *quickly*
- 2 polluted – *clean*
- 3 followers – *leaders*
- 4 past – *future*

## WEEKS 9 & 10 MEMORANDUM

### DECODABLE TEXT: GROWING UP IS HARD

- 1 What is hard for Nandi?  
*Growing up is hard for Nandi.*
- 2 What truth is Nandi seeing in the world?  
*The truth Nandi is seeing in the world is that people can be mean and hurt each other.*
- 3 What does Nandi choose to keep?  
*Nandi chose to keep her hope.*

### FICTION TEXT: A LETTER TO MY THIRTEEN-YEAR-OLD SELF

- 1 Who is writing this letter? Who is it for?  
*Mbonisi is writing this letter to his 13-year-old self.*
- 2 How did the writer's drug addiction start?  
*The writer's addiction started with weed and alcohol.*
- 3 What were 4 terrible things that the writer experienced when he was younger?  
*The writer experienced his parents giving up on him, his friend dying in his arms, he had an empty stomach and he was addicted to drugs and alcohol.*
- 4 True or **false**: The writer is still taking drugs and not in control of his life. Give a reason for your answer with evidence from the letter.  
*False. In the letter, he says that things are going to get better and that he has finally found his peace.*
- 5 Why is the writer writing this letter?  
*The writer is writing this letter because he wants to remind himself that things will get better.*
- 6 What is the message of the two wolves? (Choose the correct answer.)
  - a Always feed your pets.
  - b Be careful of dangerous animals.
  - c **We all have choices in life – make the right choices.**
  - d There are dangers around us.

### VISUAL TEXT: INFOGRAPHIC ON WEED AND ALCOHOL USE

- 1 Name 2 harmful effects marijuana has on the mind and 2 harmful effects it has on the body.  
*Mind: Lack of motivation/mood swings/problems with learning, memory and focus. Body: Weight gain/tooth decay and bad breath/problems with breathing/lung disease etc.*
- 2 How does alcohol make people behave?  
*Alcohol makes people behave irrationally and violently.*
- 3 Which do you think is more serious: losing the ability to learn and focus or a weakened immune system? (Your immune system helps to fight germs and keeps you healthy.) Why?  
*I think ... is more serious, because... (see learners' answers)*
- 4 What can you infer that drinking alcohol will do to a person's life span (how long they will live)?  
*I can infer that drinking alcohol will shorten their lifespan.*

### CHALLENGE YOUR BRAIN!

- 1 Why do you think people still smoke weed and drink alcohol when they know what these drugs are doing to their body and mind?  
*I think people still smoke weed and drink alcohol because they are stressed/sad/lonely/peer pressure/ think this will help them (see learners' answers)*
- 2 What would you say to someone who is thinking of trying out weed for the first time?  
*I would....(see learners' answers)*



## SUMMARY: A LETTER TO MY THIRTEEN-YEAR-OLD SELF

This main idea in this text is that you can choose to make good or bad decisions in life.

This text made me think about my future.

Something I learnt is that there is always a choice.

I found this text...because... (see learners' answers)

### LSC: PRACTICE

**Rewrite the following sentences, using the correct pronoun.**

- 1 The older man wrote a letter to (*his/himself*).
- 2 People take drugs even though they know (*it/they*) are bad for (*them/her*).
- 3 Whenever I go out with Siyanda, (*she/we*) stay together and look after each other.
- 4 You can protect (*yourself/themselves*) by knowing what the dangers are.
- 5 I promised (*myself/myself*) that I will never do anything to harm my my mind. I need (*them/it*) to study at university and to be successful and happy.

**Rewrite the following sentences, using the correct article.**

- 1 Peer pressure is (*a/the/an*) serious problem for teenagers.
- 2 Weed is often (*the/a/an*) first drug that people try.
- 3 You always have (*a/an*) choice. Make (*the/a/an*) right one!
- 4 Sometimes blaming your parent is (*a/an*) option for getting out of trouble.
- 5 Alcohol is (*the/a*) most acceptable drug in society.

**Rewrite the following sentences using the correct form of the verb.**

- 1 Everyone in the class (*was/were*) excited about the holiday.
- 2 Ntombi and I (*is/are*) saving our money.
- 3 Neither Nonhlanhla nor Zweil (*know/knows*) about my family situation.
- 4 The whole staff (*was/were*) encouraging our team to win.
- 5 There (*is/are*) ways to have a good time that aren't dangerous.
- 6 He (*is/are*) the student I look up to the most.

**Tenses: Simple Past and Simple Present**

**Rewrite the following sentences in the simple past tense.**

- 1 She was going out with her friends.
- 2 Matome did his homework every day.
- 3 I think that was a good movie.
- 4 They knew the best place to get delicious food.

**Rewrite the following sentences in the simple present tense**

- 1 I take the opportunity to use the internet when I am at Vusi's house.
- 2 They all see the fight at break.
- 3 At school, some students give out application forms for college
- 4 Phumla goes to the shops with her sister.

**Refer to the text: A letter to my thirteen-year-old self.**

**Find a word in the text that is an antonym for:**

- 1 enemies (paragraph 1) – *friends*
- 2 forget (paragraph 1) – *remember*
- 3 unusual (paragraph 2) – *normal*
- 4 hot (paragraph 2) – *freezing*

**Find a word in the text that is a synonym for:**

- 1** comprehend (paragraph 3) – *learnt*
- 2** comfort (paragraph 3) – *reassure*
- 3** persuaded (paragraph 3) – *influenced*
- 4** found out (paragraph 3) – *figured out*