

# ENGLISH

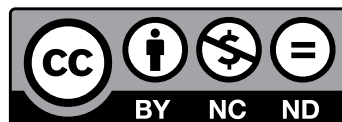
## First Additional Language

### Grade 7

#### Management Document

Term 1

#### Edition 5, 2023



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**Dear Grade 7 EFAL Teachers,**

Welcome to the Primary School Reading Improvement Programme (PSRIP).

The PSRIP is a structured learning programme for EFAL. This means that a programme has been carefully designed for you to follow on a day-by-day basis as you teach EFAL to your learners. This includes lesson plans, learner books, resources, curriculum trackers and assessments.

Using a Structured Learning Programme (SLP) has many benefits for teachers and for learners. At first, it may seem a little overwhelming, but please keep trying. Once you are familiar with the routine and core methodologies, your pacing will improve and your life will definitely get easier!

Please look after the resources that you have been given.

Please also try to source a variety of reading resources for your learners and encourage them to do as much independent reading as possible.

Best wishes for a great term,

The PSRIP Team

# Guidelines for the PSRIP EFAL SLP

This structured learning programme is designed to teach EFAL at senior phase level, in a South African context. The programme is CAPS aligned, and assessment tasks are aligned to the CAPS ATPs.

It is important to fully understand the concepts embedded in this approach.

## Structured Learning Programme

- A structured learning programme provides day-by-day **lesson plans**, together with all the **required resources**.
- For this SP EFAL programme, a **routine** has been designed to teach each component of language in a 10-hour cycle, that extends across two weeks. In the first week, the lessons focus on **receptive language skills**; and in the second week the lessons facilitate **expressive language skills**.
- Within this routine, selected pedagogies, or '**core methodologies**' have been included to teach different aspects of literacy and language. These core methodologies are used over and over, in every two-week cycle. This allows teachers to become experts in the delivery of these lessons, and to focus on the content. It also helps learners to focus on the content, once they understand the structure of each lesson.
- Content is developed around a **theme**, and each theme runs for two-weeks, as per the cycle routine. In the Grade 7 programme, these themes align with **other subjects**: Natural Sciences; Social Sciences; Life Orientation; and Technology, so that learners can build and use the vocabulary and concepts required for these learning areas.
- As per policy, the programme's lessons and resources use the following approaches to teach reading and viewing, writing and presenting, listening, speaking and LSCs: **text-based, communicative, integrated** and **process orientated**.
- In addition, the programme is designed to support the development of **technical reading skills** and **comprehension skills** in a structured, explicit manner.

# Term 1 Curriculum Tracker & Textbook Activities

## Weeks 1-2

Week 1: The Politics of Maps		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Introduce theme: The politics of maps</li> <li>• Activate background knowledge</li> <li>• Develop theme vocabulary</li> <li>• Question of the day</li> </ul>	
Monday	Activity 2: Listening activity <ul style="list-style-type: none"> <li>• Listening Text: Google Maps</li> <li>• Genre: Information text</li> <li>• Three read</li> <li>• Model comprehension skill: Make inferences</li> <li>• Oral comprehension</li> </ul>	
Tuesday	Activity 1: Speaking Activity <ul style="list-style-type: none"> <li>• Listen: Google Maps</li> <li>• Genre: Information text</li> <li>• Use the discussion frame</li> </ul>	
Tuesday	Activity 3: Shared reading: Pre-Read <ul style="list-style-type: none"> <li>• Read: The making of maps</li> <li>• Genre: Information text</li> <li>• I wonder / make inferences</li> </ul>	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Build and monitor knowledge</li> <li>• Develop theme vocabulary</li> <li>• Question of the day</li> </ul>	
Wednesday	Activity 2: Shared reading: First Read <ul style="list-style-type: none"> <li>• Read: The making of maps</li> <li>• Genre: Information text</li> <li>• Model comprehension skill: Make inferences</li> <li>• Oral comprehension</li> <li>• Introduce the LSC in context</li> </ul>	
Thursday	Activity 1: LSC <ul style="list-style-type: none"> <li>• Build &amp; monitor background knowledge</li> <li>• Teach &amp; practice the LSC: simple &amp; simple past tense</li> </ul>	

Week 1: The Politics of Maps		
Day	CAPS content, concepts, skills	Date completed
Thursday	Activity 2: Shared reading: Second Read <ul style="list-style-type: none"> <li>• Read: The making of maps</li> <li>• Genre: Information text</li> <li>• Model comprehension skill: Make inferences</li> <li>• Oral comprehension</li> <li>• Learners generate questions</li> </ul>	
Friday	Activity 1: Independent Reading and Comprehension <ul style="list-style-type: none"> <li>• Individual reading sessions</li> </ul>	

Week 2: The Politics of Maps		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Teach the Comprehension Strategy <ul style="list-style-type: none"> <li>• Read: The making of maps</li> <li>• Genre: Information text</li> <li>• Teach: Make inferences</li> </ul>	
Monday	Activity 2: Shared reading: Post-Read <ul style="list-style-type: none"> <li>• Read: The making of maps</li> <li>• Genre: Information text</li> <li>• Summary</li> <li>• Comprehension strategy: Summarise</li> </ul>	
Tuesday	Activity 1: Teach the Genre <ul style="list-style-type: none"> <li>• Descriptive essay</li> <li>• Sample text: Lost at sea</li> </ul>	
Tuesday	Activity 2: Writing: Planning <ul style="list-style-type: none"> <li>• Genre: Descriptive essay</li> <li>• Topic: A sea journey</li> <li>• Planning Strategy: Write a list</li> </ul>	
Wednesday	Activity 1: Writing: Drafting <ul style="list-style-type: none"> <li>• Use plan to draft descriptive essay</li> </ul>	
Thursday	Activity 1: Writing: Editing <ul style="list-style-type: none"> <li>• Edit descriptive paragraph using checklist</li> </ul>	
Thursday	Activity 2: Writing: Publishing & Presenting <ul style="list-style-type: none"> <li>• Publish and present descriptive paragraph</li> </ul>	
Friday	Activity 1: Oral Presentations <ul style="list-style-type: none"> <li>• Panel discussion: the politics of maps</li> </ul>	
Friday	Activity 2: Theme Conclusion <ul style="list-style-type: none"> <li>• Build and monitor knowledge</li> <li>• Summarise</li> </ul>	



<b>Weeks 1 and 2 Textbook Activities</b>		
<b>Week 1 Reading and Viewing</b>		
<b>Textbook</b>	<b>Supplementary Reading Activity:</b> Reads short stories	Date Completed
SUCCESSFUL OXFORD Oxford	Read a short story, 17	
SPOT ON Pearson	Reads a short story, 66	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read the Peacock's Complaint, 7	
VIA AFRICA Via Africa	Read a short story, 10	
ENGLISH TODAY Maskew, Miller, Longman	Read a story from South African folklore, 16	
PLATINUM Pearson	Read a story, 8	
TOP CLASS Shuter & Shooter	Reads the day Man met Fire, 5	
<b>Week 2 Writing</b>		
<b>Textbook</b>	<b>Supplementary Writing Activity:</b> Writes a narrative/reflective paragraph	Date Completed
SUCCESSFUL OXFORD Oxford	Write a narrative paragraph, 20	
SPOT ON Pearson	A descriptive paragraph, 10	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a paragraph about yourself, 16	
VIA AFRICA Via Africa	Write a descriptive paragraph, 16	
ENGLISH TODAY Maskew, Miller, Longman	Write a descriptive paragraph, 19	
PLATINUM Pearson	Write a narrative paragraph, 11	
TOP CLASS Shuter & Shooter	Write a descriptive paragraph, 9	
<b>Week 2 LSC</b>		
<b>Textbook</b>	<b>Supplementary LSC Activity:</b> Simple & compound sentences	Date Completed
SUCCESSFUL OXFORD Oxford	Simple sentences, 15	
SPOT ON Pearson	The simple present tense, 7	

Weeks 1 and 2 Textbook Activities		
INTERACTIVE ENGLISH St Mary's Interactive Learning	Part 2: tenses, 14	
VIA AFRICA Via Africa	Simple and compound sentences, 15	
ENGLISH TODAY Maskew, Miller, Longman	Simple sentences and statements, 14	
PLATINUM Pearson	Identify concrete and abstract nouns, 10	
TOP CLASS Shuter & Shooter	Simple present & past tense, 11	

