



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Planner & Tracker for Recovery ATP

First Additional Language: English



Grade 9 Term 4



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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 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** Take notes
- c** Discuss the structure, development of ideas, and language conventions
- d** Ask and answer questions
- e** Share ideas
- f** Identify and comment on features and conventions of a listening text

2 Understand and use conventions for oral presentations, including:

- a** Body language
- b** Language use
- c** Register
- d** Tone
- e** Voice projection
- f** Fluency
- g** Pronunciation

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

- a** Introduction, body, conclusion
- b** Unprepared speech
- c** Teacher-led oral discussion
- d** Teacher-led conversation

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

- a** Use of voice
- b** Suitable topic choice
- c** Tone
- d** Pace
- e** Projection
- f** Pronunciation
- g** Fluency
- h** Adherence to punctuation
- i** Body language
- j** 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 transactional and information texts

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

3 Reading of a literary text

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

4 Reading of Poetry

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

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

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

- a Skim for main ideas
- b Scan for supporting details
- c Make predictions
- d Visualise
- e Purpose and target group
- f Intensive read for comprehension, including:
 - The meaning of words
 - View of character
 - Fact and opinion
 - Implied meaning (inference)
 - Give own opinion
 - Identify manipulative language

SUMMARY: WRITING & PRESENTING

1 Understand and use Process Writing, including:

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

2 Learn about and write Transactional Texts, for example: covering letter, CV, directions/ instructions, obituary

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

- a** Requirements of format and style
- b** Target audience, purpose and context
- c** Organisation of content
- d** Register
- e** Logical order of sentences
- f** Conjunctions for cohesion
- g** Language conventions
- h** Word choice, figurative language
- i** Main and supporting ideas
- j** Sentence structure, length and type
- k** Selection and use of visual design elements, including symbols, colour, placement (when required)

SUMMARY: LANGUAGE STRUCTURES AND CONVENTIONS

1 Word Level Word

- a Verbs
- b Proper nouns
- c Nouns
- d Gerunds
- e Complex nouns

2 Sentence Level Work

- a Tense
- b Direct and indirect speech
- c Active and passive voice
- d Concluding paragraph
- e Procedure
- f Cause and effect explanation
- g Procedural, spatial order, order of importance, concluding paragraph

3 Punctuation & Spelling

- a Spelling patterns
- b Abbreviations – initialism and acronyms
- c Truncation
- d Aphesis
- e Portmanteau

4 Word Meaning

- a Stereotypes
- b Prejudice
- c Bias
- d Emotive language
- e Ambiguity
- f Cliché
- g Redundancy
- h Tautology
- i Slang
- j Jargon
- k Shift of meaning
- l Language use
- m One word for a phrase

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:

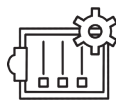
CAPS TIME ALLOCATION	GRADES 7–9
Listening & Speaking	2 hours
Reading & Viewing	3 h 30 min
Writing & Presenting	3 h 30 min
Language Structures & Conventions	1 hour
TOTAL	10 HOURS

- 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 9–21 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
		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
	5	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
		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>Interactive English</i> S.M.I.L.E	Chapter 16: Wise up...about work (pg. 261) The world of work is very different to school – it requires a lot of self-discipline. This chapter explores the world of work. Learners will listen to a fable, read a variety of texts about work, and write their own letter of application.	<ul style="list-style-type: none"> Listening comprehension Unprepared speech <p>Activity 1 (pg. 262) – Listen to and discuss a fable</p>	<ul style="list-style-type: none"> Read a literary text, e.g.: Drama/ novel/folktale Read poetry <p>Activity 3 (pg. 265) – Read a literary text Activity 4 (pg. 267) – Read an extract from a youth novel Activity 5 (pg. 270) – Read a poem</p>	<ul style="list-style-type: none"> Writes a transactional text; e.g.: Covering letter and CV <p>Activity 8 (pg. 274) – Write a letter of application</p>
<i>English Today</i> Maskew Miller Longman	Chapter 14: Use your opportunities (pg. 217) In this chapter learners are going to read and talk about decision making and the opportunities presented to individuals throughout their lives.	Activity 1 (pg. 218) – Listen to a fable and answer questions	Activity 3 (pg. 219) – Read a youth novel extract	Activity 8 (pg. 226) – Write a letter of application
<i>Oxford Successful</i> <i>Oxford University</i> Press	Unit 15: Go green! (pg. 259) In this unit learners will explore the ways in which modern lifestyles contribute to the climate crisis. Learners will listen to an article, read a short story, and write a letter of application.	<p>Activity 1 (pg. 260) – Listen to an article</p> <p>Activity 6 (pg. 268) – Engage in a meeting</p>	Activity 3 (pg. 262) – Read a short story	Activity 8 (pg. 270) – Write a letter of application
<i>Spot on</i> Pearson Marang	Module 15: School scenes (pg. 138) School equips learners with some very important life skills. We learn more than what is taught in the classroom. However, many people have different opinions about school and their school experience. This module explores different perspectives of school.	<p>FAT (pg. 134) – Role play a meeting</p> <p>Activity 4.1 (pg. 135) – Listening comprehension</p>	Activity 1.1 (pg. 131) – Read an extract and answer the questions	Activity 5.1 (pg. 136) – Write a letter of application

