



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Planner & Tracker for Recovery ATP

First Additional Language: English



Grade 8 Term 4



Contents

Introduction	1
Recovery ATP Requirements	2
Recovery Teaching and Learning	6
Creating a Routine for Language Learning	6
Example 2 Week Cycle Routine and Lesson Activities for SP EFAL	7
Curriculum Planner: Cycle 1	9
Textbook References	9
Plan Your Lessons for Term 4 Cycle 1	11
Curriculum Planner: Cycle 2	12
Textbook References	12
Plan Your Lessons for Term 4 Cycle 2	14
Curriculum Planner: Cycle 3	15
Textbook References	15
Plan Your Lessons for Term 4 Cycle 3	17
Curriculum Planner: Cycle 4	18
Textbook References	18
Plan Your Lessons for Term 3 Cycle 4	20
Official Tracking of Curriculum Coverage	21
Programme of Formal Assessment	26
FAT 7 Stage 3 (example)	26
FAT 7 Stage 3 Rubric (example)	27
FAT 9 (example)	28
FAT 9 Rubrics (examples)	28
FAT 10 (example)	33
Term 4 Fat 10: Response to Texts	34
Term 4 Fat 10: Response to Texts	38
Term 4 Fat 10 Response to Texts	40
Term 4 Fat 10 Response to Texts	41
TERM 4 FAT 10 RESPONSE TO TEXTS MEMORANDA	43



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 DBE / NECT Recovery ATP Trackers 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 Identify main and supporting ideas
- c Take notes
- d Discuss the structure, development of ideas, and language conventions
- e Ask and answer questions
- f Share ideas
- g Identify persuasive/manipulative techniques

2 Understand and use conventions for oral presentations, including:

- a Body language
- b Language use
- c Register
- d Tone
- e Strong introduction and conclusion
- f Appropriate topic choice
- g Coherent information organization
- h Include examples

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

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

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

- a Use of voice
- b Tone
- c Pace
- d Adherence to punctuation
- e Body language
- f Contact with audience

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 texts

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

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 Comprehend various texts, for example; information text with visuals, newspaper/magazine articles, reading comprehension, questionnaire/form

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

- Skim for main ideas
- Scan for supporting details
- Make predictions
- Intensive read for comprehension, including:
 - The meaning of words
 - View of character
 - Fact and opinion
 - Implied meaning (inference)
 - Fact vs. opinion
 - View point of writer
 - Figures of speech

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: newspaper article, directions/instructions, revision of essays

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

- a** Requirements of format and style
- b** Target audience, purpose and context
- c** Personal voice, tone, register
- d** Word choice
- e** Language structures
- f** Formal style
- g** Logical order of text
- h** Main and supporting ideas
- i** Sentence structure, length and type
- j** Use of conjunctions to ensure cohesion
- k** Selection and use of visual design elements, including symbols, colour, placement (when required)

SUMMARY: LANGUAGE STRUCTURES AND CONVENTIONS

1 Word Level Work

- a Comparative and superlative adjectives
- b Conjunctions
- c Abstract and concrete nouns
- d Regular and irregular verbs
- e Main and auxiliary verbs
- f Common and proper nouns

2 Sentence Level Work

- a Topic sentences
- b Statements
- c Main and supporting statements
- d Simple and compound sentences
- e Chronological order
- f Order of importance
- g Descriptive paragraphs
- h Persuasive and emotive language
- i Bias and prejudice
- j Stereotypes
- k Rhetoric devices
- l Present and past tenses

3 Punctuation & Spelling

- a Spelling patterns
- b Exclamation marks
- c Full stop
- d Comma
- e Ellipsis
- f Quotation marks

4 Word Meaning

- a Figurative
- b Literal
- c Contextual
- d Synonym
- e Antonym
- f Denotative
- g Connotative

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

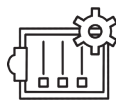
- What follows is an example CAPS-aligned cycle routine, that you may choose to use.
- The routine includes a brief description of example ‘generic’ lesson activities.
- Following this example routine and the example lesson activities will ensure that:
 - a** The CAPS time allocations for each component 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 ‘Curriculum Planner’ framework from page 9–20 includes suggested themes, texts and activities for all the approved LTSM.

- b The ‘Summary of the Recovery ATP’ on pages 2–5. 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	

WEEK	DAY	COMPONENT	ACTIVITY	TIME: TOTAL	TIME: LSC	TIME: L&S	TIME: R&V	TIME: W&P
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

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>English Today</i> Maskew Miller Longman	Chapter 16: Boarding School (pg. 199) In this unit learners explore the topic of boarding school. Learners will read about a famous writer's life at boarding school and an advice column about sending children to boarding school. They will also write their own diary entry.	<ul style="list-style-type: none"> Listen to instructions/directions Give directions Activity 9 (pg. 206) – Hold a group discussion	<ul style="list-style-type: none"> Read a information text with visuals, e.g.: maps, landmarks etc. Make a summary Activity 1 & 2 (pg. 200) – Read a short story extract and answer questions Activity 5 & 6 (pg. 205) – Read an advice column with visuals Activity 7 (pg. 205) – Write a point form summary	<ul style="list-style-type: none"> Writes a transactional text, e.g.: instructions Activity 11 (pg. 207) – Write a diary entry about life at boarding school
<i>Oxford Successful Oxford University Press</i>	Unit 16: Learn about life through literature In this unit, learners will read a range of different texts related to hard work and determination. They will write their own diary entry on learning a new skill.	Activity 11 – Take part in a formal debate	Activity 1 – Read an extract from a novel Quick check – Read a comic strip	Activity 6 – Write a diary entry
<i>Spot on</i> Pearson Marang	Module 16: Homeless (pg. 135) Homelessness is a major problem in modern society. In this module learners will learn about the lives of the homeless. Learners will debate a topic, study a short story, and write their own diary entry.	Activity 5.1 (pg. 140) – Hold a debate about public housing	Activity 1.1 & 1.2 (pg. 136) – Read short stories and answer questions	Activity 4.1 (pg. 139) – Write a diary entry

