

# PLANNER & TRACKER FOR RECOVERY ANNUAL TEACHING PLAN (ATP)



**ENGLISH FIRST ADDITIONAL LANGUAGE**

**GRADE 9 TERM 1**

Helping teachers and learners to catch up with learning losses, master new content and acquire skills for the future.



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- Please note that a EFAL English structured learning programme that includes daily lesson plans, big books, reading worksheets and classroom resources is available for download from [www.nect.org.za](http://www.nect.org.za)
- This is a zero-rated website, so there are no data costs for downloads.
- This document can be used independently of the structured learning programme.



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# **Planner & Tracker for Recovery ATP**

## **First Additional Language: English**



### **Grade 9 Term 1**



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# Introduction

Dear Senior Phase 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. South Africa 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 this plan, we are confident that you can address the loss of teaching and learning time, and 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 our nation.

With very best wishes for the term ahead,

**The NECT EFAL Team**



# Recovery ATP Requirements

- In the Recovery ATP, key skills and content are frequently repeated, which is essential for the development of language competency.
- This summary is a cohesive list of all skills and content included in the Recovery ATP.

## SUMMARY: LISTENING & SPEAKING

### 1 Engage with different kinds of texts (information, literary, etc.) as follows:

- a** Listen to the text for understanding
- b** Take notes
- c** Ask and answer questions
- d** Share ideas
- e** Identify and comment on:
  - Use of voice
  - Use of intonation and pace
  - Punctuation in reading
  - Opening and closure
  - Tone
  - Language use
  - Register
  - Conventions
  - Language and power
  - Mood
  - Introduction and conclusion

### 2 Understand and use conventions for oral presentations, including:

- a** Body language
- b** Language use
- c** Register
- d** Tone
- e** Voice projection
- f** Fluency
- g** Pronunciation
- h** Coherent information organization
- i** Correct vocabulary and language structures
- j** Suitable introduction and endings
- k** Use of visual/audio resources where necessary

### 3 Understand and use appropriate structures for oral presentations, for example:

- a** Introduction, body, conclusion

### 4 Understand and use reading conventions for Unprepared and Prepared Reading, including:

- a** Tone
- b** Volume
- c** Pace
- d** Voice projection
- e** Pronunciation
- f** Fluency



**5 Understand and use conventions for group discussions, including:**

- a** Identify and discuss/comment on:
- Use of voice
  - Use of intonation and pace
  - Punctuation in reading
  - Opening and closure
  - Pacing
  - Emotive and manipulative language
  - Font size
  - Body language

**SUMMARY: READING & VIEWING**

**1 Understand and use the Reading Process, including:**

- a** Pre-Reading (Introduce the text)  
**b** During Reading (Features of the text)  
**c** Post Reading (Answer questions, compare and contrast, evaluate, etc.)

**2 Reading of transactional and information texts:**

- a** Focus on text features
- Format
  - Language use
  - Target audience
  - Summarise ideas
  - Font/images
  - Features of text e.g. slogan, logo, language use
  - Direct and implied meaning

**3 Reading of a literary text**

- a** Focus on text features  
**b** Develop comprehension of:
- Character
  - Characterization
  - Plot and conflict
  - Turning point
  - Background / milieu
  - The role of the narrator
  - Theme
  - Conclusion / ending

#### **4 Reading of Poetry**

- a** Understand the key features of a poem
- b** Understand internal structure, including:
  - Figures of speech
  - Imagery
  - Rhyme
  - Rhythm
- c** Understand external features, including:
  - Lines
  - Words
  - Stanzas
  - Typography
  - Figurative meaning
  - Mood
  - Theme
  - Message

**5 Comprehend various texts, for example, short story/drama, novel, folktale, drama, newspaper and magazine articles**

#### **6 Understand and use strategies for Reading for Comprehension, including:**

- a** Skim for main ideas
- b** Scan for supporting details
- c** Purpose and target group
- d** Intensive read for comprehension, including:
  - The meaning of words
  - View of character
  - Fact and opinion
  - Inferring meaning and conclusion
  - Give own opinion
  - Identify manipulative language
  - Infer meaning of unfamiliar words by word attack skills
  - Emotive language

#### **SUMMARY: WRITING & PRESENTING**

##### **1 Understand and use Process Writing, including:**

- a** Planning & Planning strategies (e.g. mind maps)
- b** Drafting
- c** Revision
- d** Editing
- e** Proof reading and presenting

**2 Learn about and write Transactional Texts, for example:** advertisement/poster, CV/covering letter, agenda/minutes, blog

**3 Understand and use the conventions for writing Transactional Texts, including:**

- a** Requirements of format and style
- b** Requirements of task and text type
- c** Target audience, purpose, and context
- d** Visual elements: images, font – large and small print
- e** Language use – persuasive and rhetorical language
- f** Organisation of content
- g** Register
- h** Word choice
- i** Vivid description
- j** Main and supporting ideas
- k** Logical order of sentences
- l** Conjunctions for cohesion
- m** Variety of sentence structure, length and type
- n** Mind-map to organise coherent ideas
- o** Personal voice and style
- p** Point of view
- q** Paragraph conventions

**4 Learn about and write different Essays, for example:** Narrative/Descriptive/Reflective/Argumentative essay

**5 Understand and use the conventions for writing Essays, including:**

- a** Word choice
- b** Personal voice and style
- c** Tone
- d** Vivid description
- e** Main and supporting ideas
- f** Mind-maps to organise coherent ideas
- g** Presentation of essay for assessment

#### **SUMMARY: LANGUAGE STRUCTURES AND CONVENTIONS**

**1 Word Level Work**

- a** Spelling and spelling patterns
- b** Abbreviations
- c** Shortening of words
- d** Acronyms
- e** Stems, prefixes and suffixes
- f** Complex and simplex
- g** Conjunctions
- h** Regular and irregular verbs
- i** Moods: subjunctive, imperative, potential, indicative and conditional

**2 Sentence Level Work**

- a** Sentence structure
- b** Nouns
- c** Adjectives
- d** Pronouns
- e** Tenses
- f** Direct and reported speech
- g** Concord
- h** Sentence types
- i** Question forms
- j** Active and passive voice
- k** Main and dependent clause
- l** Simple, compound and complex sentences
- m** Voice

**3 Punctuation & Spelling**

- a** Spelling patterns
- b** Abbreviations – initialism, acronym, clipped, truncation, aphasis, portmanteau
- c** Quotation marks
- d** Apostrophe

**4 Word Meaning**

- a** Idioms
- b** Proverbs
- c** Euphemism
- d** Literal and figurative meaning
- e** Alliteration
- f** Assonance
- g** Personification

**5 Vocabulary in context**

- a** The language of contracts and legal documents
- b** Remedial grammar from learners' writing



# Recovery Teaching and Learning

Now more than ever it is important to maximise the impact of EFAL teaching and learning.

This can be done in the following ways:

- 1 Create and follow a cycle routine.** Do the same kinds of lessons, in the same order over a two-week period. As learners become familiar with the routine and lesson types, they can focus on the content of the lesson, rather than trying to work out what is expected of them.
- 2 Explicitly teach vocabulary.** Learners need to acquire cognitive academic language proficiency (CALP). This is the kind of language that will help them to express themselves at an academic level. Select the vocabulary to teach from the theme reading texts and related concepts. Give learners multiple opportunities to use the new vocabulary in all the different skills: listening, speaking, reading, and writing.
- 3 Support learning through scaffolding.** Model all activities – show learners what is expected of them, rather than telling them. Provide frameworks for written work. These frameworks should model the correct format and structure of a genre. Make the use of scaffolding optional – learners who do not need the support should not have to use it.
- 4 Support learning through repetition.** Always remember that EFAL is an additional language. Carefully structured repetition can be a powerful language learning tool. Read texts a number of times, focussing on different aspects with each read. Use the same texts for a number of different activities, to allow learners to deepen their understanding of the text and related concepts and to consolidate vocabulary.

## Creating a Routine for Language Learning

- One of the best ways to ensure that time allocation is CAPS compliant, and that all ATP skills and content are covered, is to develop and use a **routine for language learning**.
- In each **2-week cycle**, all the components of language learning must be covered as follows:

CAPS TIME ALLOCATION	GRADES 7–9
Listening & Speaking	2 hours
Reading & Viewing	3 h 30 min
Writing & Presenting	3 h 30 min
Language Structures & Conventions	1 hour
<b>TOTAL</b>	<b>10 HOURS</b>

- What follows is an example CAPS-aligned cycle routine, that you may choose to use.
- Following this example routine and the example lesson activities will ensure that:
  - a** The CAPS time allocations for each component are correct
  - b** The CAPS skills and content requirements are met
  - c** There is a logical progression from receptive language to expressive language in every theme
  - d** Learners are supported through repetition and scaffolding
  - e** The learning programme is text-based and communicative, as per CAPS
- When planning the content for each cycle, please consider:
  - a** A theme for each cycle. The ‘Planner & Tracker’ framework from page 10–27 includes suggested themes, texts and activities for all the approved LTSM.
  - b** The ‘Summary of the Recovery ATP’ on pages 2–6. For each lesson, please consider the specific skills and content that will be covered.

