

# ENGLISH

## First Additional Language

### Grade 7

#### Management Document

#### Term 4



**basic education**  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA





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# Introduction

Dear Grade 7 EFAL 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. Our country 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 all lessons in the lesson plan, and by keeping track of curriculum coverage, we are confident that you can start to 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 the nation.

With very best wishes for this final term of 2022,

**The NECT EFALTeam**

# Term 4 Learning Outcomes

This term, learners should achieve the following outcomes in EFAL:

LEARNING OUTCOMES					
<b>LISTENING &amp; SPEAKING</b>					
Learners should be able to:					
<ol style="list-style-type: none"> <li>1 Participate in the 'Question of the Day' activity and discussions</li> <li>2 Discuss the listening text using a conversation frame</li> <li>3 Orally summarise the text that has been read</li> <li>4 Talk about their writing</li> <li>5 Participate in oral presentations in the form of reports</li> </ol>					
<b>VOCABULARY</b>					
Learners should be able to understand and use some of the following vocabulary:					
feverish	infectious	preventable	curable	prescribed	immune
system	transmitting	disclosed his status		accusing	disgusting
nightmare	reconciliation	embrace	relieved	naturalist	intention
press	heavily populated		fascinated	novelty	threatened
territory	determined	influences	missionaries	colonial	officials
courtroom	siege	start-up	co-founded	manufacturer	launch
crucial	controversial	centuries	astronauts	civilians	ethical
negative consequences		moral duty	catastrophic	uninhabitable	pros and cons
<b>READING &amp; VIEWING: Phonic decoding</b>					
Learners should be able to decode the following words, as well as other phonic words:					
know	knock	each	dream	grow	now
new	knew	loyal	destroy	spoil	join
part	start	quick	quit	out	found
saw	dawn				
<b>Sight &amp; High Frequency Word Recognition</b>					
Learners should be able to read the following words by sight:					
care	precious	responsibility	information	health	risk
important	inside	please	heart	believe	gone
suddenly	brave	leader	should	person	fight
coming	use	technology	space	aliens	sky
whole	wonder	travel	night	eyes	fly

**COMPREHENSION**

Learners should be able to:

- 1 Make predictions about a text by skimming and scanning a text and identifying key words
- 2 Monitor their own understanding of a text
- 3 Recall details from a text
- 4 Identify the main idea in a text
- 5 Sequence events from a story
- 6 Visualise, make connections, make inferences, make evaluations, and wonder about the text
- 7 Summarise and retell the text
- 8 Answer comprehension questions in writing, both with and without sentence starters
- 9 Engage with and understand visual texts including posters and pictures with captions

**LANGUAGE STRUCTURES AND CONVENTIONS**

Learners should be able to:

- 1 Recall and use new vocabulary in the correct context
- 2 Understand and be able to use figurative language, adjectival and adverbial clauses and simple and compound prepositions

**WRITING**

Learners should be able to:

- 1 Record new vocabulary together with own definitions in their personal dictionaries
- 2 Plan, draft, edit, publish, and present their writing
- 3 Know the format, register and style to write a: poster, diary entry and dialogue

# Term 4 2022 ATP / SLP alignment

The table below shows the Revised 2022 DBE ATP on the left and the SLP on the right.

Please also note that whilst this programme is compliant in terms of all Listening & Speaking, Reading & Viewing, and Writing & Presenting activities, not all ATP listed Language Structures & Conventions are explicitly taught in this programme. This would require more time than the one hour per cycle allocated to LSC. Only one LSC is explicitly taught per cycle, but in independent reading cycles, learners are required to identify and use additional LSC in context. Finally, teachers are encouraged to incidentally revise and teach LSC in context as they teach reading and writing lessons.

	DBE ATP WEEK 1-2	SLP WEEK 1-2: HEALTH: A SOCIAL RESPONSIBILITY
<b>L&amp;S</b>	<ul style="list-style-type: none"> <li>Unprepared speech</li> <li>Read aloud</li> </ul>	<ul style="list-style-type: none"> <li>Week 1 Listening activity: Social illness – it’s everyone’s responsibility (listening comprehension)</li> <li>Week 1 Speaking Activity: Social illness – it’s everyone’s responsibility (follow a discussion using a framework)</li> <li>Week 2 Oral Presentations: Oral Presentation of Creative Writing Project</li> </ul>
<b>R&amp;V</b>	<ul style="list-style-type: none"> <li>Reads a literary text like a youth novel/short story/ drama</li> <li>Reading comprehension on written and visual text</li> </ul>	<ul style="list-style-type: none"> <li>Week 1-2 Shared Reading: U=U (information text)</li> </ul>
<b>W&amp;P</b>	<ul style="list-style-type: none"> <li>Writes a long or short transactional text</li> <li>Follows the writing process</li> </ul>	<ul style="list-style-type: none"> <li>Week 2 Teach the Genre: Be a buddy, not a bully! (poster)</li> <li>Week 2 Writing Process: The social responsibility of community’s health (poster)</li> </ul>
<b>LSC</b>	<ul style="list-style-type: none"> <li>Complex nouns</li> <li>Comparative and superlative adjectives</li> <li>Prepositions – simple, compound and complex</li> <li>Simple, compound and complex sentences</li> <li>Adverbial and adjectival clauses</li> <li>Synonyms and antonyms</li> <li>Literal, contextual and figurative meaning</li> <li>Adjectives and adverbs</li> <li>Punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Week 1-2 Oral Activities: Theme vocabulary</li> <li>Week 1-2 LSC: Figures of speech: similes and metaphors, alliteration</li> <li>Week 1 Shared Reading: Introduce the LSC in context</li> <li>Week 1-2 Learner Book: LSC Practice</li> </ul>



	<b>DBE ATP WEEKS 3-4</b>	<b>SLP WEEKS 3-4: THE LIFE AND LEGACY OF LUKA JANTJIE</b>
<b>L&amp;S</b>	<ul style="list-style-type: none"> <li>Listening comprehension (written text/ TV news presentation)</li> <li>Different forms of oral communication</li> <li>Discuss use of e-mail/posters/diary entries/ flyers</li> </ul>	<ul style="list-style-type: none"> <li>Week 3 Listening: From the Diary of William Burchell (diary)</li> <li>Week 3 Speaking: From the Diary of William Burchell (diary) (hold a discussion)</li> <li>Week 4 Oral Presentations: Oral Presentation of Creative Writing Project</li> </ul>
<b>R&amp;V</b>	<ul style="list-style-type: none"> <li>Read a text with a diary/e-mail/flyers</li> <li>Read a poetry/folklore</li> <li>Focus on the reading process</li> </ul>	<ul style="list-style-type: none"> <li>Week 3-4 Shared Reading: The Story of Kgosi Luka Jantjie (fiction text)</li> </ul>
<b>W&amp;P</b>	<ul style="list-style-type: none"> <li>Write a long/short transactional text (e-mail, posters, diary entry, flyers)</li> <li>Focus on process writing</li> </ul>	<ul style="list-style-type: none"> <li>Week 4 Teach the Genre: Diary entry</li> <li>Week 4 Process Writing: Diary entry</li> </ul>
<b>LSC</b>	<ul style="list-style-type: none"> <li>Pronouns – interrogative, demonstrative</li> <li>Indefinite nouns - collective nouns</li> <li>Adjectives - comparative, superlative</li> <li>Prefixes, suffixes, and roots.</li> <li>Finite verbs</li> <li>Direct speech</li> <li>Questions and prompts</li> <li>Abbreviated statements</li> <li>Rhetoric questions</li> <li>Punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Week 3-4 Oral Activities: Theme vocabulary</li> <li>Week 3-4 LSC: Adjectival and adverbial clauses</li> <li>Week 3 Shared Reading: Introduce the LSC in context</li> <li>Week 3-4 Learner Book: LSC Practice</li> </ul>
	<b>DBE ATP WEEKS 5-6</b>	<b>SLP WEEKS 5-6: BEYOND PLANET EARTH</b>
<b>L&amp;S</b>	<ul style="list-style-type: none"> <li>Prepared speech</li> <li>Listening comprehension</li> <li>Follow the listening process</li> </ul>	<ul style="list-style-type: none"> <li>Week 5 Listening: Elon Musk (information text) (answer questions)</li> <li>Week 5 Speaking: Elon Musk (information text) (hold a discussion)</li> <li>Week 6 Oral Presentations: Oral Presentation of Creative Writing Project</li> </ul>
<b>R&amp;V</b>	<ul style="list-style-type: none"> <li>Reads a literary text (youth novel/short story/drama/radio drama)</li> <li>Reads and analyses a poem</li> </ul>	<ul style="list-style-type: none"> <li>Week 5-6 Shared Reading: The Pros and Cons of Space Colonization (information text)</li> </ul>
<b>W&amp;P</b>	<ul style="list-style-type: none"> <li>Revision for exams – essays</li> <li>Follow the writing process</li> </ul>	<ul style="list-style-type: none"> <li>Week 6 Teach the Genre: Dialogue between Bono and Dakalo (dialogue)</li> <li>Week 6 Process Writing: Dialogue</li> </ul>
<b>LSC</b>	<ul style="list-style-type: none"> <li>Auxiliary verbs</li> <li>Finite verbs</li> <li>Comparative and superlative adjectives</li> <li>Bias and stereotypes</li> <li>Prejudice</li> <li>Emotive language</li> <li>Rhetoric questions</li> <li>Synonyms and antonyms</li> <li>Punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Week 5 LSC: Simple and compound prepositions</li> <li>Week 5-6: Theme vocabulary</li> <li>Week 5-6 Learner Books: Practice LSC</li> </ul>