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

## Weeks 3-4

Week 3: Poetic Personalities		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Introduce theme: Poetic personalities</li> <li>• Activate background knowledge</li> <li>• Develop theme vocabulary</li> <li>• Question of the day</li> </ul>	
Monday	Activity 2: Listening activity <ul style="list-style-type: none"> <li>• Listening Text: What is poetry?</li> <li>• Genre: Reflective text</li> <li>• Three read</li> <li>• Model comprehension skill: Make inferences</li> <li>• Oral comprehension</li> </ul>	
Tuesday	Activity 1: Speaking Activity <ul style="list-style-type: none"> <li>• Listen: What is poetry?</li> <li>• Genre: Reflective text</li> <li>• Use the discussion frame</li> </ul>	
Tuesday	Activity 3: Shared reading: Pre-Read <ul style="list-style-type: none"> <li>• Read: Interview with a poet</li> <li>• Genre: Interview which includes a poem</li> <li>• Visualise</li> </ul>	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Build and monitor knowledge</li> <li>• Develop theme vocabulary</li> <li>• Question of the day</li> </ul>	
Wednesday	Activity 2: Shared reading: First Read <ul style="list-style-type: none"> <li>• Read: Interview with a poet</li> <li>• Genre: Interview which includes a poem</li> <li>• Comprehension strategy: Visualise</li> <li>• Oral comprehension</li> <li>• Introduce the LSC in context</li> </ul>	
Thursday	Activity 1: LSC <ul style="list-style-type: none"> <li>• Build &amp; monitor background knowledge</li> <li>• Teach &amp; practice the LSC: personification</li> </ul>	
Thursday	Activity 2: Shared reading: Second Read <ul style="list-style-type: none"> <li>• Read: Interview with a poet</li> <li>• Genre: Interview which includes a poem</li> <li>• Comprehension strategy: Visualise</li> <li>• Oral comprehension</li> <li>• Learners generate questions</li> </ul>	
Friday	Activity 1: Independent Reading and Comprehension <ul style="list-style-type: none"> <li>• Individual reading sessions</li> </ul>	

Week 4: Poetic Personalities		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Teach the Comprehension Strategy <ul style="list-style-type: none"> <li>• Read: Interview with a poet</li> <li>• Genre: Interview which includes a poem</li> <li>• Teach: Visualise</li> </ul>	
Monday	Activity 2: Shared reading: Post-Read <ul style="list-style-type: none"> <li>• Read: Interview with a poet</li> <li>• Genre: Interview which includes a poem</li> <li>• Comprehension strategy: Visualise</li> </ul>	
Tuesday	Activity 1: Teach the Genre <ul style="list-style-type: none"> <li>• Poem</li> <li>• Sample text: I am</li> </ul>	
Tuesday	Activity 2: Writing: Planning <ul style="list-style-type: none"> <li>• Genre: Poem</li> <li>• Topic: Who I am</li> <li>• Planning Strategy: Freewrite &amp; guided plan</li> </ul>	
Wednesday	Activity 1: Writing: Drafting <ul style="list-style-type: none"> <li>• Use plan to draft poem</li> </ul>	
Thursday	Activity 1: Writing: Editing <ul style="list-style-type: none"> <li>• Edit poem using checklist</li> </ul>	
Thursday	Activity 2: Writing: Publishing & Presenting <ul style="list-style-type: none"> <li>• Publish and present poem</li> </ul>	
Friday	Activity 1: Oral Presentations <ul style="list-style-type: none"> <li>• Panel discussion: the purpose of poetry</li> </ul>	
Friday	Activity 2: Theme Conclusion <ul style="list-style-type: none"> <li>• Build and monitor knowledge</li> <li>• Summarise</li> </ul>	

Weeks 3 and 4 Textbook Activities		
Week 3 Reading and Viewing		
Textbook	Supplementary Reading Activity: Reads poems	Date Completed
SUCCESSFUL OXFORD Oxford	Read a poem, 31	
SPOT ON Pearson	Prepared reading, 15	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a poem, 23	
VIA AFRICA Via Africa	Read the poem, 22	
ENGLISH TODAY Maskew, Miller, Longman	Read a poem aloud, 27	

<b>Weeks 3 and 4 Textbook Activities</b>		
PLATINUM Pearson	Read a poem, 19	
TOP CLASS Shuter & Shooter	Read a poem, 16	
<b>Week 4 Writing</b>		
<b>Textbook</b>	<b>Supplementary Activity:</b> Writes a poem	<b>Date Completed</b>
SUCCESSFUL OXFORD Oxford	Write your own poem, 37	
SPOT ON Pearson	Write an original acrostic poem, 22 Write a poem with two verses, 22	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a poem, 32	
VIA AFRICA Via Africa	Write a fun poem, 28	
ENGLISH TODAY Maskew, Miller, Longman	Write your own poem, 31	
PLATINUM Pearson	Write a poem, 23	
TOP CLASS Shuter & Shooter	Write your own poem, 20	
<b>Week 4 LSC</b>		
<b>Textbook</b>	<b>Supplementary LSC Activity:</b> revision on verbs, finite verbs, pronouns, personal pronouns, possessive pronouns, articles, idioms & proverbs, similes, alliteration	<b>Date Completed</b>
SUCCESSFUL OXFORD Oxford	Compound and complex nouns, 32	
SPOT ON Pearson	Finite verbs, compound and complex nouns, pronouns, 20	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Compound & complex nouns and articles, 27	
VIA AFRICA Via Africa	Idioms and proverbs, 29	
ENGLISH TODAY Maskew, Miller, Longman	Compound & complex nouns and articles, 29	
PLATINUM Pearson	Pronouns, 24 Compound and complex nouns, 25	
TOP CLASS Shuter & Shooter	Complex & compound nouns, finite verbs, 21 & 22	

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

## Weeks 5-6

Week 5: The Golden Ruler		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Introduce theme: The golden ruler</li> <li>• Activate background knowledge</li> <li>• Develop theme vocabulary</li> <li>• Question of the day</li> </ul>	
Monday	Activity 2: Listening activity <ul style="list-style-type: none"> <li>• Listening Text: Mansa Musa: a monumental leader</li> <li>• Genre: Informational text</li> <li>• Three read</li> <li>• Model comprehension skill: Make connections</li> <li>• Oral comprehension</li> </ul>	
Tuesday	Activity 1: Speaking Activity <ul style="list-style-type: none"> <li>• Listening Text: Mansa Musa: a monumental leader</li> <li>• Genre: Informational text</li> <li>• Use the discussion frame</li> </ul>	
Tuesday	Activity 3: Shared reading: Pre-Read <ul style="list-style-type: none"> <li>• Read: From Dakar to New York</li> <li>• Genre: Short story</li> <li>• Comprehension strategy: Making connections</li> </ul>	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Build and monitor knowledge</li> <li>• Develop theme vocabulary</li> <li>• Question of the day</li> </ul>	
Wednesday	Activity 2: Shared reading: First Read <ul style="list-style-type: none"> <li>• Read: From Dakar to New York</li> <li>• Genre: Short story</li> <li>• Comprehension strategy: Making connections</li> <li>• Introduce the LSC in context</li> </ul>	
Thursday	Activity 1: LSC <ul style="list-style-type: none"> <li>• Build &amp; monitor background knowledge</li> <li>• Teach &amp; practice the LSC: idioms</li> </ul>	
Thursday	Activity 2: Shared reading: Second Read <ul style="list-style-type: none"> <li>• Read: From Dakar to New York</li> <li>• Genre: Short story</li> <li>• Comprehension strategy: Making connections</li> <li>• Learners generate questions</li> </ul>	
Friday	Activity 1: Independent Reading and Comprehension <ul style="list-style-type: none"> <li>• Individual reading sessions</li> </ul>	

Week 6: The Golden Ruler		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Teach the Comprehension Strategy <ul style="list-style-type: none"> <li>Read: From Dakar to New York</li> <li>Genre: Short story</li> <li>Teach: Making connections</li> </ul>	
Monday	Activity 2: Shared reading: Post-Read <ul style="list-style-type: none"> <li>Read: From Dakar to New York</li> <li>Genre: Short story</li> <li>Comprehension strategy: Making connections</li> </ul>	
Tuesday	Activity 1: Teach the Genre <ul style="list-style-type: none"> <li>Dialogue</li> <li>Sample text: Two friends in Timbuktu</li> </ul>	
Tuesday	Activity 2: Writing: Planning <ul style="list-style-type: none"> <li>Genre: Dialogue</li> <li>Topic: Waiting for Mansa Musa</li> <li>Planning Strategy: Write a list</li> </ul>	
Wednesday	Activity 1: Writing: Drafting <ul style="list-style-type: none"> <li>Use plan to draft dialogue</li> </ul>	
Thursday	Activity 1: Writing: Editing <ul style="list-style-type: none"> <li>Edit dialogue using checklist</li> </ul>	
Thursday	Activity 2: Writing: Publishing & Presenting <ul style="list-style-type: none"> <li>Publish and present dialogue</li> </ul>	
Friday	Activity 1: Oral Presentations <ul style="list-style-type: none"> <li>Panel discussion: opinions on the ancient Kingdom of Mali</li> </ul>	
Friday	Activity 2: Theme Conclusion <ul style="list-style-type: none"> <li>Build and monitor knowledge</li> <li>Summarise</li> </ul>	