### Example 2 Week Cycle Routine and Lesson Activities for SP EFAL

WEEK	DAY	COMPONENT	ACTIVITY	TIME: TOTAL	TIME: LSC	TIME: L&S	TIME: R&V	TIME: W&P
1	1	LSC	<b>Oral:</b> introduce theme, activate background knowledge, teach theme vocabulary	30 minutes	30 minutes			
		L&S	<b>Listening:</b> learners listen to text/teacher input, answer questions	30 minutes		30 minutes		
2		L&S	<b>Speaking:</b> learners discuss listening text/teacher input	30 minutes		30 minutes		
		R&V	<b>Shared Reading Pre-Read:</b> explain the text features, learners skim and scan text, make predictions	30 minutes			30 minutes	
3		LSC	<b>Oral:</b> teach theme vocabulary, word level work	30 minutes	30 minutes			
		R&V	<b>Shared Reading First Read:</b> read text aloud as learners follow, ask and answer questions, introduce LSC in context	30 minutes			30 minutes	
4		W&P	<b>Teach and practice LSC:</b> that will be used in writing task	30 minutes				30 minutes
		R&V	<b>Shared Reading Second Read:</b> re-read text, ask and answer questions, discuss text, learners formulate own questions about text	30 minutes			30 minutes	
5		R&V	<b>Paired / Independent Reading:</b> explain text features, learners complete reading and comprehension activities	30 minutes			60 minutes	

2	1	R&V	<b>Comprehension:</b> explicitly teach learners to use a comprehension strategy	30 minutes				30 minutes	
		R&V	<b>Shared Reading Post-Read:</b> learners complete an activity related to text	30 minutes				30 minutes	
	2	W&P	<b>Writing – Teach the Genre:</b> tell learners the writing task and topic for cycle, teach the writing genre by explaining the format, text features, style and register	30 minutes				30 minutes	
		W&P	<b>Writing – Planning:</b> remind learners of the task and topic, provide a planning scaffold, model how to plan the writing task, learners complete their own plans using the scaffold	30 minutes				30 minutes	
	3	W&P	<b>Writing – Drafting:</b> provide drafting scaffold, model how to use your plan and the drafting scaffold to write a draft, explain the editing criteria, learners complete their own drafts using the scaffold	60 minutes				60 minutes	
	4	W&P	<b>Writing – Editing:</b> provide an editing checklist, explain the editing checklist, model how to use the editing checklist to edit your draft, learners edit their own or partner's drafts using the editing checklist	30 minutes				30 minutes	
		W&P	<b>Writing: Publishing &amp; Presenting:</b> model how to publish (rewrite edited script; add title; illustrate), learners publish their own edited scripts and share their final scripts with partner / whole class	30 minutes				30 minutes	
	5	L&S	<b>Oral Presentations:</b> explain the oral presentation task, explain the conventions and criteria for the task, learners prepare their own oral presentations, call on different learners to present their orals	60 minutes			60 minutes		
				<b>10 hours</b>	<b>1 hour</b>	<b>2 hours</b>	<b>3 h 30 min</b>	<b>3 h 30 min</b>	<b>3 h 30 min</b>



# Curriculum Planner: Cycle 1

## Textbook References

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>Interactive English</i> S.M.I.L.E	<b>Chapter 1: Awareness (pg. 3)</b> Your teen years are the years in which you become more aware of the world around you. Awareness is about increasing your knowledge or perception of things.	<ul style="list-style-type: none"> <li>Oral discussion (teacher-led)</li> </ul> <b>Activity 1 (pg. 4)</b> – Dramatise a TV advert and hold a discussion <b>Activity 2 (pg. 6)</b> – Listen to and read an advert	<ul style="list-style-type: none"> <li>Read a visual text e.g. advertisement/poster</li> </ul> <b>Activity 3 (pg. 9)</b> – Read and discuss visual texts <b>Activity 5 (pg. 13)</b> – Read a literary text	<ul style="list-style-type: none"> <li>Writes a transactional text, e.g.: advertisement/poster</li> </ul> <b>Activity 8 (pg. 19)</b> – Design an advertisement
<i>English Today</i> Maskew Miller Longman	<b>Chapter 1: Voices in the marketplace (pg. 10)</b> People shop at different places and buy different products. In this chapter, learners will look at the marketplace. They will look at how advertisers use language to persuade their buyers.	<b>Activity 1 (pg. 10)</b> – Listen to an advertisement and make notes <b>Activity 2-3 (pg. 11)</b> – Discuss the advert and answer questions	<b>Activity 4 (pg. 11)</b> – Read and view an advertisement <b>Activity 5 (pg. 12)</b> – Answer questions	<b>Activity 10 (pg. 15)</b> – Write and design an advertisement
<i>Oxford Successful</i> <i>Oxford University</i> Press	<b>Unit 1: You choose: it's up to you (pg. 7)</b> In this chapter learners will explore the topic of advertising. Advertising is big industry and a huge part of our lives. Learners will learn to critically analyse the language and images we see in advertising.	<b>Activity 1 (pg. 8)</b> – Listen to and discuss radio advertisements	<b>Activity 3 (pg. 10)</b> – Read and analyse an advertisement <b>Activity 4 (pg. 12)</b> – Analyse advertisements	<b>Activity 7 (pg. 15)</b> – Design and write your own advertisement
<i>Spot on</i> Pearson Marang	<b>Module 1: A fresh start (pg. 4)</b> Research shows that positive people are more productive than negative people. This chapter encourages learners to start the year with a positive spirit!	<b>Activity 2.1 (pg. 6)</b> – Group discussion about back-to-back school ads	<b>Activity 4.1 (pg. 8)</b> – Study a book cover <b>Activity 4.2 (pg. 8)</b> – Read a youth novel	<b>Activity 5.1 (pg. 9)</b> – Design a motivational poster



TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>Platinum</i> <i>Maskew Miller</i> <i>Longman</i>	<b>Chapter 1: Mapping my future (pg. 1)</b> Grade 9 is an important year for learners. In this chapter, learners are encouraged to think about their future.	<b>Activity 1 (pg. 2)</b> – Talk about a photograph <b>Activity B (pg. 1)</b> – Listen to an advert <b>Activity C (pg. 2)</b> – Discuss an advert	<b>Activity 3 (pg. 2)</b> – View a poster <b>Activity G (pg. 7)</b> – Reading comprehension	<b>Activity 7 (pg. 9)</b> – Design a poster <b>Activity H (pg. 9)</b> – Design a poster
<i>Top Class</i> <i>Shuter &amp; Shooter</i>	<b>Unit 1: The teen scene (pg. 1)</b> In this unit we focus on the aspects of being a teenager. Learners will learn about advertisements and posters aimed at teenagers and will read an extract from a youth novel.	<b>Activity 1 (pg. 7)</b> – Listen to a radio advert and discuss <b>Activity 2 (pg. 7)</b> – Listen to an advert and answer questions	<b>Activity 4 (pg. 10)</b> – Read and view a poster	<b>Activity 5 (pg. 11)</b> – Write a good headline <b>Activity 6 (pg. 12)</b> – Design and create a poster
<i>Via Afrika</i> <i>Via Afrika</i>	<b>Unit 1: Inbetweeners (pg. 6)</b> In this unit, learners will explore what it feels like to be a teenager. As a teenager – you are still a child in some ways, but also an adult in a few. They will think about whether they enjoy being teenagers.	<b>Activity 2 (pg. 3)</b> – Look at and comment on advertisements <b>Activity 5 (pg. 5)</b> – Discuss some questions <b>Activity 7 (pg. 7)</b> – Hold a brief discussion	<b>Activity 8 (pg. 8)</b> – Read a story <b>Activity 9 (pg. 9)</b> – Answer questions based on the text	<b>Activity 10 (pg. 10)</b> – Create a poster
<i>Clever English</i> <i>Macmillan South</i> <i>Africa</i>	<b>Unit 1: Take a commercial break (pg. 1)</b> In this unit, learners will explore the topic of presenting products and services to consumers.			

## Plan Your Lessons For Term 1 Cycle 1

WEEK	DAY	COMP	TIME	LESSON ACTIVITY (See details on page 13)	ACTUAL ACTIVITY / NOTES	DATE COMPLETED
1	1	LSC	30 min	Oral		
		L&S	30 min	Listening		
	2	L&S	30 min	Speaking		
		R&V	30 min	Shared Reading Pre-Read		
	3	LSC	30 min	Oral		
2		R&V	30 min	Shared Reading First Read		
	4	W&P	30 min	Teach and practice LSC		
		R&V	30 min	Shared Reading Second Read		
	5	R&V	60 min	Paired / Independent Reading		
	1	R&V	30 min	Comprehension		
		R&V	30 min	Shared Reading Post-Read		
	2	W&P	30 min	Writing – Teach the Genre		
		W&P	30 min	Writing – Planning		
	3	W&P	60 min	Writing – Drafting		
	4	W&P	30 min	Writing – Editing		
	W&P	30 min	Writing: Publishing & Presenting			
	5	L&S	60 min	Oral Presentations		



# Curriculum Planner: Cycle 2

## Textbook References

TEXTBOOK	TEXTBOOK CHAPTER NUMBER & WEEKS	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>Interactive English</i> S.M.I.L.E	<b>Chapter 2: Responsibility (pg. 22)</b> Citizens of every country have a responsibility to uphold the laws and values of that country. In this chapter, learners will explore the topic of responsibility and what it means to be a good citizen.	<ul style="list-style-type: none"> <li>Listen to the reading of a text</li> <li>Prepared reading aloud</li> </ul>	<ul style="list-style-type: none"> <li>Reads a literature text e.g.: short story/drama/folklore</li> <li>Read/view a multimedia text</li> </ul>	<ul style="list-style-type: none"> <li>Writes a transactional text e.g.: CV and covering letter</li> </ul>
<i>English Today</i> Maskew Miller Longman	<b>Chapter 2: Women and war (pg. 23)</b> This chapter is all about what happens to women during war. You will read and listen to extracts from a story about women in South Africa.	<b>Activity 1 (pg. 23)</b> – Listen to a reading of a magazine article <b>Activity 2 (pg. 25)</b> – Read a passage aloud <b>Activity 1 (pg. 24)</b> – Read a short story extract <b>Activity 2 (pg. 25)</b> – Answer questions <b>Activity 6 (pg. 28)</b> – Present a prepared reading	<b>Activity 3 (pg. 28)</b> – Read a literary text <b>Activity 5 (pg. 34)</b> – Read 4 visual texts <b>Activity 5 (pg. 27)</b> – Listen to and discuss a reading	<b>Activity 8 (pg. 41)</b> – Write a letter of application <b>Activity 9 (pg. 31)</b> – Write a letter
<i>Oxford Successful</i> Oxford University Press	<b>Unit 2: Tell us about it (pg. 23)</b> In this unit, learners will explore how they can use language to describe a variety of things, people and experiences.	<b>Activity 1 (pg. 24)</b> – Listen to someone tell you about themselves <b>Activity 8 (pg. 32)</b> – Prepare to read aloud	<b>Activity 5 (pg. 30)</b> – Read a cartoon <b>Activity 9 (pg. 34)</b> – Read more of Phyllis Ntantala's story	<b>Activity 11 (pg. 36)</b> – Write an informal letter of application