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>	Chapter 16: Night skies (pg. 208) This chapter explores the topic of space and in particular looks at satellites and the role they play in modern day communication. Learners will discuss a space topic, read an information text, and write a diary entry.	<ul style="list-style-type: none"> Listen to instructions/directions Give directions Activity 4 (pg. 212) – Take part in a debate on the amount of money spent on satellites	<ul style="list-style-type: none"> Read a information text with visuals, e.g.: maps, landmarks etc. Make a summary Activity 2 (pg. 208) – Read an information text Activity 3 (pg. 211) – Summarise paragraphs	<ul style="list-style-type: none"> Writes a transactional text, e.g.: instructions Activity 9 (pg. 221) – Write a diary entry
<i>Top Class</i> <i>Shuter & Shooter</i>	Unit 16: Be a good sport (pg. 202) In this unit learners will learn about sport – they will debate the importance of sport at school, read about a young soccer star and write their own diary entry.	Activity A (pg. 202) – Have a group discussion	Activity D (pg. 205) – Read an extract from a youth novel	Activity I (pg. 210) – Plan a diary entry Activity K (pg. 212) – Revise and finish the diary entry
<i>Via Afrika</i> <i>Via Afrika</i>	Unit 16: So you want to be famous (pg. 180) This unit explores the topic of fame and the different ways people become famous. Learners will listen to and read an extract of a magazine article, discuss fame, and write their own newspaper article.	Activity 1 (pg. 180) – Listen to a magazine article and answer the questions that follow Activity 2 (pg. 182) – Hold a discussion about fame	Activity 3 (pg. 184) – Read a newspaper article Activity 4 (pg. 185) – Summarise a text	Activity 8 (pg. 191) – Read a magazine article
<i>Clever English</i> <i>Macmillan South</i> <i>Africa</i>	Unit 17: Town versus city This chapter explores the characteristics of small towns versus big cities. Learners will hold a debate, read a passage, and write a diary entry.	Activity 2 (pg. 220) – Hold a debate	Activity 3 (pg. 221) – Read a passage and answer the questions that follow	Activity 6 (pg. 226) – Write a diary entry

Plan Your Lessons for Term 4 Cycle 1

WEEK	DAY	COMPONENT	TIME	LESSON ACTIVITY (See details on page x)	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	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		
		W&P	30 min	Writing – Editing		
	4	W&P	30 min	Writing – Publishing & Presenting		
	5	L&S	60 min	Oral Presentations		



Curriculum Planner: Cycle 2

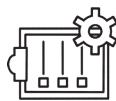
Textbook References

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>English Today</i> Maskew Miller Longman	Chapter 15: Growing up (pg. 187) In this chapter learners look at the theme of self-worth and media. Learners will look at poems and newspaper articles and write their own newspaper article.	<ul style="list-style-type: none"> Listen to current news from articles Prepared/unprepared reading aloud of a newspaper Activity 1 & 2 (pg. 188) – Listen to an article about bullying and answer the questions that follow	<ul style="list-style-type: none"> Read a newspaper/magazine article Activity 3 & 4 (pg. 190) – Read a news article and answer questions	<ul style="list-style-type: none"> Writes a longer/shorter transactional text e.g. newspaper article Activity 8 (pg. 193) – Write a magazine article
<i>Oxford Successful</i> <i>Oxford University</i> Press	Unit 15: News from the world of sport In this unit learners will look at news and newspaper articles related to the world of sport. They will also take part in a group discussion and write their own newspaper article.	Activity 3 – Listen to a sports news article Activity 9 – Discuss a news article	Activity 5 – Read a newspaper article	Activity 12 – Write a newspaper article
<i>Spot on</i> Pearson Marang	Module 15 (pg. 127): Read all about it! This module looks at the importance of newspaper articles in modern times. Learners will look at different topics covered in newspaper articles and write an article of their own.	Activity 1.1 & 1.2 (pg. 128) – Listen to a newspaper article and answer questions	Activity 2.1 (pg. 129) – Read a newspaper article	Activity 5.1 (pg. 132) – Write a newspaper report
<i>Platinum</i> Maskew Miller Longman	Chapter 15: Memories (pg. 191) This chapter explores the theme of memories and in particular memories related to Apartheid and district 6. Learners will listen to and engage with texts related to memories and write their own magazine article.	Activity 5 (pg. 198) – Listen to an extract from a novel	Activity 3 (pg. 194) – Read and respond to a magazine article	Activity 12 (pg. 205) – Write a magazine article