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 15: Different types of English (pg. 203) English is considered a universal language, however there are many differences in the way people speak it. People have different accents and choose different kinds of words and grammar. In this chapter learners will explore these differences by looking at colloquial and informal language.	Activity 1 (pg. 204) – Talk about a photograph Activity 4 (pg. 205) – Role play a meeting	Activity 5 (pg. 206) – Read a youth novel extract Activity 9 (pg. 211) – Read a poem	Activity 10 (pg. 211) – Write a formal letter of application
<i>Top Class</i> <i>Shuter & Shooter</i>	Unit 15: Wild cats (pg. 198) In this unit, learners will read and listen to several different stories about lions and leopards. Learners will read a poem and write a letter of application.	Activity A-D (pg. 198) – Listen to two fables Activity D-E (pg. 199) – Hold a meeting	Activity F-I (pg. 200) – Read a novel extract Activity J (pg. 202) – Read a poem Activity K (pg. 203) – Read a short story	Activity L & M (pg. 204) – Write a letter of application
<i>Via Afrika</i> <i>Via Afrika</i>	Unit 16: Jobs and careers (pg. 190) This unit focuses on jobs and careers. By the end of Grade 9 – many learners should start thinking about what they are going to do after school. Learners will listen to an information text, read a literary text, and write a formal letter of application.	Activity 1 (pg. 191) – Listen to and discuss an information text Activity 6 (pg. 200) – Hold a meeting about career choice	Activity 4 (pg. 195) – Read a novel extract and answer questions Activity 5 (pg. 197) – Read a poem	Activity 7 (pg. 201) – Write a letter of application
<i>Clever English</i> <i>Macmillan South Africa</i>	Unit 16: Business is business (pg. 218) In this unit – learners look at jobs and careers by exploring a variety of texts. They also learn practical skills like how to participate in a meeting and how to write a letter of application.	Activity 1 (pg. 218) – Listen to a fable and answer questions Activity 3 (pg. 220) – Participate in a meeting Activity 4 (pg. 222) – Unprepared reading aloud	Activity 4 & 5 (pg. 222) – Unprepared reading of a novel extract and answer questions Activity 6 (pg. 225) – Read a poem and answer questions	Activity 8 (pg. 228) – Write a letter of application

Plan your Lessons for Term 4 Cycle 1

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		
		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	L&S	60 min	Oral Presentations		
	5					



