

PLANNER & TRACKER FOR RECOVERY ANNUAL TEACHING PLAN (ATP)

2021 - 2023



ENGLISH FIRST ADDITIONAL LANGUAGE

GRADE 7 TERM 2

Helping teachers and learners to catch up with learning losses, master new content and acquire skills for the future.



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- Please note that a EFAL English structured learning programme that includes daily lesson plans, big books, reading worksheets and classroom resources is available for download from www.nect.org.za
- This is a zero-rated website, so there are no data costs for downloads.
- This document can be used independently of the structured learning programme.



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Planner & Tracker for Recovery ATP

First Additional Language: English



Grade 7 Term 2

2021 - 2023



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Introduction

Dear Senior Phase Teachers,

The COVID-19 Pandemic has left us with an enormous challenge in education. As we return to 'normal schooling', we all have to work smarter and harder to ensure that our system recovers.

For Senior Phase EFAL teachers, it becomes more important than ever for you to focus on developing learners' mastery of reading, comprehension and writing skills, and on the acquisition of English cognitive academic language. South Africa needs you to do your very best to equip your learners with these skills.

This document is designed to help you achieve this. By systematically working through this plan, we are confident that you can address the loss of teaching and learning time, and bring your learners to the level where they need to be.

We thank you in advance for the commitment, dedication and hard work that is required of you.

You are truly building our nation.

With very best wishes for the term ahead,

The NECT EFAL Team



Recovery ATP Requirements

- In the Recovery ATP, key skills and content are frequently repeated, which is essential for the development of language competency.
- This summary is a cohesive list of all skills and content included in the Recovery ATP.

SUMMARY: LISTENING & SPEAKING

1 Understand and use the Listening Process, including:

- a** Pre-Listening (Introduce the text, explain the listening process)
- b** During Listening (Notetaking, interpreting, recognising, matching, questioning)
- c** Post-Listening (Answer questions, compare and contrast, summarise, oral summary, etc.)

2 Engage with different kinds of texts (advertisement, news presentation, etc.) as follows:

- a** Listen to the text for understanding
- b** Identify main and supporting ideas
- c** Take notes
- d** Discuss the structure, characters, theme and point of view
- e** Ask and answer questions
- f** Share ideas and experiences and show an understanding of concepts
- g** Identify persuasive and manipulative techniques

3 Understand and use conventions for prepared and unprepared oral presentations, including:

- a** Storytelling conventions, including:
 - Characterisation
 - Mood
 - Atmosphere
 - Timeline
 - Ironic twists and endings
- b** Correct register
- c** Choice of wording and expression
- d** Use of tone, pace, and intonation
- e** Use of cues
- f** Appropriate body language
- g** Investigation and role play:
 - Appropriately respond to a situation or a role-play
 - Clear, objective language
 - Clearly enunciated ideas
 - Awareness of audience and purpose

SUMMARY: READING & VIEWING

1 Understand and use the Reading Process, including:

- a Pre-Reading (Introduce the text, understands key features of text such as titles, headings and illustrations)
- b During Reading (Features of the text)
- c Post-Reading (Answer questions, compare and contrast, evaluate, etc.)

2 Reading of a literary text (e.g. novel, drama, 2 act play)

- a Focus on text features
- b Develop comprehension of:
 - Character
 - Characterisation
 - Plot and conflict
 - Background
 - Setting
 - Narrator
 - Theme

3 Reading of transactional texts

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

4 Comprehend various texts, for example, drama (two act), visual texts, instructional text

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

- a Skim for main ideas
- b Intensive reading
- c Scan for supporting details
- d Meaning inference (infer the meaning of unfamiliar words using word attack skills)
- e Emotive language
- f Manipulative language
- g Formal/informal language
- h Infer conclusion
- i Visualise
- j Intensive read for comprehension, including:
 - The meaning of words
 - Fact and opinion
 - Implied meaning (inference)
 - Viewpoint of writer

SUMMARY: WRITING & PRESENTING

1 Understand and use Process Writing, including:

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

2 Learn about and write Transactional and Literary texts, for example: narrative essay, advertisement/poster, instructional text, drama review

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

- a Requirements of format, style and point of view
- b Target audience, purpose and context
- c Word choice and sentence construction
- d Visual elements such as; font types, size, headings, symbols and colour
- e Manipulative/persuasive language
- f Appropriate language use
- g Topic sentence of paragraphs
- h Main and supporting ideas
- i Use of conjunctions for cohesion
- j Variety of sentence types, lengths and structures
- k Critique of a drama text
 - Relevant facts
 - Correct names and titles
- l Appropriate words and style
- m Paragraph cohesion
- n Logical order of paragraphs

SUMMARY: LANGUAGE STRUCTURES AND CONVENTIONS

1 Word Level Work

- a Complex nouns
- b Predicate and object
- c Comparative and superlative adjectives
- d Proper nouns
- e Gender
- f Plural and singular nouns
- g Demonstrative and relative adjectives
- h Adverbs
- i Prepositions of time, place, and movement
- j Numerical adjectives
- k Transitive and intransitive verbs

SUMMARY: LANGUAGE STRUCTURES AND CONVENTIONS

2 Sentence Level Work

- a Simple sentences
- b Statements
- c Simple present and past tense
- d Subject
- e Subject-verb agreement
- f Subject and predicate
- g Active and passive voice
- h Present progressive tense
- i Direct and reported speech

3 Punctuation & Spelling

- a Full stop
- b Comma
- c Exclamation mark
- d Question mark
- e Colon
- f Semi-colon
- g Hyphen
- h Apostrophe
- i Quotation marks
- j Dictionary use

4 Word Meaning

- a Synonym
- b Antonym
- c Literal and figurative meaning
- d Emotive language
- e Idioms
- f Proverbs

5 Vocabulary in context



Recovery Teaching and Learning

Now more than ever it is important to maximise the impact of EFAL teaching and learning.