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>Top Class Shuter & Shooter</i>	Unit 15: The Olympic and Paralympic Games (pg. 186) In this unit we will learn about the Olympic and Paralympic games which are held in a different country every four years. We will read about a famous athlete, have a discussion, and write a magazine article.	<ul style="list-style-type: none"> Listen to current news from articles Prepared/unprepared reading aloud of a newspaper Activity A (pg. 186) – listen to an extract from a press release Activity C (pg. 188) – Take part in a group discussion	<ul style="list-style-type: none"> Read a newspaper/magazine article Activity J (pg. 192) – Read a magazine article Activity G (pg. 190) – Write a summary	<ul style="list-style-type: none"> Writes a longer/shorter transactional text e.g. newspaper article Activity N (pg. 196) – Write a magazine article
<i>Via Afrika Via Afrika</i>	Unit 17: Heroes or villains? (pg. 192) In this unit learners will practise recognising bias and thinking critically by looking at how things and people have been portrayed throughout history and in media.	Activity 1 (pg. 194) – Read an article and answer the questions Activity 4 (pg. 197) – Participate in a discussion	Activity 7 (pg. 204) – Read an extract from a novel	Activity 6 (pg. 202) – Write a diary entry
<i>Clever English Macmillan South Africa</i>	Unit 16: Global warming (pg. 203) The theme for this unit is global warming. Learners will engage with different texts related to global warming and write a newspaper article of their own.	Activity 1 (pg. 203) – Listen to a passage	Activity 4 (pg. 207) – Read an essay from a newspaper article	Activity 8 (pg. 213) – Write a newspaper article

Plan Your Lessons for Term 4 Cycle 2

WEEK	DAY	COMP	TIME	LESSON ACTIVITY (See details on page x)	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		
		LSC	30 min	Oral		
2	3	R&V	30 min	Shared Reading First Read		
		W&P	30 min	Teach and practice LSC		
	4	R&V	30 min	Shared Reading Second Read		
		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		
		W&P	30 min	Writing – Editing		
5	4	W&P	30 min	Writing – Publishing & Presenting		
2	5	L&S	60 min	Oral Presentations		



Curriculum Planner: Cycle 3

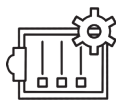
Textbook References

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>English Today</i> Maskew Miller Longman	Chapter 17: Take charge of your future (pg. 211) In this chapter you will listen to and read an interview, take part in a dialogue, learn more about poetry and write a journalistic report.	<ul style="list-style-type: none"> Filling in a questionnaire/ form Activity 1 & 2 (pg. 212) – Listen to an interview and answer questions	<ul style="list-style-type: none"> Read a questionnaire/ form Read poetry Activity 8 (pg. 218) – Read a novel extract about an interview Activity 9 & 10 (pg. 219) – Read a poem	<ul style="list-style-type: none"> Write a transactional text Complete a questionnaire Activity 11 (pg. 220) – Write a journalistic report
<i>Oxford Successful</i> <i>Oxford University</i> Press	Unit 17: City life in literature In this unit learners will read and listen to a variety of texts based on city living. They will also write their own report.	Activity 4 – Listen to an extract from a radio drama	Activity 1 – Read a poem Activity 7 – Read a radio drama	Activity 11 – Write a report to do with the taxi industry
<i>Spot on</i> Pearson Marang	Module 17: The whole picture (pg. 143) This module explores the topic of bias and prejudice by analysing a range of texts.	Activity 1.1 (pg. 144) – Listen to an interview for bias	Activity 2.1 (pg. 146) – Read a play intensively	Activity 4.1 (pg. 148) – Write a journalistic report
<i>Platinum</i> Maskew Miller Longman	Chapter 17: Precious things (pg. 223) This chapter explores the theme of things we find precious and looks at what kind of things people consider to be precious. Learners will read a play extract and poem, listen to a text, and write a news report.	Activity 2 (pg. 224) – Listen to a plot summary	Activity 3 (pg. 224) – Read an extract from a play Activity 7 (pg. 230) – Read a poem	Activity 4 (pg. 271) – Write a news report

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>Top Class Shooter & Shooter</i>	Unit 17: Hurt no living thing (pg. 214) In this unit learners will explore the concept of animal rights and kindness to animals. Learners will listen to stories about donkeys, read a magazine article and write their own newspaper article.	<ul style="list-style-type: none"> Filling in a questionnaire/ form Activity A (pg. 214) – Listen to the stories of donkeys	<ul style="list-style-type: none"> Read a questionnaire/ form Read poetry Activity E (pg. 222) – Read a poem Activity F (pg. 223) – Read a magazine article	<ul style="list-style-type: none"> Write a transactional text Complete a questionnaire Activity I (pg. 226) – Write a newspaper article
<i>Via Afrika Via Afrika</i>	Unit 18: Imagine that (pg. 206) In this unit learners will explore the mechanisms of communication and look at how to communicate effectively in different scenarios.	Activity 1 (pg. 207) – Listen to a dialogue	Activity 3 (pg. 210) – Read and compare two poems	Activity 6 (pg. 215) – Write a journalistic report
<i>Clever English Macmillan South Africa</i>	Unit 18: In top gear (pg. 213) This unit explores the topic of transportation and cars. Learners will engage with different texts related to transport and write a report on a car accident.	Activity 1 (pg. 232) – Listen to a passage about the history of cars	Activity 5 (pg. 238) – Read a passage about a morning taxi ride	Activity 6 (pg. 240) – Write a report on a car accident

