

PLANNER & TRACKER FOR RECOVERY ANNUAL TEACHING PLAN (ATP)

2021 - 2023



ENGLISH FIRST ADDITIONAL LANGUAGE

GRADE 8 TERM 2

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
- 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.



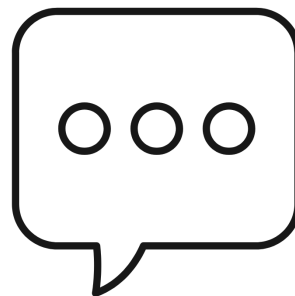
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Planner & Tracker for Recovery ATP

First Additional Language: English



Grade 8 Term 2

2021 - 2023



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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** Teach features and conventions
- b** Style, register and vocabulary
- c** Take turns
- d** Use persuasion techniques
- e** Take notes
- f** Answer questions
- g** Tone
- h** Pacing
- i** Emotive and manipulative language use
- j** Font size
- k** Body language
- l** Record main and supporting ideas
- m** Share ideas and experiences
- n** Show an understanding of concepts
- o** Identify persuasive/manipulative techniques
- p** Listen to the text for understanding

2 Understand and use conventions for oral presentations, including:

- a** Correct vocabulary
- b** Correct language structures
- c** Correct conventions
- d** Effective introduction and ending
- e** Respond to text
- f** Choose and research topic
- g** Appropriate topic choice
- h** Coherent information organization
- i** Include examples
- j** Practicing and presenting
- k** Listen to speech
- l** Take notes
- m** Language and power
- n** Tone
- o** Mood
- p** Introduction and conclusion
- q** Answer questions

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

- a** Introduction, body, conclusion
- b** Giving directions
- c** Discussions

4 Understand and use conventions for group discussions, including:

- a** Indicate notes
- b** Speakers takes turns
- c** Explain viewpoints and reach consensus
- d** Use appropriate language, style and register
- e** Present

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 a literary text:

- a** Focus on text features
 - Format
 - Language use
 - Role players
 - Language use
 - Target audience
 - Language usage
 - Purpose
 - Target group
 - Give own opinion
- b** Develop comprehension of:
 - Character
 - Action
 - Dialogue
 - Setting
 - Narrator
 - Theme
 - Plot and conflict
 - Make inferences
 - Distinguish between fact and opinion
 - Direct and implied meaning
 - Punctuation and font

3 Reading of transactional and information texts

- a** Focus on text features
 - Format
 - Language use
 - Target audience
- b** Summarise ideas

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 Understand and use strategies for Reading for Comprehension, including:

- a** Skim for main ideas
- b** Scan for supporting details
- c** Summarising
- d** Visualising
- e** Intensive read for comprehension, including:
 - The meaning of words
 - Fact and opinion
 - Implied meaning (inference)

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, speech, descriptive essay, review
- 3 Understand and use the conventions for writing Transactional Texts and Literary Texts, including:**
- a** Requirements of format and features
 - b** Organise content
 - c** Main and supporting ideas
 - d** Paragraph conventions
 - e** Logical progression of paragraphs to ensure cohesion
 - f** Conjunctions for cohesion
 - g** Language conventions
 - h** Structure of the text
 - i** Features and conventions
 - j** Diction
 - k** Register
 - l** Audience
 - m** Tone
 - n** Purpose
 - o** Text features
 - p** Language use
 - q** Register

SUMMARY: LANGUAGE STRUCTURES AND CONVENTIONS

1 Word Level Work

- a** Adverbs of place and frequency
- b** Finite verbs
- c** Prefixes and suffixes
- d** Reinforcement of language structures and conventions

2 Sentence Level Work

- a** Correct word order
- b** Question forms
- c** Euphemisms
- d** Sentence structures
- e** Mood
- f** Voice
- g** Simple present and past tense
- h** Emotive and manipulative language
- i** Sentence structure
- j** Negation
- k** Question form
- l** Sentence types
- m** Tenses
- n** Statements
- o** Proverbs
- p** Nouns
- q** Adjectives
- r** Pronouns
- s** Concord
- t** Simple sentences

3 Punctuation & Spelling

- a** Abbreviations
- b** Question marks
- c** Exclamation marks
- d** Full stop
- e** Comma
- f** Spelling rules and conventions
- g** Acronyms
- h** Remediate grammar from learners' writing

4 Word Meaning

- a** Figurative
- b** Literal
- c** Contextual
- d** Pun
- e** Homophones
- f** Homonyms
- g** Paronyms
- h** Spelling and spelling patterns

5 Vocabulary in context



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:

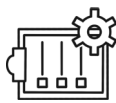
| CAPS TIME ALLOCATION | GRADES 7–9 |
|-----------------------------------|-----------------|
| Listening & Speaking | 2 hours |
| Reading & Viewing | 3 h 30 min |
| Writing & Presenting | 3 h 30 min |
| Language Structures & Conventions | 1 hour |
| TOTAL | 10 HOURS |

- What follows is an example CAPS-aligned cycle routine, that you may choose to use.
- The routine includes a brief description of example ‘generic’ lesson activities.
- 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 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 | Oral: introduce theme, activate background knowledge, teach theme vocabulary | 30 minutes | 30 minutes | | | |
| | | L&S | Listening: learners listen to text/teacher input, answer questions | 30 minutes | | 30 minutes | | |
| 2 | | L&S | Speaking: learners discuss listening text/teacher input | 30 minutes | | 30 minutes | | |
| | | R&V | Shared Reading Pre-Read: explain the text features, learners skim and scan text, make predictions | 30 minutes | | | 30 minutes | |
| 3 | | LSC | Oral: teach theme vocabulary, word level work | 30 minutes | 30 minutes | | | |
| | | R&V | Shared Reading First Read: read text aloud as learners follow, ask and answer questions, introduce LSC in context | 30 minutes | | | 30 minutes | |
| 4 | | W&P | Teach and practice LSC: that will be used in writing task | 30 minutes | | | | 30 minutes |
| | | R&V | Shared Reading Second Read: re-read text, ask and answer questions, discuss text, learners formulate own questions about text | 30 minutes | | | 30 minutes | |
| 5 | | R&V | Paired / Independent Reading: explain text features, learners complete reading and comprehension activities | 60 minutes | | | 60 minutes | |

| | | | | | | | | |
|---|---|-----|---|-----------------|---------------|----------------|-------------------|-------------------|
| 2 | 1 | R&V | Comprehension: explicitly teach learners to use a comprehension strategy | 30 minutes | | | 30 minutes | |
| | | R&V | Shared Reading Post-Read: learners complete an activity related to text | 30 minutes | | | 30 minutes | |
| | 2 | W&P | Writing – Teach the Genre: 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 | Writing – Planning: 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 | Writing – Drafting: 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 | Writing – Editing: 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 | Writing: Publishing & Presenting: 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 | Oral Presentations: 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 | | |
| | | | | 10 hours | 1 hour | 2 hours | 3 h 30 min | 3 h 30 min |