This can be done in the following ways:

- 1 Create and follow a cycle routine.** Do the same kinds of lessons, in the same order over a two-week period. As learners become familiar with the routine and lesson types, they can focus on the content of the lesson, rather than trying to work out what is expected of them.
- 2 Explicitly teach vocabulary.** Learners need to acquire cognitive academic language proficiency (CALP). This is the kind of language that will help them to express themselves at an academic level. Select the vocabulary to teach from the theme reading texts and related concepts. Give learners multiple opportunities to use the new vocabulary in all the different skills: listening, speaking, reading, and writing.
- 3 Support learning through scaffolding.** Model all activities – show learners what is expected of them, rather than telling them. Provide frameworks for written work. These frameworks should model the correct format and structure of a genre. Make the use of scaffolding optional – learners who do not need the support should not have to use it.
- 4 Support learning through repetition.** Always remember that EFAL is an additional language. Carefully structured repetition can be a powerful language learning tool. Read texts a number of times, focussing on different aspects with each read. Use the same texts for a number of different activities, to allow learners to deepen their understanding of the text and related concepts and to consolidate vocabulary.

Creating a Routine for Language Learning

- One of the best ways to ensure that time allocation is CAPS compliant, and that all ATP skills and content are covered, is to develop and use a **routine for language learning**.
- In each **2-week cycle**, all the components of language learning must be covered as follows:

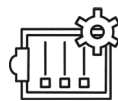
CAPS TIME ALLOCATION	GRADES 7-9
Listening & Speaking	2 hours
Reading & Viewing	3 h 30 min
Writing & Presenting	3 h 30 min
Language Structures & Conventions	1 hour
TOTAL	10 HOURS

- What follows is an example CAPS-aligned cycle routine, that you may choose to use.
- The routine includes a brief description of example ‘generic’ lesson activities.
- Following this example routine and the example lesson activities will ensure that:
 - a** The CAPS time allocations for each component are correct.
 - b** The CAPS skills and content requirements are met.
 - c** There is a logical progression from receptive language to expressive language in every theme.
 - d** Learners are supported through repetition and scaffolding.
 - e** The learning programme is text-based and communicative, as per CAPS.
- When planning the content for each cycle, please consider:
 - a** A theme for each cycle. The ‘Planner & Tracker’ framework from page 9 includes suggested themes, texts and activities for all the approved LTSM.
 - b** The ‘Summary of the Recovery ATP’ on pages 2–5. For each lesson, please consider the specific skills and content that will be covered.

Example 2 Week Cycle Routine and Lesson Activities for SP EFAL

WEEK	DAY	COMPONENT	ACTIVITY	TIME: TOTAL	TIME: LSC	TIME: L&S	TIME: R&V	TIME: W&P
1	1	LSC	Oral: introduce theme, activate background knowledge, teach theme vocabulary	30 minutes	30 minutes			
		L&S	Listening: learners listen to text/teacher input; answer questions	30 minutes		30 minutes		
	2	L&S	Speaking: learners discuss listening text/teacher input	30 minutes		30 minutes		
		R&V	Shared Reading Pre-Read: explain the text features, learners skim and scan text, make predictions	30 minutes			30 minutes	
	3	LSC	Oral: teach theme vocabulary, word level work	30 minutes	30 minutes			
R&V		Shared Reading First Read: read text aloud as learners follow, ask and answer questions, introduce LSC in context	30 minutes			30 minutes		
4	W&P	Teach and practice LSC: that will be used in writing task	30 minutes					30 minutes
	R&V	Shared Reading Second Read: re-read text, ask and answer questions, discuss text; learners formulate own questions about text	30 minutes			30 minutes		
	R&V	Paired / Independent Reading: explain text features, learners complete reading and comprehension activities	60 minutes			60 minutes		

WEEK	DAY	COMPONENT	ACTIVITY	TIME: TOTAL	TIME: LSC	TIME: L&S	TIME: R&V	TIME: W&P
2	1	R&V	Comprehension: explicitly teach learners to use a comprehension strategy	30 minutes			30 minutes	
		R&V	Shared Reading Post-Read: learners complete an activity related to text	30 minutes			30 minutes	
	2	W&P	Writing – Teach the Genre: tell learners the writing task and topic for cycle, teach the writing genre by explaining the format, text features, style and register	30 minutes				30 minutes
		W&P	Writing – Planning: remind learners of the task and topic, provide a planning scaffold, model how to plan the writing task, learners complete their own plans using the scaffold	30 minutes				30 minutes
	3	W&P	Writing – Drafting: provide drafting scaffold, model how to use your plan and the drafting scaffold to write a draft, explain the editing criteria, learners complete their own drafts using the scaffold	60 minutes				60 minutes
4	W&P	Writing – Editing: provide an editing checklist, explain the editing checklist, model how to use the editing checklist to edit your draft, learners edit their own or partner's drafts using the editing checklist	30 minutes				30 minutes	
	W&P	Writing: Publishing & Presenting: model how to publish (rewrite edited script; add title; illustrate), learners publish their own edited scripts and share their final scripts with partner / whole class	30 minutes				30 minutes	
5	L&S	Oral Presentations: explain the oral presentation task, explain the conventions and criteria for the task, learners prepare their own oral presentations, call on different learners to present their orals	60 minutes		60 minutes			
				10 hours	1 hour	2 hours	3 h 30 min	3 h 30 min