Curriculum Planner: Cycle 2

Textbook References

TEXTBOOK	TEXTBOOK CHAPTER NUMBER & WEEKS	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>Interactive English</i> S.M.I.L.E	Chapter 17: Wise up...about health (pg. 278) South Africa has the highest rate of HIV infection in the world. Learners will listen to and read more about the HIV/AIDS epidemic and explore ways in which they can protect themselves and their loved ones.	<ul style="list-style-type: none"> Listening comprehension of a recorded dialogue Oral discussion <p>Activity 1 (pg.279) – Listen to an information text and answer questions</p>	<ul style="list-style-type: none"> Reads a literature text e.g.: short story/drama Comprehension of a visual or multimedia text <p>Activity 3 (pg. 284) – Read a short story Activity 5 (pg. 287) – Read a picture story</p>	<ul style="list-style-type: none"> Writes a transactional text e.g.: directions/instructions <p>Activity 7 (pg. 292) – Write an email</p>
<i>English Today</i> Maskew Miller Longman	Chapter 16: Live up to the brand (pg. 231) In this chapter learners will explore the topic of media and advertising. They will look at how media and advertisements manipulate viewers. Learners will listen to a dialogue, read a novel extract, and write an email.	Activity 1 & 2 (pg. 232) – Listen to and discuss a dialogue	Activity 3 & 4 (pg. 235) – Read novel extracts and answer questions Activity 9 (pg. 239) – Read an advert and answer questions	Activity 13 (pg. 242) – Read and sequence an email
<i>Oxford Successful</i> <i>Oxford University</i> Press	Unit 16: Talk about it (pg. 275) This unit explores strong opinions and passions people have about different topics. Learners will listen to and read about different opinions, think about their own opinions, and write an email.	Activity 3 (pg. 280) – Listen to a dialogue Activity 6 (pg. 283) – Take part in a panel discussion	Activity 1 (pg. 276) – Read an extract Activity 5 (pg. 282) – Read a cartoon	Activity 9 (pg. 286) – Write an email
<i>Spot on</i> Pearson Marang	Module 16: Facing our fears (pg. 140) We all experience fear and anxiety for many different reasons. This module is about finding the courage to face your fears. Learners will participate in a group discussion, read an extract from a youth novel, and write an email.	Activity 1.1 (pg. 141) – Present a group discussion Activity 6.2 (pg. 146) – Listen to a recorded dialogue	Activity 2.1 (pg. 142) – Analyse the literary features of a youth novel	Activity 5.1 (pg. 145) – Write an email

TEXTBOOK	TEXTBOOK CHAPTER NUMBER & WEEKS	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>Platinum</i> <i>Maskew Miller</i> <i>Longman</i>	Chapter 16: New media matters (pg. 217) With the rise of technology, there is a rise in the amount and variety of media we consume. Learners will improve their critical thinking skills by exploring the advantages and disadvantages of “new media”. They will express their own ideas and listen to other viewpoints.	Activity 2 (pg. 218) – Listen to a dialogue and answer questions Activity 3 (pg. 220) – Take part in a forum discussion	Activity 4 (pg. 221) – View a cartoon and answer questions Activity 6 (pg. 222) – Read an extract from a novel	Activity 9 (pg. 228) – Write an email
<i>Top Class</i> <i>Shuter & Shooter</i>	Unit 16: People need people (pg. 209) Humans are social beings and so community, friends and family are very important. This unit explores how people need and depend on others. Learners will listen to a dialogue, read stories, and write an email.	Activity A (pg. 209) – Listen to a dialogue from a play FAT: Task 1 (pg. 210) – Listening comprehension	Activity F-H (pg. 212) – Read a novel extract and answer questions Activity J (pg. 216) – View a multimedia text	Activity K (pg. 216) – Write an email
<i>Via Afrika</i> <i>Via Afrika</i>	Unit 17: From the past to the present (pg. 202) This unit looks at the concept of how the past can affect the present. Learners will look at how the past can affect the decisions we make in the present.	Activity 1 & 2 (pg. 203) – Listening comprehension and group discussion	Activity 5 (pg. 208) – Read an extract Activity 7 (pg. 212) – View a cartoon for comprehension	Activity 8 (pg. 214) – Write an email
<i>Clever English</i> <i>Macmillan South</i> <i>Africa</i>	Unit 17: Make your mark (pg. 232) This unit looks at inspirational people and how people with disabilities have overcome adversity. Learners will listen to an interview with someone inspirational, participate in a group discussion, read a novel extract, and write an email.	Activity 2 (pg. 234) – Listen to an interview and answer the questions that follow Activity 3 (pg. 235) – Hold a forum discussion	Activity 4 (pg. 237) – Read a novel extract Activity 6 (pg. 240) – Read a poem	Activity 8 (pg. 242) – Write an email expressing admiration for someone

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		
	3	LSC	30 min	Oral		
2	1	R&V	30 min	Shared Reading First Read		
		W&P	30 min	Teach and practice LSC		
	2	R&V	30 min	Shared Reading Second Read		
		R&V	60 min	Paired / Independent Reading		
	3	R&V	30 min	Comprehension		
3	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		
4	1	W&P	30 min	Writing: Publishing & Presenting		
		L&S	60 min	Oral Presentations		



Curriculum Planner: Cycle 3

Textbook References

NOTE: For this cycle, you may choose to use the Example Lesson Plans found at the end of this document.