Curriculum Planner: Cycle 1

Textbook References

Please note: There is a mismatch between some of the activities stipulated in the Recovery ATP and the Textbook activities. Please adjust accordingly

| TEXTBOOK | TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION | CAPS SPECIFIED L&S Listening comprehension Listen to/view an extract from a novel | CAPS SPECIFIED R&V Read a literary text e.g. a novel | CAPS SPECIFIED W&P Write a descriptive essay based on a novel |
|--|--|--|--|---|
| <i>English Today</i> Maskew Miller Longman | Chapter 6: Nature gone wild (pg. 71) Nature can be very beautiful and beautiful – but sometimes it can be unpredictable and violent. In this chapter learners will learn more about natural disasters. | Activity 1&2 (pg. 73) – Think about and answer questions about instructions | Activity 5&6 (pg. 74) – Read an information text with visuals | Activity 4 (pg. 73) – Write instructions |
| <i>Oxford Successful</i> <i>Oxford University Press</i> | Unit 6: Getting there Instructions and directions are very important skills to learn. Instructions explain how to do something, and directions explain how to get somewhere. | Activity 1 – Listen to instructions | Activity 3 – Read a map Activity 6 – Read a poem | Activity 11 – Write directions |
| <i>Spot on</i> Pearson Marang | Module 6: Get cooking! South Africa's diversity shows itself in our art, our music, our fashion and our food! South African cooking has been influenced by the many different cultures and races that have shaped the country's history. In this module, learners will explore all of the different kinds of food and cooking we find in South Africa. | Activity 1.1 (pg. 47) – Listen to instructions Activity 2.2 (pg. 49) – Write and present an unprepared speech | Activity 5.2&5.3 (pg. 52) – Read a visual text and answer questions | Activity 7.1 (pg. 54) – Plan and write directions and instructions |

| | | | | |
|---|---|---|---|--|
| <p><i>Platinum Maskew Miller Longman</i></p> | <p>Chapter 6: Hiking in South Africa (pg. 67) Hiking is a popular activity for young and old. Hiking is a good exercise and consists of walking anywhere outdoors. Hiking can be dangerous. In this unit, learners will read about hiking, read some maps and learn about how to keep safe while hiking.</p> | <p>Activity 1 (pg. 67) – Talk about a photograph Activity 2 (pg. 68) – Listen to advice about hiking Activity 6 (pg. 72) – Give an unprepared talk</p> | <p>Activity 3 (pg. 68) – Read a brochure with visuals</p> | <p>Activity 9 (pg. 74) – Write directions</p> |
| <p><i>Top Class Shuter & Shooter</i></p> | <p>Unit 6: Proud to be South African (pg. 67) In this unit learners think about our national symbols – the flag and the coat of arms. We read an article and a poem about South African language and they will plan a freedom day celebration.</p> | <p>Activity A&B (pg. 67) – Listen to instructions and take notes and answer questions</p> | <p>Activity E (pg. 70) – Read about South African languages Activity H (pg. 73) – Read a poem</p> | <p>Activity J (pg. 75) – Plan a freedom day celebration</p> |
| <p><i>Via Afrika Via Afrika</i></p> | <p>Unit 6: Celebrate South Africa (pg. 66) South Africa is an exciting place to visit and there are many interesting things to do here. Learners will learn more about South Africa and its tourist attractions.</p> | <p>Activity 1 (pg. 66) – Listen for specific information</p> | <p>Activity 4 (pg. 72) – Read various forms of information texts</p> | <p>Activity 7 (pg. 77) – Write directions</p> |
| <p><i>Clever English Macmillan South Africa</i></p> | <p>Unit 6: Just do it (pg. 75) Names of places change throughout history – this can sometimes be confusing for people. In this unit, learners will look at the language of directions as well as how to give directions.</p> | <p>Activity 1 (pg. 76) – Read an extract from a blog post</p> | <p>Activity 4 (pg. 80) – Read a short story Activity 7 (pg. 83) – Read a poem</p> | <p>Activity 8 (pg. 85) – Write a set of instructions</p> |

Plan Your Lessons for Term 2 Cycle 1

| WEEK | DAY | COMP | TIME | LESSON ACTIVITY (See details on page 12) | 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

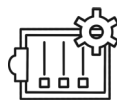
Please note: There is a mismatch between some of the activities stipulated in the Recovery ATP and the Textbook activities. Please adjust accordingly

| TEXTBOOK | TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION | CAPS SPECIFIED L&S | CAPS SPECIFIED R&V | CAPS SPECIFIED W&P |
|--|---|---|---|--|
| <i>English Today</i> <i>Maskew Miller Longman</i> | Chapter 8: Our sports heroes (pg. 95) Sports play a very important roles in many of our lives. Sport creates a sense of community and 'togetherness'. In this unit, learners will talk and read more about sport and sports heroes. | <ul style="list-style-type: none"> Prepared speech based on a social issue Discussion Activity 2 (pg. 96) – Listen to a newspaper report | <ul style="list-style-type: none"> Read a literary text e.g. recorded speech based on a social issue Read poetry Activity 4&5 (pg. 97) – Read a short interview and answer questions | <ul style="list-style-type: none"> Write a speech based on a social issue Activity 8 (pg. 99) – Write an interview |
| <i>Oxford Successful Oxford University Press</i> | Unit 8: Questions and answers In this unit, learners will read a play and an interview. They will also have a chance to plan and write an interview. | Activity 1 – Listen for comprehension | Activity 1 – Read a scene from a play Activity 8 – Read a poem Activity 10 – Read an interview and answer questions | Activity 13 – Write an interview |
| <i>Spot on Pearson Marang</i> | Module 8: The chat room bully (pg. 65) Many teenagers today live in a world of social media and technology. However, there are also many great dangers to using the internet. In this module, learners will learn more about online interactions and cyberbullying. | Activity 1.2 (pg. 66) – Respond to a heard text Activity 2.1 (pg. 67) – Present an interview | Activity 4.1 (pg. 69) – Read a play text | Unit 6.1 (pg. 71) – Write an interview |

| | | | | |
|---|---|--|---|---|
| <p><i>Platinum</i> Maskew Miller Longman</p> | <p>Chapter 8: Interviews (pg. 93) An interview takes place when one person or group asks questions and another answers. The interviewees are the people who answer the questions.</p> | <p>Activity 2 (pg. 94) – Interview your teacher Activity 3 (pg. 95) – Listen to a text</p> | <p>Activity 4 (pg. 96) – Read an interview Activity 7 (pg. 100) – Read a play script Activity 8 (pg. 102) – Read a poem</p> | <p>Activity 9 (pg. 104) – Write an interview</p> |
| <p><i>Top Class</i> Shuter & Shooter</p> | <p>Unit 8: Women we admire (pg. 93) We all know at least one woman who has made a difference in our lives. In this unit, we listen to and read an interview with famous storyteller, Gcina Mhlope. We also celebrate grandmothers and mothers.</p> | <p>Activity A (pg. 93) – Listening comprehension Activity B (pg. 94) – Conduct an interview</p> | <p>Activity D (pg. 96) – Read an extract from a play Activity F (pg. 99) – Read an interview Activity G (pg. 101) – Read a poem</p> | <p>Activity H (pg. 103) – Write an interview</p> |
| <p><i>Via Afrika</i> Via Afrika</p> | <p>Unit 8: Back in the day (pg. 88) Our past shapes our future. In this unit, learners will explore how history shapes our individual and societal experiences. Learners will explore this theme through reading and talking about big historical events and figures.</p> | <p>Activity 1 (pg. 89) – Listen to and answer questions about an interview</p> | <p>Activity 2 (pg. 89) – Conduct an interview Activity 5 (pg. 94) – Read and answer questions about a transcript Activity 6 (pg. 95) – Read and analyse a poem</p> | <p>Activity 7 (pg. 96) – Make a transcript of an interview</p> |
| <p><i>Clever English</i> Macmillan South Africa</p> | <p>Unit 8: Face-to-face (pg. 104) We all have a wide range of facial expressions. Facial expressions are what we call nonverbal cues. They are nonverbal because we can guess what someone is feeling even though she or he hasn't spoken a word. A cue is a sign or hint. In this unit, learners will learn more about facial expressions and nonverbal cues.</p> | <p>Activity 1 (pg. 106) – Listen to an article Activity 4 (pg. 109) – Role-play an interview</p> | <p>Activity 5 (pg. 110) – Read a short article Activity 9 (pg. 113) – Read a poem</p> | <p>Activity 8 (pg. 128) – Write a story review</p> |

Plan Your Lessons for Term 2 Cycle 2

| WEEK | DAY | COMP | TIME | LESSON ACTIVITY (See details on page 15) | 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 | Writing – Teach the Genre | | |
| | 3 | W&P | 30 min | Writing – Planning | | |
| 4 | | W&P | 60 min | Writing – Drafting | | |
| | 5 | W&P | 30 min | Writing – Editing | | |
| | | | 30 min | Writing: Publishing & Presenting | | |
| | 5 | L&S | 60 min | Oral Presentations | | |