TEXTBOOK	TEXTBOOK CHAPTER NUMBER & WEEKS	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>Spot on</i> <i>Pearson Marang</i>	<b>Module 2: The place we call home (pg. 13)</b> Everybody has a place they call home. Everyone's homes are different. We also associate feelings with home. For some, home is where they feel safe and comfortable. And for others, home is a place of discomfort and despair.	<b>Activity 1.2 (pg. 14)</b> – Listening comprehension <b>Unit 3 (pg. 17)</b> – Prepared reading aloud	<b>Activity 2.2 (pg. 15)</b> – Read a dramatic text <b>Activity 4.1 (pg. 19)</b> – Analysing a visual text	<b>Unit 6 (pg. 21)</b> – Letter of appreciation
<i>Platinum</i> <i>Maskew Miller</i> <i>Longman</i>	<b>Chapter 2: Walking the talk (pg. 13)</b> Some people talk a lot about doing good things, but do not take action. Someone who does what they say and makes the changes they talk about is someone who walks the talk.	<b>Activity 2 (pg. 14)</b> – Read an extract from a play	<b>Activity 3 (pg. 16)</b> – Read and analyse a poem <b>Activity 4 (pg. 16)</b> – Read and view a cartoon	<b>Activity 7 (pg. 20)</b> – Write a letter of appreciation
<i>Top Class</i> <i>Shuter &amp; Shooter</i>	<b>Unit 2: Chaos in the classroom (pg. 14)</b> In this unit, learners will read and listen to stories from the classroom. They will also write a letter of appreciation to a teacher who has helped them.	<b>Activity A (pg. 14)</b> – Listen to the reading of a text <b>FAT 1 (pg. 14)</b> – Prepared reading	<b>Activity E (pg. 17)</b> – Reading comprehension <b>Activity F (pg. 20)</b> – Read a poem <b>Activity G (pg. 22)</b> – View a cartoon	<b>Activity H (pg. 22)</b> – Write an informal letter
<i>Via Afrika</i> <i>Via Afrika</i>	<b>Unit 2: It's tough to be me (pg. 17)</b> In this unit, learners will look at the difficulties and challenges of being a teenager.	<b>Activity 1 (pg. 17)</b> – Listen to magazine column, make notes and discuss <b>FAT 1 (pg. 25)</b> – Read a passage aloud and hold a group discussion	<b>Activity 5 (pg. 23)</b> – Read an extract from a youth novel <b>Activity 6 (pg. 26)</b> – Read a cartoon	<b>Activity 3 (pg. 20)</b> – Write a letter of appreciation

TEXTBOOK	TEXTBOOK CHAPTER NUMBER & WEEKS	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<p><i>Clever English</i> <i>Macmillan South</i> <i>Africa</i></p>	<p><b>Unit 2: Destinations (pg. 17)</b> Every person is on a path to somewhere, both literally and figuratively. We are always busy thinking about or deciding on our next move, and we always have some destination in mind. In this unit, learners will explore the topic of destinations and journeys.</p>	<p><b>Activity 1 (pg. 18)</b> – Hold a class discussion</p>	<p><b>Activity 5 (pg. 21)</b> – Read an extract and answer questions <b>Activity 7 (pg. 23)</b> – Study a cartoon</p>	<p><b>Activity 8 (pg. 25)</b> – Write a letter of appreciation</p>

## Plan Your Lessons For Term 1 Cycle 2

WEEK	DAY	COMP	TIME	LESSON ACTIVITY (See details on page 20)	ACTUAL ACTIVITY / NOTES	DATE COMPLETED
1	1	LSC	30 min	Oral		
		L&S	30 min	Listening		
	2	L&S	30 min	Speaking		
		R&V	30 min	Shared Reading Pre-Read		
	3	LSC	30 min	Oral		
2		R&V	30 min	Shared Reading First Read		
	4	W&P	30 min	Teach and practice LSC		
		R&V	30 min	Shared Reading Second Read		
	5	R&V	60 min	Paired / Independent Reading		
	1	R&V	30 min	Comprehension		
		R&V	30 min	Shared Reading Post-Read		
	2	W&P	30 min	Writing – Teach the Genre		
		W&P	30 min	Writing – Planning		
	3	W&P	60 min	Writing – Drafting		
	4	W&P	30 min	Writing – Editing		
	W&P	30 min	Writing: Publishing & Presenting			
	5	L&S	60 min	Oral Presentations		



# Curriculum Planner: Cycle 3

## Textbook References

TEXTBOOK	TEXTBOOK CHAPTER NUMBER & WEEKS	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>Interactive English</i> S.M.I.L.E	<b>Chapter 3: Agreement (pg. 44)</b> A contract is a spoken or written legal agreement between two or more people. It is an agreement with specific terms and conditions. Learners will learn about the language people use in contracts and when they argue about the terms of a contract. Learners will also write a report.	<ul style="list-style-type: none"> <li>Listen to a telephone conversation/dialogue</li> <li>Prepared reading aloud</li> </ul> <p><b>Activity 2 (pg. 46)</b> – Read a dialogue and discuss  <b>Activity 2 (pg. 47)</b> – Listen to a dialogue  <b>Activity 3 (pg. 49)</b> – Role play a verbal agreement</p>	<ul style="list-style-type: none"> <li>Reads a contract between a seller and a purchaser</li> <li>Read poetry</li> </ul> <p><b>Activity 5 (pg. 55)</b> – Read and understand a legal document  <b>Activity 6 (pg. 56)</b> – Read song lyrics</p>	<ul style="list-style-type: none"> <li>Writes a transactional text e.g.: Agenda and minutes</li> </ul> <p><b>Activity 9 (pg. 62)</b> – Write a report</p>
<i>English Today</i> Maskew Miller Longman	<b>Chapter 3: Promises, promises (pg. 23)</b> In this chapter learners are going to read and talk about contracts and promises, and what happens when people do not stick to agreements. Learners will learn about the language people use in contracts and when they argue about the terms of a contract. Learners will also write a report.	<p><b>Activity 1 (pg. 38)</b> – Listen to a dialogue  <b>Activity 2 (pg. 39)</b> – Discuss language use  <b>Activity 10 (pg. 45)</b> – Create and role play a dispute</p>	<b>Activity 3–4 (pg. 39)</b> – Read a contract and answer questions	<b>Activity 11 (pg. 46)</b> – Write a report
<i>Oxford Successful</i> <i>Oxford University</i> Press	<b>Unit 3: Check it out (pg. 41)</b> When doing any business transaction – there is a contact between the buyer and the seller. In this unit learners are going to look at the concept of Terms and Conditions.	<p><b>Activity 5 (pg. 47)</b> – Listen to a conversation about a contract  <b>Activity 9 (pg. 53)</b> – Role play a verbal transaction</p>	<b>Activity 7 (pg. 50)</b> – Read from a contract	<b>Activity 13 (pg. 56)</b> – Write a report about a disagreement

TEXTBOOK	TEXTBOOK CHAPTER NUMBER & WEEKS	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>Spot on</i> Pearson Marang	<b>Module 3: Business as usual (pg. 25)</b> A contract is a legal agreement signed between two or more people. It can be used for multiple things such as for employment or between a buyer and a seller. This module introduces learners to the world of contracts.	<b>Activity 1.1 (pg. 26)</b> – Listen critically to a call centre conversation <b>Activity 4.1 (pg. 29)</b> – Role-play a dispute over a contract	<b>Activity 3.1 (pg. 28)</b> – Intensive reading of a contract	<b>Activity 6.1 (pg. 31)</b> – Write a report
<i>Platinum</i> Maskew Miller Longman	<b>Chapter 3: Contract wise (pg. 27)</b> Contracts are part of our everyday life. You need to know how the law can affect everyday finances: when you buy a product, rent a home or borrow money. You will also think about money and what it means to different people.	<b>Activity 2 (pg. 28)</b> Listen to a telephone conversation	<b>Activity 3 (pg. 29)</b> Read an article about contracts <b>Activity 6 (pg. 35)</b> Read a poem	<b>Activity 9 (pg. 41)</b> – Write a report on dispute findings
<i>Top Class</i> Shuter & Shooter	<b>Unit 3: Communicating clearly (pg. 29)</b> In this unit, learners will look at contacts and why it is so important that we communicate clearly when we are entering any kind of agreement. Learners will look at some of the language used in contracts and write a report.	<b>Activity A (pg. 29)</b> – Listen to a dialogue <b>Activity B (pg. 30)</b> – Role-play a dispute	<b>Activity C (pg. 31)</b> – Read a contract <b>Activity D (pg. 34)</b> – Read a poem	<b>Activity E (pg. 36)</b> – Write a report
<i>Via Afrika</i> <i>Via Afrika</i>	<b>Unit 3: I kept my word (pg. 29)</b> If you promise to do something and then you do it, we say that you kept your word. This unit is about contracts. They will explore verbal and written agreements and write a report on a dispute.	<b>Activity 2 (pg. 31)</b> – Listen to a dialogue <b>Activity 6 (pg. 35)</b> – Role-play a dispute	<b>Activity 3 (pg. 31)</b> – Read a contract between a buyer and a seller <b>Activity 5 (pg. 34)</b> – Read a contact and answer questions <b>Activity 8 (pg. 37)</b> – Read a poem	<b>Activity 7 (pg. 36)</b> – Write a report about the problem