Curriculum Planner: Cycle 1

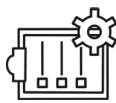
Textbook References

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>Interactive English</i> S.M.I.L.E	Chapter 6: Our rights (pg. 87) In this chapter, learners will explore the topic of human rights. They will learn more about what a violation of human rights can look like and how we can stand up for ourselves in these situations.	<ul style="list-style-type: none"> Listening comprehension Tell a story Activity 1 (pg. 88) – Tell a story Activity 2 (pg. 89) – Listening comprehension	<ul style="list-style-type: none"> Read a literature text e.g.: novel/drama/two-act play Activity 3 (pg. 91) – Read an extract from a youth novel	<ul style="list-style-type: none"> Write a narrative essay Activity 7 (pg. 99) – Write a narrative essay
<i>English Today</i> Maskew Miller Longman	Chapter 6: Heroes (pg. 71) Anybody can be a hero – young or old, rich or poor. In this chapter learners are going to talk and read about different heroes. They will learn about a national hero, read a biography and write their own story about a hero.	Activity 1 (pg. 73) – Listen to an information text and answer questions Activity 3 (pg. 76) – Tell a story about your hero	Activity 6&7 (pg. 77) – Read an extract from a novel	Activity 9 (pg. 81) – Write a narrative essay
<i>Oxford Successful</i> <i>Oxford University</i> Press	Unit 6: Laughter is the best medicine (pg. 95) In this unit, learners will explore the world of laughter. They will look at how laughter can be good for you. They will also listen to and read a few humorous texts.	Activity 2 (pg. 96) – Listening comprehension	Activity 2 (pg. 98) – Read a humorous scene from a play	Activity 5 (pg. 102) – Write a narrative essay
<i>Spot on</i> Pearson Marang	Module 6: Tell me a story (pg. 61) Storytelling is an ancient tradition in South Africa. Long before there were books, there were stories: stories that entertain, stories that teach and stories that make us think about life. In this module, learners will read about stories and write their own story.	Activity 1.2-1.3 (pg. 63) – Prepare and practice telling a story Activity 6.1 (pg. 69) – Listen to a story	Activity 4.1-4.2 (pg. 67) – Read an autobiography	Activity 7.1&7.2 (pg. 70) – Plan and write a narrative essay

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>Platinum</i> <i>Maskew Miller</i> <i>Longman</i>	Chapter 6: Community volunteers (pg. 69) Communities are made up of a group of people who live together. In this chapter the learners will find out more about how community members can volunteer.	<ul style="list-style-type: none"> Listening comprehension Tell a story Activity 2 (pg. 70) – Listen to an article Activity 8 (pg. 4) – Tell a story	<ul style="list-style-type: none"> Read a literature text e.g.: novel/drama/two-act play Activity 3 (pg. 72) – Read an information text and a cartoon Activity 4 (pg. 74) – Read a drama	<ul style="list-style-type: none"> Write a narrative essay Activity 7 (pg. 78) – Write a narrative essay
<i>Top Class</i> <i>Shuter & Shooter</i>	Unit 6: Showing character (pg. 62) In this unit we look in more detail at how writers create interesting and believable characters. We write and tell stories of our own interesting characters.	Activity A (pg. 62) – Let's practice listening Activity B (pg. 63) – Oral listening comprehension Activity H (pg 69) – Tell a story	Activity C (pg. 63) – Reading a book cover Activity D (pg. 64) – Reading for character	Activity G (pg. 68) – Write a narrative showing character
<i>Via Afrika</i> <i>Via Afrika</i>	Unit 6: Choices (pg. 70) We are faced with many choices everyday – what to wear or what we want to study. In this unit, learners are going to explore the different types of choices we have to make.	Activity 8 (pg. 78) – Tell a story	Activity 3 (pg. 72) – Read a drama Activity 4 (pg. 74) – Answer comprehension questions	Activity 6 (pg. 76) – Write a narrative
<i>Clever English</i> <i>Macmillan South Africa</i>	Unit 6: Superheroes and superheroines (pg. 65) You don't have to be a superhero to change the world. Superheroes come in many different shapes and sizes. In this unit, learners will explore the theme of superheroes by looking at both traditional and non-traditional superheroes and superheroines.	Activity 3 (pg. 68) – Tell a story	Activity 4 (pg. 68) – Read a novel extract	Activity 6 (pg. 72) – Write a story

PLAN YOUR LESSONS FOR TERM 2 CYCLE 1

WEEK	DAY	COMP	TIME	LESSON ACTIVITY (See details on page 12)	ACTUAL ACTIVITY / NOTES	DATE COMPLETED
1	1	LSC	30 min	Oral		
		L&S	30 min	Listening		
	2	L&S	30 min	Speaking		
		R&V	30 min	Shared Reading Pre-Read		
	3	LSC	30 min	Oral		
R&V		30 min	Shared Reading First Read			
4	4	W&P	30 min	Teach and practice LSC		
		R&V	30 min	Shared Reading Second Read		
	5	R&V	60 min	Paired / Independent Reading		
2	1	R&V	30 min	Comprehension		
		R&V	30 min	Shared Reading Post-Read		
	2	W&P	30 min	Writing – Teach the Genre		
		W&P	30 min	Writing – Planning		
	3	W&P	60 min	Writing – Drafting		
		W&P	30 min	Writing – Editing		
	4	W&P	30 min	Writing: Publishing & Presenting		
		L&S	60 min	Oral Presentations		



Curriculum Planner: Cycle 2

Textbook References

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>Interactive English</i> S.M.I.L.E	Chapter 7: Say NO! (pg. 103) All children have a right to be protected from any form of abuse. They also have a responsibility not to abuse other children and to report any abuse they have witnessed to a responsible adult. In this chapter, learners will learn more about children's rights.	<ul style="list-style-type: none"> Listening comprehension (visual text – poster/advertisement/TV news presentation) 	<ul style="list-style-type: none"> Read a written and/or visual text Read a literary text 	<ul style="list-style-type: none"> Create an advertisement
<i>English Today</i> Maskew Miller Longman	Chapter 7: Protecting our animals (pg. 83) Animal poaching is a very serious problem in South Africa. Hundreds of animals are killed by poachers each year. In this chapter learners are going to talk and read about animal poaching.	Activity 1 (pg. 104) – Listen to a TV news presentation	Activity 3 (pg. 107) – Read an advertisement Activity 4 (pg. 110) – Read a literary text	Activity 7 (pg. 115) – Create an advertisement
<i>Oxford Successful</i> <i>Oxford University</i> Press	Unit 7: What's in the news? (pg. 113) We consume news everyday in different ways – whether it's a newspaper article or an advertisement. In this unit, learners will explore the language we use in the news and read different news texts.	Activity 2&3 (pg. 84) – Listen to a text and answer questions	Activity 9 (pg. 89) – Answer questions about a cartoon strip Activity 11 (pg. 92) – Answer literature questions	Activity 12 (pg. 93) – Design a poster
<i>Spot on</i> Pearson Marang	Module 7: Beauty is only skin deep (pg. 73) In this module the learner will explore how beauty means different things to different people.	Activity 3 (pg. 118) – Listen to a news report	Activity 2 (pg. 116) – Read and view an advertisement	Activity 4 (pg. 120) – Design and present a poster
		Activity 1.1 (pg. 74) – Listening comprehension Activity 1.3 (pg. 15) – Discuss the poem	Activity 3.2 (pg. 77) – Answering comprehension questions	Activity 7.3 (pg. 86) – Designing an advertisement