	<b>DBE ATP WEEKS 7-8</b>	<b>SLP WEEKS 7-8: REVISE AND REVIEW</b>
<b>L&amp;S</b>	<ul style="list-style-type: none"> <li>• Revision for exams:</li> <li>• Prepared speech/conversation, prepared / unprepared reading</li> <li>• Listening comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Week 7-8: Complete any outstanding FAT 7 Oral presentations of the project</li> </ul>
<b>R&amp;V</b>	<ul style="list-style-type: none"> <li>• Revision for exams:</li> <li>• Prepared reading</li> <li>• Reading comprehension</li> <li>• Summary</li> <li>• Literature – novel/short stories/folklore/drama/film study/poems</li> </ul>	<ul style="list-style-type: none"> <li>• Week 7-8: Revision of question words and types</li> <li>• Week 7-8: Practice summary writing</li> <li>• Week 7-8: Reading and comprehension revision</li> </ul>
<b>W&amp;P</b>	<ul style="list-style-type: none"> <li>• Revision for exams:</li> <li>• Transactional texts</li> <li>• Essays</li> </ul>	<ul style="list-style-type: none"> <li>• Week 7-8: Exam revision: transactional texts</li> </ul>
<b>LSC</b>	<ul style="list-style-type: none"> <li>• Collective and reflexive pronouns</li> <li>• Simple, compound, and complex sentences</li> <li>• Statements</li> <li>• Subject-verb agreement</li> <li>• Question forms</li> <li>• Negation</li> <li>• Synonyms and antonyms</li> <li>• Literal and figurative meaning</li> <li>• Punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Week 7-8: LSC practice and revision of all work covered this year</li> <li>• Week 7-8: LSC notes</li> </ul>

# Term 4 Curriculum Tracker & Textbook Activities

## Weeks 1-2 CAPS / ATP Reference

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<b>WEEK 1-2</b>	<p><b>Listening and speaking strategies</b></p> <p><b>Unprepared speech</b></p> <p>Introducing a speaker;/vote of thanks/Telling a story</p> <ul style="list-style-type: none"> <li>Choose appropriate topic</li> <li>Organize information coherent</li> <li>Identify vocabulary, language structures,</li> <li>Effective introduction and ending</li> </ul> <p>Features and conventions (public speaking techniques, structure.)</p> <p><b>Reading aloud</b></p> <ul style="list-style-type: none"> <li>Use of tone, pace and intonation</li> <li>Observing punctuation marks for good effect</li> <li>Appropriate body language</li> </ul>	<p><b>Literary text like youth novel/short stories/drama</b></p> <p>Key features of literature text: such as character, characterization, plot, conflict, background, setting, narrator, theme</p> <p><b>Reading/viewing for comprehension (use written and visual text)</b></p> <ul style="list-style-type: none"> <li>Skimming for main ideas</li> <li>Scanning for supporting details</li> <li>making predictions</li> <li>Inferring the meaning of unfamiliar words and images</li> <li>main and supporting ideas</li> <li>Fact and opinion</li> <li>Inferences and conclusions</li> <li>Own opinion</li> </ul> <p><b>Follow the Reading Process:</b></p> <ul style="list-style-type: none"> <li>Pre-reading (Introduce text)</li> <li>During reading (features of text)</li> <li>Post-reading (answer questions, compare, contrast, evaluate)</li> </ul>	<p><b>Long/short transactional text e.g. giving directions</b></p> <ul style="list-style-type: none"> <li>Requirements of format, style</li> <li>Target audience, purpose, and context</li> <li>Word choice and language structures</li> </ul> <p><b>Follow the Writing Process:</b></p> <ul style="list-style-type: none"> <li>Planning</li> <li>Drafting</li> <li>Revision</li> <li>Editing</li> <li>Proof-reading and presenting</li> </ul>	<p><b>Word level:</b> complex nouns; adjectives: comparative, superlative; prepositions – simple (one word), compound (two word), complex (three and more word) prepositions</p> <p><b>Sentence level:</b> simple sentences; compound sentences; complex sentences; adverbial and adjectival clauses</p> <p><b>Word meaning:</b> synonyms; antonyms; literal; contextual; figurative; adjectives; adverbs</p> <p><b>Punctuation:</b> semicolon; inverted commas; full stop; apostrophe</p>

Week 1: Health: A Social Responsibility		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Introduce theme: Health: A Social Responsibility</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: Social illness – it’s everyone’s responsibility</li> <li>• Genre: Information text</li> <li>• Three reads</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: Social illness – it’s everyone’s responsibility</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: U=U</li> <li>• Genre: Literary text</li> <li>• 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: U=U</li> <li>• Genre: Literary 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: figurative language or figures of speech: similes and metaphors, alliteration</li> </ul>	
Thursday	Activity 2: Shared reading: Second Read <ul style="list-style-type: none"> <li>• Read: U=U</li> <li>• Genre: Literary 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>• Orientation to individual work</li> </ul>	

## WEEK 1 TEXTBOOK ACTIVITIES: READING & VIEWING

Week 1		
Textbook	Supplementary Reading Activity: Reads a literary text	Date Completed
Interactive English S.M.I.L.L.E	Activity 3 (pg. 231) – Read a short story	
English Today Maskew Miller Longman	Activity 2 & 3 (pg. 189) – Read an extract and answer questions Activity 8 (pg. 192) – Read a novel extract	
Oxford Successful Oxford University Press	Activity 4 (pg. 262) – Read a short story Activity 8 (pg. 269) – Read a comic strip	
Spot on Pearson Marang	Activity 2.1 (pg. 177) – Read a short story Activity 5.2&5.3 (pg. 182) – Read a graph	
Platinum Maskew Miller Longman	Activity 3 (pg. 205) – Read a report Activity 4 (pg. 207) – Read an extract from a novel	
Top Class Shuter & Shooter	Activity C (pg. 186) – Read an extract	
Via Afrika Via Afrika	Activity 2&3 (pg. 179) – Read a short story Activity 7 (pg. 185) – Read for comprehension	

Week 2: Health: A Social Responsibility			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Teach the Comprehension Strategy <ul style="list-style-type: none"> <li>• Read: U=U</li> <li>• Genre: Literary text</li> <li>• Teach: Make inferences</li> </ul>	
Monday	Activity 2:	Shared reading: Post-Read <ul style="list-style-type: none"> <li>• Read: U=U</li> <li>• Genre: Literary text</li> <li>• Summary</li> <li>• Comprehension strategy: Summarise</li> </ul>	
Tuesday	Activity 1:	Teach the Genre <ul style="list-style-type: none"> <li>• Advertisements / posters</li> <li>• Sample text: Be a buddy, not a bully!</li> </ul>	
Tuesday	Activity 2:	Writing: Planning <ul style="list-style-type: none"> <li>• Genre: Poster</li> <li>• Topic: The social responsibility of community's health</li> <li>• Planning Strategy: Mind-map</li> </ul>	
Wednesday	Activity 1:	Writing: Drafting <ul style="list-style-type: none"> <li>• Use plan to draft poster</li> </ul>	
Thursday	Activity 1:	Writing: Editing <ul style="list-style-type: none"> <li>• Edit poster using checklist</li> </ul>	
Thursday	Activity 2:	Writing: Publishing & Presenting <ul style="list-style-type: none"> <li>• Publish and present poster</li> </ul>	

Week 2: Health: A Social Responsibility			
Day	CAPS content, concepts, skills		Date completed
Friday	Activity 1:	Listening & speaking <ul style="list-style-type: none"> <li>Oral presentation of the Creative Writing Project</li> </ul>	
Friday	Activity 2:	Theme Conclusion <ul style="list-style-type: none"> <li>Summarise</li> <li>Reflect</li> <li>Acknowledge and celebrate</li> </ul>	

### WEEK 2 TEXTBOOK ACTIVITIES: WRITING

Week 2		
Textbook	Supplementary Writing Activity:	Date Completed
	Transactional texts such as giving directions or a friendly letter	
Interactive English S.M.I.L.E	Activity 8 (pg. 240) – Give directions to a landmark	
English Today Maskew Miller Longman	Activity 13 (pg. 197) – Write directions	
Oxford Successful Oxford University Press	Activity 6 (pg. 267) – Write directions	
Spot on Pearson Marang	Activity 4.2 (pg. 179) – Write a friendly letter	
Platinum Maskew Miller Longman	Activity 5 (pg. 211) – Write a letter of apology Activity (pg. 212) – Write your own letter	
Top Class Shuter & Shooter	Activity H (pg. 190) – Give directions to a party	
Via Afrika Via Afrika	Activity 4 (pg. 182) – Write a friendly letter Activity 8 (pg. 185) – Write directions	
Clever English Macmillan South Africa	Activity 9 (pg. 208) – Design an invitation Extra activity 3 (pg. 211) – Design a poster	

## WEEK 2 TEXTBOOK ACTIVITIES: LSC

Week 2		
Textbook	Supplementary LSC Activity: Simple and compound sentences/ sentence clauses	Date Completed
Interactive English S.M.I.L.E	Activity 5 (pg. 236) – Prepositions	
English Today Maskew Miller Longman	Activity 7 (pg. 192) – Compound and complex sentences	
Oxford Successful Oxford University Press	-	
Spot on Pearson Marang	Activity 3.1-3.2 (pg. 178) – Prepositions	
Platinum Maskew Miller Longman	Activity 7 (pg. 213) – Learn about prepositions	
Top Class Shuter & Shooter	Activity F (pg. 188) – Prepositions	
Via Afrika Via Afrika	Activity 10 (pg. 186) – Complex nouns, prepositions, and punctuation	
Clever English Macmillan South Africa	Activity 12 (pg. 210) – Revision of adverbs	

Theme Reflection: Health: A Social Responsibility	
<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 CAPS / ATP Reference