Curriculum Planner: Cycle 3

Textbook References

| TEXTBOOK | TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION | CAPS SPECIFIED L&S | CAPS SPECIFIED R&V | CAPS SPECIFIED W&P |
|--|---|---|--|--|
| <i>English Today</i> <i>Maskew Miller Longman</i> | Chapter 9: The people of the Kalahari (pg. 107) In this chapter, learners will read an extract from a novel and a poem about the Kalahari Desert, listen to a speech by a bushmen leader and write a review. | <ul style="list-style-type: none"> Listening comprehension Teacher-led discussion Activity 4 (pg. 111) – Listen to a speech Activity 6 (pg. 111) – Answer questions about a speech | <ul style="list-style-type: none"> Read a non-fictional text e.g. newspaper article Read poetry Activity 1 (pg. 108) – Read an extract from a novel Activity 2 (pg. 109) – Answer comprehension questions Activity 11 (pg. 115) – Read a poem | <ul style="list-style-type: none"> Write a review based on a newspaper article Activity 9 (pg. 113) – Write a review |
| <i>Oxford Successful Oxford University Press</i> | Unit 9: Words of advice In this unit, learners will think about advice they have received from an adult or a friend. They will think about the advice they have received and how they have used this advice in their lives. | Activity 2 – Listen to a newspaper article Activity 4 – Practise speaking in a group | Activity 1 – Read a short story Activity 7 – Read a poem | Activity 10 – Write a review of a short story |
| <i>Spot on Pearson Marang</i> | Module 9: My 21st century family (pg. 74) In the 21 st century, the traditional image of family is changing. Families now include more than a mother, father, grandparents, children and aunts and uncles. In this module, learners will explore how our ideas of family are changing. | Activity 1.1 (pg. 75) – Listen to an article and take notes Activity 2.1 (pg. 76) – Take part in a group discussion | Activity 3.2 (pg. 77) – Answer questions on a literary text | FAT (pg. 79) – Write a book review |

| | | | | |
|---|---|---|--|---|
| Platinum Maskew Miller Longman | Chapter 9: Laugh out loud (pg. 107) When you laugh, you feel happy. People laugh at many things. If you have a good sense of humour, you are able to laugh a lot and enjoy life. When you hear or see something funny, you like to tell other people about it because it is good to laugh with friends. | Activity 2 (pg. 108) – Listen to a news article Activity 3 (pg. 108) – Discuss in a group | Activity 4 (pg. 110) – Read a short story Activity 5 (pg. 112) – Read funny poems Activity 9 (pg. 116) – Read a book review | Activity 11 (pg. 119) – Write a review |
| Top Class Shuter & Shooter | Unit 9: Family matters (pg. 106) In this unit, learners think about different kinds of families. Learners will listen to a report, read an extract from a novel and write a book review. | Activity A (pg. 106) – Listen to a report Activity B (pg. 107) – Group discussion | Activity C (pg. 107) – Read an extract from a novel Activity E (pg. 111) – Read a poem | Activity F (pg. 112) – Write a book review |
| Via Afrika Via Afrika | Unit 9: Stories we love (pg. 98) We all grew up reading different stories – whether it is a fiction or non-fiction story. Learners will explore the different elements of stories. They will also engage with both fiction and non-fiction stories. | Activity 1 (pg. 98) – Listen to and answer questions about a newspaper article Activity 2 (pg. 99) – Participate in a group discussion | Activity 3 (pg. 102) – Explore imagery in a poem Activity 4 (pg. 104) – Read an extract from a novel | FAT 5 (pg. 108) – Write a book review |
| Clever English Macmillan South Africa | Unit 9: What a story! (pg. 118) We read and talk about stories almost everyday. In this unit, learners are going to explore the world of stories. They will talk about and read different fiction and non-fiction stories like a newspaper article and write their own. | Activity 1&2 (pg. 120) – Listen to a newspaper article and discuss questions Activity 4 (pg. 123) – Unprepared reading | Activity 5 (pg. 124) – Read a short story Activity 6 (pg. 126) – Read a poem | Activity 8 (pg. 128) – Write a review of a short story |

Plan Your Lessons for Term 2 Cycle 3

| WEEK | DAY | COMP | TIME | LESSON ACTIVITY (See details on page 18) | 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 | | | | |
| 4 | 4 | W&P | 30 min | Teach and practice LSC | | | |
| | | R&V | 30 min | Shared Reading Second Read | | | |
| 5 | 5 | R&V | 60 min | Paired / Independent Reading | | | |
| | | R&V | 30 min | Comprehension | | | |
| 2 | 1 | R&V | 30 min | Shared Reading Post-Read | | | |
| | | W&P | 30 min | Writing – Teach the Genre | | | |
| | 2 | W&P | 30 min | Writing – Planning | | | |
| | | W&P | 60 min | Writing – Drafting | | | |
| | 3 | W&P | 30 min | Writing – Editing | | | |
| | | W&P | 30 min | Writing: Publishing & Presenting | | | |
| | 4 | 4 | L&S | 60 min | Oral Presentations | | |
| | | | | | | | |
| | 5 | 5 | | | | | |
| | | | | | | | |



Curriculum Planner: Cycle 4

Textbook References

Please note: There is a mismatch between some of the activities stipulated in the Recovery ATP and the Textbook activities. Please adjust accordingly

| TEXTBOOK | TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION | CAPS SPECIFIED L&S | CAPS SPECIFIED R&V | CAPS SPECIFIED W&P |
|--|---|--|---|---|
| <i>English Today</i> <i>Maskew Miller</i> <i>Longman</i> | Chapter 7: Teenagers (pg. 83) This chapter explores the topic of being a teenager. Learners will learn how to give their point of view and how to read and write a dialogue. | <ul style="list-style-type: none"> Teacher-led discussion Listen to/watch an advertisement Listening comprehension Activity 1 (pg. 84) – Hold a panel discussion Activity 2&3 (pg. 85) – Read a radio drama and answer questions | <ul style="list-style-type: none"> Reading comprehension of a visual text Activity 6&7 (pg. 89) – Read a cartoon and answer questions | <ul style="list-style-type: none"> Write a transactional text e.g. advertisement/poster Activity 11 (pg. 92) – Write a dialogue |
| <i>Oxford Successful</i> <i>Oxford University</i> <i>Press</i> | Unit 7: Language helps to overcome barriers Sometimes people are attacked just because they come from a different country or speak another language. In this chapter, learners will explore the theme of immigration to South Africa. | Activity 3 – Participate in a forum discussion | Activity 1 – Read a section of a TV script Activity 6 – Read a comic strip | Activity 8 – Write a dialogue |
| <i>Spot on</i> <i>Pearson Marang</i> | Module 7: Branding South Africa (pg. 56) South Africa's democracy is two decades old, and we are truly part of the global community. There are many ways to celebrate our young nation – through art, sport, our natural heritage, and our participation in science. This module explores how we can advertise South Africa to the rest of the world. | Activity 2.1 (pg. 58) – Discuss the key features of a poem Activity 3.2 (pg. 59) – Take part in a forum discussion | Activity 1.1 (pg. 57) – Read a forum discussion | Activity 5.1 (pg. 61) – Write a dialogue |