TEXTBOOK	TEXTBOOK CHAPTER NUMBER & WEEKS	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>Interactive English</i> S.M.I.L.E	Chapter 18: Wise up ... about Consumer Rights (pg. 295) We are all consumers which means we have rights and responsibilities. Learners will learn more about consumer rights, responsibilities and all the laws and regulations that are in place to protect consumers.	Activity 2 (pg. 298) – Discuss images as a class and in groups	Activity 4 (pg. 303) – Read a short story Activity 5 (pg. 306) – Read a novel extract Activity 6 (pg. 308) – Read an information text	Activity 9 (pg. 311) – Write a diary entry
<i>English Today</i> Maskew Miller Longman	Chapter 17: Reaching your goals (pg. 245) To achieve our goals, we need to make some decisions. This chapter will explore how the decisions people make can affect them in different ways.	Activity 5 (pg. 252) – Hold a conversation Activity 9 (pg. 255) – Role play a situation	Activity 3 (pg. 251) – Read a short story and answer questions Activity 11 (pg. 257) – Write a summary	Activity 10 (pg. 256) – Write a diary entry
<i>Oxford Successful</i> Oxford University Press	Unit 17: Unheard voices (pg. 274) This unit explores the topic of animals and their “unheard” voices. Animals cannot talk or advocate for themselves – it is therefore very important to pay close attention to them and make sure that we give them a good quality of life.	Activity 2 (pg. 292) – Participate in a conversation Activity 6 (pg. 297) – Participate in a role play	Activity 3 (pg. 293) – Read an extract from a novel Activity 4 (pg. 296) – Write a summary	Activity 8 (pg. 299) – Write a diary entry

TEXTBOOK	TEXTBOOK CHAPTER NUMBER & WEEKS	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>Spot on Pearson Marang</i>	Module 17: Passionate about poetry (pg. 149) Learners will explore the topic of poetry. This module will equip learners with the skills to critically analyse poetry. Learners will read about a poet, take part in a conversation, summarise a reading and write an obituary.	Activity 1.1–1.3 (pg. 150) – Write and role-play a conversation	Activity 1.1 (pg. 150) – Read an extract from a novel Activity 2.1 (pg. 151) – Read an extract from a novel Activity 4.1 (pg. 153) – Write a summary	Activity 6.1 (pg. 155) – Write an obituary
<i>Platinum Maskew Miller Longman</i>	Chapter 17: In praise of Africa (pg. 231) South Africa is full of things to praise and be proud of – its people, animals, and places. This chapter explores this topic through a variety of texts praising Africa. Learners will write their own diary entry praising something in Africa.	Activity 7 (pg. 238) – Take part in a conversation Activity 8 (pg. 240) – Take part in a role play	Activity 2 (pg. 232) – Read a praise poem Activity 3 (pg. 234) – Summarise a text Activity 4 (pg. 235) – Read a short story	Activity 9 (pg. 241) – Write a diary entry
<i>Top Class Shuter & Shooter</i>	Unit 17: Fighting for the soul of our planet (pg. 221) In this unit, learners will learn about a man who learned the language of elephants and his fight for conservation and Africa’s wildlife. Learners will participate in a role-play and conversation and write an obituary.	Activity A (pg. 221) – Participate in a role play Activity B (pg. 222) – Take part in a conversation	Activity C (pg. 223) – Read a story Activity F (pg. 227) – Summarise a text	Activity G (pg. 228) – Write an obituary