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<b>WEEK 3-4</b>	<p><b>Listening and speaking strategies</b></p> <p><b>Listening comprehension (written text / TV news presentation)</b></p> <ul style="list-style-type: none"> <li>• Explain listening process</li> <li>• Take notes</li> <li>• Write answers</li> </ul> <p><b>Different forms of oral communication</b></p> <p><b>Discuss use of e-mail/posters/diary entries/ flyers</b></p> <ul style="list-style-type: none"> <li>• Features and conventions</li> <li>• Planning, researching, organizing and presenting</li> <li>• Summarize the presentation orally</li> </ul>	<p><b>Read a text with a diary/e-mail/flyers</b></p> <ul style="list-style-type: none"> <li>• The format</li> <li>• Language use</li> <li>• Target audience</li> </ul> <p><b>Poetry/ Folklore</b></p> <ul style="list-style-type: none"> <li>• Key features of poem</li> <li>• internal structure of a poem, figures of speech/ imagery, rhyme, rhythm</li> <li>• external structure of a poem, lines, stanzas, typography</li> <li>• figurative meaning</li> <li>• mood</li> <li>• theme and message</li> </ul> <p><b>Follow the Reading Process:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate)</li> </ul>	<p><b>Long/shorter transactional texts e.g.: e-mail, posters/diary entries/flyers.</b></p> <ul style="list-style-type: none"> <li>• Requirements of format, style, point of view</li> <li>• Target audience purpose and context</li> <li>• Word choice, Sentence structure, lengths and types</li> </ul> <p><b>Produce one of above-mentioned texts</b></p> <p><b>Follow the Writing Process:</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul>	<p><b>Word level:</b></p> <ul style="list-style-type: none"> <li>• Pronouns – interrogative, demonstrative</li> <li>• Indefinite nouns - collective nouns; finite verbs</li> <li>• Adjectives: comparative, superlative</li> <li>• Prefixes, suffixes and roots.</li> </ul> <p><b>Sentence level:</b></p> <ul style="list-style-type: none"> <li>• Direct speech; questions and prompts; subject-verb agreement; abbreviated statements; rhetoric questions</li> </ul> <p><b>Word meaning:</b></p> <ul style="list-style-type: none"> <li>• Antonyms; literal; figurative; contextual</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>• Quotation marks; question marks; comma; exclamation marks; font</li> </ul>



Week 3: The Life and Legacy of Luka Jantjie		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>Introduce theme: The Life and Legacy of Luka Jantjie</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: From the Diary of William Burchell</li> <li>Genre: Diary</li> <li>Three reads</li> <li>Model comprehension skill: Visualising</li> <li>Oral comprehension</li> </ul>	
Tuesday	Activity 1: Speaking Activity <ul style="list-style-type: none"> <li>Listen: From the Diary of William Burchell</li> <li>Genre: Diary</li> <li>Use the discussion frame</li> </ul>	
Tuesday	Activity 3: Shared reading: Pre-Read <ul style="list-style-type: none"> <li>Read: The Story of Kgosi Luka Jantjie</li> <li>Genre: Fiction text</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: The Story of Kgosi Luka Jantjie</li> <li>Genre: Fiction text</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: adjectival and adverbial clauses</li> </ul>	
Thursday	Activity 2: Shared reading: Second Read <ul style="list-style-type: none"> <li>Read: The Story of Kgosi Luka Jantjie</li> <li>Genre: Fiction text</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 3 TEXTBOOK ACTIVITIES: READING & VIEWING

Week 3		
Textbook	Supplementary Reading Activity: Read a text with a diary/e-mail/flyers Read poetry/folklore	Date Completed
Interactive English S.M.I.L.E	Activity 3 (pg. 248) – Read a diary entry Activity 4 (pg. 250) – Read a fable	
English Today Maskew Miller Longman	Activity 3 & 4 (pg. 201) – Read diary entries Activity 9 & 10 (pg. 207) – Read a poem and answer questions	
Oxford Successful Oxford University Press	Activity 1 (pg. 276) – Read an email Activity 6 (pg. 285) – Read two poems	
Spot on Pearson Marang	Activity 1.1&1.2 (pg. 186) – Read a diary entry	
Platinum Maskew Miller Longman	Activity 4 (pg. 220) – Read an information article Activity 5 (pg. 222) – Read a diary entry Activity 8 (pg. 227) – Read a poem	
Top Class Shuter & Shooter	Activity E (pg. 139) – Read a radio drama Activity G (pg. 141) – Read and analyse a poem	
Via Afrika Via Afrika	Activity 5 (pg. 136) – Read a radio drama	
Clever English Macmillan South Africa	Activity 7 (pg. 146) – Read a drama and answer questions	

Week 4: The Life and Legacy of Luka Jantjie			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Teach the Comprehension Strategy Read: The Story of Kgosi Luka Jantjie Genre: Fiction text Teach: Visualise	
Monday	Activity 2:	Shared reading: Post-Read Read: The Story of Kgosi Luka Jantjie Genre: Fiction text Comprehension strategy: Visualise	
Tuesday	Activity 1:	Teach the Genre Diary entry Sample text: Diary	
Tuesday	Activity 2:	Writing: Planning Genre: Diary entry Topic: A meeting with someone new Planning Strategy: Answer questions	
Wednesday	Activity 1:	Writing: Drafting Use plan to draft diary entry	
Thursday	Activity 1:	Writing: Editing Edit diary entry using checklist	

Week 4: The Life and Legacy of Luka Jantjie			
Day	CAPS content, concepts, skills		Date completed
Thursday	Activity 2:	Writing: Publishing & Presenting Publish and present diary entry	
Friday	Activity 1:	Oral Presentations Oral Presentations for the Creative Writing Project	
Friday	Activity 2:	Theme Conclusion Build and monitor knowledge Summarise Acknowledge and celebrate	

#### WEEK 4 TEXTBOOK ACTIVITIES: WRITING

Week 4		
Textbook	Supplementary Activity:	Date Completed
	Writes a transactional text	
Interactive English S.M.I.L.E	Activity 7 (pg. 253) – Write a diary entry and an email	
English Today Maskew Miller Longman	Activity 7 (pg. 205) – Write a diary entry	
Oxford Successful Oxford University Press	Activity 2 (pg. 279) – Prepare an internet poster Activity 5 (pg. 282) – Write diary entries	
Spot on Pearson Marang	Activity 2.2 (pg. 189) – Create a poster Activity 3.4 (pg. 191) – Write a diary entry	
Platinum Maskew Miller Longman	Activity 7 (pg. 227) – Write a diary entry	
Top Class Shuter & Shooter	Activity 1 (pg. 203) – Write a friendly email	
Via Afrika Via Afrika	Activity 3 (pg. 190) – Write an email Activity 7 (pg. 194) – Write a formal email	
Clever English Macmillan South Africa	Activity 8 (pg. 221) – Write a diary entry	

## WEEK 4 TEXTBOOK ACTIVITIES: LSC

Week 4		
Textbook	Supplementary LSC Activity: Pronouns Collective nouns	Date Completed
Interactive English S.M.I.L.L.E	Activity 5 (pg. 252) – Pronouns	
English Today Maskew Miller Longman	Activity 11 (pg. 208) – Pronouns Activity 12 (pg. 209) – Collective nouns	
Oxford Successful Oxford University Press	-	
Spot on Pearson Marang	Activity 5.1 (pg. 193) – Editing paragraphs and correcting language and punctuation	
Platinum Maskew Miller Longman	Activity 9 (pg. 230) – Pronouns	
Top Class Shuter & Shooter	Activity K-L (pg. 204) – Indefinite and demonstrative pronouns Activity M (pg. 205) – Collective nouns	
Via Afrika Via Afrika	Activity 4 (pg. 190) – Interrogative and demonstrative pronouns	
Clever English	Activity 9 (pg. 224) – Pronouns and collective nouns	

Theme Reflection: The Life and Legacy of Luka Jantjie	
<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 CAPS / ATP Reference

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<b>WEEK 5-6</b>	<p><b>Listening and speaking strategies</b></p> <p><b>Listening comprehension</b></p> <ul style="list-style-type: none"> <li>• Explain listening process</li> <li>• Take notes</li> <li>• Answer questions</li> </ul> <p><b>Prepared speech</b></p> <ul style="list-style-type: none"> <li>• Use of tone, pace and intonation</li> <li>• Use of manipulative/emotive/persuasive language</li> <li>• Use of cues</li> <li>• Adherence to conventions</li> <li>• Appropriate body language</li> <li>• Attention-grabbing introduction and a strong conclusion</li> <li>• Purpose, target group and context</li> </ul>	<p><b>Read literary text like youth novel/short stories/drama/folklore</b></p> <ul style="list-style-type: none"> <li>• Key features of literature text: such as character, characterization, plot, conflict, background, setting, narrator, theme</li> </ul> <p><b>Poetry: Prescribed Poems</b></p> <ul style="list-style-type: none"> <li>• Key features of poem</li> <li>• internal structure of a poem, figures of speech/imagery, rhyme, rhythm</li> <li>• External structure of a poem, lines, stanzas, typography</li> <li>• Figurative meaning</li> <li>• Mood</li> <li>• Theme and message</li> </ul> <p><b>Analysis of a poem:</b></p> <ul style="list-style-type: none"> <li>• Lines, words, stanzas, link, refrain, typography, punctuation.</li> <li>• Meaning: implicit and explicit</li> </ul>	<p><b>Revision and preparation for examination</b></p> <p><b>Essays Preparation stage:</b></p> <ul style="list-style-type: none"> <li>• Requirements of format, style, point of view</li> <li>• Target audience purpose and context</li> <li>• Word choice</li> </ul> <p><b>Follow the Writing Process:</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul>	<p><b>Word level:</b> Auxiliary verbs; finite verbs, adjectives; comparative, superlative</p> <p><b>Sentence level:</b> Bias; stereotypes; prejudice; emotive and manipulative statements; rhetoric questions</p> <p><b>Word meaning:</b> Synonyms, antonyms, contextual</p> <p><b>Punctuation:</b> Full stop; comma; exclamation marks; question marks</p>

Week 5: Beyond Planet Earth			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Oral Activities <ul style="list-style-type: none"> <li>• Introduce theme: Beyond Planet 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: Elon Musk</li> <li>• Genre: Information text</li> <li>• Three reads</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: Elon Musk</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 Pros and Cons of Space Colonization</li> <li>• Genre: Information text</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: The Pros and Cons of Space Colonization</li> <li>• Genre: Information text</li> <li>• Comprehension strategy: Make 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: simple and compound prepositions</li> </ul>	
Thursday	Activity 2:	Shared reading: Second Read <ul style="list-style-type: none"> <li>• Read: The Pros and Cons of Space Colonization</li> <li>• Genre: Information text</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 5 TEXTBOOK ACTIVITIES: READING & VIEWING