Weeks 5 and 6 Textbook Activities		
Week 5 Reading and Viewing		
Textbook	Supplementary Reading Activity:	Date Completed
	Literary text: drama (one act)	
SUCCESSFUL OXFORD Oxford	Read an extract from a play, 44	
SPOT ON Pearson	Read a drama script, 28	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a one act drama, 40	
VIA AFRICA Via Africa	Read one act from a play, 34	
ENGLISH TODAY Maskew, Miller, Longman	Read a play, 39	



<b>Weeks 5 and 6 Textbook Activities</b>		
PLATINUM Pearson	Read a television drama script, 31	
TOP CLASS Shuter & Shooter	Reading a play, 29	
<b>Week 6 Writing</b>		
<b>Textbook</b>	<b>Supplementary Activity:</b> Writes dialogue	<b>Date Completed</b>
SUCCESSFUL OXFORD Oxford	Write a dialogue as a play script, 55	
SPOT ON Pearson	Plan and write a dialogue, 35	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a drama dialogue, 52	
VIA AFRICA Via Africa	Write a drama text, 37	
ENGLISH TODAY Maskew, Miller, Longman	Write a dialogue, 42	
PLATINUM Pearson	Write a dialogue, 34	
TOP CLASS Shuter & Shooter	Write a dialogue, 33	
<b>Week 6 LSC</b>		
<b>Textbook</b>	<b>Supplementary LSC Activity:</b> Nouns, finite verbs, pronouns, subject-verb agreement	<b>Date Completed</b>
SUCCESSFUL OXFORD Oxford	Subject-verb agreement, 49 Possessive nouns and pronouns	
SPOT ON Pearson	Subject-verb agreement, 31	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Collective and complex nouns, pronouns, possessive nouns, 43-44	
VIA AFRICA Via Africa	Revise language structures, 39	
ENGLISH TODAY Maskew, Miller, Longman	Subject-verb agreement, 43	
PLATINUM Pearson	Finite verbs, 36	
TOP CLASS Shuter & Shooter	Finite verbs, revising nouns, possessive nouns, 37-38	

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

## Weeks 7-8 CAPS

Week 7: Caretakers of the Earth		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>Introduce theme: Caretakers of the Earth</li> <li>Activate background knowledge</li> <li>Develop theme vocabulary</li> <li>Question of the day</li> </ul>	
Monday	Activity 2: Listening activity <ul style="list-style-type: none"> <li>Listening Text: The Dream of the Spirit</li> <li>Genre: Folktale</li> <li>Three read</li> <li>Model comprehension skill: Making evaluations</li> <li>Oral comprehension</li> </ul>	
Tuesday	Activity 1: Speaking Activity <ul style="list-style-type: none"> <li>Listening Text: The Dream of the Spirit</li> <li>Genre: Folktale</li> <li>Use the discussion frame</li> </ul>	
Tuesday	Activity 3: Shared reading: Pre-Read <ul style="list-style-type: none"> <li>Read: Climate warriors</li> <li>Genre: Short story</li> <li>Comprehension strategy: Making evaluations</li> </ul>	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>Build and monitor knowledge</li> <li>Develop theme vocabulary</li> <li>Question of the day</li> </ul>	
Wednesday	Activity 2: Shared reading: First Read <ul style="list-style-type: none"> <li>Read: Climate warriors</li> <li>Genre: Short story</li> <li>Comprehension strategy: Making evaluations</li> <li>Introduce the LSC in context</li> </ul>	
Thursday	Activity 1: LSC <ul style="list-style-type: none"> <li>Build &amp; monitor background knowledge</li> <li>Teach &amp; practice the LSC: adjectives, degrees of comparison, superlatives.</li> </ul>	
Thursday	Activity 2: Shared reading: Second Read <ul style="list-style-type: none"> <li>Read: Climate warriors</li> <li>Genre: Short story</li> <li>Comprehension strategy: Making evaluations</li> <li>Learners generate questions</li> </ul>	
Friday	Activity 1: Independent Reading and Comprehension <ul style="list-style-type: none"> <li>Individual reading sessions</li> </ul>	

Week 8: Caretakers of the Earth		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Teach the Comprehension Strategy <ul style="list-style-type: none"> <li>• Read: Climate warriors</li> <li>• Genre: Short story</li> <li>• Teach: Making evaluations</li> </ul>	
Monday	Activity 2: Shared reading: Post-Read <ul style="list-style-type: none"> <li>• Read: Climate warriors</li> <li>• Genre: Short story</li> <li>• Comprehension strategy: Making evaluations</li> </ul>	
Tuesday	Activity 1: Teach the Genre <ul style="list-style-type: none"> <li>• Formal letter</li> <li>• Sample text: Dear Councillor Dube</li> </ul>	
Tuesday	Activity 2: Writing: Planning <ul style="list-style-type: none"> <li>• Genre: Formal letter</li> <li>• Topic: As a climate warrior, write a letter to someone about a change you would like to introduce to help protect the environment</li> <li>• Planning Strategy: Work with a partner and write a list</li> </ul>	
Wednesday	Activity 1: Writing: Drafting <ul style="list-style-type: none"> <li>• Use plan to draft formal letter</li> </ul>	
Thursday	Activity 1: Writing: Editing <ul style="list-style-type: none"> <li>• Edit formal letter using checklist</li> </ul>	
Thursday	Activity 2: Writing: Publishing & Presenting <ul style="list-style-type: none"> <li>• Publish and present formal letter</li> </ul>	
Friday	Activity 1: Oral Presentations <ul style="list-style-type: none"> <li>• Panel discussion: opinions on the caretakers of the Earth</li> </ul>	
Friday	Activity 2: Theme Conclusion <ul style="list-style-type: none"> <li>• Build and monitor knowledge</li> <li>• Summarise</li> </ul>	

#### Weeks 7 and 8 Textbook Activities

##### Week 7 Reading and Viewing

Textbook	Supplementary Reading Activity: Reads short stories/folklore	Date Completed
SUCCESSFUL OXFORD Oxford	Read an extract from a short story, 61	
SPOT ON Pearson	Read a short story, 39	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a folklore, 58	
VIA AFRICA Via Africa	Read a Chinese folktale, 45	

<b>Weeks 7 and 8 Textbook Activities</b>		
ENGLISH TODAY Maskew, Miller, Longman	Read an extract from a story, 47	
PLATINUM Pearson	Read a myth from the arctic, 49	
TOP CLASS Shuter & Shooter	Read Brer Rabbit falls down the well, 41	
<b>Week 8 Writing</b>		
<b>Textbook</b>	<b>Supplementary Activity:</b> Writes a review/letter/diary entry	<b>Date Completed</b>
SUCCESSFUL OXFORD Oxford	Write a friendly letter, 69	
SPOT ON Pearson	Write a friendly letter, 47	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a letter, 66	
VIA AFRICA Via Africa	Write a thank you letter, 50	
ENGLISH TODAY Maskew, Miller, Longman	Write a friendly letter, 51	
PLATINUM Pearson	Write a review, 51	
TOP CLASS Shuter & Shooter	Write an informal letter, 46	
<b>Week 8 LSC</b>		
<b>Textbook</b>	<b>Supplementary LSC Activity:</b> singular and plural, adjectives, degrees of comparison, superlatives.	<b>Date Completed</b>
SUCCESSFUL OXFORD Oxford	Adjectives and degrees of comparison, 68	
SPOT ON Pearson	Working with adjectives, 42	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Adjectives, 64	
VIA AFRICA Via Africa	-	
ENGLISH TODAY Maskew, Miller, Longman	Adjectives and degrees of comparison, 53	
PLATINUM Pearson	Plurals and adjectives, 52	
TOP CLASS Shuter & Shooter	Comparing and contrasting, 43	