TEXTBOOK	TEXTBOOK CHAPTER NUMBER & WEEKS	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<p><i>Clever English</i> <i>Macmillan South Africa</i></p>	<p><b>Unit 3: Count on me! (pg. 31)</b> People do not always keep their promises. In this unit, learners will think about what it means to count on someone and to keep their word.</p>	<ul style="list-style-type: none"> <li>• Listen to a telephone conversation/dialogue</li> <li>• Prepared reading aloud</li> </ul> <p><b>Activity 2 (pg. 33)</b> – Listen to a conversation <b>Activity 3 (pg. 33)</b> – Role-play a situation</p>	<ul style="list-style-type: none"> <li>• Reads a contract between a seller and a purchaser</li> <li>• Read poetry</li> </ul> <p><b>Activity 6 (pg. 37)</b> – Read a contract <b>Activity 7 (pg. 39)</b> – Answer questions</p>	<ul style="list-style-type: none"> <li>• Writes a transactional text e.g.: Agenda and minutes</li> </ul> <p><b>Activity 8 (pg. 41)</b> – Write a report</p>

### Plan Your Lessons For Term 1 Cycle 3

WEEK	DAY	COMP	TIME	LESSON ACTIVITY (See details on page 19)	ACTUAL ACTIVITY / NOTES	DATE COMPLETED
1	1	LSC	30 min	Oral		
		L&S	30 min	Listening		
	2	L&S	30 min	Speaking		
		R&V	30 min	Shared Reading Pre-Read		
	3	LSC	30 min	Oral		
4		R&V	30 min	Shared Reading First Read		
	4	W&P	30 min	Teach and practice LSC		
		R&V	30 min	Shared Reading Second Read		
	5	R&V	60 min	Paired / Independent Reading		
	2	1	R&V	30 min	Comprehension	
		R&V	30 min	Shared Reading Post-Read		
2		W&P	30 min	Writing – Teach the Genre		
		W&P	30 min	Writing – Planning		
3		W&P	60 min	Writing – Drafting		
4	4	W&P	30 min	Writing – Editing		
		W&P	30 min	Writing: Publishing & Presenting		
	5	L&S	60 min	Oral Presentations		



# Curriculum Planner: Cycle 4

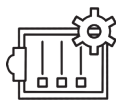
## Textbook References

TEXTBOOK	TEXTBOOK CHAPTER NUMBER & WEEKS	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>Interactive English</i> S.M.I.L.E	<b>Chapter 4: Rules (pg. 65)</b> Society has rules for a reason. Rules form a big part of your life. In this unit, learners will think more about what rules they live by.	<ul style="list-style-type: none"> <li>• Listen to a dialogue</li> <li>• Listening comprehension</li> <li>• Unprepared speech</li> </ul> <p><b>Activity 1 (pg. 67)</b> – Listen to an interview <b>Activity 2 (pg. 69)</b> – Discuss some rules</p>	<ul style="list-style-type: none"> <li>• Reads literary text, e.g.: folklore/novel/drama</li> <li>• Read poetry</li> </ul> <p><b>Activity 3 (pg. 70)</b> – Read a drama <b>Activity 4 (pg. 74)</b> – Read a poem <b>Activity 5 (pg. 76)</b> – Read an extract</p>	<ul style="list-style-type: none"> <li>• Write an essay: narrative /descriptive /reflective / argumentative essay</li> </ul> <p><b>Activity 8 (pg. 83)</b> – Write a descriptive or narrative essay</p>
<i>English Today</i> Maskew Miller Longman	<b>Chapter 4: Sport crosses boundaries (pg. 51)</b> In this chapter, learners are going to look at how sport can cross boundaries. This means that all people – able-bodied and disabled, male and female, people from different cultural groups and of different ages – can enjoy and play sport together.	<b>Activity 1 (pg. 52)</b> – Listen to a conversation and answer questions	<p><b>Activity 2–3 (pg. 53)</b> – Read an extract from a novel and answer questions <b>Activity 9–10 (pg. 59)</b> – Read a praise poem and answer questions</p>	<b>Activity 12 (pg. 61)</b> – Write a narrative essay
<i>Oxford Successful</i> <i>Oxford University</i> Press	<b>Unit 4: What happened next? (pg. 56)</b> In this unit, learners will look at how people talk about and recount disasters or dangerous incidents.	<p><b>Activity 2 (pg. 306)</b> – Participate in a conversation <b>Activity 8 (pg. 70)</b> – Listen to a dialogue</p>	<p><b>Activity 1 (pg. 60)</b> – Compare and analyse two poems <b>Activity 7 (pg. 68)</b> – Read a short story</p>	<b>Activity 9 (pg. 71)</b> – Write and present a descriptive essay

TEXTBOOK	TEXTBOOK CHAPTER NUMBER & WEEKS	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>Spot on</i> <i>Pearson Marang</i>	<b>Module 4: Journeys into the unknown (pg. 33)</b> In this unit learners will explore the topic of journeys. A journey can be both physical and emotional. Journeys help us to grow and form new ideas.	<ul style="list-style-type: none"> <li>Listen to a dialogue</li> <li>Listening comprehension</li> <li>Unprepared speech</li> </ul> <b>Activity 1.1 (pg. 34)</b> – Contextualising dialogue <b>Activity 2.1 (pg. 35)</b> – Planning your speech <b>Activity 2.2 (pg.35)</b> – Presenting your speech	<ul style="list-style-type: none"> <li>Reads literary text, e.g.: folklore/novel/drama</li> <li>Read poetry</li> </ul> <b>Activity 4.2 (pg. 37)</b> – Reading comprehension	<ul style="list-style-type: none"> <li>Write an essay: narrative /descriptive /reflective / argumentative essay</li> </ul> <b>Unit 6 (pg. 39)</b> – The reflective essay
<i>Platinum</i> <i>Maskew Miller</i> <i>Longman</i>	<b>Chapter 4: Weather (pg. 39)</b> Extreme weather makes life difficult for many people. In this chapter, you will listen, speak, read and write about extreme weather.	<b>Activity 2 (pg. 44)</b> – Listen to a radio interview <b>Activity 3 (pg. 45)</b> – Make an unprepared speech <b>Activity A (pg. 42)</b> – Take notes while listening <b>Activity D (pg. 46)</b> – Give an unprepared speech	<b>Activity 4 (pg. 46)</b> – Read descriptive writing <b>Activity 10 (pg. 51)</b> – Read a poem <b>Activity E (pg. 46)</b> – Read a poem <b>Activity F (pg. 48)</b> – Think about the poem <b>Activity H (pg. 50)</b> – Listening comprehension	<b>Activity 11 (pg. 53)</b> – Write a descriptive essay
<i>Top Class</i> <i>Shuter &amp; Shooter</i>	<b>Unit 4: Lessons from birds (pg. 42)</b> In this unit, learners will look at stories and a poem about birds that teach us lessons about life. Learners will give an unprepared speech and write a reflective essay.	<b>Activity 1 (pg. 42)</b> – Listen to a dialogue from a play <b>Activity 5 (pg. 49)</b> – Give an unprepared speech <b>Activity 2 (pg. 48)</b> – Listen to a conversation and answer questions <b>Activity 4 (pg. 50)</b> – Deliver an unprepared speech	<b>Activity 2 (pg. 43)</b> – Read parts of the play <b>Activity 3 (pg. 47)</b> – Read and discuss a poem <b>Activity 5 (pg. 52)</b> – Read a novel extract <b>Activity 6 (pg. 53)</b> – Read a poem	<b>Activity 1 (pg. 53)</b> – Write a narrative essay
<i>Via Afrika</i> <i>Via Afrika</i>	<b>Unit 4: A place called home (pg. 41)</b> This unit is all about houses and homes. They will think about what the words ‘home’ and ‘homeless’ means.	<b>Activity 2 (pg. 48)</b> – Listen to a conversation and answer questions <b>Activity 4 (pg. 50)</b> – Deliver an unprepared speech	<b>Activity 2 (pg. 43)</b> – Read parts of the play <b>Activity 3 (pg. 47)</b> – Read and discuss a poem <b>Activity 5 (pg. 52)</b> – Read a novel extract <b>Activity 6 (pg. 53)</b> – Read a poem	<b>FAT 2 (pg. 50)</b> – Write a descriptive essay
<i>Clever English</i> <i>Macmillan South</i> <i>Africa</i>	<b>Unit 4: Illusions (pg. 47)</b> Perception is the way we see or understand things. It is a very personal thing because we do not all view things in the same way. We are from different cultures and have different personalities.	<b>Activity 2 (pg. 48)</b> – Listen to a conversation and answer questions <b>Activity 4 (pg. 50)</b> – Deliver an unprepared speech	<b>Activity 2 (pg. 43)</b> – Read parts of the play <b>Activity 3 (pg. 47)</b> – Read and discuss a poem <b>Activity 5 (pg. 52)</b> – Read a novel extract <b>Activity 6 (pg. 53)</b> – Read a poem	<b>Activity 8 (pg. 57)</b> – Write a reflective/descriptive essay

## Plan Your Lessons For Term 1 Cycle 4

WEEK	DAY	COMP	TIME	LESSON ACTIVITY (See details on page 22)	ACTUAL ACTIVITY / NOTES	DATE COMPLETED
1	1	LSC	30 min	Oral		
		L&S	30 min	Listening		
	2	L&S	30 min	Speaking		
		R&V	30 min	Shared Reading Pre-Read		
	3	LSC	30 min	Oral		
R&V		30 min	Shared Reading First Read			
2	4	W&P	30 min	Teach and practice LSC		
		R&V	30 min	Shared Reading Second Read		
	5	R&V	60 min	Paired / Independent Reading		
		R&V	30 min	Comprehension		
	1	R&V	30 min	Shared Reading Post-Read		
2		W&P	30 min	Revision		
	3	W&P	30 min	Revision		
4		W&P	60 min	Revision		
	5	W&P	30 min	Revision		
					Oral Presentations	