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>Platinum Maskew Miller Longman</i>	Chapter 7: The power of advertisements (pg. 81) Advertisements are made up of powerful images, language, and music, which are used to persuade. In this chapter the learners will explore these concepts. Unit 7: Save our seas (pg. 72) We are exposed to media everyday – whether it's driving to work or scrolling through social media. In this unit the learner will explore different styles of media to share information.	<ul style="list-style-type: none"> Listening comprehension (visual text – poster/advertisement/TV news presentation) Activity 2 (pg. 82) – Listen to a radio advertisement Activity A (pg. 72) – Listen to a TV news report	<ul style="list-style-type: none"> Read a written and/or visual text Read a literary text Activity 4 (pg. 86) – Read an advertisement Activity 6 (pg. 89) – Read an extract from a novel Activity C (pg. 75) – Read an advertisement Activity D (pg. 76) – Read a literary text	<ul style="list-style-type: none"> Create an advertisement Activity 5 (pg. 88) – Design an advertisement Activity E (pg. 79) – Design a poster
<i>Top Class Shuter & Shooter</i>	Unit 7: Which language should we use? (pg. 84) Different contexts require different language use. In this unit, learners will explore how language differs according to different contexts and situations. Learners will be encouraged to be more aware of language use and techniques used.	Activity 1 (pg. 84) – Listen to a TV news presentation	Activity 2 (pg. 85) – Read a visual text	Activity 3 (pg. 86) – Create an advertisement
<i>Via Afrika Via Afrika</i>	Unit 2: Let's travel (pg. 79) Going on holiday is so much fun and there are so many ways to travel. In this unit, learners will explore all the different aspects of travel.	Activity 1 (pg. 80) – Listen to an advertisement	Activity 4 (pg. 83) – Read an advertisement Activity 5 (pg. 86) – Read a novel extract	Activity 6 (pg. 87) – Make a poster

PLAN YOUR LESSONS FOR TERM 2 CYCLE 2

WEEK	DAY	COMP	TIME	LESSON ACTIVITY (See details on page 15)	ACTUAL ACTIVITY / NOTES	DATE COMPLETED
1	1	LSC	30 min	Oral		
		L&S	30 min	Listening		
	2	L&S	30 min	Speaking		
		R&V	30 min	Shared Reading Pre-Read		
	3	LSC	30 min	Oral		
2	4	R&V	30 min	Shared Reading First Read		
		W&P	30 min	Teach and practice LSC		
	5	R&V	30 min	Shared Reading Second Read		
		R&V	60 min	Paired / Independent Reading		
	1	1	R&V	30 min	Comprehension	
R&V			30 min	Shared Reading Post-Read		
2		W&P	30 min	Writing – Teach the Genre		
		W&P	30 min	Writing – Planning		
3		W&P	60 min	Writing – Drafting		
4	W&P	30 min	Writing – Editing			
	W&P	30 min	Writing: Publishing & Presenting			
5	L&S	60 min	Oral Presentations			



Curriculum Planner: Cycle 3

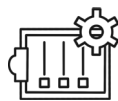
Textbook References

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>Interactive English</i> S.M.I.L.E	Chapter 8: Responsibilities protect everyone's rights (pg. 118) Children have the right to be protected but they also have a responsibility to make sure that they can protect themselves and other children around them. In this chapter, learners will learn more about what this responsibility looks like.	<ul style="list-style-type: none"> Prepared/unprepared speaking (how to follow instructions and procedure) Activity 1 (pg. 119) – Give and follow instructions	Activity 3 (pg. 122) – Read an information text	<ul style="list-style-type: none"> Write an instructional text Activity 7 (pg. 129) – Write instructions
<i>English Today</i> Maskew Miller Longman	Chapter 8: How to use technology (pg. 95) Computers, cell phones and other kinds of technology are part of our daily lives and can be found almost anywhere. Sometimes, it is difficult to work out how to use these devices. In this chapter learners will analyse the language of instructions.	Activity 1 (pg. 96) – Discuss how to give instructions Activity 4 (pg. 100) – Present instructions	Activity 2&3 (pg. 97) – Read instructions answer questions	Activity 7 (pg. 103) – Write instructions
<i>Oxford Successful</i> Oxford University Press	Unit 8: Instructions for life (pg. 131) Everyday we read hundreds of things for different reasons. Reading instructions carefully is an important skill to learn. In this unit, learners will learn more about how to read and write instructions.	Activity 4 (pg. 137) – Discuss how to give instructions Activity 6 (pg. 139) – Give a set of instructions	Activity 1 (pg. 132) – Read an instructional text	Activity 9 (pg. 142) – Write instructions