TEXTBOOK	TEXTBOOK CHAPTER NUMBER & WEEKS	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
Via Afrika Via Afrika	Unit 18: Making choices (pg. 215) This unit explores the concept of making choices. Learners will think about all the different choices they make – both frequently and infrequently. Learners are also encouraged to think about how important it is to be aware of the consequences our choices have.	Activity 1 (pg. 216) – Role-play a situation FAT 10 (pg. 217) – Hold a conversation	Activity 4 (pg. 220) – Read a novel extract	Activity 6 (pg. 225) – Write a diary entry
Clever English Macmillan South Africa	Unit 18: Memories (pg. 247) In this unit learners will explore the topic of memories through a discussion, reading of a short story and writing their own memories down in a diary entry.	Activity 1 (pg. 248) – Hold a group conversation	Activity 3 (pg. 251) – Read an extract from a story Activity 6 (pg. 254) – Summarise a text	Activity 7 (pg. 256) – Write a diary entry

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		
2	4	R&V	30 min	Shared Reading First Read		
		W&P	30 min	Teach and practice LSC		
	5	R&V	30 min	Shared Reading Second Read		
		R&V	60 min	Paired / Independent Reading		
	1	R&V	30 min	Comprehension		
R&V		30 min	Shared Reading Post-Read			
3	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 4

Textbook References

TEXTBOOK	TEXTBOOK CHAPTER NUMBER & WEEKS	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>Interactive English</i> S.M.I.L.E	Chapter 19: Wise up... about exams (pg. 312) In this chapter learners will revise what they have learnt through the year.	<ul style="list-style-type: none"> Prepared reading aloud Teacher-led conversation <p>Activity 1 (pg. 313) – Hold a group discussion Activity 1 (pg. 317) – Listening comprehension and summary</p>	<ul style="list-style-type: none"> Reads literary text, e.g.: Drama; Short Story Read newspaper or magazine article for comprehension Summarise the text <p>Activity 2 (pg. 318) – Read and discuss instruction words Activity 3 (pg. 319) – Reading comprehension Activity 4 (pg. 321) – Read a poem</p>	<ul style="list-style-type: none"> Writes a transactional text e.g.: Obituary <p>Activity 6 (pg. 325) – Choose a text genre to write</p>
<i>English Today</i> Maskew Miller Longman	Chapter 18: Revision and exam preparation (pg. 259) In this chapter learners will revise what they have learnt through the year.	Activity 1 (pg. 260) – Listen to and discuss an information text about stress	<p>Activity 4 (pg. 263) – Read an information text and answer questions Activity 5 (pg. 264) – Read a graph Activity 7 (pg. 266) – Practise summary writing</p>	Activity 12 (pg. 270) – Write an essay
<i>Oxford Successful</i> Oxford University Press	Unit 18: Exam revision (pg. 303) In this unit learners will revise what they have learnt through the year.	Activity 2 (pg. 306) – Participate in a conversation	<p>Activity 1 (pg. 305) – Revise poetry Activity 3 (pg. 307) – Revise novels Activity 5 (pg. 311) – Reading comprehension</p>	Activity 4 (pg. 310) – Revise types of writing

TEXTBOOK	TEXTBOOK CHAPTER NUMBER & WEEKS	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>Spot on</i> <i>Pearson Marang</i>	Module 18: Quiet, please! Exams in progress (pg. 157) In this module learners will revise what they have learnt through the year.	-	Activity 3.1 (pg. 160) – Do a reading comprehension Activity 4.1 (pg. 162) – Comprehending visual texts	Activity 5.1 (pg. 162) – Practise summarising texts
<i>Platinum</i> <i>Maskew Miller</i> <i>Longman</i>	Chapter 18: Learning for the future Learning does not just happen at school. In this chapter, learners will explore the mechanism of learning – all the different ways and places we learn. In this chapter learners will revise everything they have learnt this year.	Activity 2 (pg. 244) – Listen to a passage and answer questions	Activity 3 (pg. 244) – Read an article and answer questions Activity 4 (pg. 247) – Read an extract from a novel	Activity 5 (pg. 249) – Write a summary Activity 6 (pg. 282) – Revise the different types of essays Activity 7 (pg. 252) – Write an essay
<i>Top Class</i> <i>Shuter & Shooter</i>	Unit 18: Revision for exams (pg. 233) In this unit – learners will revise what they have learnt through the year.	Activity A & B (pg. 233) – Listen to an extract from a novel Activity C (pg. 234) – Prepare and present a speech	Activity E (pg. 235) – Revise key features of novels and stories Activity F (pg. 235) – Reading comprehension Activity H (pg. 238) – Read an extract from a play	Activity J (pg. 243) – Write an essay Activity K (pg. 243) – Write a friendly letter or email
<i>Via Afrika</i> <i>Via Afrika</i>	Unit 19: Let's revise (pg. 228) In this unit – learners will revise what they have learnt through the year.	Activity 1 (pg. 229) – Revise public speaking	Activity 2 (pg. 231) – Reading comprehension	Activity 3 (pg. 234) – Revise transactional texts
<i>Clever English</i> <i>Macmillan South Africa</i>	Unit 19: Rewind and fast forward (pg. 263) In this unit – learners will revise what they have learnt through the year.	Activity 1 (pg. 264) – Hold a discussion about a picture and how it relates to the theme Activity 4 (pg. 266) – Listening comprehension	Activity 6 (pg. 269) – Read a variety of extracts and answer the questions that follow Activity 7 (pg. 270) – Read a poem	Activity 8 (pg. 272) – Write a diary entry Activity 9 (pg. 273) – Write a dialogue