# Curriculum Planner: Cycle 5

## Textbook References

TEXTBOOK	TEXTBOOK CHAPTER NUMBER & WEEKS	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>Interactive English</i> S.M.I.L.E	<b>Chapter 5: Conflict Resolution (pg. 86)</b> Conflict over small or big things appears in our lives on a daily basis. To resolve, you need to understand the problem. In this unit, learners will learn more about conflict resolution.	<ul style="list-style-type: none"> <li>Listen to a news report</li> <li>Oral presentation of report</li> </ul> <p><b>Activity 1 (pg. 89)</b> – Listen to two short news reports</p>	<ul style="list-style-type: none"> <li>Reads a newspaper/magazine report</li> <li>Read poetry</li> <li>Reading comprehension</li> </ul> <p><b>Activity 4 (pg. 91)</b> – Read a magazine article <b>Activity 5 (pg. 93)</b> – Read a media text <b>Activity 6 (pg. 94)</b> – Read a poem</p>	<ul style="list-style-type: none"> <li>Writes a transactional text e.g.: Blog</li> <li>Write an interview</li> </ul> <p><b>Activity 9 (pg. 99)</b> – Write an interview</p>
<i>English Today</i> Maskew Miller Longman	<b>Chapter 5: Protect our plants (pg. 65)</b> In this chapter, learners will learn about plants that grow in South Africa. Learners will listen to a newspaper report and read and write magazine reports.	<p><b>Activity 1 (pg. 66)</b> – Listen to a newspaper report and make notes <b>Activity 2 (pg. 67)</b> – Discuss the findings <b>Activity 3 (pg. 67)</b> – Present an oral report</p>	<p><b>Activity 6 (pg. 70)</b> – Read a magazine report <b>Activity 7 (pg. 71)</b> – Answer questions on the report <b>Activity 8 (pg. 72)</b> – Read about indigenous knowledge</p>	<b>Activity 11 (pg. 73)</b> – Write a magazine report
<i>Oxford Successful</i> <i>Oxford University</i> Press	<b>Unit 5: What's up in the news? (pg. 68)</b> In this unit, learners will engage with various news reports and learn to analyse the language used in these reports.	<p><b>Activity 1 (pg. 78)</b> – Listen to a newspaper sports report <b>Activity 2 (pg. 80)</b> – Conduct a survey and present your report</p>	<p><b>Activity 4 (pg. 82)</b> – Read a newspaper report <b>Activity 9 (pg. 89)</b> – Identify figures of speech and rhyme and rhythm in poetry</p>	<b>Activity 7 (pg. 86)</b> – Write your own interview

TEXTBOOK	TEXTBOOK CHAPTER NUMBER & WEEKS	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>Spot on Pearson Marang</i>	<b>Module 5: The fame game (pg. 42)</b> Famous people are celebrated for different reasons. Some of them enjoy being in the spotlight where they are constantly watched or asked their opinion. Some of them find the constant attention difficult to deal with.	<b>Unit 1 (pg. 43)</b> – Listening to a news report	<b>Activity 2.1 (pg. 44)</b> – Intensive reading of a magazine article <b>Activity 2.2 (pg. 44)</b> – Comprehension and language	<b>Unit 5 (pg. 47)</b> – Writing an interview
<i>Platinum Maskew Miller Longman</i>	<b>Chapter 5: A pilot's world (pg. 57)</b> In this chapter, you will explore the exciting world of aeroplane pilots. A pilot is someone who flies an aeroplane or who guides a ship through a difficult stretch of water. You will read and listen to news reports about pilots and write your own report about flying.	<b>Activity 1 (pg. 2)</b> – Talk about a photograph <b>Activity 2 (pg. 58)</b> – Listen to a news report	<b>Activity 3 (pg. 60)</b> – Read a newspaper report <b>Activity 4 (pg. 60)</b> – Read a poem	<b>Activity 5 (pg. 65)</b> – Write a newspaper report
<i>Top Class Shuter &amp; Shooter</i>	<b>Unit 5: Tools from ancient times (pg. 58)</b> In this unit, learners will learn about tools and artefacts from ancient times and the stories they tell us.	<b>Activity A (pg. 58)</b> – Listen to a newspaper report <b>Activity D (pg. 59)</b> – Discuss the report	<b>Activity C (pg. 59)</b> – Read a newspaper report	<b>Activity G (pg. 64)</b> – Write a newspaper report
<i>Via Afrika Via Afrika</i>	<b>Unit 5: Shall we dance? (pg. 52)</b> In this unit, learners will explore the world of dance. Learners will explore this topic through listening to and reports.	<b>Activity 1 (pg. 53)</b> – Listen to a newspaper report <b>Activity 6 (pg. 64)</b> – Give an oral presentation of a report	<b>Activity 3 (pg. 55)</b> – Read a poem <b>Activity 4 (pg. 57)</b> – Read a newspaper report <b>FAT 3 (pg. 59)</b> – Comprehension	<b>Activity 7 (pg. 65)</b> – Write a report

TEXTBOOK	TEXTBOOK CHAPTER NUMBER & WEEKS	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<p><i>Clever English</i> <i>Macmillan South Africa</i></p>	<p><b>Unit 5: Call the doctor! (pg. 61)</b> There are so many different kinds of doctors that one needs to specify which kind one needs first. In our country we also have traditional healers – a spiritual healer and a traditional healer.</p>	<p><b>Activity 2 (pg. 62)</b> – Read an article <b>Activity 3 (pg. 63)</b> – Present a report in groups</p>	<p><b>Activity 4 (pg. 64)</b> – Reading comprehension <b>Activity 6 (pg. 67)</b> – Read a poem</p>	<p><b>Activity 9 (pg. 71)</b> – Write a report</p>



## Plan Your Lessons For Term 1 Cycle 5

WEEK	DAY	COMP	TIME	LESSON ACTIVITY (See details on page 25)	ACTUAL ACTIVITY / NOTES	DATE COMPLETED
1	1	LSC	30 min	Oral		
		L&S	30 min	Listening		
	2	L&S	30 min	Speaking		
		R&V	30 min	Shared Reading Pre-Read		
	3	LSC	30 min	Oral		
R&V		30 min	Shared Reading First Read			
2	4	W&P	30 min	Teach and practice LSC		
		R&V	30 min	Shared Reading Second Read		
	5	R&V	60 min	Paired / Independent Reading		
		R&V	30 min	Comprehension		
	1	R&V	30 min	Shared Reading Post-Read		
2		W&P	30 min	Revision		
	3	W&P	30 min	Revision		
4		W&P	60 min	Revision		
	5	W&P	30 min	Revision		
					Oral Presentations	

# 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 Departmental Heads School Management Team Subject Advisors	Term 1 10 weeks			Term 2 8 weeks			Term 3 10 weeks			Term 4 8 weeks		Comment on Coverage and the Quality of Activities	
			Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov		Dec
<b>Total number of informal activities: Languages</b>	105	<b>Term</b>	<b>Activity</b>									31 activities	20 activities		
		<b>Term 1</b>	31												
		<b>Term 2</b>	23												
		<b>Term 3</b>	31												
		<b>Term 4</b>	20												
<b>Total number of Listening and Speaking (Oral) informal activities</b>	31	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:	1	4	4	1	4	2	4	1	4	2	4	0	
<b>Total number of Reading Comprehension informal activities</b>	16	There should be a total of 16 reading comprehension informal activities to cover the 36 week period for Terms 1–4.	1	2	2	1	2	0	2	1	2	1	2	0	
		<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>													
		<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> <li>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). <ul style="list-style-type: none"> <li>Grades 7–9: 15 pages.</li> </ul> </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 3</li> <li>The other 12 informal written activities are all transactional.</li> <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> There should be a total of 31 Language Structures and Conventions informal activities to cover the 36 week period for Terms 1–4 <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>	1	4	2	4	1	1	4	4	4	2	4	0
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**CAPS ANNUAL TEACHING PLAN GUIDE**  
**ENGLISH FIRST ADDITIONAL LANGUAGE**  
**TRACKING OF MINIMUM INFORMAL ACTIVITIES COMPLETED**  
**Term 1**

<b>Listening &amp; Speaking (Oral) informal activities</b> 4 x L&S 5 x Read Aloud	Term 1 9 Activities	JAN	FEB	MAR	<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> 3 x Literary / Non-Literary 1 x Visual 1 x Summary	Term 1 5 Activities	JAN	FEB	MAR	<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 1 3 Activities	JAN	FEB	MAR	<b>Activity dates for verification</b> (evidence in learner books, lesson plans or informal assessment records)					
	Target	1	1	1						
	Actual									
Extended / Independent Reading	<b>Target</b>	<b>15</b>	<b>15</b>	<b>15</b>	(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 Essay 4 x Transactional	Term 1 5 Activities	JAN	FEB	MAR	<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 1 9 Activities	JAN	FEB	MAR	<b>Activity dates for verification</b> (evidence in learner books, lesson plans or informal assessment records)					
	Target	1	4	4						
	Actual									



# Programme of Formal Assessment

- There are 3 formal assessment tasks for Grade 9 Term 1.
- Please complete these tasks as detailed below.

These examples may be used as is or adapted for your context.

GRADE 9 TERM 1 PROGRAMME OF FORMAL ASSESSMENT			
FORMAL ASSESSMENT TASK	ACTIVITY	MARKS	DATE COMPLETED
1	Read aloud (see rubric below)	20	<i>Listen to individual learners read aloud throughout the term. This can be completed in Term 2.</i>
2	Write a descriptive, narrative or reflective essay (see rubrics below)	40	<i>To be written during the course of the Term</i>
3	Response to text (see assessment task and memorandum below)	70	<i>Activities for this task do not have to be written in one session.</i>
<b>Total</b>		<b>130</b>	

## Term 1 Assessment Tasks, Tools & Memoranda

FAT 1 READ ALOUD					
MARKS	Maximum total of 20				
OBJECTIVE	Demonstrates oral reading fluency and reading for meaning				
IMPLEMENTATION	Listen to individual learners read a standardised text throughout Terms 1 & 2				
Criteria	Needs Support	Improving	Fair	Good	Exceptional
<b>READING WITH MEANING</b> <b>10 MARKS</b> <ul style="list-style-type: none"> <li>• Demonstrates an understanding of the passage</li> </ul>	<b>1-2</b> The learner struggles to understand the passage. No reading for meaning.	<b>3-4</b> The learner understands some of the passage. Struggles to respond to the questions.	<b>5-6</b> The learner understands most of the content and topic of the passage. Can respond to some of the questions.	<b>7-8</b> The learner understands the content and topic of the passage very well. Can read with meaning. S/he responds well to the questions.	<b>9-10</b> The learner clearly understands the content and topic of the passage. Reads exceedingly well with meaning and has clear ideas and responds well to the questions.
<b>FLUENCY and EXPRESSION</b> <b>10 MARKS</b> <ul style="list-style-type: none"> <li>• Passage is fluently read</li> <li>• Voice is projected</li> <li>• Words clearly enunciated</li> <li>• Good use of pause</li> <li>• Maintenance of audience rapport</li> </ul>	<b>1-2</b> The learner struggles to read. There is no expression, and the pace is too slow and faltering. Words mispronounced and no understanding of pauses or projection.	<b>3-4</b> Learner tries but reads hesitatingly, without fluency or meaningful expression. S/he needs assistance. No connection with audience.	<b>5-6</b> Learner reads fairly fluently with some expression that shows comprehension of the topic. S/he needs some prompting and assistance. Does not connect with audience.	<b>7-8</b> Learner reads mostly fluently with confidence and expression that shows understanding. Projects voice and enunciates well. Uses pauses to help make meaning. Connects with audience.	<b>9-10</b> Learner reads the passage fluently with good expression, at a flowing, confident pace. Good voice projection. Words clearly enunciated. Uses pauses and shows an understanding of how punctuation enhances meaning. Connects well with audience.