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>Spot on</i> <i>Pearson Marang</i>	Module 8: Anyone for sport? (pg. 85) Sport forms a very part of communities locally and internationally. In this module learners will explore the language one uses when talking about sport.	<ul style="list-style-type: none"> Prepared/unprepared speaking (how to follow instructions and procedure) Activity 1.4 (pg. 87) – Giving and following instructions	<ul style="list-style-type: none"> Read an instructional text Activity 5.1 (pg. 93) – Responding to the text	<ul style="list-style-type: none"> Write an instructional text Activity 5.3 (pg. 93) – Writing instructions
<i>Platinum</i> <i>Maskew Miller</i> <i>Longman</i>	Chapter 8: A game to make and play (pg. 95) There are many different types of official and non-official games. In this chapter, learners will explore the different kinds of games.	Activity 1 (pg. 96) – Talk about a photograph Activity 3 (pg. 99) – Discuss how to give instructions Activity 5 (pg. 101) – Present a speech about a game	Activity 2 (pg. 96) – Read instructions	Activity 6 (pg. 102) – Write instructions for a game
<i>Top Class</i> <i>Shuter & Shooter</i>	Unit 8: Doing it yourself (pg. 85) We all need to learn how to do things on our own to become an independent individual. In this unit learners will explore independence and how to take and give instructions.	Activity B (pg. 86) – Talking about instructions and procedures Activity E (pg. 87) – unprepared speaking Activity F (pg. 88) – prepared speaking	Activity G (pg. 89) – Following instructions to make a fortune finder	Activity J (pg. 94) – Using a mind map for planning
<i>Via Afrika</i> <i>Via Afrika</i>	Unit 8: Dance moves (pg. 95) Dancing is a skill that requires a lot of skill and practice. There are many genres of dance. In this unit, learners will explore the theme of dance and the language of instructions.	Activity 1 (pg. 95) – Describe a dance move Activity 5 (pg. 101) – Present an unprepared speech	Activity 2 (pg. 97) – Read an instructional text FAT 5 (pg. 101) – Read an analyse a poem	Activity 3 (pg. 99) – Write instructions
<i>Clever English</i> <i>Macmillan South</i> <i>Africa</i>	Unit 8: Cup of tea? (pg. 93) After something unpleasant happens to someone we love, we will often make them a cup of tea to comfort them. In this unit, learners will explore tea and its history.	Activity 1 (pg. 94) – Listening comprehension	Activity 4 (pg. 97) – Read a novel extract Activity 5 (pg. 99) – Read a poem	Activity 7 (pg. 103) – Write a set of instructions

PLAN YOUR LESSONS FOR TERM 2 CYCLE 3

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



Curriculum Planner: Cycle 4

Textbook References

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>Interactive English</i> S.M.I.L.E	Chapter 9: What about your possessions? (pg. 131) Our possessions are valuable things that we own and cherish. In this chapter – we will learn about how we can protect ourselves and our possessions.	<ul style="list-style-type: none"> Role play a response to an incident or problem Activity 1 (pg. 132) – Role play a situation	<ul style="list-style-type: none"> Read a drama/novel Activity 3 (pg. 135) – Read an extract from a novel	<ul style="list-style-type: none"> Write a drama review Activity 6 (pg. 141) – Write a drama review
<i>English Today</i> Maskew Miller Longman	Chapter 9: Friendships (pg. 107) Friendships can take many different forms and happen at different times in our lives. In this chapter, learners will talk about and read about different friendships.	Activity 4 (pg. 112) – Present a role-play	Activity 1&2 (pg. 108) – Read a play and answer questions	Activity 7 (pg. 115) – Write a drama review
<i>Oxford Successful</i> <i>Oxford University Press</i>	Unit 9: Dramatically speaking (pg. 149) Plays fall into the category of Literature and play texts have many features that are like other texts. In this unit, learners will explore the different aspects of drama and drama texts.	Activity 5 (pg. 156) – Participate in a role play	Activity 1 (pg. 150) – Read an extract from a play	Activity 8 (pg. 160) – Write a drama review
<i>Spot on</i> Pearson Marang	Module 9: A taste for books (pg. 97) In this module learners will explore the different types of stories and identify their own preferences when it comes to books.	Activity 5.1 (pg. 106) – role play a panel discussion	Activity 1.3 (pg. 100) – Reading a book review	Activity 6.2 (pg. 107) – Writing a review
<i>Platinum</i> Maskew Miller Longman	Chapter 9: Heritage Heroes (pg. 109) Heroes are not always superheroes, sometimes they are everyday people. In this chapter learners will explore their heritage and heroes.	Activity 2 (pg. 110) – Role play an investigation Activity 5 (pg. 117) – Role play a drama	Activity 4 (pg. 115) – Read an extract from a drama	Activity 6 (pg. 118) – Write a drama review

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>Top Class Shuter & Shooter</i>	Unit 9: The magic wish (pg. 101) In this unit learners will explore drama, acting and plays. As well as the use of magic and myths.	Activity B (pg. 101) – Investigate role play – preparing a surey Activity 3 (pg. 108) – Role play a drama Activity 8 (pg. 113) – Read a drama review aloud	Activity E (pg. 106) – Literature contextual questions Activity 1&2 (pg. 105) – Read a dramatic text and answer questions	Activity N (pg. 115) – Write a drama review
<i>Via Afrika Via Afrika</i>	Unit 9: What a performance! (pg. 105) This unit is all about acting and performing. Acting is about reviews, scripts, casting and performances. In this unit, learners will explore some of these aspects by role-playing a drama, reading a script and writing their own review.	Activity 1 (pg. 110) – Talk about a photo Activity 3 (pg. 112) – Role play a situation	Activity 4 (pg. 114) – Read a novel extract	Activity 6 (pg. 111) – Compile a questionnaire Activity 9 (pg. 114) – Write a drama review
<i>Clever English Macmillan South Africa</i>	Unit 9: I have a ticket (pg. 109) Acting is an art form that requires skill and commitment. It takes hard work to become a star. In this unit, learners will look at different famous actors and actresses.			Activity 6 (pg. 118) – Write a review

PLAN YOUR LESSONS FOR TERM 2 CYCLE 4

WEEK	DAY	COMP	TIME	LESSON ACTIVITY (See details on page 21)	ACTUAL ACTIVITY / NOTES	DATE COMPLETED
1	1	LSC	30 min	Oral		
		L&S	30 min	Listening		
	2	L&S	30 min	Speaking		
		R&V	30 min	Shared Reading Pre-Read		
	3	LSC	30 min	Oral		
R&V		30 min	Shared Reading First Read			
4	4	W&P	30 min	Teach and practice LSC		
		R&V	30 min	Shared Reading Second Read		
2	5	R&V	60 min	Paired / Independent Reading		
		R&V	30 min	Comprehension		
	1	R&V	30 min	Shared Reading Post-Read		
		W&P	30 min	Revision		
	2	W&P	30 min	Revision		
		W&P	60 min	Revision		
	3	W&P	30 min	Revision		
		W&P	30 min	Revision		
	4	W&P	30 min	Revision		
		L&S	60 min	Oral Presentations		

Official Tracking of Curriculum Coverage

In order to standardise the tracking of curriculum coverage, the DBE is implementing an *Annual Teaching Plan Guide* for Home Language and EFAL to ensure that all teachers cover a minimum number of informal or formative activities every year.