Plan Your Lessons for Term 4 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		
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		
	3	1	R&V	30 min	Shared Reading Post-Read	
W&P			30 min	Writing – Revision		
2		W&P	30 min	Writing – Revision		
		W&P	60 min	Writing – Revision		
4		W&P	30 min	Writing – Revision		
	W&P	30 min	Writing – Revision			
5	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	
Total number of informal activities: Languages	105	Term	Activity									31 activities	20 activities	
		Term 1	31											
		Term 2	23											
		Term 4	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	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	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 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	2	4	0	
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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	20–25	20–25	20–25	(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	20 marks
FAT 10	RESPONSE TO TEXTS Question 1: Literary / non-literary text (25 marks) Question 2: Visual text (15 marks) Question 3: Summary (10 marks) Question 4: Language structures and Conventions (20 marks)	70 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) 20 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 (adjust to 20 marks if required)		
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 (adjust to 20 marks if required)		
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 (adjust to 20 marks if required)		
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 (adjust to 20 marks if required)		
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 (adjust to 20 marks if required)		
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 (adjust to 20 marks if required)		
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	
70 marks	
Literary / Non-Literary	25 marks
Visual	15 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.

Freedom of Speech

1 Akani, Munene and Tengisa were walking home from school. They were in Grade 9 and had known each other and been good friends for six years. They were top students and often liked to discuss and debate issues that they were learning about in class.

2 'You know, we were talking about human rights and freedom of speech in class today. It really made me think,' said Akani.

3 'Oh yes, what's going on in your head now?' Munene asked with a smile. He was used to his friend's interesting conversations, and he appreciated their discussions. 'Surely freedom of speech is a good thing? Everyone should be able to express themselves. What's to discuss?'

4 Tengisa turned to her friend. 'Well, yes, of course, but should there be limits on what is okay to talk about? I mean, what if someone is saying terrible things about someone else? Like what about hate speech? What if someone gives a speech or posts something on social media that promotes hatred towards a certain race group or people from a specific country or religion or gender? Or uses very disrespectful and offensive names and language when talking to someone?'

5 'But people fought and died for the right to express themselves and be free. Don't we live in a democracy?' insisted Munene.

6 'We do, but part of a democracy means protecting people,' Akani said thoughtfully. 'And not everything is okay to say. What about someone whose ideas encourage violence and make people attack others or cause harm or even start a riot?' he added. 'People shouldn't be allowed to do that, should they?'

7 'Yes, I see your points, I guess. But who is responsible for what's allowed to be said? How can one person say what's okay and what's not? How do you let some people say what they want, but stop others?' Munene asked.

8 Akani thought and then said, 'I don't think it's up to one person alone. I think our constitution has rules about this.'

9 'Hmm,' said Tengisa stopping to open her gate. 'Let's go inside and Google this. Now I'm really interested to see what the laws are and how this all works in our country and other countries.'