Choose ONE writing task for FAT 2 – DESCRIPTIVE, NARRATIVE or REFLECTIVE

<b>FAT 2 DESCRIPTIVE ESSAY (SUGGESTED RUBRIC)</b>					
<b>Marks</b>	<b>Maximum total of 40</b>				
<b>Criteria</b>	<b>Exceptional</b>	<b>Good</b>	<b>Fair</b>	<b>Improving</b>	<b>Needs Support</b>
CONTENT <b>15 MARKS</b>	<b>13-15</b> The learner's response is interesting and exceeds expectations. The learner includes creative descriptions and details so the reader can visualise the topic described.	<b>10-12</b> The learner's response is interesting and relevant to the topic. The learner includes some good descriptive details.	<b>7-9</b> The learner's response is relevant to the topic. The learner includes a few details.	<b>4-6</b> The learner's response is not totally relevant to the topic. The learner has not used descriptive language well.	<b>1-3</b> The learner's response is irrelevant and not on the topic. No attempt at descriptive language has been made.
STRUCTURE & ORGANISATION <b>5 MARKS</b>	<b>5</b> The essay is well-organised. The ideas are well connected. The essay flows exceptionally well.	<b>4</b> The essay is organised and thought has been given to the structure. The ideas are connected and the essay flows well.	<b>3</b> The essay has paragraphs but they are not fully developed. The ideas are not totally connected.	<b>2</b> The essay has attempted to use paragraphs. But many ideas seem to be missing. The ideas are not connected.	<b>1</b> The essay is not organised into paragraphs. There is no connection in the ideas presented.
PLANNING <b>5 MARKS</b>	<b>5</b> The learner makes a plan before writing. The learner uses the plan to inform their drafting. The learner expands on the ideas in their plan with creativity.	<b>4</b> The learner makes a plan before writing. The learner uses their plan to inform their drafting.	<b>3</b> The learner makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	<b>2</b> The learner makes a plan before writing. The learner attempts to use their plan.	<b>1</b> The learner does not make a plan OR the learner's plan is irrelevant.

<b>FAT 2 DESCRIPTIVE ESSAY (SUGGESTED RUBRIC)</b>						
<b>EDITING &amp; LANGUAGE</b>  <b>15 MARKS</b>	<b>13-15</b>	The learner uses 3-5 good descriptive adjectives and correctly uses the new grammar taught. The learner successfully edits their own work to correct grammar, spelling and punctuation.	<b>10-12</b>	The learner uses 3-4 descriptive adjectives and uses the new grammar taught. The learner edits their own work and mostly corrects their grammar, spelling and punctuation.	<b>7-9</b>	The learner uses 2 descriptive adjectives and attempts to use the new grammar taught. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors.
	<b>4-6</b>	The learner has only used 1 descriptive adjective. The learner does not use the grammar taught. The learner attempts to edit their own work, but there are many errors remaining.	<b>1-3</b>	The learner has not used descriptive adjectives. The learner does not edit their own work		

<b>FAT 2 NARRATIVE ESSAY (SUGGESTED RUBRIC)</b>					
<b>MARKS</b>	<b>Maximum total of 40</b>				
<b>CONTENT</b>	<b>1-3</b>	<b>4-6</b>	<b>7-9</b>	<b>10-12</b>	<b>13-15</b>
<b>15</b>	The learner's response is irrelevant to the topic and is not a story.	The learner's response is not totally relevant to the topic, but the learner has got the idea of a story.	The learner's response is relevant to the topic and there are characters and a plot.	The learner's response is interesting. An effort has been made to be original. There are characters and there is a conflict in the story. The topic is handled creatively.	The learner's response is interesting and catches the reader's attention. There are characters and there is a conflict or tension which is resolved. It exceeds expectations.
<b>STRUCTURE</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>5</b>	The essay is not organised into a beginning, a middle and an end. There are no paragraphs. There is no connection between the ideas presented.	The essay has attempted to use paragraphs with a logical flow. But many ideas seem to be missing. The ideas are not connected.	The essay has a beginning, a middle and an end. There are paragraphs but they are not fully developed. The ideas are not well-connected.	The essay is organised and the story has a solid structure developed through paragraphs. The ideas are connected and the essay flows well.	The essay is well organised into an introduction, development of the plot and an ending. The learner has used paragraphs. The ideas are well connected and the essay flows very well.
<b>PLANNING</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>5</b>	The learner does not make a plan OR the learner's plan is irrelevant.	The learner makes a plan before writing. The learner attempts to use their plan.	The learner makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	The learner makes a plan before writing. The learner uses their plan to inform their drafting.	The learner makes a plan before writing. The learner uses the plan to inform their drafting and expands on the plan with creativity.
<b>EDITING / LSC</b>	<b>1-3</b>	<b>4-6</b>	<b>7-9</b>	<b>10-12</b>	<b>13-15</b>

<b>FAT 2 NARRATIVE ESSAY (SUGGESTED RUBRIC)</b>					
<b>15</b>	The learner has not used adverbs or adjectives. There is no direct speech. The learner does not edit their own work.	The learner has tried to use adverbs and adjectives. The learner has tried to make the characters speak. The learner attempts to edit their own work, but there are many errors remaining.	The learner uses adverbs and adjectives. There is an attempt at direct speech. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors.	The learner uses adverbs and adjectives. The direct speech adds to the story. The learner edits their own work and mostly corrects their grammar, spelling and punctuation.	The learner uses adverbs and adjectives. Direct speech is effective. The learner successfully edits their own work to correct grammar, spelling and punctuation.

<b>FAT 2 REFLECTIVE ESSAY (SUGGESTED RUBRIC)</b>					
<b>MARKS</b>	<b>Maximum total of 40</b>				
<b>CONTENT</b>	<b>1-3</b>	<b>4-6</b>	<b>7-9</b>	<b>10-12</b>	<b>13-15</b>
<b>15</b>	The learner's response is irrelevant to the topic, confused and vague.	The learner's response is not totally relevant to the topic, but the learner has retold an incident. Still unclear and confusing.	The learner's response is relevant to the topic and satisfactory. There is an attempt at reflecting on an incident.	The learner's response is interesting and shows a good understanding of the task. The topic is handled creatively.	The learner's response is excellent. The learner has retold and described an incident. The learner has reflected on their feelings and thoughts after the incident. It exceeds expectations.
<b>STRUCTURE</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>5</b>	The essay is not organised. There are no paragraphs. There is no connection between the ideas presented.	The essay has attempted to use paragraphs with a logical flow. But many ideas seem to be missing. The ideas are not connected.	The essay has paragraphs, but they are not fully developed. The ideas are not well-connected.	The essay is organised and has a logical structure describing and then reflecting on the incident. The ideas are connected through the paragraphs and the essay flows well.	The essay is well organised. The learner has used well-written paragraphs. The ideas are well connected and the essay flows very well.
<b>PLANNING</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

<b>FAT 2 REFLECTIVE ESSAY (SUGGESTED RUBRIC)</b>					
<b>5</b>	The learner does not make a plan OR the learner's plan is irrelevant.	The learner makes a plan before writing. The learner attempts to use their plan.	The learner makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	The learner makes a plan before writing. The learner uses their plan to inform their drafting.	The learner makes a plan before writing. The learner uses the plan to inform their drafting and expands on the plan with creativity.
<b>EDITING / LSC</b>	<b>1-3</b>	<b>4-6</b>	<b>7-9</b>	<b>10-12</b>	<b>13-15</b>
<b>15</b>	The learner has not written in the first person. The language and tone are not appropriate. The learner does not edit their own work.	The learner has tried to use the first person to tell about the incident. The learner attempts to edit their own work, but there are many errors remaining.	The learner uses the first person and is starting to create the correct reflective tone. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors.	The learner uses the first person. The language and tone show a sense of looking back and reflecting on something that happened. The learner edits their own work and mostly corrects their grammar, spelling and punctuation.	The learner writes in the first person. The learner describes an incident and then reflects on it and reveals thoughts and feelings from the incident. Mature and appropriate. The learner successfully edits their own work to correct grammar, spelling and punctuation.