Plan Your Lessons for Term 4 Cycle 3

WEEK	DAY	COMP	TIME	LESSON ACTIVITY (See details on page x)	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	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	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, TITLE & THEME DESCRIPTION	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>English Today</i> Maskew Miller Longman	Chapter 18: Exam revision and preparation (pg. 223) In this unit learners will revise what they have learnt this year.	Activity 1 (pg. 224) – Revise note taking and listening Activity 2 (pg. 224) – Read aloud	Activity 6 (pg. 227) – Read an information text and answer questions	Activity 9 (pg. 229) – Plan a narrative essay Activity 12 (pg. 231) – Write an informal letter
<i>Oxford Successful</i> Oxford University Press	Unit 17: Preparing for the exams In this unit learners will revise what they have learnt this year.	Activity 1 – Discuss your favourite texts Activity 3 – Listen to a news report	Activity 4 – Read and revise the features of a poem Activity 6 – Summarise a text Activity 7 – Revise the reading process	Activity 8 – Revise the writing process Activity 9 – Revise features of a text
<i>Spot on</i> Pearson Marang	Module 18: Examination preparation (pg. 151) In this unit learners will revise what they have learnt this year.	Activity 1.1 (pg. 152) – Listen to a passage and answer questions	Activity 2.1 (pg. 153) – Read an extract and answer questions	Activity 5.1 (pg. 156) – Choose a topic and start planning an essay
<i>Platinum</i> Maskew Miller Longman	Chapter 18: Preparing for exams (pg. 233) In this unit learners will revise what they have learnt this year.	Activity 1 (pg. 233) – Talk about a photograph Activity 4 (pg. 238) – Listen to a text	Activity 2 (pg. 234) – Read an article Activity 3 (pg. 237) – Summarise a text	Activity 7 (pg. 241) – Write an e-mail Activity 8 (pg. 242) – Revise typical examination questions

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>Top Class Shuter & Shooter</i>	Unit 18: Revision for exams (pg. 229) In this unit learners will revise what they have learnt this year.	Activity A (pg. 229) – Listening comprehension Activity B (pg. 230) – Prepare and present a speech Activity C (pg. 230) – Read a novel extract	Activity E (pg. 231) – Reading comprehension Activity F (pg. 233) – Revise drama features Activity G (pg. 235) – Revise poetry genres	Activity H (pg. 236) – Write a summary Activity J (pg. 236) – Write a friendly letter Activity K (pg. 237) – Write a magazine article
<i>Via Afrika Via Afrika</i>	Unit 19: Prepare for examinations (pg. 218) In this unit learners will revise what they have learnt this year.	Activity 1 (pg. 219) – Present an oral as a group	Activity 2 (pg. 220) – Reading comprehension Activity 3 (pg. 222) – Write a summary	Activity 6 (pg. 226) – Make a collage of writing pieces
<i>Clever English Macmillan South Africa</i>	Unit 18: What shall I wear? (pg. 246) In this unit learners will explore the topic of fashion and the fashion industry. Learners will listen to a story of how a young man achieved his dream, read an information text and write an essay, e-mail and agenda.	Activity 1 (pg. 247) – Listen to a passage Activity 2 (pg. 248) – Present a speech	Activity 4 (pg. 250) – Read an extract Activity 5 (pg. 251) – Write a summary	Activity 8 (pg. 255) – Write a narrative essay

Plan Your Lessons for Term 3 Cycle 4

WEEK	DAY	COMP	TIME	LESSON ACTIVITY (See details on page x)	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 – Revision		
		W&P	30 min	Writing – Revision		
	3	W&P	60 min	Writing – Revision		
	4	W&P	30 min	Writing – 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 4 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	31	31	31	23	23	31	31	20	20	20	20		
			Term 1	31	31	23	23	31	31	20	20	20	20		
			Term 2	31	31	23	23	31	31	20	20	20	20		
			Term 4	31	31	23	23	31	31	20	20	20	20		
			Term 4	31	31	23	23	31	31	20	20	20	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	4	1	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	2	1	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"> 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	11	<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 8 – 15-20 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	0	
Total number of Writing informal activities	16	<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 4 The other 12 informal written activities are all transactional. 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	2	1	2	1	2	2	0	

Total number Language Structures and Conventions informal activities	31	<p>There should be a total of 31 Language Structures and Conventions informal activities to cover the 36 week period for Terms 1–4</p> <ul style="list-style-type: none"> • 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	4	4	2	4	0	
---	-----------	---	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	--

CAPS ANNUAL TEACHING PLAN GUIDE
ENGLISH FIRST ADDITIONAL LANGUAGE
TRACKING OF MINIMUM INFORMAL ACTIVITIES COMPLETED
TERM 4