| | | | | |
|--|---|---|--|--|
| <p><i>Platinum</i> <i>Maskew Miller</i> <i>Longman</i></p> | <p>Chapter 7: Many masks (pg. 79) Masks are used in culture and in drama. Masks are worn for different reasons. In some cultures, masks are used in traditional ceremonies. In plays, actors wear masks to show they are different characters or creatures. In the workplace, workers such as miners, welders and doctors, use masks to protect their faces.</p> | <p>Activity 2 (pg. 80) – Read an article Activity 4 (pg. 84) – Have a panel discussion Activity 5 (pg. 85) – Have a debate</p> | <p>Activity 3 (pg. 83) – Read a poem Activity 6 (pg. 85) – Read a radio play</p> | <p>Activity 12 (pg. 90) – Write a dialogue</p> |
| <p><i>Top Class</i> <i>Shuter & Shooter</i></p> | <p>Unit 7: Let's talk about it (pg. 80) In this unit we look at the importance of discussion and debate when making decisions. Learners will practise different ways of expressing and sharing opinions.</p> | <p>Activity A (pg. 81) – Discuss the role of class reps Activity H (pg. 89) – Have a class debate</p> | <p>Activity D (pg. 83) – Read information in a cartoon strip Activity E (pg. 84) – Understanding emotive images Activity G (pg. 88) – Read a poem</p> | <p>Activity I (pg. 90) – Write a dialogue</p> |
| <p><i>Via Afrika</i> <i>Via Afrika</i></p> | <p>Unit 7: Home is where the heart is (pg. 78) Home means different things to different people. Home is where you feel safe and comfortable. In this chapter, learners will explore what home means by looking at various texts.</p> | <p>Activity 1 (pg. 79) – Panel discussion Activity 2 (pg. 81) – Plan and present a dialogue</p> | <p>Activity 4 (pg. 84) – Analyse a cartoon strip</p> | <p>Activity 5 (pg. 86) – Improve a dialogue</p> |
| <p><i>Clever English</i> <i>Macmillan South Africa</i></p> | <p>Unit 7: Two heads are better (pg. 89) Rhino poaching is a major problem in South Africa. In this unit, learners will explore the topic of rhino poaching through a discussion and reading of various texts.</p> | <p>Activity 1 (pg. 90) – Hold a panel discussion</p> | <p>Activity 5 (pg. 95) – View an illustration Activity 6 (pg. 96) – Read a poem Activity 7 (pg. 98) – Read a comic strip</p> | <p>Activity 8 (pg. 99) – Write a dialogue</p> |

Plan Your Lessons for Term 2 Cycle 4

| WEEK | DAY | COMP | TIME | LESSON ACTIVITY (See details on page 21) | 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 | | | |
| 4 | 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 | Revision | | |
| | | W&P | 30 min | Revision | | |
| | 3 | W&P | 60 min | Revision | | |
| | | 4 | W&P | 30 min | Revision | |
| | 4 | W&P | 30 min | Revision | | |
| | | 5 | L&S | 60 min | 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 |
| Total number of informal activities: Languages | 105 | Term | Activity | | | | | | | | | | | | |
| | | Term 1 | 31 | | | | | | | | | | | | |
| | | Term 2 | 23 | | | | | | | | | | | | |
| | | Term 3 | 31 | | | | | | | | | | | | |
| | | Term 4 | 20 | | | | | | | | | | | | |
| Total number of Listening and Speaking (Oral) informal activities | 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 | 1 | 4 | 4 | 2 | 4 | 0 | |
| Total number of Reading Comprehension informal activities | 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 | 1 | 2 | 2 | 1 | 2 | 0 | |
| | | <ul style="list-style-type: none"> 15 listening and speaking activities; 16 reading aloud activities; and Different oral activities should be covered (avoid repetition). | | | | | | | | | | | | | |
| | | <ul style="list-style-type: none"> Reading comprehension activities should be as follows: <ul style="list-style-type: none"> 7 x Literary / Non-literary text; 5 x Visual text; and 4 x Summary. Barrett taxonomy of 40:40:20 should be applied. <ul style="list-style-type: none"> Level 1 (Literal) – 20%; Level 2 (Reorganisation) – 20%; Level 3 (Inference) – 40%; and Level 4 / 5 (Evaluation or Appreciation) – 20%. Coverage of different reading comprehension strategies. | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | | | | |
|---|--|--|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Total number of Literature informal activities | <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"> Semester 1: <ul style="list-style-type: none"> Poetry Folktales Novel Semester 2: <ul style="list-style-type: none"> Poetry Short stories Drama 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"> Grade 7–9: 15 pages. <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> | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | | |
| | | Total number of Writing informal activities | <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"> 1 Essay in Terms 1, 2 and 4 1 Story or poem or documentary in Term 3 <p>The other 12 informal written activities are all transactional.</p> <ul style="list-style-type: none"> Different transactional texts should be covered (avoid repetition). All informal written activities should consist of both process writing evidence as well as a final product. | 1 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 0 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 0 |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--|
| Total number Language Structures and Conventions informal activities | 31 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"> • Language Structures and Conventions informal activities should be spread to cover: <ul style="list-style-type: none"> • Word level • Phrases • Clauses • Sentences • Paragraphing • Critical language awareness | 1 | 4 | 4 | 2 | 4 | 1 | 1 | 4 | 4 | 2 | 4 | 0 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|--|

CAPS ANNUAL TEACHING PLAN GUIDE
ENGLISH FIRST ADDITIONAL LANGUAGE
TRACKING OF MINIMUM INFORMAL ACTIVITIES COMPLETED
TERM2

| | | | | | | | | | | |
|--|------------------------|-----|-----|-----|--|--|--|--|--|--|
| Listening & Speaking (Oral) informal activities 4 x L&S 3 x Read Aloud | Term 2 7 Activities | APR | MAY | JUN | Activity dates for verification (evidence in learner books, lesson plans or informal assessment records) | | | | | |
| | Target | 1 | 4 | 2 | | | | | | |
| | Actual | | | | | | | | | |
| Reading & Comprehension informal activities 2 x Literary / Non-Literary 1 x Visual 0 x Summary | Term 2 3 Activities | APR | MAY | JUN | Activity dates for verification (evidence in learner books, lesson plans or informal assessment records) | | | | | |
| | Target | 1 | 2 | 0 | | | | | | |
| | Actual | | | | | | | | | |
| Literature informal activities 3 x Activities (choose from Poetry, Short Stories or Drama) | Term 2 3 Activities | APR | MAY | JUN | Activity dates for verification (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 | | | | | | | | | |
| Writing informal activities 1 x Essay 2 x Transactional | Term 2 3 Activities | APR | MAY | JUN | Activity dates for verification (evidence in learner books, lesson plans or informal assessment records) | | | | | |
| | Target | 1 | 2 | 0 | | | | | | |
| | Actual | | | | | | | | | |
| Language Structure & Conventions informal activities 7 x Activities | Term 2 7 Activities | APR | MAY | JUN | Activity dates for verification (evidence in learner books, lesson plans or informal assessment records) | | | | | |
| | Target | 2 | 4 | 1 | | | | | | |
| | Actual | | | | | | | | | |



Programme of Formal Assessment

- There are 3 formal assessment tasks for Grade 8 Term 2.
- Please complete these tasks as detailed below.

| GRADE 8 TERM 2 PROGRAMME OF FORMAL ASSESSMENT | | | |
|---|---|-----------|--|
| FORMAL ASSESSMENT TASK | ACTIVITY | MARKS | DATE COMPLETED |
| 1 | Reads aloud (see rubric below) | 20 | <i>Listen to individual learners read aloud throughout the term during independent reading and comprehension lessons. This can be completed in Term 2.</i> |
| 4 | Writes a transactional writing: (2 short or 1 long: 10 marks) (see rubrics below) | 10 | <i>To be written before the controlled test.</i> |
| 5 | Response to text (see assessment task and memorandum below) | 60 | <i>Activities for this task do not have to be written in one session.</i> |
| Total | | 90 | |

Term 2 Assessment Tasks, Tools & Memoranda

| FORMAL ASSESSMENT TASK 1 READ ALOUD | | | | | |
|--|--|---|---|--|---|
| MARKS | Maximum total of 20 | | | | |
| OBJECTIVE | Demonstrates oral reading fluency and reading for meaning | | | | |
| IMPLEMENTATION | <ul style="list-style-type: none"> Listen to individual learners read a standardised text throughout Terms 1 & 2 | | | | |
| Criteria | Needs Support | Improving | Fair | Good | Exceptional |
| READING WITH MEANING 10 MARKS <ul style="list-style-type: none"> Demonstrates an understanding of the passage | 1-2 The learner struggles to understand the passage. No reading for meaning. | 3-4 The learner understands some of the passage. Struggles to respond to the questions. | 5-6 The learner understands most of the content and topic of the passage. Can respond to some of the questions. | 7-8 The learner understands the content and topic of the passage very well. Can read with meaning. S/he responds well to the questions. | 9-10 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. |
| FLUENCY and EXPRESSION 10 MARKS <ul style="list-style-type: none"> Passage is fluently read Voice is projected Words clearly enunciated Good use of pause Maintenance of audience rapport | 1-2 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. | 3-4 Learner tries but reads hesitatingly, without fluency or meaningful expression. S/he needs assistance. No connection with audience. | 5-6 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. | 7-8 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. | 9-10 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. |