Week 5		
Textbook	Supplementary Reading Activity: Read literary text like youth novel/ short stories/ drama/folklore	Date Completed
Interactive English S.M.I.L.E	Activity 3 (pg. 259) – Read a folktale Activity 4 (pg. 262) – Read poetry	
English Today Maskew Miller Longman	Activity 3 & 4 (pg. 213) – Read a story extract Activity 8 & 9 (pg. 217) – Read a poem	
Oxford Successful Oxford University Press	Activity 2 (pg. 295) – Read a poem Activity 8 (pg. 306) – Read an African folktale	
Spot on Pearson Marang	Activity 1.2&1.3 (pg. 196) – Read a fable	
Platinum Maskew Miller Longman	Activity 4 (pg. 237) – Read a story Activity 5 (pg. 240) – Read a poem	
Top Class Shuter & Shooter	Activity F (pg. 211) – Read an extract from a novel Activity G (pg. 213) – Read a poem	
Via Afrika Via Afrika	Activity 2 (pg. 199) – Read a folktale Activity 5 (pg. 203) – Read a poem	
Clever English Macmillan South Africa	Activity 4 (pg. 230) – Read about South African foods Activity 5 (pg. 231) – Read a story Activity 6 (pg. 234) – Read a poem	

Week 6: Beyond Planet Earth			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Teach the Comprehension Strategy <ul style="list-style-type: none"> <li>• Read: The Pros and Cons of Space Colonization</li> <li>• Genre: Information text</li> <li>• Teach: Making connections</li> </ul>	
Monday	Activity 2:	Shared reading: Post-Read <ul style="list-style-type: none"> <li>• Read: The Pros and Cons of Space Colonization</li> <li>• Genre: Information text</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: Bono and Dakalo</li> </ul>	
Tuesday	Activity 2:	Writing: Planning <ul style="list-style-type: none"> <li>• Genre: Dialogue</li> <li>• Topic: A new explorer talking to the spirit of an old explorer</li> <li>• Planning Strategy: Answering questions</li> </ul>	
Wednesday	Activity 1:	Writing: Drafting <ul style="list-style-type: none"> <li>• Use plan to draft dialogue</li> </ul>	

Week 6: Beyond Planet Earth			
Day	CAPS content, concepts, skills		Date completed
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>Oral Presentations of the Creative Writing Project</li> </ul>	
Friday	Activity 2:	Theme Conclusion <ul style="list-style-type: none"> <li>Summarise</li> <li>Reflect</li> <li>Acknowledge and celebrate</li> </ul>	

### WEEK 6 TEXTBOOK ACTIVITIES: WRITING

Week 6		
Textbook	Supplementary Activity: Exam revision	Date Completed
Interactive English S.M.I.L.E	Activity 6 (pg. 264) – Write a descriptive essay	
English Today Maskew Miller Longman	Activity 12 (pg. 220) – Write a narrative paragraph Activity 13 (pg. 221) – Write a descriptive paragraph	
Oxford Successful Oxford University Press	Activity 5 (pg. 301) – Write a descriptive essay	
Spot on Pearson Marang	Activity 6 (pg. 264) – Write a descriptive essay	
Platinum Maskew Miller Longman	Activity 12 (pg. 220) – Write a narrative paragraph Activity 13 (pg. 221) – Write a descriptive paragraph	
Top Class Shuter & Shooter	Activity 5 (pg. 301) – Write a descriptive essay	
Via Afrika Via Afrika	Activity 6 (pg. 264) – Write a descriptive essay	
Clever English Macmillan South Africa	Activity 12 (pg. 220) – Write a narrative paragraph Activity 13 (pg. 221) – Write a descriptive paragraph	



## WEEK 6 TEXTBOOK ACTIVITIES: LSC

Week 6		
Textbook	Supplementary LSC Activity:	Date Completed
	Direct and indirect speech, demonstrative, and possessive pronouns	
Interactive English S.M.I.L.E	Activity 5 (pg. 264) – Finite and auxiliary verbs	
English Today Maskew Miller Longman	Activity 6-7 (pg. 216) – Finite and auxiliary verbs	
Oxford Successful Oxford University Press	-	
Spot on Pearson Marang	Activity 3.1 (pg. 200) – Animal genders	
Platinum Maskew Miller Longman	Activity 7&8 – Auxiliary verbs	
Top Class Shuter & Shooter	Activity 1 (pg. 216) – Finite and auxiliary verbs	
Via Afrika Via Afrika	Activity 5 (pg. 149) – Direct and indirect speech	
Clever English Macmillan South Africa	Activity 7 (pg. 205) – Auxiliary and finite verbs	

Theme Reflection: Beyond Planet 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?	
<b>SMT Comment</b>	
<b>SMT name and signature</b>	<b>Date</b>

## Weeks 7-8 CAPS / ATP Reference

In this cycle, you can use the 10 hours of EFAL time to revise and prepare for the final formal assessment tasks.

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 7-8	<p><b>Revision and preparation for examination</b></p> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>• Prepared speech/ conversation</li> <li>• Prepared reading</li> <li>• Unprepared reading</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Listening comprehension</li> </ul>	<p><b>Revision and preparation for examination</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Prepared reading</li> <li>• Reading comprehension</li> <li>• Summary</li> <li>• Literature: <ul style="list-style-type: none"> <li>• Novel/short stories/folklore</li> <li>• Drama/film study</li> <li>• Poems</li> </ul> </li> </ul>	<p><b>Revision and preparation for examination</b></p> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Transactional texts</li> <li>• Essay</li> </ul>	<p><b>Word level work:</b> Collective pronouns; reflexive pronouns; stem</p> <p><b>Sentence level:</b> Simple, compound and complex sentences; statements; subject-verb agreement; question forms; negation</p> <p><b>Word meaning:</b> Synonyms, antonyms, literal, figurative</p> <p><b>Punctuation</b></p>

## WEEK 7-8 TEXTBOOK ACTIVITIES: END OF YEAR REVISION

Week 7		
Textbook	Reading Revision Activities	Date Completed
Interactive English S.M.I.L.E	Activity 2 (pg. 270) – Read an interview Activity 3 (pg. 272) – Read a folklore	
English Today Maskew Miller Longman	Activity 8&9 (pg. 227) – Read an information text Activity 12 (pg. 231) – Write a summary	
Oxford Successful Oxford University Press	Activity 1 (pg. 312) – Read about literature Activity 3 (pg. 318) – Read a poem	
Spot on Pearson Marang	Activity 1.1 (pg. 208) – Practise summary skills Activity 1.2 (pg. 209) – Reading for information	
Platinum Maskew Miller Longman	Activity 6 (pg. 249) – Read a magazine article Activity 7 (pg. 251) – Read an article and write a summary	
Top Class Shuter & Shooter	Activity D (pg. 220) – Literature revision Activity E (pg. 221) – Reading comprehension	
Via Afrika Via Afrika	Activity 3 (pg. 210) – Summarise a text Activity 4 (pg. 210) – Answer comprehension questions	
Clever English Macmillan South Africa	Activity 6 (pg. 247) – Reading comprehension Activity 7 (pg. 249) – Read a poem	

Week 8		
Textbook	Writing Revision Activities	Date Completed
Interactive English S.M.I.L.E	Activity 5 (pg. 275) – Write an interview and a letter	
English Today Maskew Miller Longman	Activity 10 (pg. 229) – Fill in a form Activity 11 (pg. 230) – Revise writing a letter	
Oxford Successful Oxford University Press	Activity 6 (pg. 320) – Write a reflection	
Spot on Pearson Marang	Activity 6.2 (pg. 215) – Discuss paper 3 with a friend	
Platinum Maskew Miller Longman	Activity 12 (pg. 257) – Write a formal letter	
Top Class Shuter & Shooter	Activity I (pg. 224) – Write a letter or email	
Via Afrika Via Afrika	Activity 5 (pg. 213) – Write a letter Activity 6 (pg. 213) – Write an email	
Clever English Macmillan South Africa	Activity 8 (pg. 251) – Draft an agenda Activity 9 (pg. 251) – Write a dialogue	

Week 8		
Textbook	LSC Revision Activities	Date Completed
Interactive English S.M.I.L.E	Activity 4 (pg. 274) – Language rules and structures revision	
English Today Maskew Miller Longman	Activity 14-16 (pg. 234) – Revise punctuation, question forms and synonyms and antonyms	
Oxford Successful Oxford University Press	-	
Spot on Pearson Marang	Activity 3.1 (pg. 212) – Practice language use	
Platinum Maskew Miller Longman	Activity 9 (pg. 255) – Negative sentences Activity 10 (pg. 255) – Write questions	
Top Class Shuter & Shooter	Activity J-N (pg. 225) – Pronouns, word stems, sentence types, subject-verb agreement	
Via Afrika Via Afrika	Activity 7 (pg. 214) – Simple, compound and complex sentences Activity 8 (pg. 124) – Statements and questions forms	
Clever English Macmillan South Africa	Activity 8 (pg. 251) – Draft an agenda Activity 9 (pg. 251) – Write a dialogue	