- Please note that the requirements are the same for both Home Language and EFAL.
- The purpose of this guide is to ensure that proper attention is given to informal and formative activities, as well as to the specified formal assessment tasks.

The first form that follows is the official **DBE Annual Teaching Plan Guide** for EFAL.

- This gives you a clear idea of the minimum number of informal or formative activities that must be completed over the course of the year.

The second form is a simple **ATP Tracker** for EFAL.

- This form provides space for you to keep a record of the required activities for the term.
- It also has space to record the date for each activity, as an easy reference for verification.

The DBE will soon require this data to be captured on the SA SAMS system.

- This form includes all the details required for this process.
- It is good practice to start recording the required data from this point onwards.

CAPS ANNUAL TEACHING PLAN GUIDE HOME LANGUAGE AND FIRST ADDITIONAL LANGUAGE SUGGESTED MINIMUM NUMBER OF INFORMAL / FORMATIVE ACTIVITIES COMPLETED BY THE LEARNER																		
Informal / Formative Activities	Total	Sample of activities should be moderated to ensure quality Departmental Heads School Management Team Subject Advisors				Term 2 10 weeks	Term 2 8 weeks	Term 3 10 weeks	Term 4 8 weeks	Comment on Coverage and the Quality of Activities								
		Jan	Feb	Mar	Apr						May	June	July	Aug	Sept	Oct	Nov	Dec
Total number of informal activities: Languages	105	Term	Activity				31	23	31	20								
		Term 2	31															
		Term 2	23															
		Term 3	31															
		Term 4	20															
Total number of Listening and Speaking (Oral) informal activities	31	There should be a total of 31 informal activities to cover enough depth of Listening and Speaking skill over 36 weeks period for Terms 1-4:				1	4	4	1	4	2	4	2	4	0			
Total number of Reading Comprehension informal activities	16	There should be a total of 16 reading comprehension informal activities to cover the 36 week period for Terms 1-4.				1	2	2	1	2	0	1	2	1	2	0		
		<ul style="list-style-type: none"> 15 listening and speaking activities; 16 reading aloud activities; and Different oral activities should be covered (avoid repetition). 																
		<ul style="list-style-type: none"> 7 x Literary / Non-literary text; 5 x Visual text; and 4 x Summary. Barrett taxonomy of 40:40:20 should be applied. <ul style="list-style-type: none"> Level 1 (Literal) – 20%; Level 2 (Reorganisation) – 20%; Level 3 (Inference) – 40%; and Level 4 / 5 (Evaluation or Appreciation) – 20%. Coverage of different reading comprehension strategies. 																

Total number of Literature informal activities	11	<p>There should be a total of 11 literature informal activities to cover the 36 week period for Terms 1–4</p> <ul style="list-style-type: none"> Semester 1: <ul style="list-style-type: none"> Poetry Folktales Novel Semester 2: <ul style="list-style-type: none"> Poetry Short stories Drama For extended reading there should be a reading card that prescribes the number of pages that learners should read per day per Grade (Homework to inculcate the culture of reading). <ul style="list-style-type: none"> Grade 7–9: 15 pages. <p>The reading card should have a signature of the parent, guardian, or an elder brother / sister / cousin / neighbour, etc. (to accommodate different family contexts).</p>	1	1	1	1	1	1	1	1	1	1	1	0	
Total number of Writing informal activities	16	<p>There should be a total of 16 writing informal activities to cover the 36 week period for Terms 1–4</p> <ul style="list-style-type: none"> 1 Essay in Terms 1, 2 and 4 1 Story or poem or documentary in Term 3 The other 12 informal written activities are all transactional. Different transactional texts should be covered (avoid repetition). All informal written activities should consist of both process writing evidence as well as a final product. 	1	2	2	1	2	1	2	2	1	2	1	2	

Total number Language Structures and Conventions informal activities	31	<p>There should be a total of 31 Language Structures and Conventions informal activities to cover the 36 week period for Terms 1–4</p> <ul style="list-style-type: none"> • Language Structures and Conventions informal activities should be spread to cover: <ul style="list-style-type: none"> • Word level • Phrases • Clauses • Sentences • Paragraphing • Critical language awareness 	1	4	2	4	4	4	0	
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CAPS ANNUAL TEACHING PLAN GUIDE
ENGLISH FIRST ADDITIONAL LANGUAGE
TRACKING OF MINIMUM INFORMAL ACTIVITIES COMPLETED
TERM 2

Listening & Speaking (Oral) informal activities 4 x L&S 3 x Read Aloud	Term 2 7 Activities	APR	MAY	JUN	Activity dates for verification (evidence in learner books, lesson plans or informal assessment records)					
	Target	1	4	2						
	Actual									
Reading & Comprehension informal activities 2 x Literary / Non-Literary 1 x Visual 0 x Summary	Term 2 3 Activities	APR	MAY	JUN	Activity dates for verification (evidence in learner books, lesson plans or informal assessment records)					
	Target	1	2	0						
	Actual									
Literature informal activities 3 x Activities (choose from Poetry, Folktales or Novel)	Term 2 3 Activities	APR	MAY	JUN	Activity dates for verification (evidence in learner books, lesson plans or informal assessment records)					
	Target	1	1	1						
	Actual									
Extended / Independent Reading	Target	15	15	15	(average number of pages read by learners per day, monitored by parent or guardian using reading card)					
	Actual									
Writing informal activities 1 x Essay 2 x Transactional	Term 2 3 Activities	APR	MAY	JUN	Activity dates for verification (evidence in learner books, lesson plans or informal assessment records)					
	Target	1	2	0						
	Actual									
Language Structure & Conventions informal activities 7 x Activities	Term 2 7 Activities	APR	MAY	JUN	Activity dates for verification (evidence in learner books, lesson plans or informal assessment records)					
	Target	2	4	1						
	Actual									



Programme of Formal Assessment

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

GRADE 7 TERM 2 PROGRAMME OF FORMAL ASSESSMENT			
FORMAL ASSESSMENT TASK	ACTIVITY	MARKS	DATE COMPLETED
1	Reads aloud (see rubric below)	20	<i>Start the orals during Term 1 and complete in Term 2.</i>
4	Writes two short or one long transactional texts (see rubrics below)	10	<i>Written before the controlled test.</i>
5	Controlled Test: Response to text (see assessment task and memorandum below)	60	<i>Activities for this task do not have to be written in one session.</i>
Total		90	