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

## Weeks 9-10 CAPS

Week 9: Thirteen		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Introduce theme: Thirteen</li> <li>• Activate background knowledge</li> <li>• Develop theme vocabulary</li> <li>• Question of the day</li> </ul>	
Monday	Activity 2: Listening activity <ul style="list-style-type: none"> <li>• Listening Text: Speaking out</li> <li>• Genre: Diary entry</li> <li>• Three read</li> <li>• Model comprehension skill: I wonder / making connections</li> <li>• Oral comprehension</li> </ul>	
Tuesday	Activity 1: Speaking Activity <ul style="list-style-type: none"> <li>• Listening Text: Speaking out</li> <li>• Genre: Diary entry</li> <li>• Use the discussion frame</li> </ul>	
Tuesday	Activity 3: Shared reading: Pre-Read <ul style="list-style-type: none"> <li>• Read: Help from a surprising place</li> <li>• Genre: Short story</li> <li>• I wonder/making connections</li> </ul>	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Build and monitor knowledge</li> <li>• Develop theme vocabulary</li> <li>• Question of the day</li> </ul>	
Wednesday	Activity 2: Shared reading: First Read <ul style="list-style-type: none"> <li>• Read: Help from a surprising place</li> <li>• Genre: Short story</li> <li>• Comprehension strategy: I wonder/making connections</li> <li>• Introduce the LSC in context</li> </ul>	
Thursday	Activity 1: LSC <ul style="list-style-type: none"> <li>• Build &amp; monitor background knowledge</li> <li>• Teach &amp; practice the LSC: subject verb agreement</li> </ul>	
Thursday	Activity 2: Shared reading: Second Read <ul style="list-style-type: none"> <li>• Read: Help from a surprising place</li> <li>• Genre: Short story</li> <li>• Comprehension strategy: I wonder/making connections</li> <li>• Learners generate questions</li> </ul>	
Friday	Activity 1: Independent Reading and Comprehension <ul style="list-style-type: none"> <li>• Individual reading sessions</li> </ul>	

Week 10: Thirteen		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Teach the Comprehension Strategy <ul style="list-style-type: none"> <li>• Read: Help from a surprising place</li> <li>• Genre: Short story</li> <li>• Teach: Making connections</li> </ul>	
Monday	Activity 2: Shared reading: Post-Read <ul style="list-style-type: none"> <li>• Read: Help from a surprising place</li> <li>• Genre: Short story</li> <li>• Comprehension strategy: I wonder/making connections</li> </ul>	
Tuesday	Activity 1: Teach the Genre <ul style="list-style-type: none"> <li>• Narrative essay</li> <li>• Sample text: People can surprise you</li> </ul>	
Tuesday	Activity 2: Writing: Planning <ul style="list-style-type: none"> <li>• Genre: Narrative essay</li> <li>• Topic: An unexpected champion</li> <li>• Planning Strategy: Write a list</li> </ul>	
Wednesday	Activity 1: Writing: Drafting <ul style="list-style-type: none"> <li>• Use plan to draft narrative essay</li> </ul>	
Thursday	Activity 1: Writing: Editing <ul style="list-style-type: none"> <li>• Edit narrative essay using checklist</li> </ul>	
Thursday	Activity 2: Writing: Publishing & Presenting <ul style="list-style-type: none"> <li>• Publish and present narrative essay</li> </ul>	
Friday	Activity 1: Oral Presentations <ul style="list-style-type: none"> <li>• Panel discussion: opinions on the stigma around periods</li> </ul>	
Friday	Activity 2: Theme Conclusion <ul style="list-style-type: none"> <li>• Build and monitor knowledge</li> <li>• Summarise</li> </ul>	

Weeks 9 and 10 Textbook Activities		
Week 9 Reading and Viewing		
Textbook	Supplementary Reading Activity:	Date Completed
	Reads short stories	
SUCCESSFUL OXFORD Oxford	Read a short story, 80 Read the end of a short story, 85	
SPOT ON Pearson	-	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a short story, 74	
VIA AFRICA Via Africa	Read a short story, 56	



<b>Weeks 9 and 10 Textbook Activities</b>		
ENGLISH TODAY Maskew, Miller, Longman	Read a short story, 59	
PLATINUM Pearson	Read a description in a story, 63	
TOP CLASS Shuter & Shooter	Read a short story, 51	
<b>Week 10 Writing</b>		
<b>Textbook</b>	<b>Writing Activity:</b> Writes a narrative/reflective essay	<b>Date Completed</b>
SUCCESSFUL OXFORD Oxford	Write a descriptive essay, 90	
SPOT ON Pearson	Write a descriptive essay, 58	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a descriptive essay, 81	
VIA AFRICA Via Africa	Write a descriptive essay, 63	
ENGLISH TODAY Maskew, Miller, Longman	Write a descriptive essay, 63	
PLATINUM Pearson	Write a descriptive essay, 66	
TOP CLASS Shuter & Shooter	Write a descriptive essay, 56	
<b>Week 10 LSC</b>		
<b>Textbook</b>	<b>Supplementary LSC Activity:</b> prefixes, suffixes, roots, auxiliary and finite verbs, subject & predicate	<b>Date Completed</b>
SUCCESSFUL OXFORD Oxford	Prefixes and suffixes, 84 Finite and auxiliary verbs, 87	
SPOT ON Pearson	Root words, prefixes and suffixes, 54	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Prefixes and suffixes, 73	
VIA AFRICA Via Africa	Prefixes, suffixes and root words, 58 Subject and predicate, 62	
ENGLISH TODAY Maskew, Miller, Longman	Finite and auxiliary verbs, 61 Prefixes, suffixes and root words, 65	
PLATINUM Pearson	Prefixes, suffixes and root words, 65	
TOP CLASS Shuter & Shooter	Finite and auxiliary verbs, 57	

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

# Term 1 Programme of Formal Assessment

- 1 There are 3 formal assessment tasks for Grade 7 Term 1.
- 2 Please complete these tasks as detailed below.

GRADE 7 TERM 1 PROGRAMME OF FORMAL ASSESSMENT						
TASK	ACTIVITY	MARKS	WEEK	DAY	LESSON	DATE COMPLETED
1	Reads aloud (see rubric below)	20	Listen to individual learners read aloud throughout the term during independent reading and comprehension lessons. This can be completed in Term 2.			
2	Writes a descriptive essay (see rubric below)	30	2	Tues, Wed, Thurs	Writing	
3	Response to text (see assessment task and memorandum below)	60	6 or 8	Fri	Independent reading and comprehension	

# Term 1 Assessment Tasks, Tools & Memoranda

TASK 1 READ ALOUD					
<b>MARKS</b>	<b>Maximum total of 20</b>				
<b>OBJECTIVE</b>	<b>Demonstrates oral reading fluency and reading for meaning</b>				
<b>IMPLEMENTATION</b>	<ul style="list-style-type: none"> <li>Listen to individual learners read a standardised text throughout Terms 1 &amp; 2</li> <li>Do this during Independent Reading and Comprehension</li> </ul>				
<b>ACTIVITY</b>	<ol style="list-style-type: none"> <li>During Independent reading and comprehension, call up individuals.</li> <li>Next, listen to each learner read the same text.</li> <li>It is important that for this activity, the text that is standard for all learners in the class. It is important that you see where all learners in your class are reading against the benchmark.</li> <li>Select a text from the Learner Book that at least 50% of learners are comfortable with.</li> <li>Explain that the learners will have 1 minute to read.</li> <li>Instruct the learner to read this text out loud to you.</li> <li>Time the learner. When 1 minute is up, instruct the learner to stop reading.</li> <li>Once the learner is finished, ask them one or two questions to establish how much they understood what they have read. Assess using the rubric below.</li> </ol>				
<b>Criteria</b>	<b>Exceptional</b>	<b>Good</b>	<b>Fair</b>	<b>Improving</b>	<b>Needs Support</b>
<b>READING WITH MEANING</b>	<b>9-10</b>	<b>7-8</b>	<b>6-5</b>	<b>3-4</b>	<b>1-2</b>
<b>10 MARKS</b>  Demonstrates an understanding of the passage	The learner clearly understands the content and topic of the passage. Reads exceedingly well with meaning and has clear ideas and responds well to the questions.	The learner understands the content and topic of the passage very well. Can read with meaning. S/he responds well to the questions.	The learner understands most of the content and topic of the passage. Can respond to some of the questions.	The learner understands some of the passage. Struggles to respond to the questions.	The learner struggles to understand the passage. No reading for meaning.

TASK 1 READ ALOUD					
PACING and EXPRESSION	9-10	7-8	5-6	3-4	1-2
<b>10 MARKS</b>  Passage is fluently read Voice is projected Words clearly enunciated Good use of pause Maintenance of audience rapport	Learner reads the passage fluently with good expression, at a flowing, confident pace. Good voice projection. Words clearly enunciated. Uses pauses and shows an understanding of how punctuation enhances meaning. Connects well with audience.	Learner reads mostly fluently with confidence and expression that shows understanding Projects voice and enunciates well. Uses pauses to help make meaning. Connects with audience.	Learner reads fairly fluently with some expression that shows comprehension of the topic. S/he needs some prompting and assistance. Does not connect with audience.	Learner tries but reads hesitatingly, without fluency or meaningful expression. S/he needs assistance. No connection with audience.	The learner struggles to read. There is no expression, and the pace is too slow and faltering. Words mispronounced and no understanding of pauses or projection.