FORMAL ASSESSMENT TASK 4: WRITING OF 2 SHORT OR 1 LONG TRANSACTIONAL TEXTS

Some examples of RUBRICS for TRANSACTIONAL WRITING that may be used if appropriate

1 long or 2 short = 10 marks

| EXAMPLE RUBRIC: TRANSACTIONAL WRITING - FORMAL LETTER | | | |
|--|--|--|---|
| MARKS | Maximum total of 10 | | |
| CONTENT | 0 | 2 | 3-4 |
| | The learner's response is irrelevant to the topic. | The learner's response is relevant to the topic and interesting. | The learner's response is interesting and exceeds expectations. It includes the appropriate details and information. |
| STRUCTURE | 0 | 1 | 2 |
| | The learner's letter has not followed the correct structure. | The learner has attempted to structure the letter correctly. | The learner has used the correct structure and layout. |
| 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. |
| LSC/EDITING | 0 | 1 | 2 |
| | The learner has not written in a suitable style. The appropriate greetings have not been used. The learner does not edit their own work. Or, the learner attempts to edit their own work, but there are many errors remaining. | The learner's style of language is mostly correct. The learner has attempted to use the correct greetings. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors. | The learner has used formal register with appropriate greetings. The vocabulary and tone are appropriate. The learner successfully edits their own work to correct grammar, spelling and punctuation. |

| EXAMPLE RUBRIC TRANSACTIONAL WRITING: INFORMAL/FRIENDLY LETTER | | | |
|---|--|--|---|
| MARKS | Maximum total of 10 | | |
| OBJECTIVE | Writes a friendly letter | | |
| CONTENT | 1 | 2 | 3 |
| | The learner's response is irrelevant to the topic. | The learner's response is relevant to the topic and interesting. | The learner's response is interesting and exceeds expectations. It includes the writer's thoughts and feelings. |
| STRUCTURE | 0 | 1 | 2 |
| | The learner's letter has not followed the correct structure. | The learner has attempted to structure the letter correctly. | The learner has used the correct structure and layout of a friendly letter (including sender's address, date, greetings). |
| 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 | 1 | 2 | 3 |
| | The learner has not written in a suitable style. The appropriate greetings have not been used. The learner does not edit their own work. Or, the learner attempts to edit their own work, but there are many errors remaining. | The learner's style of language is mostly correct. The learner has attempted to use the correct greeting and farewell. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors. | The learner has used informal register with the correct greeting and farewell. All the necessary information is included. The learner successfully edits their own work to correct grammar, spelling and punctuation. |

| EXAMPLE RUBRIC TRANSACTIONAL WRITING: REVIEW | | | |
|---|--|---|--|
| MARKS | Maximum total of 10 | | |
| OBJECTIVE | Writes a review | | |
| CONTENT | 1 | 2 | 3 |
| | The learner's response is irrelevant to the topic. | The learner's response is relevant to the topic and interesting. The learner has attempted to give an opinion and recommendation about the text. | The learner's response is interesting and exceeds expectations. It includes a quotation from the text and the learner's opinion and recommendation about the text. |
| STRUCTURE | 0 | 1 | 2 |
| | The learner's review has no logical structure or flow. Paragraphs have not been used. | The learner has attempted to structure the review into logical paragraphs. | The learner has used the paragraphs logically to review different aspects of the text. |
| 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 | 1 | | 3 |
| | The learner has not included the necessary information about the text. The style of the language is not correct. The learner does not edit the work. Or, the learner attempts to edit the work, but there are many errors remaining. | The learner has included most of the necessary information about the text. There is an attempt at an opinion with reason to justify. The learner has edited their work to correct grammar, spelling and punctuation, but there are still some errors. | The learner has included all the necessary information about the text. The language clearly shows the opinion of the writer and gives a good sense of the text being reviewed. The learner successfully edits their own work to correct grammar, spelling and punctuation. |

| EXAMPLE RUBRIC TRANSACTIONAL WRITING: INSTRUCTIONAL TEXT | | | | | |
|---|---|---|---|--|---|
| MARKS | Maximum total of 10 (converted to a mark /5) | | | | |
| OBJECTIVE | Writes an instructional text | | | | |
| CONTENT & STRUCTURE | 1 | 2 | 3 | 4 | 5 |
| | The learner's Response is irrelevant to the topic. The instructions are not organised into points/ paragraphs. There is no connection linking the ideas resented. | The learner's response does not show a good understanding of the topic. The instructions have attempted to follow the structure and use paragraphs, but many ideas seem to be missing. The ideas are not connected. | The learner's response is relevant to the topic. The instructions have logical points/ paragraphs but they are not fully developed. The ideas are not totally connected and more thought into the overall idea is needed. Some important information has been left out. | The learner's response is interesting and relevant to the topic. The instructions are organised into logical points/ paragraphs that work together well. The ideas are connected and the brief is creatively structured. Most of the information is there. | The learner's response is interesting, relevant and exceeds expectations. The instructions are well-organised with logical paragraphs. The learner has used the structure to enhance the text. All the necessary information is included. |
| PLANNING & EDITING / LSC | 1 | 2 | 3 | 4 | 5 |
| | The learner does not make a plan OR the learner's plan is irrelevant. The learner does not edit their own work. | The learner makes a plan before writing. The learner attempts to use their plan. The learner attempts to edit their own work, but there are many errors remaining. | The learner makes a plan before writing. The learner uses some ideas from their plan to inform their drafting. The learner edits their own work to correct style, grammar, spelling and punctuation, but there are still some errors. | The learner makes a plan before writing. The learner uses their plan to inform their drafting. The learner edits their own work and mostly corrects their style, grammar, spelling and punctuation. | The learner makes a plan before writing. The learner uses the plan to inform their drafting, and expands on the plan with creativity. The learner successfully edits their own work to correct style, grammar, spelling and punctuation. |

| EXAMPLE RUBRIC TRANSACTIONAL WRITING: SPEECH | | | |
|---|--|--|--|
| MARKS | Maximum total of 10 | | |
| OBJECTIVE | Writes a speech | | |
| CONTENT | 1 | 2 | 3 |
| | The learner's response is irrelevant to the topic. | The learner's response is relevant to the topic and interesting. | The learner's response is interesting and exceeds expectations. There is a main point supported by reasons |
| STRUCTURE | 0 | 1 | 2 |
| | The learner's letter has no coherent structure. | The learner has attempted to structure the speech with a logical flow. Stays on topic all the way through. There is an introduction and a point made and a conclusion. | The opening of the speech captures attention and introduces the topic. The learner has structured the speech so that the points flow logically, (intro, main points and/or argument and a strong conclusion). Leaves the audience with a strong final thought. |
| 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 | 1 | 2 | 3 |
| | The learner has not written in a suitable style. There is no emotive or persuasive language. The learner does not edit their own work. Or, the Learner attempts to edit their own work, but there are many errors remaining. | The learner's style of language is mostly correct. There is a main idea. There is an attempt at persuasive language. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors. | The learner has used persuasive and emotive language to convince the audience. All points are well argued. The learner successfully edits their own work to correct grammar, spelling and punctuation. |

| EXAMPLE RUBRIC TRANSACTIONAL WRITING: NEWSPAPER ARTICLE | | | |
|--|---|--|---|
| MARKS | Maximum total of 10 | | |
| OBJECTIVE | Writes a newspaper article | | |
| CONTENT | 1 | 2 | 3 |
| | The learner's response is irrelevant to the topic. | The learner's response is relevant to the topic and interesting. | The learner's response is interesting and exceeds expectations. The facts (questions: <i>who, what, where when and why</i>) of the incident are all clear. |
| STRUCTURE | 0 | 1 | 2 |
| | The learner's article has no coherent structure. | The learner has attempted to structure the article in paragraphs. Stays on topic all the way through. | There is a headline (appropriate and catching) and a by-line, a blurb (tells the reader what the article is about and appears directly below the headline) and well-structured paragraphs with the necessary information. |
| 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 | 1 | 2 | 3 |
| | The learner has not written in a suitable style. The register and tone are incorrect and the necessary LSCs and details have not been included. The learner does not edit their own work. Or, the Learner attempts to edit their own work, but there are many errors remaining. | The learner's style of language is mostly correct. The article is written in a formal register, in the third person with an attempt at in/direct speech. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors. | The learner has used a formal register, in the third person with in/direct speech in the active voice. The learner successfully edits their own work to correct grammar, spelling and punctuation. |