Listening & Speaking (Oral) informal activities 3 x L&S 3 x Read Aloud	Term 4 6 Activities	OCT	NOV	DEC	Activity dates for verification (evidence in learner books, lesson plans or informal assessment records)					
	Target	2	4	0						
	Actual									
Reading & Comprehension informal activities 1 x Literary / Non-Literary 1 x Visual 1 x Summary	Term 4 3 Activities	OCT	NOV	DEC	Activity dates for verification (evidence in learner books, lesson plans or informal assessment records)					
	Target	1	2	0						
	Actual									
Literature informal activities 2 x Activities (choose from Poetry, Short Stories or Drama)	Term 4 2 Activities	OCT	NOV	DEC	Activity dates for verification (evidence in learner books, lesson plans or informal assessment records)					
	Target	1	1	0						
	Actual									
Extended / Independent Reading	Target	15–20	15–20	15–20	(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 4 3 Activities	OCT	NOV	DEC	Activity dates for verification (evidence in learner books, lesson plans or informal assessment records)					
	Target	1	2	0						
	Actual									
Language Structure & Conventions informal activities 6 x Activities	Term 4 6 Activities	OCT	NOV	DEC	Activity dates for verification (evidence in learner books, lesson plans or informal assessment records)					
	Target	2	4	0						
	Actual									



Programme of Formal Assessment

- There are 3 Formal Assessment Tasks (FATs) to be completed in Term 4.
- Example Assessment Tasks and Rubrics / Memoranda are provided in this document.

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

TASK	DESCRIPTION	MARKS
FAT 7	CREATIVE WRITING PROJECT Stage 3: Oral presentation (Learners do the Oral presentation of their project) Continuation from Term 4	20 marks
FAT 9	WRITING Transactional writing: 2 short or 1 long Written before the controlled test	10 marks
FAT 10	RESPONSE TO TEXTS Question 1: Literary / non-literary text (20 marks) Question 2: Visual text (10 marks) Question 3: Summary (10 marks) Question 4: Language structures and Conventions (20 marks)	60 marks

FAT 7 Stage 3 (example)

Oral Presentation (Learners do the oral presentation of their project) 20 marks
<p>1 Prepare an oral presentation based on the research you did on short stories.</p> <p>2 Your oral should:</p> <ul style="list-style-type: none">• Use appropriate structure: introduction, body and conclusion• Present central idea and supporting details• Show evidence of research/ investigation• Use appropriate body language and presentation skills, e.g. makes eye contact, volume <p>3 A suggested structure for your Oral Presentation is as follows:</p> <p>a Introduction: Introduce the genre that you researched, and share your first response to the genre, i.e.: When you first heard that you were going to do a project on short stories, what did you think / feel about this?</p> <p>b Body – part one: Share the main findings of your research</p> <p>c Body – part two: Read your own Creative Response Introduction to a short story</p> <p>d Conclusion: Share the evaluation you made about short story, as well as your evaluation of this experience, i.e.: completing a creative writing project</p> <p>4 As part of the oral part of the project, you should also:</p> <ul style="list-style-type: none">• Participate in discussions• Give constructive feedback• Maintain a discussion• Show sensitivity to the rights and feelings of others
Continue listening to individual learners present their research reports and short stories.

FAT 7 Stage 3 Rubric (example)

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

FAT 9 (example)

Transactional Writing (2 short or 1 long) 10 marks	
1	Select and teach learners the format of the selected transactional genres.
2	Set a task for learners, related to a theme that you have taught, so that they have the required language and vocabulary to complete the task.
3	Explain the assessment criteria to learners.
4	At the end of the task, assess learners' writing according to the criteria that you selected.
5	Some example rubrics for different transactional text types are inserted below.
6	You are welcome to use or adapt these rubrics, or to design your own.

FAT 9 Rubrics (examples)

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 – 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 – DIALOGUE			
MARKS	Maximum total of 10		
OBJECTIVE	Writes a dialogue about ...		
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.
STRUCTURE	0	1	2
	The learner has not followed the format of the dialogue with regards to the required layout and punctuation. There is no organisation or flow.	The learner has structured the dialogue with most of the layout and punctuation correctly. The dialogue can be followed and flows logically.	The learner has structured the dialogue according to the correct layout, lines left and punctuation. The structure allows the reader to follow the writing easily and be drawn in.
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 punctuation. The characters' words are not in the first person. There are no sentences in the past tense, or the past tense has not been used correctly. 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 included most of the correct punctuation. The characters mostly speak in the first person. Some sentences are in the past tense. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors.	The learner has correctly punctuated the dialogue (colon after each speaker; actions in brackets). The characters speak in the first person with some sentences in the past tense. 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 about ...		
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 to review all the 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	2	3
	The learner has not included the necessary information about the text. The style of the language is not correct and there is no conditional sentence. 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 included most of the necessary information about the text. There is an attempt at descriptive and emotive language and a conditional sentence. The learner edits their own 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 is emotive and descriptive. There is a conditional sentence. The learner successfully edits their own work to correct grammar, spelling and punctuation.

EXAMPLE RUBRIC: TRANSACTIONAL WRITING – PERSONAL LETTER			
MARKS	Maximum total of 10		
OBJECTIVE	Writes a personal 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 personal letter.
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 language with the correct greeting and farewell. The learner successfully edits their own work to correct grammar, spelling and punctuation.