TASK 2 DESCRIPTIVE ESSAY					
<b>MARKS</b>	<b>Maximum total of 30</b>				
<b>OBJECTIVE</b>	<b>Writes a descriptive essay</b>				
<b>IMPLEMENTATION</b>	<ul style="list-style-type: none"> <li>In Week 2 the process writing task requires learners to write a descriptive essay based on a personal experience</li> </ul>				
<b>ACTIVITY</b>	<ol style="list-style-type: none"> <li>Write descriptive essay about a journey.</li> <li>Collect learners' essays at the end of the week for formal assessment.</li> </ol>				
<b>CONTENT</b>	<b>11-12</b>	<b>8-10</b>	<b>5-7</b>	<b>3-4</b>	<b>1-2</b>
	The learner's response is captivating, original and exceeds expectations.	The learner's response is interesting and relevant to the topic.	The learner's response is relevant to the topic.	The learner's response is not totally relevant to the topic.	The learner's response is irrelevant to the topic.

<b>STRUCTURE</b>	<b>5-6</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	The essay is well organised and has used well structured, logical paragraphs. The ideas are well connected, and the essay flows very well.	The essay is organised into structured paragraphs. The ideas are connected, and the essay flows well.	The essay has paragraphs, but they are not fully developed. The ideas are not totally connected.	The essay has attempted to use paragraphs. But many ideas seem to be missing. The ideas are not connected.	The essay is not organised into paragraphs. There is no connection in the ideas presented.
<b>PLANNING</b>	<b>5-6</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	The learner makes a plan before writing. The learner uses the plan to inform their drafting, and expands on the plan with corrections and creativity.	The learner makes a plan before writing. The learner uses their plan to inform their essay.	The learner makes a plan before writing. The learner uses some ideas from their plan to inform their essay.	The learner attempts to make a plan before writing but it is not well developed or comprehensive.	The learner does not make a plan OR the learner's plan is irrelevant.
<b>EDITING / LSC</b>	<b>5-6</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	The learner uses 3 or more great adjectives, most of the 5 senses and figures of speech. The learner successfully edits their own work to correct grammar, spelling and punctuation.	The learner uses 2-3 adjectives and several of the 5 senses and one figure of speech. The learner edits their own work and mostly corrects their grammar, spelling and punctuation.	The learner uses 1-2 adjectives and has described a 1-2 of the 5 senses. They have tried to use a figure of speech. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors.	The learner has only used 1 adjective and tried to describe some of the senses. There is no figure of speech. The learner attempts to edit their own work, but there are many errors remaining.	The learner has not used adjectives or the 5 senses or figures of speech. The learner does not edit their own work.

TASK 3 RESPONDS TO TEXT	
MARKS	Maximum total of 50
OBJECTIVE	<ul style="list-style-type: none"> <li>• Literary/Non- literary text (20 marks)</li> <li>• Visual text (10 marks)</li> <li>• Summary (10 marks)</li> <li>• Language Structures and Conventions (20 marks)</li> </ul>
IMPLEMENTATION	<ul style="list-style-type: none"> <li>• These assessments do not have to be written in one session.</li> <li>• The assessments can be administered during Independent reading and comprehension in Weeks 6 and 8.</li> </ul>
ACTIVITY	<ol style="list-style-type: none"> <li><b>1</b> Hand out the assessment tasks to learners.</li> <li><b>2</b> Read through the texts and papers once, and explain what is required of learners.</li> <li><b>3</b> Collect the assessments and mark them using the memoranda provided.</li> </ol>

## Term 1 Task 3 Responds to Texts

### PART A: READING COMPREHENSION

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

#### **Instructions:**

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

#### **Should English be the only official language in South Africa?**

Some people believe that English should be the only official language in South Africa. There are many arguments to back this up. Most people in South Africa already learn English at school, even if English is not their home language. English is everywhere. There is English in our homes: on our televisions, in film, radio, music and books. Eighty per cent of the information on the Internet is in English, so people who speak English will have a technological advantage. English is still the most popular language for teaching at university. If you understand English, it will help you to study further. English should be the official language so that the same opportunities are accessible to everyone.

On the other hand, some people are fiercely against making English the only national language. They argue that if English were the only official language, we would lose a lot. Our home languages are the ones we learn first, as babies. We learn to think in those languages, and the way they are set out (their sounds, grammar and idiomatic sayings) shapes the way we think about the world. If we only speak English, we risk losing those languages. Our home languages need to be supported and developed because languages protect cultures and traditions. We should be making more books, movies, and music in all our many languages. One language is boring! Who wants only one way of doing things?

We need to learn one another's languages and encourage the growth of all people's rich heritage.



**QUESTIONS:**

**1 List two reasons why some people say English should be the only official language in South Africa. (2)**

Some people say English should be the only official language in South Africa because \_\_\_\_\_

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**2 Name two places where we hear English being used and spoken in our homes? (2)**

We hear English on the \_\_\_\_\_

---

**3 How much of the information on the Internet is in English? (1)**

\_\_\_\_\_ of the information on the Internet is in English.

**4 The main point in the first paragraph is: (Tick the correct answer.) (1)**

- a English is the best language. \_\_\_\_\_
- b Everyone who speaks English can go to university. \_\_\_\_\_
- c English should be the only official language in South Africa. \_\_\_\_\_

**5 Write down the phrase in the second paragraph that shows the writer is now going to give the other side of the argument. (1)**

---

**6 Why does the writer say we would lose our many cultures and traditions if we only had English as the national language? (2)**

If we only had English, we would lose our many cultures and traditions because \_\_\_\_\_

---

---

**7 Does the writer think English should be the only official language? Give a reason for your answer. (2)**

The writer thinks \_\_\_\_\_

---

---

**8 Quote (write down) an example of a fact from the first paragraph. (1)**

---

---

**9 Quote (write down) an example of an opinion in the second paragraph. (1)**

---

---

**10 Why do you think the writer wrote this article? (2)**

I think the writer wrote this because \_\_\_\_\_

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**11 Do you think English should be the only official language in South Africa? Why or why not? (2)**

I think \_\_\_\_\_

because \_\_\_\_\_

---

**12 Rename this text with your own title. (2)**

---

**13 Write down the antonym of exciting (paragraph 2). (1)**

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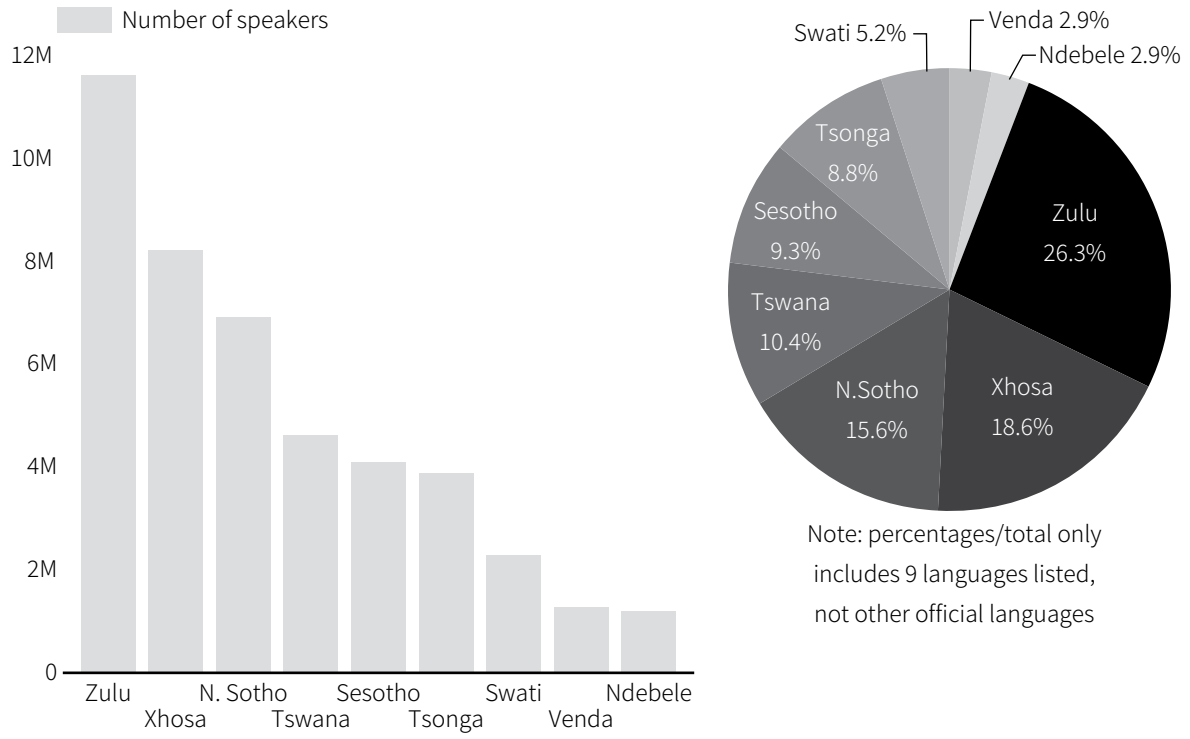
**TOTAL: 20 MARKS**

# Term 1 Task 3 Responds to Texts

## PART B: VISUAL COMPREHENSION

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

**Graph of official languages in South Africa**



### QUESTIONS:

**1 Which language is spoken by the most people in South Africa? How many million people speak this language? (2)**

\_\_\_\_\_ is spoken by the most people.  
 \_\_\_\_\_ million people speak this language.