Term 2 Assessment Tasks, Tools & Memoranda

FORMAL ASSESSMENT TASK 1 READ ALOUD					
MARKS	Maximum total of 20				
OBJECTIVE	Demonstrates oral reading fluency and reading for meaning				
Criteria	Needs Support	Improving	Fair	Good	Exceptional
READING WITH MEANING 10 MARKS <ul style="list-style-type: none"> Demonstrates an understanding of the passage 	1-2 The learner struggles to understand the passage. No reading for meaning.	3-4 The learner understands some of the passage. Struggles to respond to the questions.	5-6 The learner understands most of the content and topic of the passage. Can respond to some of the questions.	7-8 The learner understands the content and topic of the passage very well. Can read with meaning. S/he responds well to the questions.	9-10 The learner clearly understands the content and topic of the passage. Reads exceedingly well with meaning and has clear ideas and responds well to the questions.
FLUENCY and EXPRESSION 10 MARKS <ul style="list-style-type: none"> Passage is fluently read Voice is projected Words clearly enunciated Good use of pause Maintenance of audience rapport 	1-2 The learner struggles to read. There is no expression, and the pace is too slow and faltering. Words mispronounced and no understanding of pauses or projection.	3-4 Learner tries but reads hesitatingly, without fluency or meaningful expression. S/he needs assistance. No connection with audience.	5-6 Learner reads fairly fluently with some expression that shows comprehension of the topic. S/he needs some prompting and assistance. Does not connect with audience.	7-8 Learner reads mostly fluently with confidence and expression that shows understanding. Projects voice and enunciates well. Uses pauses to help make meaning. Connects with audience.	9-10 Learner reads the passage fluently with good expression, at a flowing, confident pace. Good voice projection. Words clearly enunciated. Uses pauses and shows an understanding of how punctuation enhances meaning. Connects well with audience.

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

Some examples of RUBRICS for TRANSACTIONAL WRITING that may be used if appropriate
 1 long or 2 short = 10 marks

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

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

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

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

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

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

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

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

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

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

TERM 2 FAT 5 RESPONSE TO TEXTS

PART A: READING COMPREHENSION

NAME: _____

INSTRUCTIONS:

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

	<p>Exercise is wise</p> <p>1 You've probably heard lots of people say exercise is 'good for you'. Most of us know that exercise works our muscles and gets the heart pumping. It can control our weight, lower blood pressure, reduce our risk of diabetes and increases our energy. But did you know that it can help your mind feel good too?</p> <p>Help for depression and anxiety</p> <p>2 Exercise is a scientifically proven mood booster. If you exercise, you will feel less depressed and anxious. During physical activity, your body produces more endorphins. This is the 'feel good' chemical that creates feelings of happiness. Even just moderate exercise throughout the week can improve depression and anxiety. Some doctors recommend trying out regular exercise to help these conditions rather than just treating with medication.</p> <p>Less stress</p> <p>3 Another mental benefit of exercise is reduced stress levels—something that can make us all happier. When you are stressed, your muscles may be tense, especially in your face, neck, and shoulders, leaving you with back or neck pain, or painful headaches. You may feel a tightness in your chest and a pounding heart. Some people also experience problems such as insomnia (can't sleep), heartburn and stomach aches. The worry and discomfort of all these physical symptoms can in turn lead to even more stress, creating a cycle between your mind and body. Exercising is an effective way to break this cycle. As well as releasing endorphins in the brain, physical activity helps to relax the muscles and relieve tension in the body. Since the body and mind are so closely linked, when your body feels better so, too, will your mind.</p> <p>Increased self-confidence</p> <p>4 Exercise makes our bodies fitter and stronger. These improvements all boost our self-esteem and make us feel better about ourselves! Our clothes fit better, we feel good in our bodies and we can run upstairs or down the road without feeling out of breath. These are just some of the many benefits of physical activity that boost our body, mind, and spirit.</p>	  
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5	<p>Better sleep</p> <p>If you have trouble getting a good night's sleep, exercise can help with that, too. Physical activity increases body temperature, which can have calming effects on the mind, leading to more sleep. Exercise also helps regulate your circadian rhythm, our bodies' built-in alarm clock that controls when we feel tired and when we feel alert. This helps us to fall asleep more easily and sleep well through the night.</p>	
6	<p>Brain boost</p> <p>Studies on mice and humans indicate that cardiovascular exercise creates new brain cells and strengthens the hippocampus. This is the part of the brain responsible for memory and learning. Studies also prove that physical activity boosts creativity and mental energy. So if you're in need of inspiration, go for a walk or a run to help get your next great idea!</p>	
7	<p>Considering all these benefits, it's easy to see why exercise is wise. Whether you like to exercise with others like in a soccer team, or prefer to go for a run by yourself, or even just doing chores around the house, make sure you are doing at least 30 minutes of exercise a day. Your body and mind will thank you for it!</p>	

QUESTIONS:

- 1 **True or false: This is a fiction text.**
Give a reason for your answer. [2]
 True/False because, ...
- 2 **'Exercise is wise' is an example of**
a rhyme
b rhythm
c metaphor [1]
 ...
- 3 **Name two physical (for our bodies) benefits of exercise.** [2]
 ... and ...
- 4 **List two ways that exercise can help us cope with mental health problems.** [2]
 ... and ...
- 5 **What is the 'feel good' chemical that our bodies produce during exercise?** [1]
 ...

6 If someone is suffering from depression and anxiety, do you think they should try exercise, or go onto medication? Why? [2]

I think they should...because...

7 Why is reducing stress levels good for us? [2]

Reducing stress is good for us, because...

8 How can exercise improve our self-confidence? [1]

Exercise can improve our self confidence by...

9 What do you do if you can't fall asleep at night? [2]

When I can't fall asleep, I...

10 Quote a word in paragraph 6 that shows scientists did not only do studies on people's brains. [1]

...

11 The hippocampus is the part of our brain that
a remembers
b helps us learn
c both a and b [1]

...