| EXAMPLE RUBRIC TRANSACTIONAL WRITING: ADVERTISEMENT | | | |
|--|---|---|--|
| MARKS | Maximum total of 10 (needs to be converted to a mark /5) | | |
| OBJECTIVE | Writes an advertisement | | |
| CONTENT | 1 | 2 | 3 |
| | The learner's response is irrelevant to the topic. | The learner's response is relevant to the topic and interesting. | The learner's response is interesting and exceeds expectations. The advertisement works well to sell the product/service using relevant verbal and visual texts. There is a clear target market. |
| STRUCTURE | 0 | 1 | 2 |
| | The learner's advertisement has no coherent structure. | The learner has attempted to structure the advertisement in paragraphs. Stays on topic all the way through. | Different fonts and sizes of fonts are used. An appropriate image has been included. The learner has worked hard to create a visually appealing and relevant text. |
| 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 | 1 | 2 | 3 |
| | The learner has not used persuasive language. There is no visual image. The learner does not edit their own work. Or, the learner attempts to edit their own work, but there are many errors remaining. | The learner has attempted to use persuasive language and an appropriate visual has been included. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors. | The learner has used persuasive and emotive language and an image effectively. The learner successfully edits their own work to correct grammar, spelling and punctuation. |

| EXAMPLE RUBRIC TRANSACTIONAL WRITING: DIALOGUE | | | |
|---|---|--|--|
| MARKS | Maximum total of 10 | | |
| OBJECTIVE | Writes a dialogue | | |
| CONTENT | 1 | 2 | 3 |
| | The learner's response is irrelevant to the topic. | The learner's response is relevant to the topic and interesting. | The learner's response is interesting and exceeds expectations. The dialogue sounds like a real conversation. |
| STRUCTURE | 0 | 1 | 2 |
| | The learner's dialogue has not followed the correct layout and structure. | The learner has attempted to structure the dialogue correctly. | Stage directions are in brackets before the speaker talks to show their feelings and actions. The speakers' names are on the left-hand side followed by a colon before their words. Each new speaker starts on a new line. The words spoken by the characters all line up. All the speakers' lines are in the correct chronological order. |
| 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 | 1 | 2 | 3 |
| | The learner has not used the correct layout. The conversation does not sound realistic. The learner does not edit their own work. Or, the learner attempts to edit their own work, but there are many errors remaining. | The learner has attempted to show the feelings and actions of the speakers. The characters words sound like a real conversation. The layout is mostly correct. their own work to correct grammar, spelling and punctuation, but there are still some errors. | The learner has created a realistic sounding dialogue (vocabulary and tone). The stage directions give a good sense of the speakers' feelings and actions as they speak (use of adverbs and adjectives). The learner successfully edits their own work to correct grammar, spelling and punctuation. |

| EXAMPLE RUBRIC TRANSACTIONAL WRITING: DIARY ENTRY | | | |
|--|--|--|---|
| MARKS | Maximum total of 10 (needs to be converted to a mark /5) | | |
| OBJECTIVE | Writes a diary entry | | |
| CONTENT | 1 | 2 | 3 |
| | The learner's response is irrelevant to the topic. | The learner's response is relevant to the topic and interesting. | The learner's response is interesting and exceeds expectations. The diary sounds like the thoughts of the 'character' and describes the events in a subjective and emotional way. |
| STRUCTURE | 0 | 1 | 2 |
| | The learner's diary has no coherent structure. | The learner has attempted to structure the diary entry. Stays on topic all the way through. | There is a date at the top of the entry. There is a salutation/ greeting (e.g. Dear Diary) at the start. Paragraphs are used to organise the entry logically. |
| 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 | 1 | 2 | 3 |
| | The learner has not written as though they are the 'character'. They style and language are incorrect. The learner does not edit their own work. Or, the learner attempts to edit their own work, but there are many errors remaining. | The learner has attempted to write as the 'character'. The diary is in the first person and in the past tense. Some descriptive vocabulary helps to show the feelings of the writer. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors. | The diary entry is written in the first-person ('I'), in the past tense. Careful use of vocabulary have been chosen to show the correct tone (feeling) of the writer. The learner successfully edits their own work to correct grammar, spelling and punctuation. |

| FORMAL ASSESSMENT TASK 5 RESPONSE TO TEXT | |
|--|---|
| MARKS | Maximum total of 60 |
| OBJECTIVE | <ul style="list-style-type: none"> • Literary/Non- literary text (20 marks) • Visual text (10 marks) • Summary (10 marks) • Language Structures and Conventions (20 marks) |
| IMPLEMENTATION | <ul style="list-style-type: none"> • These assessments do not have to be written in one session. |
| ACTIVITY | <ol style="list-style-type: none"> 1 Hand out the assessment tasks to learners. 2 Read through the texts and papers once. 3 Explain what is required of learners. 4 Collect the assessments and mark them using the memoranda provided. |


Term 2 FAT 5: Response to Texts

PART A: READING COMPREHENSION

NAME: _____

INSTRUCTIONS:

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

| | The lies we tell | |
|---|--|---|
| 1 | <p>We've all heard that honesty is the best policy. But we live in a world where people lying is something we are used to and something everyone does! We all lie and we are all lied to throughout our lives. It seems that everyone is capable of lying, from politicians at the highest level of power to a young child lying to her parents. Studies show that most people lie once a day (sometimes more!); younger people lie more than older people and men are more likely to lie than women. There are many reasons why people lie.</p> |  |
| 2 | <p>A white lie or a fib is a 'little' lie. These are often told to avoid making someone feel bad. We might tell a white lie when we say something nice to someone to make them feel better – but it's not really true. (For example, when a friend asks 'Do you like my new hairstyle?' and you reply 'Yes', even though you don't!) Or when we receive a gift that we really do not like, but we smile and say thank you anyway. Sometimes we say we're okay, when we're not doing well, but it's just easier to say we're fine. And have you ever said you are busy (but you're not really) so you don't have to talk to someone, or go to a party or event you don't want to? These are all white lies.</p> | |
| 3 | <p>Sometimes people lie to make themselves feel better or to protect themselves. The man who did not get offered the job might say that the job was very far away from his home and he never wanted the job anyway. The child who lies about breaking the window to avoid being punished. The teenager who does not tell the truth about where she was and who she was with to avoid a fight with her parents.</p> | |
| 4 | <p>People also exaggerate the truth to impress others and make themselves appear better. For example, many people might lie, or 'stretch the truth' in a job interview so that their experiences and previous employment sound more than they really are. Or sometimes a person might not give the 'whole truth' about why they left another job. People also exaggerate a story to make it more scary or more impressive. This is a way of showing off as they then seem braver or heroic. People might do this to be more popular and admired by others.</p> | |
| 5 | <p>We learn very quickly in life that we can manipulate other people. As young children and throughout our lives, we learn we can lie to get what we want. Sometimes this means leaving some information out, twisting a piece of information to make it sound different or just telling a blatant lie. This kind of lying is all about suiting ourselves and not caring about other people's feelings.</p> | |

| | |
|---|---|
| 6 | It is also important to realise that although most people lie, most of these lies are on a small, personal level. Some would say any lie is bad and we should never be dishonest. Others might say there's nothing wrong with a little lie. But what about those lies told on a large scale? What about politicians lying to huge numbers of people, or a whole country? What about social media platforms putting out fake news? What about governments controlling information and censoring people's knowledge of what is really happening in the country? |
| 7 | Being honest in life and in relationships is important, but some social scientists say, as long as you don't mean to hurt someone, some little white lies are okay. One researcher said, 'If we were all bluntly honest all of the time, life would be miserable.' What do you think? |

QUESTIONS:

1 Who lies more in society, young or old, men or women?

and

[2]

2 What is a white lie?

A white lie is a

[1]

3 Have you ever told a white lie? What was it about?

I once told a white lie when I

[2]

4 In paragraph 3, there are some examples of how people might lie to protect themselves. Name one of these situations.

[1]

5 Find the word in paragraph 4 that means 'to overstate or elaborate'.

[1]

6 Look at the expression: ‘stretch the truth’. Is this an example of literal or figurative language? Explain your answer.