**2 What percentage of people speak Northern Sotho in South Africa? (1)**

\_\_\_\_\_ of people speak Northern Sotho.

**3 How many million people speak Xhosa? (1)**

\_\_\_\_\_ speak Xhosa.

**4 Which has more speakers Sesotho or Tsonga? (1)**

\_\_\_\_\_ has more speakers.

**5 How many languages do you speak? Which is your favourite? Why? (2)**

I speak \_\_\_\_\_ languages.  
 My favourite is \_\_\_\_\_, because \_\_\_\_\_  
 \_\_\_\_\_

**6** 'If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.' - Nelson Mandela  
**Why do you think Mandela felt it was important to speak to people in their own language?** \_\_\_\_\_ (2)

I think Mandela thought it was important to speak to people **in** their own language

because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**7** Tick the correct word: If you are visiting South Africa, you will probably be invited to someone's home for a:

**a** barbeque \_\_\_\_\_

**b** braai \_\_\_\_\_

**c** cook out \_\_\_\_\_

**d** grill \_\_\_\_\_

(1)

**TOTAL: 10 MARKS**

## Term 1 Task 3 Responds to Texts

### PART C: SUMMARY

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

#### Instructions:

- Read the text *Should English be the only official language in South Africa?* again.
- Complete the summary.

- 1 This text is about... (1)
- 2 **a** Write down 3 reasons from the text why English should be the only official language. (3)  
**b** Write down 3 reasons from the text why we should have multiple official languages. (3)
- 3 In the text I learnt... (1)
- 4 I agree/disagree with the author's opinion at the end because .... (2)

**TOTAL: 10 MARKS**

## Term 1 Task 3 Responds to Texts

### PART D: LANGUAGE IN CONTEXT

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

#### Instructions:

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

#### QUESTIONS:

##### 1 Change the following sentences into the simple past tense:

- a English is not the only official language. (1)

\_\_\_\_\_

- b There are many arguments to back this up. (1)

\_\_\_\_\_

##### 2 Change the following underlined verbs into the present progressive:

- a Even though she is not fluent, she tries to speak in isiXhosa. (1)

\_\_\_\_\_

- b He was learning all 11 official languages. (1)

\_\_\_\_\_

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

- a Maybe someday we have even more official languages. (1)

\_\_\_\_\_

- b I learn to say hello in new ways. (1)

\_\_\_\_\_

##### 4 Change the sentence into the passive voice:

Our home languages protect cultures and traditions. (1)

##### 5 Change the sentence into the active voice:

Tswana is spoken by 10.4% of the population. (1)

##### 6 Look in the first paragraph of the comprehension text (*Should English be the only official language in South Africa?*) and find a synonym for:

- a reasons \_\_\_\_\_

- b well-liked \_\_\_\_\_ (2)

##### 7 Underline the correct adjective:

English is (difficult / more difficult / difficulter) to learn than Venda. (1)

(The fewest / Few / More few) people speak Ndebele. (1)

##### 8 Punctuate the following sentence correctly:

I wish i spoke all the languages in south Africa she exclaimed (6 x ½ =3)

**9 Read the sentence: 'On the other hand, some people are fiercely against making English the only national language.' Write down an example of:** (2)

**a** an adverb \_\_\_\_\_

**b** a plural noun \_\_\_\_\_

**10 Add a prefix to the following words to give them their opposite meaning:**

**a** advantage \_\_\_\_\_

**b** popular \_\_\_\_\_ (2)

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

**Even though we argued about some things, when it came to solving the problem, we all (agreed).**

**a** talked a mile a minute \_\_\_\_\_

**b** spoke the same language \_\_\_\_\_

**c** spilt the beans. \_\_\_\_\_ (1)

**TOTAL: 20 MARKS**

## Term 1 Task 3 Responds to Texts Memoranda

### PART A: READING COMPREHENSION MEMORANDUM

- 1 Some people say English should be the only official language in South Africa because so many people already learn it / we hear it on TV, film, music, etc / 80% of the internet is in English / English is the language at most universities. (any 2) (2)
- 2 We hear English on the TV / in films / in music / read it in books. (any 2) (2)
- 3 80% of the information on the Internet is in English. (1)
- 4 c. English should be the only official language in South Africa. ✓ (1)
- 5 'On the other hand...' (1)
- 6 If we only had English, we would lose our many cultures and traditions because our cultures and traditions are carried through our languages. Language influences how we think and see the world, it's not just words that can be translated. So, if we only had English, all the other cultures and traditions would disappear. (2)
- 7 The writer thinks English should not be the only official language. She thinks we would lose a lot and that one language and way of doing things would be boring. (2)
- 8 Some people believe that English should be the only official language in South Africa.  
  
/There are many arguments to back this up./Most people in South Africa already learn English at school, even if English is not their home language./ Eighty per cent of the information on the Internet is in English. /English is still the most popular language for teaching at university.  
  
(any 1 fact) (1)
- 9 Our home languages need to be supported and developed because languages protect cultures and traditions./We should be making more books, movies, and music in all our many languages./One language is boring!/ We need to learn one another's languages and encourage the growth of all people's rich heritage. (any 1 opinion) (1)
- 10 I think the writer wrote this because she feels that English should not be the only official language and she wants to convince the reader that her opinion is correct. (2)
- 11 Learner's own opinion with reason. (2)
- 12 Learner's own idea for a new title. Must show some understanding of the content of the text. (2)
- 13 boring (1)

**TOTAL: 20 MARKS**



## PART B: VISUAL COMPREHENSION MEMORANDUM

- 1 Zulu is spoken by the most people in South Africa. Approx 11.5 million people speak this language. (2)
- 2 15.6% of people speak Northern Sotho. (1)
- 3 8 million speak Xhosa. (1)
- 4 Sesotho has more speakers. (1)
- 5 Learner's own response. Award marks for completing the sentences correctly.  
I speak \_\_\_\_\_ languages.  
My favourite is \_\_\_\_\_,  
because \_\_\_\_\_
- 6 I think Mandela thought it was important to speak to people in their own language because it shows respect and does more than just saying words. It's about ideas and ways of seeing and understanding the world. (learner's answer to show some deeper understanding of this) (2)
- 7 braai ✓ (1)

**TOTAL: 10 MARKS**

## PART C: SUMMARY MEMORANDUM

- 1 This text is about English being the only official language in South Africa or if there should be more than one. (1)
- 2 **a** most people speak English as an additional language; many books, films, TV shows, music, etc are all in English; 80% of the information on the internet is in English; English is the language used at most universities (any 3)  
**b** our home languages are very important for the way we see the world; if we only used English, we would lose our home languages; we need to support our home languages and use them more in media; one language is boring; learning more languages helps us to respect other cultures (any 3)
- 3 Anything that the learner learnt, e.g. 80% of the internet is in English, our home languages shape the way we see the world; *or another point from the text*
- 4 Learner's own response with a good reason to back up their opinion. (2)

**Total: 10**

## PART D: LANGUAGE IN CONTEXT MEMORANDUM

- 1 **a** English was not the only official language. (1)  
**b** There were many arguments to back this up. (1)
- 2 **a** Even though she is not fluent, she is trying to speak in isiXhosa. (1)  
**b** He is learning all 11 official languages. (1)
- 3 **a** Maybe someday we will have even more official languages. (1)  
**b** I will learn to say hello in new ways. (1)
- 4 Cultures and traditions are protected by our home languages. (1)
- 5 10.4% of the population speaks Tswana. (1)
- 6 **a** arguments  
**b** popular (2)
- 7 English is (difficult / more difficult / difficulter) to learn than Venda. (1)
- 8 (The fewest / Few / More few) people speak Ndebele. (1)

- 9 'I wish I spoke all the languages in South Africa!' she exclaimed. (6 x ½ =3)
- a fiercely (1)
  - b people (1)
- 10 a disadvantage (1)
- b unpopular (1)
- 11 spoke the same language ✓ (1)