QUESTIONS:

1 Name the three friends walking home?

[3]

2 Since which grade have they been friends? _____

[1]

3 True or false: The three friends were very comfortable with each other. Give a reason for your answer with evidence from the text.

[2]

4 What had Akani been talking about in class?

[1]

5 Quote from paragraph 3 to show that Munene enjoyed these discussions with his friend.

[1]

6 In your own words, what was Munene's opinion about freedom of speech? (paragraphs 3 and 5)

[2]

7 What was Tengisa's reason for disagreeing with Munene? (paragraph 4)

[2]

8 Does Akani agree with Munene or Tengisa? What is his opinion about freedom of speech? (paragraph 6)

[2]

9 Where can you look to find out the laws about freedom of speech in our country?

[1]

10 What is the system of government which allows all people to be represented and protected?

[1]

11 Complete the following statement with the correct ending: (tick your choice)

Munene listened to his friends' opinions and in the end he...

- a agreed with Tengisa and Akani.
- b still had questions about the issue.
- c believed what he did at the beginning of the conversation.

[1]

12 A homophone is a word that has more than one meaning.

The word 'right' is a homophone. Write 2 sentences to show you understand two meanings of the word 'right'.

[2]

13 What can you infer about the kind of person Tengisa is?

[2]

14 Find a synonym for 'insulting' in the text. _____

[1]

15 Create the antonym for 'responsible' by adding a prefix. _____

[1]

16 In your opinion, (and using your own words) should all people have the right to freedom of speech? Why or why not?

[3]

TOTAL: 25 marks

Term 4 Fat 10: Response to Texts

PART B: READING COMPREHENSION – VISUAL TEXT

NAME: _____

INSTRUCTIONS:

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

VISUAL TEXT A



1 Describe what you can see in this picture?

[2]

2 What do you think the message of this image is?

[2]

3.1 This image is: (tick your choice)

- a** in an art gallery
- b** in someone's home
- c** on the street.

[1]

3.2 Give a reason for your answer.

[2]

4 Why do you think the artist created this image and used this place to show the image?

[2]

VISUAL TEXT B

1 Describe what you can see in this image?



[2]

2 What can bullets do to a person?

[1]

3 What are the bullets representing?

[1]

4 What do you think the message of the artist is?

[2]

TOTAL: 15 marks

Term 4 Fat 10 Response to Texts

PART C: SUMMARY

NAME: _____

INSTRUCTIONS:

- Read the text, 'Freedom of Speech'.
- 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 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 present tense:

- a Akani, Munene and Tengisa were walking home from school.

- b They were in Grade 9.

- c They liked to discuss and debate issues.

[3]

2 Change the following sentences into the past progressive:

- a 'You know, we talked about human rights and freedom of speech in class today.'

- b 'What is going on in your head?'

[2]

3 Change the following into the future tense:

People fought and died for the right to express themselves.

[2]

4 Change the sentence into the passive voice:

Some governments take away people's right to freedom of speech.

[1]

5 Change the sentence into the active voice:

Much harm is caused by hate speech.

[1]

6 Reread paragraph 3 and find and write down an example of:

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

[4]

7 Look at the following example:

People use *the most disrespectful* language in hate speech. ('the most disrespectful' 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 As the conversation continued, she became even (angry) _____ than before, and she said some terrible things.
- b He was (brave) _____ of the whole group because he challenged those using hate speech.

[2]

8 Fill in the apostrophes correctly.

Lets give everyone a chance to speak. All of the learners opinions are all important.

[2]

9 Change the following from direct speech into indirect speech:

'We were talking about human rights and freedom of speech in class today,' said Akani.

[1]

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

In the past, not all South Africans were granted the right to freedom of speech, (nor / but / so / while) now our constitution gives all South Africans that right.