This is ... language, because...

[2]

7 What do you think is a potential problem about lying at a job interview about your previous work or study experiences?

A potential problem with lying at a job interview could be...

[2]

8 Is honesty always the best policy? (Should we *always* tell the truth?)

I think...

[2]

9 Quote a sentence in paragraph 5 that shows we start lying from a very young age.

‘...’

[1]

10 Quote the phrase in paragraph 6 that describes the intentional spread of incorrect information on the internet or using other media to influence people.

‘...’

[1]

11 Which do you think is more important in a relationship: honesty, respect or communication? Why?

I think ... is the most important, because...

[2]

12 If your friend does not like your new clothes or hairstyle, would you rather they tell you the truth or lie to you to make you feel good? Explain your answer.

I would rather... because...

[2]

13 Andisiwe lied through her teeth when her mother asked her where she had been. The expression 'to lie through your teeth' means:

- a to talk softly when you lie
- b to lie completely without caring
- c to tell a little lie

[1]

[TOTAL: 20]

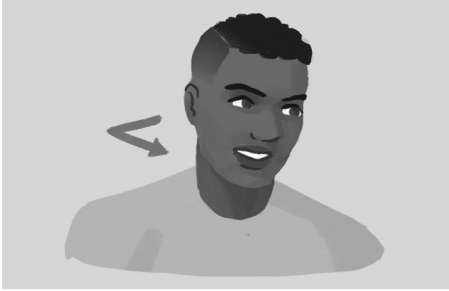
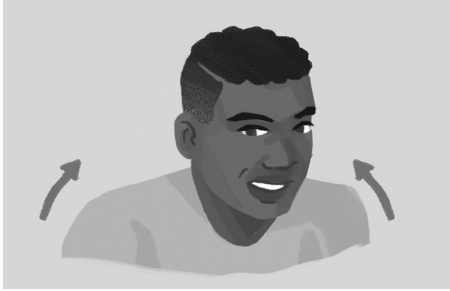
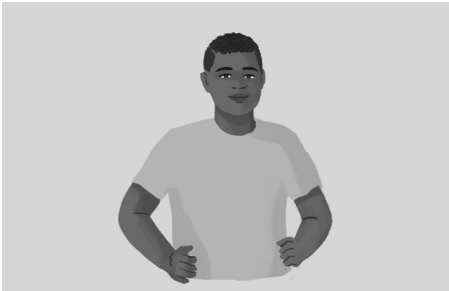

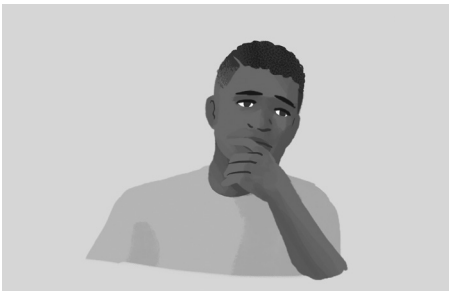
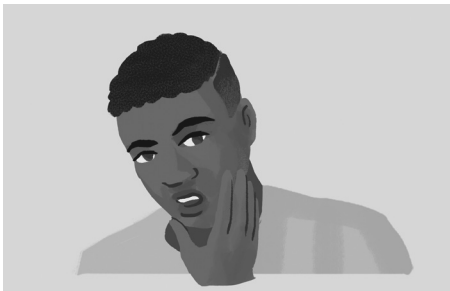
Term 2 FAT 5: Response to Texts



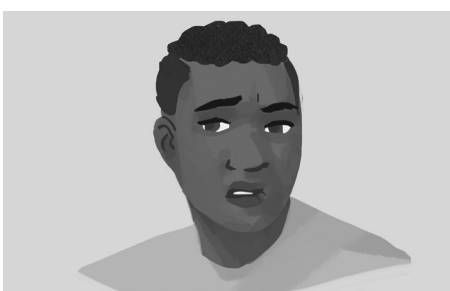
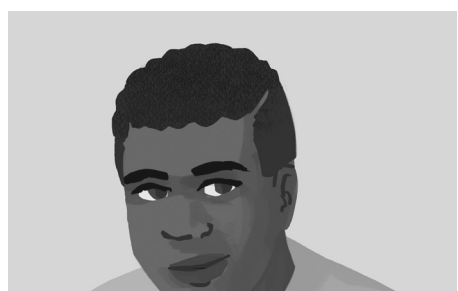
PART B: READING COMPREHENSION – VISUAL TEXT

NAME: _____

INSTRUCTIONS:

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

| 10 SIGNS SOMEONE IS LYING TO YOU | |
|---|---|
| <p>They change their head position quickly. If you see someone suddenly jerk their head when you ask them a direct question, they may be lying to you about something.</p>  | <p>Their breathing changes. When someone is nervous and lying to you, they may begin to breathe more heavily. Their shoulders rise and their voice gets shallow.</p>  |
| <p>They stand very still. Relaxed, unconscious movements come naturally in normal conversation, so a rigid stance should be a major red flag.</p>  | <p>They repeat words or phrases. This happens because they're trying to convince you, and themselves, of something. Repetition is also a way to buy time as they gather their thoughts.</p>  |
| <p>They touch or cover their mouth. People unconsciously cover their mouths when they want to avoid answering a question – both literally and figuratively halting conversation.</p>  | <p>They instinctively cover vulnerable body parts. You've likely hit a nerve if someone's hand moves to cover parts of their throat, chest, neck, head, or abdomen.</p>  |

| | |
|---|--|
| <p>They tend to point a lot. Liars become defensive when they think you discovered their lie, which may result in a lot of pointing.</p>  | <p>They provide too much information. An excess of details is often a sign of lying. Liars hope that talking a lot will be perceived as openness and truthfulness.</p>  |
| <p>It becomes difficult for them to speak. Our mouths get dry when we're stressed and lying. Other signs to watch out for include sudden lip biting or pursed lips.</p>  | <p>They stare at you without blinking much. When people lie, it's common for them to break eye contact, but the liar could go the extra mile to maintain eye contact in an attempt to control and manipulate you.</p>  |

QUESTIONS:

1 If someone is lying to you, how does their breathing change?

Their breathing...

[1]

2 Why do people repeat words or phrases when they're telling a lie?

Liars repeat things because...

[1]

3 True or false: If someone is lying, they might give too much information. Give a reason for your answer.

...because...

[2]

4 Find the word that describes the action of repeatedly closing and opening our eyes. (Hint, a liar might not do this when telling a lie.)

[1]

5 What happens to a person's mouth, or what might a person do with their mouth if they are lying?

If someone is lying...

[1]

6 If you could tell that someone was lying to you while they are talking to you by their body language, would you challenge them about it, or just let them finish their lie? Why?

I would ..., because...

[2]

7 Do you think you can tell if someone is lying to you? Explain your answer.

I can/ cannot tell if someone is lying to me, because...

[1]

8 Choose the word that is NOT a synonym for a lie:

- a untruth
- b falsehood
- c flicker
- d fib

[1]

[TOTAL: 10]

Term 2 FAT 5: Response to Texts

PART C: SUMMARY

NAME: _____

INSTRUCTIONS:

- Reread the text from Part A, 'The lies we tell'.
- 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 2 FAT 5: Response to Texts

PART D: LANGUAGE IN CONTEXT

NAME: _____

INSTRUCTIONS:

- Answer the questions that follow.