**TOTAL: 20 MARKS**

# Term 1 Learner Book Memoranda

## Weeks 1 & 2 Memorandum

### DECODABLE TEXT: 2

- 1 What does the old sailor like to do?  
*The old sailor likes to explore new countries.*
- 2 What is wrong with the old map?  
*The old map is wrong because not all new countries are on the map.*
- 3 What is it time for?  
*It is time for a new map.*

### NON-FICTION TEXT: A TALE OF TWO VILLAGES

- 1 Which two countries each has a village called Mabule? (paragraph 1)  
*The two countries that each have a village called Mabule are South Africa and Botswana.*
- 2 What were the first borders that divided Mabule from other villages? (paragraph 2)  
*The first borders that divided Mabule from other villages were rivers and mountains.*
- 3 Why does Segametsi have family that live so close, but they are in another country? (paragraph 4)  
*Segametsi has family that live so close but are in another country because the little fence became a national border, and so separated villages and families.*
- 4 What can you infer changed for the people of Mabule when the small fence changed to a national border? (paragraph 5)  
*I can infer that the people of Mabule were not able to go to the places that they normally go to and see the people they normally see. (See learners' answers).*
- 5 How do you think that must feel?  
*I think that must feel... (See learners' answers)*
- 6 Do you think the people who cross the border illegally today are wrong? Why or why not?  
*I think that people who cross the border illegally are / are not wrong, because... (See learners' answers)*

### VISUAL TEXT: GOOGLE MAPS

- 1 How does Google Maps show Kashmir if you are in Pakistan?  
*If you are in Pakistan, Google Maps shows Kashmir as much smaller/broken borders/not part of India etc.*
- 2 How does Google Maps show Kashmir if you are in India?  
*If you are in India, Google Maps shows Kashmir as part of India/much bigger/no broken borders.*
- 3 How do you think this would make you feel if you lived in Pakistan?  
*I think that if I lived in Pakistan, this would make me feel... (See learners' answers)*

### CHALLENGE YOUR BRAIN!

- 1 What can you infer about Kashmir from looking at these maps?  
*From these different maps, I can infer that Kashmir is claimed by Pakistan and India.*
- 2 What do you think about the fact that Google Maps can show the same places in different ways? Why?  
*The fact that Google Maps can show the same places in different ways makes me feel... because... (See learners' answers).*
- 3 How do you think this would make you feel if you lived in Kashmir?  
*I think that if I lived in Kashmir, this would make me feel... (See learners' answers).*

### LSC: PRACTICE

- 1 Revise your knowledge of parts of speech.
  - a *Mabule Village and North West.*
  - b *Village, story, fence, land, animal, people etc.*
  - c *Independence*
  - d *Puzzled, asked, live etc.*
  - e *Shocked.*
- 2 Change the following sentences into the simple past tense.
  - a *I always loved my grandfather's stories.*
  - b *Some of our family lived in Mabule Village in South Africa. Some of our family lived in Mabule Village in Botswana.*
  - c *The villagers went across the border.*
  - d *The new border changed everyone's lives.*
  - e *People could no longer move freely.*
- 3 Change the following sentence into the simple present tense.
  - a *Grandfather has an excellent memory and remembers all the stories.*
- 4 Rewrite the following sentences, correcting the punctuation.
  - a *Segametsi loved her home Mabule Village and she didn't understand why it had been divided.*
  - b *When Kabelo went to the shop, he bought bread, maize, oil and tea.*

## Weeks 3 & 4 Memorandum

### DECODABLE TEXT: 2

- 1 In poetry, what do we choose when we want to express our truth?  
*In poetry, we choose words to express our truth.*
- 2 What can we find and explore in poetry?  
*In poetry, we can find and explore our voice and our identity.*
- 3 What can we express in our poetry?  
*In our poetry we can express our truth.*

### NON-FICTION TEXT: POETRY IN OUR LIVES

- 1 List three terrible, painful things that the poet has lived through.  
*The poet has lived through rape, patriarchy and femicide.*
- 2 Close your eyes and visualise the poet. What do you think she looks like? (Clue: think about her shape and her hair.)  
*I think she has a full, curvy body and an afro (See learners' answers).*
- 3 'I step in that elevator with pride  
My way is to the top'  
  
Is the poet literally (actually) in an elevator (lift)? Why does she say she's going to the top?  
  
*The poet isn't literally in an elevator. The poet says she's going to the top because she has lived through so much and continues to be strong (or own answer).*
- 4 Find two words that the poet uses to talk about the generations that came before her. How do you think she feels about these people? Why?  
  
*The poet uses the words love and honour to talk about the generations that came before her.  
I think she feels pride/love/respect etc. about these people because she wears their clothes and feels their love/honour/she dances proudly while wearing their clothes and beads (or own answer).*
- 5 After reading the poem, what kind of person do you think the poet is?  
*I can make an evaluation that the poet is a ... person because... (See learners' answers).*
- 6 What can you infer the poet feels about her identity?  
*I can infer that the poet feels strongly about her identity (or own answer).*

### VISUAL TEXT: POSTER

- 1 What is the poster advertising?  
*The poster is advertising a slam poetry open mic night.*
- 2 Which province is Bothlale Boikanyo from and which national competition did she win?  
*Bothlale is from North West and she won SA's Got Talent.*
- 3 Why is it better to buy your tickets before the night?  
*It is better to buy your tickets before because it is cheaper than at the door.*

### CHALLENGE YOUR BRAIN!

- 1 Close your eyes and visualise the Slam Poetry event. What do you see?  
*I can visualise... (See learners' answers).*
- 2 If you went to the event and wanted to perform, what would your poem/performance be about?  
*My poem would be about... (See learners' answers).*
- 3 Why do you think writing poetry can help people understand themselves better?  
*I think writing poetry helps people understand themselves better because they have to really think about things that are important to them/it can help them express themselves/it can help them realise things (or own answer).*

### LSC: PRACTICE

- 1 *Haircut, bedroom, toothpaste, grandmother, friendship, sunshine, birthday, headache, notebook, newspaper, breakfast*
- 2 Rewrite the following sentences in your exercise book. Then, underline the personal pronouns.
  - a *The poet wrote about her identity.*
  - b *The group said they learnt a lot from writing the poems.*
  - c *William wanted to perform, but he was too scared.*
  - d *They all felt it had helped them understand better.*
  - e *I think you should enter the slam poetry competition. You would be great!*
- 3 Rewrite the following sentences in your exercise book. Then underline the examples of alliteration.
  - a *The bold, brave child stood up to the bully.*
  - b *Cautiously the cat crept past the cupboard.*
  - c *She wondered at the wide, wild sky above.*
- 4 Rewrite the following sentences in your exercise book. Then, underline the rhyming words.
  - a *Who will rule the school on the night?*
  - b *Come rejoice, have your choice, and let your voice be heard!*

## Weeks 5 & 6 Memorandum

### DECODABLE TEXT: 2

- 1 Where was the king's house?  
*The king's house was in a country called Mali.*
- 2 What did the king share?  
*The king shared the wealth of his gold.*
- 3 Who did everyone respect?  
*Everyone respected the king.*

### NON-FICTION TEXT: A BUSY DAY IN TIMBUKTU

- 1 What do Mariam and Oumar sell at the stall in the market?  
*Mariam and Oumar sell books.*
- 2 What are they discussing?  
*They were discussing what Mansa Musa was doing on his way to Mecca.*
- 3 What are three things that salt is used for?  
*Salt can be used for flavouring food, preserving food or disinfecting cuts.*
- 4 Close your eyes and imagine (visualise) Mansa Musa and his enormous, extravagant procession. What do you see? Draw a picture of your visualisation.  
*I can visualise... (See learners' answers).*
- 5 Which would you prefer to get: salt or gold? Why?  
*I would prefer..., because... (See learners' answers).*
- 6 Do you think rich people should give away their money to poor people? Why or why not?  
*I think rich people should/should not give their money to poor people, because... (See learners' answers).*

### VISUAL TEXT: THE KINGDOM OF MALI MAP

- 1 List modern countries (the whole country or just a part) that the Kingdom of Mali covered?  
*The countries that the Kingdom of Mali covered are: Senegal, Gambia, Guinea, Cote D'ivoire, Burkina Faso, Niger, Mauritania and Mali.*
- 2 Mansa Musa expanded his kingdom in the north and the south. What natural resources did Mansa Musa want in these areas?  
*In the north he wanted salt and in the south, he wanted gold.*
- 3 What the main direction Mansa Musa travelled to get from his Kingdom to Mecca?  
*The main direction that Mansa Musa travelled to get to Mecca was East.*
- 4 Which do you think is better for a country: having access to a gold mine or having access to a trade route? Why?  
*I think...is better, because...(See learners' answers).*

### CHALLENGE YOUR BRAIN!

- 1 Approximately how many kms did Mansa Musa travel to get to Mecca? (Hint: use the key on the map to try work it out.)  
*I think Mansa Musa travelled 5000-8000 kms to get to Mecca.*

- 2 There are so many natural resources in Africa that made the ancient kingdoms wealthy. Why do you think many of these same countries today are poor?