# 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			Term 1 10 weeks	Term 2 8 weeks	Term 3 10 weeks	Term 4 8 weeks	Comment on Coverage and the Quality of Activities								
		Departmental Heads	School Management Team	Subject Advisors						Jan	Feb	Mar					
Total number of informal activities: Languages	105	Term	Activity	31 activities	23 activities	31 activities	20 activities		Oct	Nov	Dec						
Total number of Listening and Speaking (Oral) informal activities	31	Term 1	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	2	0					
		Term 2	23										4	2	4	2	4
		Term 3	31										1	4	4	4	4
		Term 4	20										1	4	2	1	0
Total number of Reading Comprehension informal activities	16				1	2	2	1	2	1	2	0					
		<ul style="list-style-type: none"> <li>There should be a total of 16 reading comprehension informal activities to cover the 36 week period for Terms 1–4.</li> <li>Reading comprehension activities should be as follows: <ul style="list-style-type: none"> <li>7 x Literary / Non-literary text;</li> <li>5 x Visual text; and</li> <li>4 x Summary.</li> </ul> </li> <li>Barrett taxonomy of 40:40:20 should be applied. <ul style="list-style-type: none"> <li>Level 1 (Literal) – 20%;</li> <li>Level 2 (Reorganisation) – 20%;</li> <li>Level 3 (Inference) – 40%; and</li> <li>Level 4 / 5 (Evaluation or Appreciation) – 20%.</li> </ul> </li> <li>Coverage of different reading comprehension strategies.</li> </ul>											1	2	1	2	0



<b>Total number Language Structures and Conventions informal activities</b>	<b>31</b>	<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"> <li>• Language Structures and Conventions informal activities should be spread to cover: <ul style="list-style-type: none"> <li>• Word level</li> <li>• Phrases</li> <li>• Clauses</li> <li>• Sentences</li> <li>• Paragraphing</li> <li>• Critical language awareness</li> </ul> </li> </ul>	<b>1</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>0</b>	
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**CAPS ANNUAL TEACHING PLAN GUIDE**  
**ENGLISH FIRST ADDITIONAL LANGUAGE**  
**TRACKING OF MINIMUM INFORMAL ACTIVITIES COMPLETED**  
**TERM 4**

<b>Listening &amp; Speaking (Oral) informal activities</b> 3 x L&S 3 x Read Aloud	Term 4 6 Activities	OCT	NOV	DEC	<b>Activity dates for verification</b> (evidence in learner books, lesson plans or informal assessment records)					
	Target	2	4	0						
	Actual									
<b>Reading &amp; Comprehension informal activities</b> 1 x Literary / Non-Literary 1 x Visual 1 x Summary	Term 4 3 Activities	OCT	NOV	DEC	<b>Activity dates for verification</b> (evidence in learner books, lesson plans or informal assessment records)					
	Target	1	2	0						
	Actual									
<b>Literature informal activities</b> 2 x Activities (choose from Poetry, Short Stories or Drama)	Term 4 2 Activities	OCT	NOV	DEC	<b>Activity dates for verification</b> (evidence in learner books, lesson plans or informal assessment records)					
	Target	1	1	0						
	Actual									
Extended / Independent Reading	Target	12–15	12–15	12–15	(average number of pages read by learners per day, monitored by parent or guardian using reading card)					
	Actual									
<b>Writing informal activities</b> 1 x Essay 2 x Transactional	Term 4 3 Activities	OCT	NOV	DEC	<b>Activity dates for verification</b> (evidence in learner books, lesson plans or informal assessment records)					
	Target	1	2	0						
	Actual									
<b>Language Structure &amp; Conventions informal activities</b> 6 x Activities	Term 4 6 Activities	OCT	NOV	DEC	<b>Activity dates for verification</b> (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 3	20 marks
FAT 9	WRITING Transactional writing: 2 short or 1 long Written before the controlled test	10 marks
FAT 10	RESPONSE TO TEXTS Question 1: Literary / non-literary text (20 marks) Question 2: Visual text (10 marks) Question 3: Summary (10 marks) Question 4: Language Structures and Conventions (20 marks)	60 marks

## FAT 7 Stage 3 (example)

### Oral Presentation (Learners do the oral presentation of their project)

20 marks

- 1 Prepare an oral presentation based on the research you did on short stories.**
- 2 Your oral should:**
  - 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
- 3 A suggested structure for your Oral Presentation is as follows:**
  - 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?
  - b** Body – part one: Share the main findings of your research
  - c** Body – part two: Read your own poem
  - d** Conclusion: Share the evaluation you made about your poem as well as your evaluation of this experience, i.e.: completing a creative writing project
- 4 As part of the oral part of the project, you should also:**
  - 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 poems.

## FAT 7 Stage 3 Rubric (example)

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

## FAT 9 (example)

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

## FAT 9 Rubrics (examples)

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

<b>EXAMPLE RUBRIC: TRANSACTIONAL WRITING – SPEECH</b>			
<b>MARKS</b>	<b>Maximum total of 10</b>		
<b>OBJECTIVE</b>	<b>Writes a speech</b>		
<b>CONTENT</b>	<b>1</b>	<b>2</b>	<b>3</b>
	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
<b>STRUCTURE</b>	<b>0</b>	<b>1</b>	<b>2</b>
	The learner's speech 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.
<b>PLANNING</b>	<b>0</b>	<b>1</b>	<b>2</b>
	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.
<b>EDITING / LSC</b>	<b>1</b>	<b>2</b>	<b>3</b>
	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.

<b>EXAMPLE RUBRIC: TRANSACTIONAL WRITING – DIALOGUE</b>			
<b>MARKS</b>	<b>Maximum total of 10</b>		
<b>OBJECTIVE</b>	<b>Writes a dialogue about ...</b>		
<b>CONTENT</b>	<b>1</b>	<b>2</b>	<b>3</b>
	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.
<b>STRUCTURE</b>	<b>0</b>	<b>1</b>	<b>2</b>
	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.
<b>PLANNING</b>	<b>0</b>	<b>1</b>	<b>2</b>
	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.
<b>EDITING / LSC</b>	<b>1</b>	<b>2</b>	<b>3</b>
	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.

<b>EXAMPLE RUBRIC: TRANSACTIONAL WRITING – REVIEW</b>			
<b>MARKS</b>	<b>Maximum total of 10</b>		
<b>OBJECTIVE</b>	<b>Writes a review about ...</b>		
<b>CONTENT</b>	<b>1</b>	<b>2</b>	<b>3</b>
	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.
<b>STRUCTURE</b>	<b>0</b>	<b>1</b>	<b>2</b>
	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.
<b>PLANNING</b>	<b>0</b>	<b>1</b>	<b>2</b>
	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.
<b>EDITING / LSC</b>	<b>1</b>	<b>2</b>	<b>3</b>
	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. The learner successfully edits their own work to correct grammar, spelling and punctuation.

<b>EXAMPLE RUBRIC: TRANSACTIONAL WRITING – PERSONAL LETTER</b>			
<b>MARKS</b>	<b>Maximum total of 10</b>		
<b>OBJECTIVE</b>	<b>Writes a personal letter</b>		
<b>CONTENT</b>	<b>1</b>	<b>2</b>	<b>3</b>
	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.
<b>STRUCTURE</b>	<b>0</b>	<b>1</b>	<b>2</b>
	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.
<b>PLANNING</b>	<b>0</b>	<b>1</b>	<b>2</b>
	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.
<b>EDITING / LSC</b>	<b>1</b>	<b>2</b>	<b>3</b>
	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.



<b>EXAMPLE RUBRIC: TRANSACTIONAL WRITING – PRINT ADVERTISEMENT</b>			
<b>MARKS</b>	<b>Maximum total of 10</b>		
<b>OBJECTIVE</b>	<b>Writes a print advertisement</b>		
<b>CONTENT</b>	<b>1</b>	<b>2</b>	<b>3</b>
	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.
<b>STRUCTURE</b>	<b>0</b>	<b>1</b>	<b>2</b>
	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.
<b>PLANNING</b>	<b>0</b>	<b>1</b>	<b>2</b>
	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.
<b>EDITING / LSC</b>	<b>1</b>	<b>2</b>	<b>3</b>
	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)**

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

## Term 4 Fat 10 Response to Texts

### PART A: READING COMPREHENSION

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

#### INSTRUCTIONS:

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

	<b>Social media: good or bad?</b>
1	Nolwazi and Kagiso were focused on their phones as their mother walked into the kitchen.
2	'Hi kids,' said Mrs Ngobese. 'Stuck to your phones again, are you? When will you ever stop playing those games?'
3	'That's not all we do on our phones, you know?' Nowazi replied quickly. 'We use our phones for lots of things, for school and other things.'
4	'Oh, so what are you doing now?' Mrs Ngobese asked, leaning over to see.
5	'Well, now we <i>are</i> playing games!' laughed Kagiso. 'But Nol's right, we do lots of other things too. Like we were learning about the environment and the damage we're doing to the planet. I found a whole campaign here in Gauteng to stop using plastic bottles and I've shared it with all my friends.'
6	'And,' added Nolwazi eagerly, 'my friends and I have started a Whatsapp study group so we can be prepared for the end of year assessments. And we've even got learners from other schools to join so we can all share resources and study tips. Aren't you impressed with that?'
7	'Oh definitely,' her mother answered, 'but what about actually meeting and being together? Isn't that more fun? Don't you get lonely always being behind the screen? And I've seen you get upset by seeing other people's posts and messages when their pictures show their <i>amazing</i> lives. You've told me about FOMO and how it's hard to see what other people are doing and not be a part of it. I hate that social media can make you feel left out and depressed. And what about people spreading false information and fake news? It's so easy just to forward things on and no one checks to see what's true and what's not. That can be very harmful.'
8	'Ja, those things do happen,' admitted Nolwazi nodding. 'So, I guess there are negative things, but there definitely are lots of good things. Do you know, my friend Olwethu wants to study music and she's been able to contact people who're studying at university and find out about the courses and how to apply. They've told her some people to follow on Twitter and how to see what's happening out there in the music world. She's got some great ideas and she's been working on some amazing compositions! She would never have been able to communicate with university students if there were no social media.'
9	'And, I can keep in touch and see and speak to our cousins who've moved away whenever I want to and send pictures and share jokes and articles and all that. And I know <i>you</i> like staying in touch with them too, Ma. You and Aunty Buhle are always on Whatsapp,' Kagosi said with a wink.
10	'Hmm, that is true!' Mrs Ngobese said, laughing. 'I think social media have both good and bad elements. The important thing is knowing what these are and using them in good ways. Now, please help me make some supper before you go back to your games!'