EXAMPLE RUBRIC: TRANSACTIONAL WRITING – PRINT ADVERTISEMENT			
MARKS	Maximum total of 10		
OBJECTIVE	Writes a print 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. It includes the writer's original ideas.
STRUCTURE	0	1	2
	The learner's advertisement has not followed the correct structure.	The learner has attempted to structure the advertisement correctly.	The learner has used the correct structure and layout of a print advertisement.
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 learner has not included a slogan or rhyme. 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 a slogan or rhyme. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors.	The learner's style of language is correct. The learner has correctly included a slogan or rhyme. The learner successfully edits their own work to correct grammar, spelling and punctuation.

FAT 10 (example)

Response to Texts	
60 marks	
Literary / Non-Literary	20 marks
Visual	10 marks
Summary	10 marks
Language Structures & Conventions	20 marks

Term 4 Fat 10: Response to Texts

PART A: READING COMPREHENSION

NAME: _____

INSTRUCTIONS:

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

	In Your Dreams!
1	We spend about one third of our lives sleeping. During that time, we dream. In an average lifetime, people spend about six years dreaming. Many people have ideas and beliefs about dreams, but no one knows exactly why we dream or if there is a purpose to dreaming. What scientists do know is that just about everyone dreams every time they sleep, and those dreams can be entertaining, fun, romantic, upsetting, frightening, and sometimes just strange!
2	<u>Everybody Dreams</u> You might think when you go to sleep your brain shuts down. But our brains are active all night long. As we sleep, our brains go through different levels of activity. It is during the rapid eye movement (REM) in our sleep, that we dream. All humans dream for around two hours per night, although most of us forget 95% of our dreams. Even people who have been blind since birth dream in pictures. Researchers have found that people usually have several dreams each night, each one lasting for between five to 20 minutes. Because animals also have REM cycles, scientists believe they also dream!
3	<u>What Are Nightmares?</u> A nightmare is a bad dream that is scary or threatening. Sometimes a nightmare can cause a person to wake up from sleep. Nightmares can be caused by stress, anxiety, or sometimes as a reaction to certain medications. Bad dreams are normal and harmless. But if a person is frequently woken up by nightmares this can have damaging effects. Disrupted sleep is not healthy and it can make people lose concentration and be in a bad mood during the day.
4	<u>Functions of Dreams</u> No one knows anything for certain, but dreams are usually about your life, and they are based on our recent activities or conversations. Some people say dreams are a way for us to work through the troubles in our lives. Others say when we dream, we are very creative, so it is in our dreams that our creativity can flourish. And others feel that dreaming helps us to store important information and memories.
5	<u>Some Common Dreams and What People Say They Might Mean</u> You're being chased: this one means you are running away from things in your life and maybe your brain is saying you need to sort these things out. The falling dream: this one could mean you're feeling worried and out of control about something in your life. The naked dream: some say this could mean you are feeling insecure or ashamed; others say this is a message to free yourself! The flying dreams: Most flying dreams are happy and exciting, so enjoy this wonderful feeling. The dream where you can't run: this is a common nightmare. No matter how hard you try, you can't run, even though you have to get away! This might mean you are feeling powerless or lacking self-confidence.
6	Whatever our dreams do or don't mean, they are certainly part of our lives. But we don't always want our dreams to come true!



QUESTIONS:

1 Is this text fiction or non-fiction? Give a reason for your answer.

[2]

2 How much time does the average person spend dreaming?

[1]

3 During which cycle in our sleep do we dream?

[1]

4 True or false: *Blind people do not dream.* Find evidence in the text to support your answer.

[2]

5 How can nightmares be harmful?

[2]

6 People are not sure why we have dreams, but some have given reasons. List three possible reasons why we have dreams.

[3]

7 Why do you think people dream?

[2]

8 In the text there are five common dreams listed. Which one would you like to have? Why?

[2]

9 Why do you think people forget their dreams when they wake up?

[2]

10 The expression ‘to live in a dream world’ means: (tick your choice)

- a** to have an unrealistic and extremely positive view of the world
- b** to be asleep
- c** you are always looking for a reason for why things happen

[1]

11 Describe your strangest dream and what you think it meant.

[2]