*I think many of these countries are poor today, because they do not have manufacturing industries to make products out of the raw materials / colonial powers took all the natural resources / colonial powers left these resources mismanaged (or own answer).*

### LSC: PRACTICE

- 1 Rewrite the sentences below in your exercise book, using the correct concord.
- a Oumar and Mariam are selling books at the market.
  - b She thinks Mansa Musa is crazy.
  - c Anyone who wants to study, should go to Timbuktu.
  - d A herd of camels walks past.
  - e Each of the shopkeepers was packing up their stalls as the sun was setting.
- 2 Rewrite the sentences below in your exercise book, replacing each underlined word with a synonym.
- a Isn't he insane/looney/mad?
  - b It makes our food taste so delicious/great/yummy/tasty!
  - c A man leads a herd of camels past them and they stop to look at/admire/gaze at the enormous animals.
- 3 Write down an antonym for each word from the text: A busy day in Timbuktu.
- a early – late
  - b rich – poor
  - c old – young
  - d stingy – generous
- 4 Rewrite the following sentences in your exercise book. Include all punctuation marks. Notice that the sentences show direct speech.
- a Mariam asked, 'Should we start packing up the books?'
  - b 'I can't believe it!' Oumar shouted.
- 5 Match the idioms from Column A to their meanings in Column B. Write them in your exercise book.
- a On the map – to make a place famous
  - b Travel light – travel with very little luggage
  - c Worth her salt – good at their job
  - d Out of his mind – crazy



## Weeks 7 & 8 Memorandum

### DECODABLE TEXT: 2

- 1 What do we have to protect?  
*We have to protect the Earth and the water.*
- 2 What is home for everyone?  
*Earth is home for everyone.*
- 3 Who has to protect the earth?  
*Everyone has to protect the earth.*

### NON-FICTION TEXT: A FORMAL LETTER

- 1 Where does Ms Masondo, the councillor work?  
*The councillor's work address is 3700 Masizakhe Street, Zola, Johannesburg.*
- 2 Why is Nandi Dumisa writing to her councillor?  
*Nandi is writing to her councillor to apply to start an urban garden on the open land on the corner of Mpanza Street.*
- 3 What are the benefits of planting a vegetable garden?  
*The benefits of planting a vegetable garden are that it will produce less carbon dioxide, use less plastic and be healthier for the community to eat fresh vegetables.*
- 4 Who has already agreed to help Nandi and her friends with their idea?  
*The local nursery and some of the teachers have already agreed to help Nandi and her friends.*
- 5 What kind of person is Nandi?  
*I can make an evaluation that Nandi is a caring/kind/motivated/enthusiastic person. (or own answer).*
- 6 Do you think Nandi's idea will fail or succeed? Why or why not?  
*I think Nandi's ideas will / will not work because... (See learners' answers).*

### VISUAL TEXT: CARBON EMISSIONS

- 1 Which country is the biggest emitter?  
*The biggest emitter is China.*
- 2 List 3 countries that produce the same amount of carbon emissions as South Africa.  
*Three countries that produce the same amount of carbon emissions as South Africa are Mexico, Australia and Turkey.*
- 3 Which country emits more than the Russian Federation, but less than the United States?  
*India emits carbon emissions than the Russian Federation but less than the United States.*
- 4 Which European country produces 2% of the world's carbon emissions?  
*Germany produces 2% of the world's carbon emissions.*

### CHALLENGE YOUR BRAIN!

- 1 The whole continent of Africa produces 4% and South Africa on its own produces 1%. What does this tell us about South Africa?  
*This tells that South Africa is a more developed country than other countries in Africa. / SA has more factories and production / own answers*

- 2 Are you surprised that South Africa is the biggest producer of harmful carbon emissions in Africa? Why or why not?  
*I am / am not surprised that South Africa is the biggest emitter on the continent, because...*  
(See learners' answers).

### LSC: PRACTICE

- 1 Write the following nouns and their plural forms in your exercise books.
- a learners
  - b countries
  - c brushes
  - d holidays
  - e benches
  - f vegetables
  - g cities
  - h marches
  - i women
  - j people
  - k ladies
  - l dictionaries
  - m wishes
- 2 Rewrite the following sentences in your exercise book in simple past tense. Change only the underlined verb.
- a I was a Grade 7 learner at Jabulani Primary School.
  - b My friends and I wanted to help stop climate change.
  - c There was an open plot of land on the corner of Mpanza Street and Sanna Street.
- 3 Write a sentence with each homophone to show that you understand the different meaning of each:
- a The children buy sweets.
  - b It is by the shelf.
  - c It's extremely hot at the moment.
  - d Don't touch its paws.
  - e I went to meet her parents.
  - f Let's cook all of this meat.

4 Copy down and complete the table to show the comparative and superlative form of each adjective:

<b>Positive</b>	<b>Comparative</b>	<b>Superlative</b>
good	<i>better</i>	<i>best</i>
little	<i>littler / less</i>	<i>littlest / least</i>
nice	<i>nicer</i>	<i>nicest</i>
fast	<i>faster</i>	<i>fastest</i>
bad	<i>worse</i>	<i>worst</i>
dark	<i>darker</i>	<i>darkest</i>
rich	<i>richer</i>	<i>richest</i>
poor	<i>poorer</i>	<i>poorest</i>
developed	<i>more developed</i>	<i>most developed</i>
beautiful	<i>more beautiful</i>	<i>most beautiful</i>

## Weeks 9 & 10 Memorandum

### DECODABLE TEXT: 2

- 1 What do all teenagers need?  
*All teenagers need respect and kindness.*
- 2 What are some teenagers?  
*Some teenagers are bullies and rude.*
- 3 What is one thing we must not accept?  
*One thing we must not accept is rudeness or bad treatment.*

### NON-FICTION TEXT: GIRLS MUST STAY IN SCHOOL!

- 1 Why do many schoolgirls stay away from school every month?  
*These schoolgirls cannot afford sanitary products.*  
*They are also affected by taboos and stigma around having a period.*
- 2 What was the government's response to this crisis?  
*The government responded by stopping tax on sanitary products and providing free sanitary products to schoolgirls in non-fee paying schools.*
- 3 What reasons would you give a schoolgirl to tell her why she should complete high school?  
*I would tell her to finish high school because then they have access to a better life like better healthcare and better job opportunities.*
- 4 In the article, find one example of a fact and one example of an opinion.  
*Fact: A schoolgirl can miss up to 50 days of school per year.*  
*Opinion: Education is the most powerful weapon which you can use to change the world.*

### VISUAL TEXT: INFOGRAPHIC

- 1 How much does it cost the average woman to buy sanitary pads for a year?  
*It costs the average woman R360 to buy sanitary pads for a year.*
- 2 How much does it cost the average women to buy sanitary pads for 40 years?  
*It costs R14 400 to buy sanitary pads for 40 years.*
- 3 Do you think that it is fair that women have to pay for sanitary products? Why or why not?  
*I think it is fair because... / I think it's not fair because... (See learners' answers).*

### CHALLENGE YOUR BRAIN!

- 1 'Education is the most powerful weapon which you can use to change the world'  
– Nelson Mandela  
Do you agree with this statement? Why? If you don't, what do you think can change the world?  
*I think this statement is true because... or*  
*I disagree with this statement. I think... (See learners' answers)*

### LSC: PRACTICE

- 1 Rewrite the sentences below. Then, underline the main clause and put a circle around the dependent clause.
  - a *Their health is also negatively affected (main) because of a lack of education about menstruation (dependent).*
  - b *These will then be donated to girls from poor communities (main) so that they can stay in school (dependent).*
- 2 Complete these sentences with your own dependent clauses:
  - a *It is important to go to school every day, because getting a good education is the best way to ensure a better future. / learners' own answers.*
  - b *Private organisations are helping girls in South Africa because they want to make a difference.*
- 3 Rewrite the sentences that follow, adding on of these suffixes: -tion; -n; -y; -ful
  - a *The South African minister changed the tax laws on sanitary pads.*
  - b *The organisation is asking people to help its collection of sanitary pads for underprivileged girls.*
  - c *Every child should be happy and healthy.*
  - d *Everyone hopes that the government's campaign will be successful.*
- 4 Add a prefix to each of these words to make the opposite meaning:
  - a *unnatural*
  - b *inexpensive*
  - c *unable*
  - d *uneducated*