**QUESTIONS:**

1 Are Nolwazi and Kagiso friends or siblings (brother and sister)? Give a reason for your answer.

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[2]

2 What were Nolwazi and Kagiso doing when Mrs Ngobese came in?

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[1]

3 ‘Stuck to your phones again, are you?’

Nolwazi and Kagiso were not really **stuck** to their phones. What does Mrs Ngobese mean when she says this?

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[1]

4 Mrs Ngobese was worried that social media can be bad. Kagiso and Nolwazi think there are lots of good things you can do on social media.

Use the table below to list some of their reasons.

Social media – good	Social media – bad
1.	1.
2.	2.
3.	3.

[6]

5 True or false: Nolwazi has been sad because of some of her friends’ posts on social media.

Give a reason for your answer.

---

---

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[2]

6 FOMO is an abbreviation for: (write down the correct answer)

- a fun of meeting on
- b famous occasion mysterious opportunity
- c fear of missing out

[1]

7 Find a word in paragraph 5 that tells us Kagiso gave the information about the campaign to all his friends.

\_\_\_\_\_ [1]

8 Find a word in paragraph 8 that tells us Nolwazi is agreeing with Mrs Ngobese.

\_\_\_\_\_ [1]

9 What can you infer about the kind of person Nolwazi is?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [2]

10 Choose the most suitable answer:

- a Mrs Ngobese never uses WhatsApp.
- b Mrs Ngobese uses WhatsApp for her work.
- c Mrs Ngobese uses WhatsApp to communicate with her family.

11 Do you think social media is good or bad? Give reasons for your response.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [2]

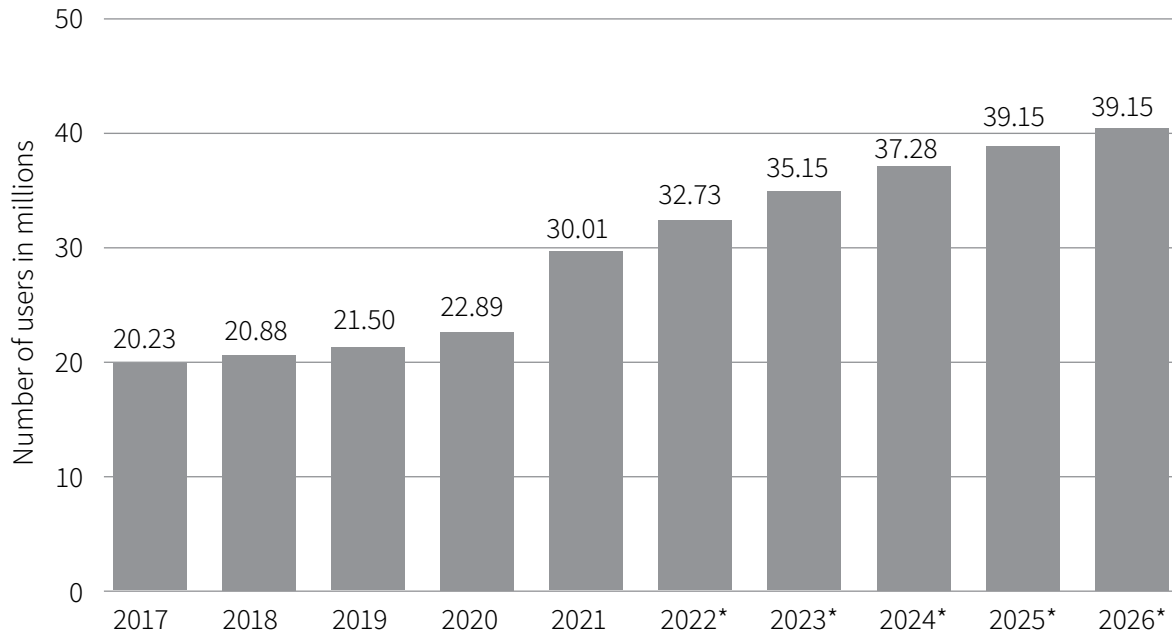
**TOTAL: 20 MARKS**

## Term 4 Fat 10 Response to Texts

### PART B: VISUAL COMPREHENSION

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

Number of social network users in South Africa from 2016 to 2026 (in millions)



[<https://www.statista.com/statistics/972776/number-of-social-network-users-in-south-africa/>]

The most popular social networks used by South Africans are:

**WhatsApp, YouTube, Facebook, Instagram, Facebook messenger, Twitter, LinkedIn, Pinterest, TikTok, Snapchat and Skype**

#### QUESTIONS:

1 How many million people used social networks in 2017?

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[1]

2 Why do you think there was a big increase in social network users from 2020 to 2021?

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[2]

3 How many million people does this graph predict will use social networks in 2026?

---

---

[1]

4 Name two of the most popular social networks in South Africa.

---

---

[2]

5 Why do you think there will be millions more South Africans on social networks in 2026?

---

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[1]

6 Give the opposite of social by adding a prefix.

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[1]

7 Do you think millions more people using social networks is a good thing for our society? Why or why not?

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[2]

**TOTAL: 10 MARKS**

## Term 4 Fat 10 Response to Texts

### PART C: SUMMARY

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

#### INSTRUCTIONS:

- Reread the text, 'Social media – good or bad?'
- Complete the summary frame below.
- For each point you should have at least 2 sentences.
- Make sure you are writing in correct, complete sentences and showing an understanding of the text.

- |   |            |
|---|------------|
| <b>1 This text is about...</b>            | <b>[2]</b> |
| <b>2 The author wrote the text for...</b> | <b>[2]</b> |
| <b>3 In the text I learnt...</b>          | <b>[2]</b> |
| <b>4 I liked...because...</b>             | <b>[2]</b> |
| <b>5 Overall, I think the text is...</b>  | <b>[2]</b> |

**TOTAL: 10 MARKS**



## Term 4 Fat 10 Response 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 present tense:**

- a Nolwazi and Kagiso were focused on their phones as their mother walked into the kitchen.

\_\_\_\_\_ [1]

- b I have seen you get upset by seeing other people's posts and messages.

\_\_\_\_\_ [1]

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

- a My friends and I have started a Whatsapp study group.

\_\_\_\_\_ [1]

- b We were learning about the environment.

\_\_\_\_\_ [1]

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

And *you* like staying in touch with them too, Ma.

\_\_\_\_\_ [1]

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

Millions of South Africans use different social media platforms.

\_\_\_\_\_ [1]

**5 Put the following into indirect speech:**

'We use our phones for school and other things,' Nolwazi replied.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ [2]

**6 Reread paragraph 5 in the comprehension text and find and write down an example of:**

- a** an adjective \_\_\_\_\_
- b** a common noun \_\_\_\_\_
- c** a proper noun \_\_\_\_\_
- d** a preposition \_\_\_\_\_
- e** a pronoun \_\_\_\_\_

[5]

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

- a** Of all the social media, I think Whatsapp is the (good).
- b** Facebook had (many) users than Instagram.

[2]

**8 Fill in the apostrophes correctly.**

Im so excited by Njabulos posts on Facebook!

[2]

**9 Write down two sentences using 'their' and 'there' to show you understand the different meanings of each word.**

- a their** \_\_\_\_\_ [1]
- b there** \_\_\_\_\_ [1]

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

Social media can be used for positive things that help people, (nor / but / so / while) they can also have very damaging effects, especially on teenagers.

[1]

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

As soon as they put the news on Facebook, it... (went public fast).

- a** spread like wildfire
- b** beat around the bush
- c** was music to our ears

[1]

**TOTAL: 20 MARKS**

## Term 4 Fat 10 Response to Texts Memoranda

### PART A: READING COMPREHENSION MEMORANDUM

- 1 siblings (1)  
'their mother' (1)
- 2 They were playing games on their phones. (1)
- 3 They can't look away from their phones. (1)
- 4 Any THREE from 'Social media – good' and ANY 3 from 'Social media – bad.'

Social media – good	Social media – bad
1 Sharing positive campaigns / news/ causes	1 Feeling lonely / it's anti-social
2 Setting up (Whatsapp) study groups	2 We compare our lives to other people's lives / FOMO
3 Research new information	3 The sharing of fake news
4 Communication with others who we wouldn't normally be able to communicate with (e.g. on Twitter or Instagram)	

- 5 True (1)  
She's told her mom that it's hard to see what other people are doing. / Her mom says that Nolwazi has told her about FOMO (Fear of missing out). (1)
- 6 C (fear of missing out) (1)
- 7 'shared' (1)
- 8 'nodding' (1)
- 9 Any TWO of the following:  
Nolwazi is agreeable / able to be objective (see other people's opinions) / level-headed / sociable / extrovert / studious (or a good student) / friendly (2)
- 10 C (1)
- 11 Learners' own answers but must provide TWO reasons why they think social media is good or bad. Learners can also provide one reason why they think social media is good AND one reason why they think it is bad. (2)

**TOTAL: 20 MARKS**

### PART B: VISUAL COMPREHENSION MEMORANDUM

- 1 20.23 million (1)
- 2 In 2020, Covid 19 started. This meant that people had to stay at home and couldn't see other people outside their house. (1) The only way people could communicate was through social media. (1)
- 3 40.77 million (1)
- 4 Any TWO of: WhatsApp / YouTube / Facebook / Instagram / Facebook messenger / Twitter / LinkedIn / Pinterest / TikTok / Snapchat / Skype (2)
- 5 Either ONE of the following:
  - Phones will probably be cheaper, so more people will have them. (1)
  - Data will probably be cheaper, so more people will have access to the internet. (1)
- 6 antisocial (1)

- 7 Learners must provide TWO reasons why they think social media is good for our society or TWO reasons why they think social media is bad for our society. (2)

OR

Learners can also provide ONE reason why they think social media is good for society (1) and ONE answer why they think social media is bad for society. (1)

**TOTAL: 10 MARKS**

### **PART C: SUMMARY MEMORANDUM**

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

- 1 This text is about...** [2]

- the good and bad things about social media.
- the different uses of social media.