[1]

11 Choose the idiom that means the same as the words in brackets in the following sentence:

Akani, Tengisa and Munene were good friends and felt very comfortable with each other. Whenever they were together, they would always (say how they honestly felt). (tick your choice)

- a speak their minds
- b speak in circles
- c spill the beans

[1]

TOTAL: 20 MARKS

Term 4 Fat 10 Responds to Texts Memoranda

PART A: READING COMPREHENSION MEMORANDUM

- 1 Munene (1) Tengisa (1) and Akani (1)
- 2 Grade 3 (1)
- 3 True (1)
'...often liked to discuss and debate issues...' (1)
- 4 Human rights (1) OR freedom of speech. (1)
- 5 'Munene asked with a smile.' (1)
- 6 Munene thinks freedom of speech is a good thing. (1) Munene believes freedom of speech is a right for everyone. (1)
- 7 Tengisa thinks that there should be a limit when it comes to freedom of speech. (1) She believes that if something negative or hurtful is being said about someone / something else, it should not be allowed. (1)
- 8 Akani agrees with Tengisa. (1) He also thinks there should be a limit on the kinds of things people can say. If the thing they want to say can cause violence, for example, it shouldn't be allowed. (1)
- 9 The internet (1) OR Google'(1) OR The constitution (1)
- 10 A democracy (1)
- 11 b – still had questions about the issue (1)
- 12 Learners' own but some examples could be:
 - You must turn right at the traffic lights. (1)
 - He always thinks his answers are right! (1)
- 13 Any TWO of the following:
 - He cares about how other people feel. / He is a caring person. (1)
 - He can look at an issue from many different points of view. (1)
 - He has an inquisitive mind. (1)
- 14 'offensive' (1)
- 15 irresponsible (1)
- 16 Learners' own response. To be awarded 2 marks, learners need to give 2 reasons why they agree or disagree that all people should have the right to freedom of speech. These reasons must be sufficient evidence to support their argument. (2)

TOTAL: 25 MARKS

PART B: VISUAL COMPREHENSION MEMORANDUM

- 1 Any TWO of the following:
 - I can see a person's eyes and hands surrounded by a whole of lot of other people's hands. (1)
 - Many hands are covering the person's mouth. (1)
 - The person is trying to pull the other hands away from their mouth. (1)
- 2 The person wants / is trying to speak. (1) The person is being silenced by others. / The person is unable to speak. (1)
- 3.1 c – on the street (1)
- 3.2 I can see the pavement (1) and the bricks of the wall. (1)

- 4 The artist created this image to show how people can be silenced by others. (1) The artist probably chose this wall because it is really big so he / she had a lot of space to get their idea across. (1)
- 5 Any TWO of the following:
- I see a person's mouth wide open. (1)
 - I see lots of bullets coming out of the person's mouth. (1)
 - There are bullets moving in an upward direction. (1)
- 6 They can kill someone. (1) OR They can hurt someone. (1)
- 7 The bullets represent words. (1)
- 8 The artist's message is to show how harmful / offensive / horrible words (1) can damage / hurt another person. (1)

TOTAL: 15 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]
- the good things about freedom of speech.
 - the bad things about freedom of speech.
- 2 The author wrote the text so that the reader...** [2]
- can learn / think about the good and the bad things about freedom of speech.
 - can question who should decide about what can and can't be said.
- 3 In the text I learnt...** [2]
- Any TWO of the following:
- freedom of speech can be a good thing and a bad thing.
 - with democracy comes responsibility.
 - that if people aren't limited by what they can say, they can hurt / damage other people.
- 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 Akani, Munene and Tengisa walk home from school. (1)
b They are in Grade 9. (1)
c They like to discuss and debate issues. (1)
- 2 a 'You know, we were talking about human rights and freedom of speech in class today.' (1)
b 'What was going on in your head?' (1)
- 3 People will fight (1) and will die (1) for the right to express themselves.
- 4 People's right to freedom of speech is taken away by some governments. (1)
- 5 Hate speech causes much harm. (1)
- 6 a his / interesting / good / everyone (1)
b head / smile / friend / conversations / discussions / speech (1)
c freedom (1)
d your / he / themselves (1)
- 7 a As the conversation continued, she became even angrier than before, and she said some terrible things. (1)
b He was the bravest of the whole group because he challenged those using hate speech. (1)
- 8 Let's (1) give everyone a chance to speak. All of the learners' (1) opinions are all important.
- 9 Akani said that they had been talking about human rights and freedom of speech in class that day. (1)
- 10 In the past, not all South Africans were granted the right to freedom of speech, (nor / but / so / while) now our constitution gives all South Africans that right. (1)
- 11 a-speak their minds (1)

TOTAL: 20 MARKS