TOTAL: 20 marks

Term 4 Fat 10: Response to Texts

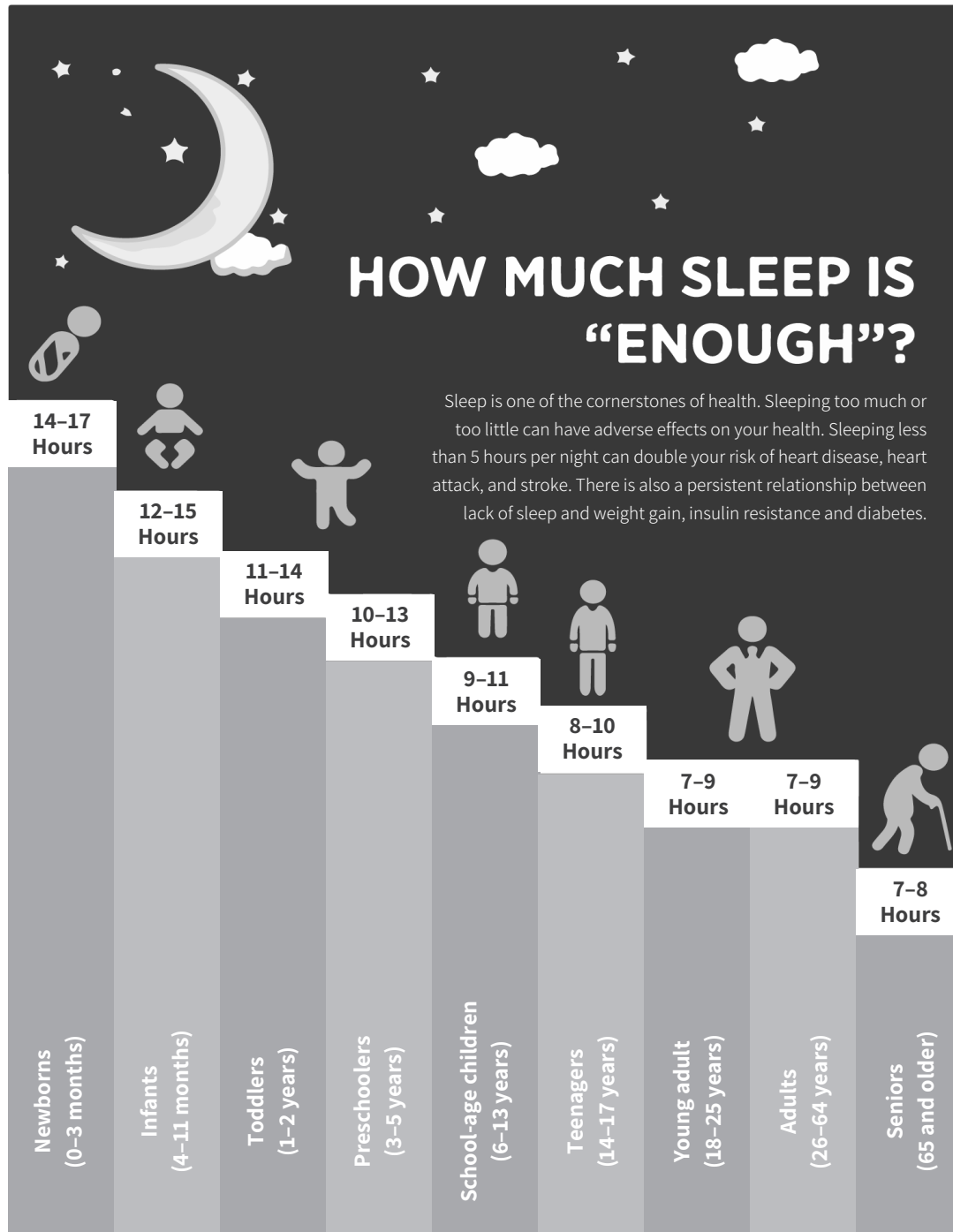
PART B: READING COMPREHENSION – VISUAL TEXT

NAME: _____

INSTRUCTIONS:

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

VISUAL TEXT



<https://themattressmom.com/how-much-sleep-should-you-tget-an-infographic/how-much-sleep-is-enough-infographic/>

1 Which age group needs the most sleep?

[1]

2 How many hours of sleep do teenagers need?

[1]

3 Why do you think seniors need less sleep than school-age children?

[2]

4 How much sleep do you get on average each night? Are you getting the correct amount according to this information?

[2]

5 List two of the possible health risks if you get less than 5 hours sleep a night?

[2]

6 Why do you think sleep is so important for our mental and physical health?

[1]

7 If someone is '*fast asleep*' it means: (tick your choice)

a they are dreaming of driving a fast car

b they will not wake up easily

c they fell asleep very quickly

[1]

TOTAL: 10 marks

Term 4 Fat 10 Response to Texts

PART C: SUMMARY

NAME: _____

INSTRUCTIONS:

- Read the text, 'In Your Dreams!'
- Complete the summary frame below.
- 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 4 Fat 10 Response to Texts

PART D: LANGUAGE IN CONTEXT

NAME: _____

INSTRUCTIONS:

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

QUESTIONS:

1 Change the following sentences into the simple past tense:

- a Many people have ideas and beliefs about dreams.

_____ [1]

- b Most of us forget 95% of our dreams.

_____ [1]

2 Change the underlined verbs into the past progressive:

- a While I dream, I dealt with some of my troubles from my day.

_____ [1]

- b While he slept, his brain experienced REM and he had a great dream.

_____ [1]

3 Change the following into the future tense:

Most flying dreams are happy and exciting.

_____ [1]

4 Change the sentence into the active voice:

Nightmares can be caused by stress or anxiety.

_____ [1]

5 Reread the first 3 sentences of paragraph 2. Find and write down an example of:

- a an adjective _____
b a common noun _____
c a conjunction _____
d a pronoun _____

[4]

6 Look at the following example:

The strangest dream I had was when I flew around the world on a lion eating slices of watermelon! ('the strangest' is the superlative form of the adjective).

Fill in the correct form of the adjective: descriptive, comparative or superlative for each of the sentences below.

- a** My dream about failing my exams was (frightening) _____ than my dream about being naked at school!
- b** Whenever we all tell each other our dreams, hers are always (funny) _____.
- [2]

7 Fill in the apostrophes correctly:

Every night, in Thandis dream, shes running fast, but she can't get away from the monster.

[2]

8 Change the following from indirect speech into direct speech:

The scientist said that everybody dreams every night, even animals.