QUESTIONS:

1 Change the following sentences into the simple past tense:

- a Studies show that most people lie once a day! [1]
b There are many reasons why people lie. [1]

2 Change the following sentences into the past progressive:

- a People also exaggerate the truth to impress others. [1]
b The child who lies about breaking the window. [1]

3 Change the following into the future tense:

- a Sometimes we receive a gift that we really do not like, but we smile and say thank you anyway. [2]

4 Change the sentence into the active voice:

We are lied to by people we know every day. [1]

5 Reread the text and find and write down an example of:

- a a comparative adjective _____ (parag 1)
b a common noun _____ (parag 1)
c an indefinite article _____ (parag 2)
d a pronoun _____ (parag 2) [4]

6 Fill in the correct form of the adjective: comparative or superlative.

- a When someone is lying to you their mouth gets (dry) than it was before. [1]
b A job interview is the (stressful) situation, and some people do exaggerate to sound more impressive. [1]

7 Fill in the apostrophes correctly.

Thabisos stories always sound unbelievable. I wonder if hes lying to me. [2]

8 Change the following from indirect speech into direct speech:

The politician said she would work every day to help make the people's lives better. [1]

9 Join the two simple sentences with a conjunction to make a compound sentence.[Hint: this must be a co-ordinating conjunction - for, and, nor, but, or, yet, so.]

I have lied to my friends. I will never lie to my parents. [1]

10 Find an antonym for 'cowardly' in paragraph 4.

[1]

11 Create the antonym of 'honest' by adding a prefix (paragraph 7).

[1]

12 Choose the idiom that fits best.

A person who lies by exaggerating the truth is said to be

- a the gospel truth
b a fish out of water
c full of hot air [1]

[TOTAL: 20 MARKS]

MEMORANDUM ASSESSMENT: GRADE 8 TERM 2 2022

FAT 5: Response to text

PART A: READING COMPREHENSION

QUESTIONS:

- 1 Who lies more in society, young or old, men or women?** [2]
Young people and men
- 2 What is a white lie?** [1]
A white lie is a little lie/a fib.
- 3 Have you ever told a white lie? What was it about?** [2]
I once told a white lie when I... learner's own response
- 4 In paragraph 3, there are some examples of how people might lie to protect themselves. Name one of these situations.** [1]
The man who said he didn't want the job to make himself feel better about not getting the job./
The child who lied to avoid being punished. / The teenager who lied about where she was and who she was with so that she wouldn't fight with her parents./ 1 of these examples
- 5 Find the word in paragraph 4 that means 'to overstate or elaborate'.** [1]
exaggerate
- 6 Look at the expression: 'stretch the truth'. Is this an example of literal or figurative language? Explain your answer.** [2]
This is figurative language, because you cannot actually stretch truth. (Truth is not something you can hold or touch, so you can't stretch it!) This is an expression to describe when people make more of a situation, or elaborate the facts or lie by exaggerating.
- 7 What do you think is a potential problem about lying at a job interview about your previous work or study experiences?** [2]
A potential problem with lying at a job interview could be someone finds out that you were lying. You say you can do something, but you can't. / Learner's own response
- 8 Is honesty always the best policy? (Should we *always* tell the truth?)** [2]
I think we should always tell the truth, because any kind of lie is bad and even a small lie is sinful and dishonest. / I think sometimes it is okay to tell a little lie because you can make someone feel better and you haven't done a bad thing or harmed anyone./ Learner's own response.
- 9 Quote a sentence in paragraph 5 that shows we start lying from a very young age.** [1]
'We learn very quickly in life that we can manipulate other people.' OR 'As young children and throughout our lives, we learn we can lie to get what we want.'
- 10 Quote the phrase in paragraph 6 that describes the intentional spread of incorrect information on the internet or using other media to influence people.** [1]
'fake news'
- 11 Which do you think is more important in a relationship: honesty, respect or communication? Why?** [2]
I think ... is the most important, because... Learner's own response
- 12 If your friend does not like your new clothes or hairstyle, would you rather they tell you the truth or lie to you to make you feel good? Explain your answer.** [2]
I would rather... because... Learner's own response

13 Andisiwe **lied though her teeth** when her mother asked her where she had been. The expression 'to lie through your teeth' means:

- a to talk softly when you lie
- b **to lie completely without caring**
- c to tell a little lie

[1]

[TOTAL: 20]

FAT 5: Response to text

PART B: READING COMPREHENSION VISUAL TEXT

QUESTIONS:

- 1 If someone is lying to you, how does their breathing change?** [1]
Their breathing may get heavier.
- 2 Why do people repeat words or phrases when they're telling a lie?** [1]
Liars repeat things because they are trying to convince you and themselves that what they are saying is true.
- 3 True or false: If someone is lying, they might give too much information. Give a reason for your answer.** [2]
True, because liars hope that if they talk a lot you will think they are being truthful and telling you everything.
- 4 Find the word that describes the action of repeatedly closing and opening our eyes. (Hint, a liar might not do this when telling a lie.)** [1]
blink/blinking
- 5 What happens to a person's mouth, or what might a person do with their mouth if they are lying?** [1]
If someone is lying they might touch or cover their mouth.
- 6 If you could tell that someone was lying to you while they are talking to you by their body language, would you challenge them about it, or just let them finish their lie? Why?** [2]
I would ..., because... learner's own response
- 7 Do you think you can tell if someone is lying to you? Explain your answer.** [1]
I can/ cannot tell if someone is lying to me, because... learner's own response
- 8 Choose the word that is NOT a synonym for a lie:**
- a untruth
 - b falsehood
 - c **flicker**
 - d fib

[TOTAL: 10]

FAT 5: Response to text

PART C: SUMMARY

- 1 This text is about...** learner's own response / e.g. why people tell lies. The text tells us about the different reasons why people tell big and little lies. It makes us think about lying. [2]
- 2 The author wrote the text so that the reader...** learner's own response / e.g. has more information about lying. This is something that we are living with so it is good to know more about it and think more about it. [2]
- 3 In the text I learnt** learner's own response / e.g. that people lie for many different reasons. Some of these are to protect others and some are to protect yourself. [2]
- 4 I liked ...because...** learner's own response / e.g. I liked learning more about the reasons why people lie because it makes me think how I would respond in different situations and it made me think if lying is okay. [2]
- 5 Overall, I think the text is...** learner's own response / e.g. interesting / informative / boring / useful / with reason [2]

[TOTAL: 10 MARKS]

FAT 5: Response to text

PART D: LANGUAGE IN CONTEXT

QUESTIONS:

- 1 Change the following sentences into the simple past tense:**
- a Studies showed that most people lie once a day! [1]
 - b There were many reasons why people lie. [1]
- 2 Change the following sentences into the past progressive:**
- a People also were exaggerating the truth to impress others. [1]
 - b The child who was lying about breaking the window. [1]
- 3 Change the following into the future tense:**
Sometimes we will receive a gift that we really do not like, but we will smile and say thank you anyway. [2]
- 4 Change the sentence into the active voice:**
People we know lie to us every day. [1]
- 5 Reread the text and find and write down an example of:**
- a a comparative adjective _younger/ older _____ (parag 1)
 - b a common noun __world/politicians/child/people/men/women___ (parag 1)
 - c an indefinite article ___a_____ (parag 2)
 - d pronoun __we/them/you/_____ (parag 2) [4]
- 6 Fill in the correct form of the adjective: comparative or superlative.**
- a When someone is lying to you their mouth gets **drier** than it was before. [1]
 - b A job interview is the **most stressful** situation, and some people do exaggerate to sound more impressive. [1]
- 7 Fill in the apostrophes correctly.**
Thabiso's stories always sound unbelievable. I wonder if he's lying to me. [2]
- 8 Change the following from indirect speech into direct speech:**
The politician said, 'I will work every day to make your lives better.' [1]
- 9 Join the two simple sentences with a conjunction to make a compound sentence.**
[Hint: this must be a co-ordinating conjunction - for, and, nor, but, or, yet, so.]
I have lied to my friends **but/yet** I will never lie to my parents. [1]
- 10 Find an antonym for 'cowardly' in paragraph 4.** [1]
braver/heroic
- 11 Create the antonym of 'honest' by adding a prefix (paragraph 7).** [1]
dishonest
- 12 Choose the idiom that fits best.**
A person who lies by exaggerating the truth is said to be
- a the gospel truth
 - b a fish out of water
 - c **full of hot air** [1]

[TOTAL: 20 MARKS]