<b>FAT 3 RESPONSE TO TEXT</b>	
<b>MARKS</b>	<b>Maximum total of 70</b>
<b>OBJECTIVE</b>	<ul style="list-style-type: none"> <li>• <b>Literary/Non – literary text (25 marks)</b></li> <li>• <b>Visual text (15 marks)</b></li> <li>• <b>Summary (10 marks)</b></li> <li>• <b>Language Structures and Conventions (20 marks)</b></li> </ul>
<b>IMPLEMENTATION</b>	<ul style="list-style-type: none"> <li>• These assessments do not have to be written in one session.</li> </ul>
<b>ACTIVITY</b>	<ol style="list-style-type: none"> <li><b>1</b> Hand out the assessment tasks to learners.</li> <li><b>2</b> Read through the texts and papers once.</li> <li><b>3</b> Explain what is required of learners.</li> <li><b>4</b> Collect the assessments and mark them using the memoranda provided.</li> </ol>

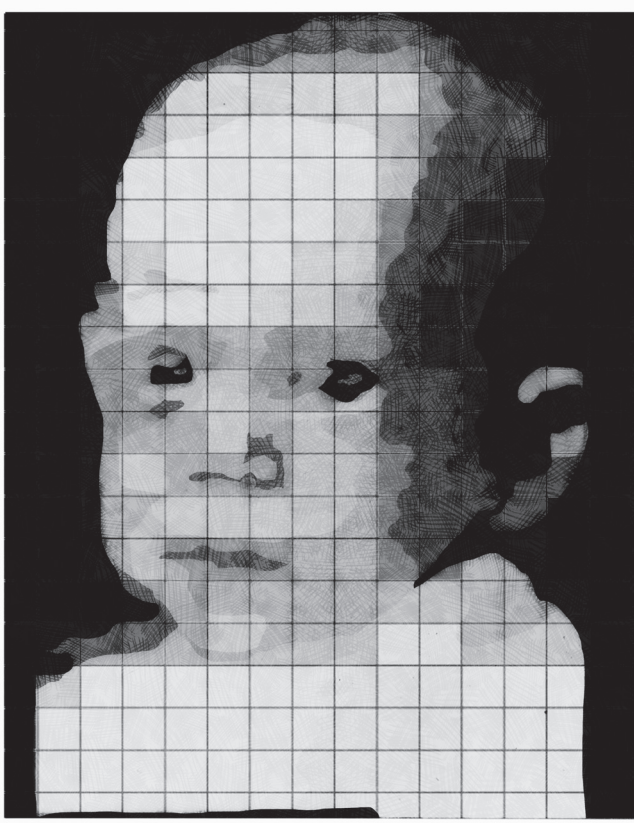
## Term 1 FAT 3 Response to Texts

### PART A: READING COMPREHENSION

NAME: \_\_\_\_\_

#### INSTRUCTIONS:

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

1	<p>The first digital photo was taken in 1975. We didn't know it then, but that was the beginning of the end for the camera film. When the camera was first combined with the mobile phone, people found it a strange partnership. But as the 2000s moved on and with the arrival of smartphones, this was to become the norm in society. Digital cameras and camera phones have not only changed photography, but aspects of life in the 21<sup>st</sup> century.</p>	
2	<p><b>I was there</b></p> <p>Nowadays it is normal to see people at sports events, concerts, gatherings, even at restaurants taking photo after photo on their phone. A few decades ago, this kind of behaviour would have been very strange, but these days, if you don't have the photo, it's as though you were not there! Some people say that these enthusiast photographers take away from the actual experience of being there and miss out, but others argue that they're taking memories. These memories are usually uploaded on Facebook or YouTube very quickly to prove to the world – I was there!</p>	
3	<p><b>We're taking more and more!</b></p> <p>The huge increase in the number of photographs taken is one of the main changes for all – professional photographers and ordinary people alike. In 1985, if a family took (the old fashioned) single 24 shots of an exposure-roll of film, that would have been quite a lot of photos to remember the occasion. Today, taking 100 to 200 or more pictures is normal! Some recent international events have had up to 327 million pictures taken on digital cameras. Photography used to be very expensive and only for the wealthy, but today photography is effortless and cheap or even free.</p>	
4	<p><b>People are better photographers</b></p> <p>Because we are taking so many more photos, our chances of taking better photos have increased. And the fact that each image can be checked immediately after taking allows users to have another go. Previously, the photographer had to know a lot about the science of photograph: how to set the film speed, compose the photo, manually focus, set the aperture, choose the shutter speed and then hit the trigger. Today, the digital technology has automated the process. So now, even a not very good photographers can produce a great picture!</p>	

5	<p><b>Citizen journalism</b></p> <p>With everyone having a camera in their phone, everything from a planned international event to an unexpected incident can be captured and kept forever. This is great for catching a small, incredible moment that would have otherwise never been seen or believed. But people can become journalists and document and record important situations in society: the fall of a dictator, mass rioting, a political march and so on. Previously these events would have had to waited for the news team to arrive.</p>
6	<p>Is the ease of digital photography and the extensive (almost compulsory) camera phone changing the way humans experience life? Could the digital camera be replacing human memory?</p>

### QUESTIONS:

- 1 **Is this text fiction or non-fiction? Give a reason for your answer?** [2]  
*This text is ... because...*
- 2 **When was the first digital photograph taken?** [1]  
*The first digital photo was taken in ...*
- 3 **Look at the phrase: ‘...the beginning of the end...’**  
**This means: (choose the correct option)**
  - a **Something has started to come to an end.**
  - b **Something has ended.**
  - c **Something is at the beginning.** [1]

...
- 4 **In previous decades, not everyone could take photos all the time. Now camera phones are now a norm in society. What is another ‘norm in society’ today that was not in our lives a few decades ago?** [1]  
*Another norm in today’s society that was not here before is...*
- 5 **Name two of the ways camera phones have changed photography and life in the 21st century? Use your own words as much as possible.** [2]  
*Camera phones .... and they ....*
- 6 **Do you think it’s more important to ‘be in the moment’ and appreciate everything as it happens, or to take pictures and have memories of the event? Why?** [2]  
*I think it’s more important to... because...*
- 7 **How many photos could you take on the old-fashioned camera film?** [1]  
...
- 8 **If you had only a few chances to take a photo, how would this change the way you take pictures?** [2]  
*If I could only take a few photos, I would...*
- 9 **‘And the fact that each image can be checked immediately after taking allows users to have another go.’**  
**Why do you think being able to check your photo has made people better photographers?** [2]  
*I think being able to check each picture helps because...*
- 10 **List two things that people had to know about the science of photography (before digital cameras did these things for us automatically).** [2]  
*... and ...*

**11 What are the pros and cons (good things and bad things) of ordinary people documenting and sharing news events? Write down one pro and one con.** [2]

*A pro of ordinary people documenting events is ...*

*A con of ordinary people documenting events is ...*

**12 Can you infer how professional photo journalists feel about ordinary people taking photos of news events?** [1]

*I can infer that a professional photo journalist feels...*

**13 Photo is an abbreviation of photograph. Write down the abbreviations of:**  
**a advertisement**  
**b examination** [2]

**14 Most of the videos on YouTube are nonsense and the world would be a better place without them. Do you agree with this statement? Why or why not?** [2]

*I agree/disagree with this statement because...*

**15 Provide an appropriate title for this text.** [2]  
...

[TOTAL: 25]



## TERM 1 FAT 3: RESPONSE TO TEXTS

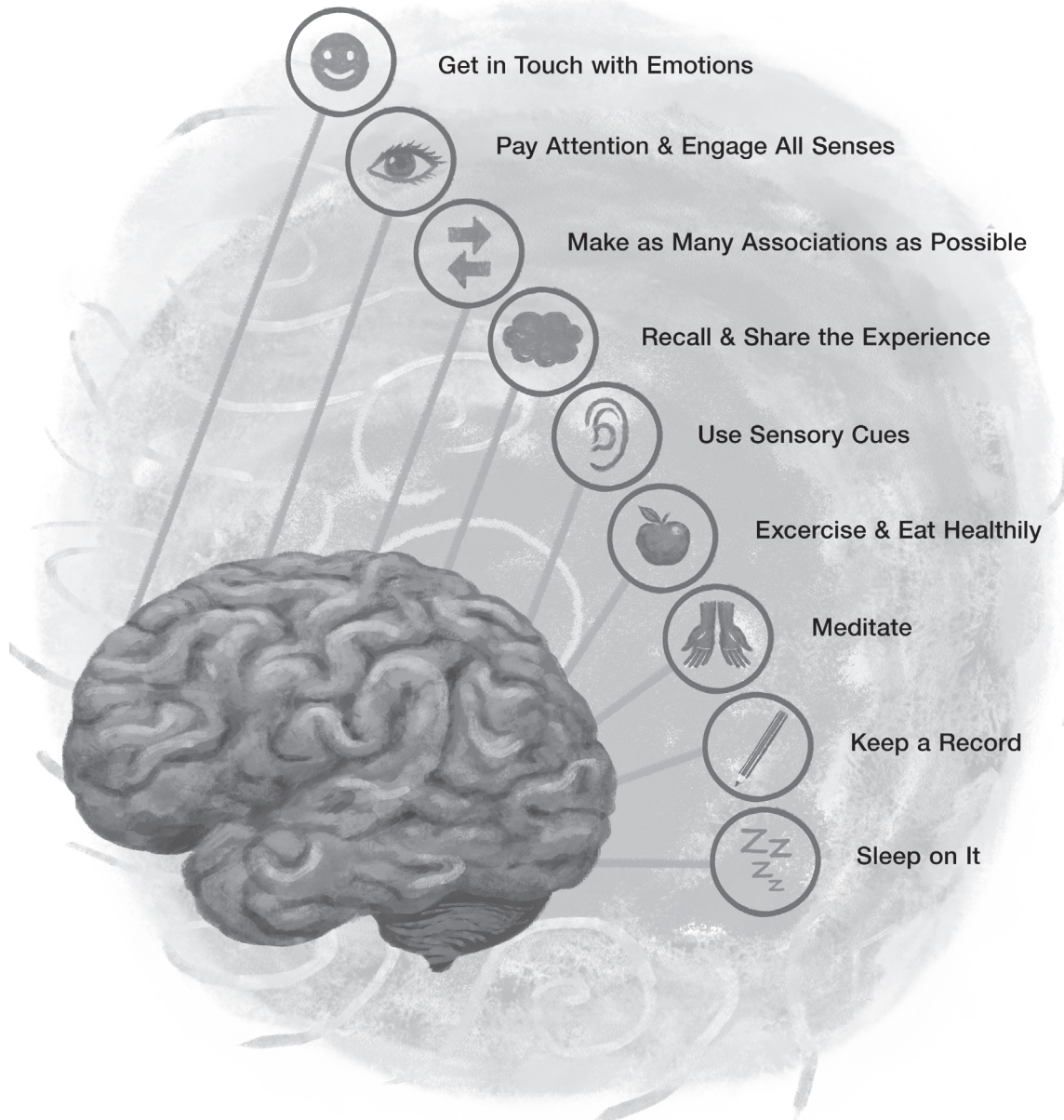
### PART B: READING COMPREHENSION – VISUAL TEXT

NAME: \_\_\_\_\_

#### INSTRUCTIONS:

- Look at the image below.
- Answer the questions that follow.