[2]

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

Having a nightmare now and then is not dangerous, (nor / but / so / while) if you have one every night and your sleep is disrupted, it can be harmful to your health.

[1]

10 Find a synonym for 'worried' in paragraph 5. _____

[1]

11 Create the antonym of 'happy' by adding a prefix. _____

[1]

12 Choose the idiom that means the same as the words in brackets in the following sentence: (tick your choice)

I always wanted to go to university, but (I never thought this would happen) did I think I'd get a full scholarship to study.

- a** sweet dreams
- b** live in a dream world
- c** never in my wildest dreams
- [1]

TOTAL: 20 MARKS

TERM 4 FAT 10 RESPONSE TO TEXTS MEMORANDA

PART A: READING COMPREHENSION MEMORANDUM

- 1 Non-fiction (1). It contains facts / true information. (1)
- 2 Six years (1)
- 3 REM / Rapid eye movement (1)
- 4 False (1). 'Even people who have been blind since birth dream in pictures.' (1)
- 5 When people are woken up when they are having nightmares it can be damaging. (1) This is because they will possibly lose concentration or be in a bad mood the next day. (1)
 - They are replaying some of the things that have happened in our lives. /They are based on our recent activities or conversations. (1)
 - They are for our creativity to develop. (1)
 - They are to help us store important information and memories. (1)
- 6 Learners' own response. They can expand on one of the reasons people dream in paragraph 4, or they can use their own ideas but their ideas must be related to dreaming / the brain. (2)
- 7 Learners must choose ONE from the following list: You're being chased / The falling dream / The naked dream / The flying dream / The dream where you can't run (1) AND provide a good reason why they would like to have this dream. (1)
- 8 Learners must give their own ideas why people forget their dreams, but their ideas must be related to dreams / memory / stress / the brain etc. (2)
- 9 a – to have an unrealistic and extremely positive view of the world (1)
- 10 Learners' own answer. Award marks for creativity (1) and the connection between the dream and what it could mean (1).

TOTAL: 20 MARKS

PART B: VISUAL COMPREHENSION MEMORANDUM

- 1 Newborns (1)
- 2 8–10 hours (1)
- 3 Possible answers:
 - School-age children's brains are still growing and sleep is needed for growth. (2)
 - School-age children learn a lot of new information each day, whereas seniors do not. (2)
 - School-age children are usually more physically active than seniors so their bodies need more hours to recover. (2)
- 4 Learner must state how much sleep they get per night in hours. (1) They must then compare this amount to 8–10 hours which is what the image says teenagers should be getting. (1)
- 5 Any TWO of the following:
 - Increase your risk of heart disease. (1)
 - You could have a heart attack. (1)
 - You could have a stroke. (1)
 - You can gain / put on weight. (1)
 - You can develop insulin resistance. (1)
 - You could get diabetes. (1)
- 6 Any ONE of the following:
 - Sleep is important for growing. (1)
 - Sleep is important for rest /recovery of our body. (1)

- Sleep can prevent certain diseases. (1)
- 7 b – they will not wake up easily (1)

TOTAL: 10 MARKS

PART C: SUMMARY MEMORANDUM

Learners to be awarded marks for 2 good sentences per point. The sentences must make sense and show an understanding of the text.

- 1 This text is about...** [2]
Any TWO of the following:
- how long people spend dreaming.
 - different kinds of dreams.
 - who dreams.
 - what dreams mean.
- 2 The author wrote the text so that the reader...** [2]
Any TWO of the following:
- can understand more about how dreams work.
 - can learn about the different kinds of dreams.
 - can learn about the different meanings of dreams.
- 3 In the text I learnt...** [2]
Any TWO of the following:
- how much time people spend dreaming.
 - what causes nightmares.
 - about different kinds of dreams.
 - about what the different kinds of dreams might mean.
- 4 I liked...because....**
Learners' own response. Award ONE mark for learner saying what they liked about the text AND ONE mark for why they liked that point. [2]
- 5 Overall, I think the text is...** [2]
Learners' own response but must have TWO points which make sense.

TOTAL: 10 MARKS

PART D: LANGUAGE IN CONTEXT MEMORANDUM

- 1 a** Many people had ideas and beliefs about dreams. (1)
b Most of us forgot 95% of our dreams. (1)
- 2 a** While I was dreaming, I dealt with some of my troubles from my day. (1)
b While he was sleeping, his brain experienced REM and he had a dream. (1)
- 3** Most flying dreams will be happy and exciting. (1)
- 4** Stress or anxiety can cause nightmares. (1)
- 5 a** active / rapid / different / all (1)
b sleep / activity / levels / eye / brain(s) / night (1)
c when / as / but (1)
d you / it / our / we (1)
- 6 a** My dream about failing my exams was more frightening than my dream about being naked at school! (1)
b Whenever we all tell each other our dreams, hers are always the funniest. (1)
- 7** Every night, in Thandi's dream, she's running fast, but she can't get away from the monster. (2)

- 8** The scientist said, “Everybody dreams every night, even animals.” (2)
- 9** Having a nightmare now and then is not dangerous, (nor / but / so / while) if you have one every night and your sleep is disrupted, it can be harmful to your health. (1)
- 10** concerned / stressed (1)
- 11** unhappy (1)
- 12** c –never in my wildest dreams (1)

TOTAL: 20 MARKS