- 2 The author wrote the text for...** [2]

Any TWO of the following:

- people who are interested in social media.
- people who want to know what the good things and bad things are about social media.
- people who want to know all the different uses of social media.

- 3 In the text I learnt...** [2]

Any TWO of the following:

- Whatsapp can be used to set up study groups.
- social media can help share information about campaigns.
- social media can cause loneliness / a fear of missing out.
- social media can help us to connect to people we wouldn't usually be able to (for example, famous people)

- 4 I liked...**

Learners' own response but must have TWO points which make sense. [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** Nolwazi and Kagiso are focused on their phones as their mother walks into the kitchen.

(Award ½ a mark for 'are' and ½ a mark for 'walks') (1)

- b** I see you get upset by seeing other people's posts and messages. (1)

- 2 a** My friends and I are starting a Whatsapp study group. (1)

- b** We are learning about the environment. (1)

- 3** And you will like staying in touch with them too, Ma. (1)

- 4** Different social media platforms are used by millions of South Africans. (1)

- 5** Nolwazi replied that they used their phones for school and other things. (1)

- 6 a** whole / other / plastic (1)

- b** planet / environment / campaign / bottles / games (1)

- c** Kagiso / Nol / Gauteng (1)

- d** and / with / but (1)

- e** we / I / my (1)

- 7 a best (1)  
b more (1)
- 8 I'm so excited by Njabulo's posts on Facebook. (2)
- 9 a Learners' own but here is an example: **Their** mom works for the government. (1)  
b Learners' own but here is an example: Please put that pencil **there**. (1)
- 10 Social media can be used for positive things that help people, (nor / but / so / while) they can also have very damaging effects, especially on teenagers. (1)
- 11 a (spread like wildfire) (1)

**TOTAL: 20 MARKS**

# Term 4 Learner Book Memoranda

## WEEKS 1 & 2 MEMORANDUM

### DECODABLE TEXT: RAHIMA'S DREAM

- 1 Rahima's dream is glowing. Rahima's dream is growing!  
What is Rahima's dream?  
*Rahima's dream is to share everything she knows about health.*
- 2 What makes Rahima growl, frown and howl?  
*Fake health news makes Rahima growl, frown and howl.*
- 3 What are three things Rahima can do to help people stay healthy?  
*Three things Rahima can do to help people stay healthy are she can read to them about health, she can teach them about health, and she can lead them away from risks.*

### NON-FICTION TEXT: PAMPHLET ABOUT VACCINES, HIV, COVID-19 AND TUBERCULOSIS

- 1 What is the system in our bodies that fights disease and illness?  
*It's called our immune system.*
- 2 Choose the one that is NOT CORRECT.  
A vaccine works by:
  - a *Preparing the body by producing antibodies.*
  - b *Helping the immune system to fight the virus or bacteria.*
  - c **Taking medication after you get sick.**
  - d *Making sure the body is ready if the person does get the virus or bacteria.*
- 3 What does it mean if you feel a bit sick after you get a vaccine, for example, the Covid vaccine?  
*If you feel a bit sick after the vaccine, this means that your body is building immunity.*
- 4 Do you agree with the saying, 'prevention is better than cure'? Why, or why not?  
*I agree/disagree, because (see learners' answers)*
- 5 A pamphlet is to share information. What do you think is the most important information in this pamphlet?  
*I think the most important information is (see learners' answers)*
- 6 Imagine someone you love is worried about taking a vaccine. You don't want this person to get sick and die. What would you say to the person?  
*I would say... (see learners' answers)*

### VISUAL TEXT: BECOME UNDETECTABLE

- 1 What does undetectable mean?  
*Undetectable means your viral load is so low that a test cannot detect it.*
- 2 Choose the one that DOES NOT fit:  
*A health care provider could include: a doctor / a nurse / **a designer** / a clinic worker.*
- 3 Why should people with HIV want to keep the amount of HIV in the blood undetectable?  
*People with HIV should aim to keep the level of HIV undetectable because this means that their viral load is low.*

### CHALLENGE YOUR BRAIN!

- 1 What does the # in #HIVtreatmentWorks mean?  
*This is a hashtag and means that the treatment is working against HIV and you are agreeing with and taking part in a bigger conversation online with many other people who feel the same.*

- 2 Look at the words: BECOME UNDETECTABLE. Why do you think the word UNDETECTABLE has just been outlined and not coloured in?

*The word undetectable is not coloured in to emphasise that it cannot be seen.*

### SUMMARY:

- Read the pamphlet and take out the main points to create a summary.
- Write the information in one sentence and try put it in your own words:  
*A vaccine is a simple way to protect yourself from diseases.*  
*A vaccine works by using your body's natural defences to fight specific infections*  
*A Covid vaccine works by developing an immune response to the SARS-Cov-2 virus.*  
*The best way to stop the spread of HIV is... (see learners' answers)*  
*Babies in South Africa are protected from TB by the BCG vaccine.*  
*The most important information in the text is...because... (see learners' answers)*

### LSC: PRACTICE

- 1 Say if the following are simple or compound sentences:
- a A vaccine is a way to prevent getting badly sick. **SIMPLE**
  - b If a person's HIV level is undetectable; the virus is untransmittable. **COMPOUND**
  - c It is very important to take ARV treatment correctly, but some people don't. **COMPOUND**
  - d There is still a stigma associated with having HIV. **SIMPLE**
  - e Some diseases are deadly, but they are preventable and curable. **COMPOUND**
  - f Pain, fever, nausea, and exhaustion are symptoms of being ill. **SIMPLE**
- 2 Complete these compound sentences with your own clause:
- a People must be responsible and... (see learners' answers)
  - b Some people take preventative medicine, like vaccines, but... (see learner's answers)
  - c She knew her status so... (See learners' answers)

Punctuate the following sentences correctly with full stops, commas, colons and semi-colons.

- 1 *Diseases like HIV/AIDS, TB, Covid, malaria, flu, pneumonia and Ebola are all infectious.*
- 2 *There are many things you can do if you are worried about getting sick: get a vaccine, take vitamins, eat healthy food, drink clean water and exercise daily.*
- 3 *Some people are responsible; others are not.*
- 4 *In SA, we have lots more people with HIV than in the USA.*
- 5 *My friend, Emihle, is always worried about her health, however she is never sick.*

Identify the finite verbs in the following sentences:

- 1 *Sibusiso and Ntokozo **were talking** about their aunt who **was** sick.*
- 2 *I **need to go** to the clinic for my medication.*
- 3 *My mother always **took** us to the doctor when we **felt** sick.*
- 4 *If you **have** HIV, you **must take** the medication correctly so that you **can reduce** your viral load.*
- 5 *Funani **was looking** forward to when his little brother **would be able to play** with him again. He **was getting** better and stronger every day.*

Reread the pamphlet: 'Prevention is better than cure'

- 1 Find a word that is a synonym for:  
*Stop - prevent*  
*Defend - protect*  
*Illness - disease*
- 2 Find a word that is an antonym for:

Safe - harmful  
Weaker - strong  
Useless - effective

## WEEKS 3 & 4 MEMORANDUM

### DECODABLE TEXT: PALESA STANDS UP FOR WHAT IS RIGHT

- 1 Who is Palesa?  
*Palesa is a leader.*
- 2 Why is it difficult to be a leader sometimes? Give three reasons from the text.  
*Three reasons why it is difficult to be a leader sometimes are that people can be mean, people can try to destroy a leader's dreams and it is hard to do what is right.*
- 3 What does Palesa ask the people in her town to do with her?  
*Palesa asks the people in her town if they want to stand up for what is right.*

### NON-FICTION TEXT: OBITUARY FOR KGOSI KGOSIENEWANG II JANTJIE, OCT 9, 2020

- 1 When did Kgosi Kgosiengewang II Jantjie pass away? Where did he die?  
*He passed away on October 9th 2020 in the Gariiep Mediclinic Hospital.*
- 2 How was he related to Luka Jantjie?  
*He was Luka's great grandson.*
- 3 What was one thing that both Kgosi Kgosiengewang II Jantjie and Luka Jantjie felt very strongly about as leaders of their people?  
*They both wanted to see their people get their land back.*
- 4 How old was Kgosi Kgosiengewang II Jantjie when he died?  
*He was 72 years old.*
- 5 What kind of person was Kgosi Kgosiengewang II Jantjie? What can you infer about what was important to him and how he treated others from the way people spoke about him?  
*I can infer that he was a caring man who listened to his people and cared about them and their cultures and traditions. He followed the law to work hard for his community. (see learners' answers)*
- 6 What would you like people to say about you in your obituary? What kind of person were you? What did you stand for? What will you be remembered for?  
*I would like people to say.... I would like to be remembered for... (see learners' answers)*

### VISUAL TEXT A: DRAWING BY WILLIAM JOHN BURCHELL

- 1 What can you see in this picture?  
*I can see a village with some rondavels, a woman carrying a pot on her head and her children, some cattle and some villagers.*
- 2 Why do you think Burchell drew so many pictures of people, houses, plants and animals that he saw in Southern Africa?  
*He drew hundreds of pictures because he wanted people to know what they looked like./The way people lived was so different to anything he'd seen before./He was fascinated by the new plants, animals and environment and wanted to study them. / (or see learners' answers)*
- 3 Choose the correct answer:  
This picture shows that the artist:
  - a *did not have long to paint the scene.*
  - b ***is impressed with the size of the town.***
  - c *is scared of the people in the town.*



## VISUAL TEXT B: PORTRAIT OF MSSIS BY BURCHELL

This was the daughter of Mattivi, the chief. She gave her permission to be drawn by the English traveller.

- 1 Describe the portrait. (What do you see? What is she wearing? What is the expression or emotion on her face?)

*The portrait is of a young girl, wearing traditional clothes and has a serious look on her face.*

- 2 Why do you think Burchell wanted to draw this young woman?

*I think he wanted to draw her because... (see learners' answers)*

- 3 What do you think the young woman was thinking while Burchell was drawing her?