## 9 Ways to Prolong Memories



Instead of relying on taking pictures all the time, here are some ways to improve your memory and keep your memories for longer.

## QUESTIONS:

- 1 In the poster, what part/organ in our body is the round shape in the bottom left corner?** [1]  
*The organ shown in the text is a ...*
- 2 List 3 things you can do that can help to keep your memories lasting longer.** [3]  
*You can ..., ... and ...*
- 3 You have 5 senses. How could you use your sense of smell and sound to help you remember something?** [2]  
*My sense of smell could help be by....*  
*My sense of sound could help me by...*
- 4 If something exciting happened to you that you wanted to remember, who would you share this with? What do you think that person's reaction would be?** [2]  
*I would share my memory with... I think they would...*
- 5 One of the ways to remember is to keep a record, in other words, write the memory down. Write down something good that happened to you this term that you would like to remember.** [2]  
...
- 6 Why do you think getting enough sleep can help with improving your memory?** [2]  
*I think getting enough sleep would...*
- 7 Complete the idiom about **struggling to remember**:**  
**When someone tells me something I can never remember it; it just goes \_\_\_\_\_.**
- a through my head**  
**b past my eyes**  
**c in one ear and out the other** [1]
- 8 Do you think these methods would work, or is taking a photograph the best way to help you remember?** [2]  
*I think...*

[TOTAL MARKS: 15]

## TERM 1 FAT 3 RESPONSE TO TEXTS

### PART C: SUMMARY

NAME: \_\_\_\_\_

#### INSTRUCTIONS:

- Reread the text from Part A.
- Complete the summary frame.
- For each point you should have at least 2 sentences.
- Make sure you are writing in correct, complete sentences and showing an understanding of the text.

- 1 This text is about...** [2]  
**2 The author wrote the text so that the reader...** [2]  
**3 In the text I learnt...** [2]  
**4 I liked...because...** [2]  
**5 Overall, I think the text is...** [2]

[TOTAL: 10 MARKS]

## TERM 1 FAT 3 RESPONSE TO TEXTS

### PART D: LANGUAGE IN CONTEXT

NAME: \_\_\_\_\_

#### INSTRUCTIONS:

- Answer the questions that follow.

#### QUESTIONS:

**1 Change the following sentences into the simple present tense:**

- a People first found it a strange partnership. [1]
- b This kind of behaviour would have been very strange. [1]
- c A family took 24 shots of an exposure-roll of film at a party. [1]

**2 Change the following sentence into the past progressive:**

- a Some people say that these enthusiastic photographers take away from the actual experience. [2]

**3 Change the following into the future tense:**

- a This is great for catching a small, incredible moment. [1]
- b This was to become the norm in society. [1]

**4 Change the following irregular verbs into the past tense:**

- a Everyone brings their phones with them everywhere. [1]
- b I forget so many things; my camera is my memory! [1]

**5 Change the sentence into the active voice: (Hint: You will need to make up a subject.)**

The first digital photo was taken in 1975. [1]

**6 Reread the text and find and write down an example of:**

- a an adjective \_\_\_\_\_ (parag 2)
- b a pronoun \_\_\_\_\_ (parag 3)
- c a preposition \_\_\_\_\_ (parag 4)
- d a conjunction \_\_\_\_\_ (parag 4) [4]

**7 Fill in the apostrophes correctly.**

My friends picture captured the whole situation brilliantly even though shes not a professional photographer. [2]

**8 Change the following from indirect speech into direct speech:**

'I have to take a selfie to prove I was at that amazing concert!' Refilwe said excitedly. [2]

**9 Underline the conjunction (linking word) to join the main and dependent clause so that the sentence makes sense:** [1]

Everyone was holding their phones and filming (nor/but /so/because) Bongani was just staring at the musicians and being in the moment.

**10 Find a synonym for 'normal' in paragraph 3.** [1]

**11 Create the antonym of 'professional' by adding a prefix (paragraph 3).** [1]

**12 Choose the idiom that fits best.**

**I don't have a very good memory, but that (sounds familiar).**

- a rings a bell
- b is a lightbulb moment
- c is better late than never [1]

**[TOTAL: 20 MARKS]**

## GRADE 9 FORMAL ASSESSMENT TASK 3 MEMORANDUM

### TERM 1 FORMAL ASSESSMENT TASK 3: RESPONSE TO TEXTS

#### PART A: READING COMPREHENSION

- 1** This text is non-fiction because it gives information about real things in life./...there are no characters or dialogue or plot. [2]
- 2** The first digital photo was taken in 1975. [1]
- 3** Look at the phrase: ‘...the beginning of the end...’ This means:  
**a** Something has started to come to an end. [1]
- 4** Another norm in today’s society that was not here before is cell phones/laptops/iPads/the internet/ Google/*any other suitable response*. [1]
- 5** Camera phones make it easy for people to show they were at an event/allow for people to take hundreds and thousands of pictures – not just a few like before/ make people better at taking photographs / allow all people to document events and be journalists. *Any 2 reasons* [2]
- 6** I think it’s more important to be in the moment so you can appreciate everything around you and feel all your senses involved.  
I think it’s more important to take pictures because then you will have a picture of exactly what was happening and how people looked, and so on forever captured. *Either answer with good reason*. [2]
- 7** 24 [1]
- 8** If I could only take a few photos, I would think very carefully before I took the picture./ I would make sure everyone was smiling./I would plan my picture and make sure there was nothing blocking my view or the people./I would make sure I was standing still./ or other suitable answers. [2]
- 9** I think being able to check each picture helps because if your first picture was bad, you can take another one. / *or other appropriate response*
- 10** how to set the film speed/ compose the photo/ manually focus/ set the aperture/ choose the shutter speed/ *any 2* [2]
- 11** A pro of ordinary people documenting events is people can see events even if there is no news team there to report. / *or other suitable answer* [1]  
A con of ordinary people documenting events is ordinary people might show things from their point of view and not show the ‘real truth’ / the professional photographers will lose their jobs / *or other suitable answer* [1]
- 12** I can infer that a professional photo journalist feels angry/ upset/ this is unfair/her job is being done by amateurs/ *other suitable answers* [1]  
**a** advertisement – ad/advert  
**b** examination – exam [2]
- 13** I agree/disagree with this statement because...*own response with reason* [2]
- 14** How digital photography has changed things / Cameras everywhere / Snap Happy / Everyone has a camera phone / Digital photography – good or bad? *Any appropriate answer* [2]

**[TOTAL MARKS: 25]**

## PART B: READING COMPREHENSION – VISUAL TEXT

- 1 The organ shown in the text is a brain. [1]
- 2 You can ..., ... and ... *ANY 3 suggestions provided on the poster* [3]
- 3 My sense of smell could help me by making connections with what I could smell around me in that moment.  
My sense of sound could help me by focusing on what I could hear and how I felt about those sounds around me. [2]
- 4 I would share my memory with... I think they would... *learner's own response* [2]
- 5 *Learner writes down a memory – own response* [2]
- 6 I think getting enough sleep would help me to remember because if your brain is rested it can take in what's happening around you. If you are tired and yawning, you can't focus on what's going on and you won't remember. /or *own suitable response* [2]
- 7 When someone tells me something I can never remember it; it just goes \_\_\_\_\_.  
c in one ear and out the other [1]
- 8 I think... *learner's own response with good reason* [2]

[TOTAL MARKS: 15]

## PART C: SUMMARY

- 1 This text is about the history of digital photography. It gives information about four ways in which digital photography and camera phones have changed life in the 21<sup>st</sup> century. [2]
- 2 The author wrote the text so that the reader can get more information about this topic. The reader can compare how things have changed with camera phones compared to before we had them. [2]
- 3 In the text I learnt... *own response* [2]
- 4 I liked...because... *own response* [2]
- 5 Overall, I think the text is... *own response* [2]

[TOTAL MARKS: 10]

## PART D: LANGUAGE IN CONTEXT

- 1 Change the following sentences into the simple present tense:
  - a People first find it a strange partnership. [1]
  - b This kind of behaviour is very strange. [1]
  - c A family takes 24 shots of an exposure-roll of film at a party. [1]
- 2 Change the following sentence into the past progressive:
  - a Some people were saying that these enthusiastic photographers were taking away from the actual experience. [2]
- 3 Change the following into the future tense:
  - a This will be great for catching a small, incredible moment. [1]
  - b This will become the norm in society. [1]
- 4 Change the following irregular verbs into the past tense:
  - a Everyone brought their phones with them everywhere. [1]
  - b I forgot so many things; my camera is my memory! [1]
- 5 Change the sentence into the active voice: (Hint: You will need to make up a subject.)  
Someone took the first digital photo in 1975. [1]

- 6** Reread the text and find and write down an example of:
- a** an adjective – normal/few/strange/enthusiastic/ actual
  - b** a pronoun – all
  - c** a preposition – after/to/of
  - d** a conjunction – but [4]
- Fill in the apostrophes correctly.
- My friend's picture captured the whole situation brilliantly even though she's not a professional photographer. [2]
- 7** Change the following from indirect speech into direct speech:
- Refilwe said excitedly that she had to take a selfie to prove that she was at that amazing concert. [2]
- 8** Underline the conjunction (linking word) to join the main and dependent clause so that the sentence makes sense: [1]
- Everyone was holding their phones and filming (nor/**but** /so/because) Bongani was just staring at the musicians and being in the moment.
- 9** ordinary [1]
- 10** unprofessional [1]
- 11** Choose the idiom that fits best.
- I don't have a very good memory, but that (sounds familiar).
- a** rings a bell [1]

**[TOTAL MARKS: 20]**