*I think... (see learners' answers)*

## CHALLENGE YOUR BRAIN!

- 1 Which deceased (dead) South African has left the biggest legacy? (Legacy – something left behind after someone has died. This can be something real, like money or land, or an idea or political movement.)

*I think the South African who has left the biggest legacy is Nelson Mandela or see learners' other answers.*

- 2 Do you agree with the statement? (Give a reason.)

All European explorers who came to Southern Africa wanted to take the land for themselves.

*I agree/disagree with the statement because... (see learners' answers)*

## SUMMARY: OBITUARY

- Read the obituary and take out the main points to make a summary.

- Write the information in one sentence and try put it in your own words:

*Kgosienewang II Jantjie was the Kgosi of the Batlhaping-Ba-Ga-Phuduhutswana.*

*He died on October 9th 2020, in hospital, after a short illness.*

*Whenever he remembered Luka Jantjie, he spoke about the brave Batlhaping and Batlharo men and women who resisted the British colonizers and fought bravely to protect what was theirs.*

*Both he and Luka Jantjie were committed to his people and getting their land back.*

*He will be remembered as a person who cared about his community.*

*The most important information in the text is...because... (see learners' answers).*

## LSC: PRACTICE

**Write the correct form of the verb so that it agrees with the subject:**

- 1 All my friends (**love/loves**) dancing.
- 2 Someone (**are/is**) going to have to pay for that – it (**is/are**) not for free!
- 3 He (**is/are**) always telling us about his travels.
- 4 The school choir (**are/is**) ready for the competition.
- 5 Either Sizwe, or Thembiso (**enjoy/enjoys**) drawing pictures.
- 6 The whole crowd of people (**go/goes**) to the stadium for the match.

**Fill in the apostrophe in the correct place:**

- 1 Everybody obeyed the country's laws.
- 2 I'm sure we're allowed to go there.
- 3 He'd rather go by bus than by train.
- 4 It's a beautiful day to go for a walk.
- 5 All the dogs' tails were wagging with excitement.
- 6 She's been my friend since we were little.

- 7 *Xolani's ideas are always the best.*
- 8 *The politicians promised to meet the people's needs.*
- 9 *Who's going to help on Saturday?*
- 10 *They're always ready to eat Mandla's delicious food.*

**Add the correct suffix to make the sentences make sense.**

**-ful / -hood / -tion / -ism / -ment**

- 1 *Ntokoza was full of **emotion** when she saw her mother after two months.*
- 2 *I love the advertise**ment** on TV for those chips.*
- 3 *It was very pain**ful** when I cut myself.*
- 4 *Our country needs to get rid of all rac**ism**.*
- 5 *Lerato and Zinhle were child**hood** friends.*

**Add the correct suffix to form the correct part of speech:**

**-ment / -er / -ed / -ing**

- 1 *The develop**er** bought the land to build on.*
- 2 *I think the develop**ment** of her argument was convincing.*
- 3 *I am worried that I am develop**ing** a cold as my throat is sore and I am sneezing.*
- 4 *He had develop**ed** an amazing product.*

**Choose the correct word to complete the idiom:**

- 1 *Her boss was so pleased they had hired her because Khanyisile was always on the **ball**.*
- 2 *I wasn't sure how this would go, but so **far** so good.*
- 3 *I'm worried about Anale, for the past few weeks he's been under the **weather**.*
- 4 *I love talking with Thamsanqa, we always see eye to **eye**.*
- 5 *I always start the meeting with a joke to try and **break** the ice.*

## **WEEKS 5 & 6 MEMORANDUM**

### **DECODABLE TEXT: AMAHLE AND THE NIGHT'S SKY**

- 1 What does Amahle like to look at?  
*Amahle likes to look at the stars and how they glow.*
- 2 When does Amahle feel like a queen?  
*Amahle feels like a queen when her eyes glow with stars.*
- 3 What does Amahle dream of?  
*Amahle dreams of flying into space.*

### **NON-FICTION TEXT AND POEM: THE MARK OF EXPLORERS**

- 1 Why did Dias go on his journey to the southern tip of Africa?  
*He went because the king of Portugal wanted to find a trade route to the East.*
- 2 Why do you think Dias and his crew originally named it the Cape of Storms? Why did the King of Portugal want to change it?  
*I think the crew called it the Cape of Storms because there were many storms there.  
I think the King wanted to call it the Cape of Good Hope because it opened the trade route to the East. He was hopeful and thought this would be a good thing for his country.*
- 3 Who were the first people to land on the moon? When did they land there?  
*Neil Armstrong, Buzz Aldrin and Michael Collins were the first people to land on the moon. They landed on the 20th of July 1969.*
- 4 Each of these expeditions brought something with on their trips that they left behind. What did Dias bring from Portugal and what did the Americans bring with them to leave on the moon?

Dias placed carved stone pillars (padraos) along his journey and the Apollo astronauts placed the United States flag.

- 5 Diaz left these stone pillars (padraos) on their journey. He also wanted these six Africans to tell others of the greatness of the Portuguese kingdom. Why do you think it was so important to the Portuguese that they leave their mark and tell others about their nation?

*I think the Portuguese needed others to see how powerful they were and how much they had accomplished. / They were traveling so far and they wanted proof of the 'new' places they had 'found'. / This was a way of leaving their mark on this new land. ... (see learners' answers)*

- 6 'That's one small step for man, one giant leap for mankind.' Armstrong's words showed what a monumental achievement this moon landing was. How do you think this event changed life for humans? Do you think the results have been helpful or harmful to humans? Why?

*I think life has changed because of the moon landing by... (see learners' answers)*

*I think the results of the moon landing have been helpful/harmful for humans, because... (see learners' answers)*

### **VISUAL TEXT: SPACE COLONISATION ILLUSTRATION**

- 1 What can you see around the domes?

*I can see satellites, greenhouses, robots and towers.*

- 2 What would need to be inside the glass dome for people to live?

*People would need oxygen and gravity.*

- 3 What would be a good thing about living like this? What would be a bad thing?

*A good thing would be that we will live in smaller communities. ... everything we needed would be there.*

*A bad thing would be that we cannot roam freely. / ... dangerous environment. / ... unknown dangers (see learners' answers)*

- 4 Would you like to live on Mars? Why or why not?

*I would/would not like to live on Mars, because... (see learners' answers)*

### **CHALLENGE YOUR BRAIN!**

- 1 If you had to leave your home on Earth, what important things (not people) would you take with you? Why?

*I would take... because... (learners' answers)*

- 2 If you had the opportunity to go to space or to go back in time, which would you choose? Why? (And if you would choose to go back in time, what time would you like to go back to?)

*I would choose to... because...*

*If I could go back in time, I would go to...*

### **SUMMARY: THE MARK OF EXPLORERS:**

- Read the article, 'The mark of explorers' and take out the main points to make a summary.
- Write the information in one sentence and try put it in your own words:

*Dias was the first to round the Southern cape of Africa.*

*On his journey he brought padraos to mark important points along their journey.*

*Armstrong and Aldrin were the first to the land on the moon.*

*On their journey they brought the United States flag to leave on the moon.*

*The wanted to leave something behind so that future generations know that they were there.*

*The most important information in the text is... because... (see learners' answers).*

## LSC: PRACTICE

Complete this paragraph using the correct prepositions:

**of / in / for / around / with / in / into / to / from / through**

Juan Garrido was born **in** the Kingdom of Kongo, present-day northern Angola and the DRC. Garrido is believed to have travelled **to** Portugal, where he not only converted to Christianity but also changed his name to Juan Garrido (Handsome John). He spent time traveling **around** Portugal and Spain. He bravely went **from** there to keep exploring further. Garrido decided to travel further **into** the 'new world'. He joined a group of freed Black men who travelled to the Americas. **In** 1508, he arrived in Hispaniola, (today the Dominican Republic and Haiti). After some time, he also joined the group **with** Ponce de Leon as they searched **for** gold in Puerto Rico. **Through** his expeditions **with** Ponce De Leon, Garrido came to be the first African to enter what would become America. He started a family and was a successful farmer. He could be called the first African American.

Complete the sentence by correcting the form of the adjective:

- 1 *Elon Musk is one of the wealthiest people on the planet.*
- 2 *My sister said she would be too scared to go to space, but I'm braver than her. I would love to go!*
- 3 *If you are more adventurous than another explorer, you might find something new.*
- 4 *The earliest explorers might have just come to see. But the latest explorers were the most greedy./...But the later explorers were greedier.*
- 5 *Oliver Daemen, 18, is youngest person ever to go to space and Wally Funk, 77, is the oldest.*
- 6 *If people don't think carefully about space travel, there could be bad consequences.*
- 7 *Rather than moving to Mars, fixing our own planet would be a better solution.*

Complete these sentences with the correct punctuation mark: a full stop, an exclamation mark or a question mark:

- 1 *'I can't believe we'll ever live in space!' exclaimed Sino.*
- 2 *'What would we eat?' inquired Vanessa.*
- 3 *Nokuthula said thoughtfully, 'Well, I think it could be interesting.'*
- 4 *'Are you mad?' shouted Bongzi. 'No-one will ever get me to leave my home, ever!'*
- 5 *Nokuthula looked at her. 'If things keep going the way they are on this planet, we might not have a choice in the matter.'*

Identify the auxiliary verbs in the following sentences:

- 1 *The American astronauts were training very hard because they were trying to beat the Russians to land a person on the moon.*
- 2 *You must have heard about Musk, Bezos and Branson's trips into space.*
- 3 *In the future, everyone will be travelling in spaceships.*
- 4 *In the olden days they would not have believed people would be travelling in space!*
- 5 *Everyone can go to space, but you must have a lot of money!*

Choose the correct word to complete the idiom:

- 1 Many **moons** ago people did not have the technology for space travel.
- 2 After the amazing holiday, we had to come back down to **earth**.
- 3 They are always so busy. We only see them once in a **blue** moon.
- 4 She was **over** the moon when she got the bursary.
- 5 Have you been to that new restaurant? The food is out of this **world**.