12 Which do you think is the more important benefit of exercise: helping with our physical health (reducing risk of disease, weight loss, etc) or our mental health (coping with depression, anxiety and stress, etc)? Why? [2]

I think the physical/mental benefits are more important because, ...

13 Complete the idiom about being healthy:

A healthy body is a healthy ...

a brain
b sleep
c mind [1]

...

[TOTAL MARKS: 20]

TERM 2 FAT 5: RESPONSE TO TEXTS

PART B: READING COMPREHENSION – VISUAL TEXT

NAME: _____

INSTRUCTIONS:

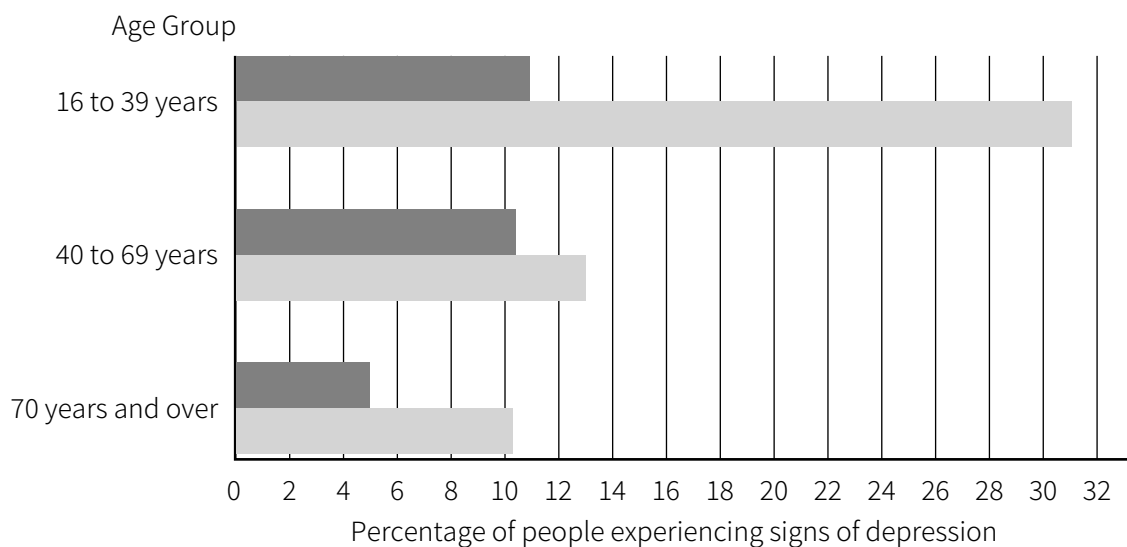
- Look at the image below.
- Answer the questions that follow.

PERCENTAGE OF PEOPLE EXPERIENCING MODERATE TO SEVERE SYMPTOMS OF DEPRESSION

Estimate %

■ July 2019 – March 2020

■ Jun-20



Source: Office for National Statistics

Most of the people in the world went into Lockdown in the early months of 2020 due to the Covid-19 virus. This had a huge effect on all aspects of people's lives, including their mental health. Depression is extreme feelings of sadness and hopelessness for a long time.

QUESTIONS:

1 What percentage of 16-39 year olds experienced depression before June 2020? [1]

...%

2 What percentage of 16-39 year olds experienced depression in June 2020? [1]

...%

3 Look at the 16-39 and the 40-69 age groups. Their signs of depression before June 2020 were almost the same.

Why do you think the 16-39 year olds had the highest percentage of signs of depression and were most affected out of all the age groups in June 2020? [2]

I think...

4 Which age group had the lowest percentage of signs of depression in June 2020? [1]

...

5 Look at the 40-69 year old age group.

From March 2020 to June 2020 there was a ...% increase in depression.

a 2%

b 4%

c 6%

[1]

...

6 Name 2 of the ways the Covid-19 Lockdown in 2020 affected people's lives? [2]

The lockdown affected people's lives in the following ways:

7 What could you say or suggest to your friend if you thought they were struggling with depression? [1]

I would say...

8 Choose the correct word to complete the idiom about feeling sad:

Yesterday my friend was feeling green/blue/red, so I went to his house to make him feel better. [1]

...

[TOTAL MARKS: 10]

TERM 2 FAT 5 RESPONSE TO TEXTS

PART C: SUMMARY

NAME: _____

INSTRUCTIONS:

- Reread the text from Part A, 'Exercise is Wise'.
- Complete the summary frame.
- For each point you should have at least 2 sentences.
- Make sure you are writing in correct, complete sentences and showing an understanding of the text.

- | | |
|--|------------|
| 1 This text is about... | [2] |
| 2 The author wrote the text so that the reader... | [2] |
| 3 In the text I learnt... | [2] |
| 4 I liked...because... | [2] |
| 5 Overall, I think the text is... | [2] |

[TOTAL: 10 MARKS]

TERM 2 FAT 5 RESPONSE TO TEXTS

PART D: LANGUAGE IN CONTEXT

NAME: _____

INSTRUCTIONS:

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

QUESTIONS:

- 1 Change the following sentences into the simple past tense:**
 - a Exercise is a scientifically proven mood booster. [1]
 - b Studies also prove that physical activity boosts creativity and mental energy. [1]
- 2 Change the following underlined verbs into the present progressive:**
 - a During physical activity, your body produces more endorphins. [1]
 - b Studies on mice and humans indicate that cardiovascular exercise creates new brain cells and strengthens the hippocampus. [1]
- 3 Change the following into the future tense:**
 - a This helps us to fall asleep more easily and sleep well through the night. [1]
- 4 Change the sentence into the passive voice:**
 - a Exercise can control our weight. [1]
- 5 Put the following into indirect speech:**
 - a 'I always feel better after I go for a run,' said Thabiso. [2]
- 6 Find and write down an example of:**
 - a a pronoun (par 1) _____
 - b a finite verb (par 1) _____
 - c a common noun (par 2) _____
 - d an adjective (par 3) _____
 - e an article (par 3) _____ [5]
- 7 Use a different prefix to form the opposite of this word:**
 - a increase [1]
- 8 Use a suffix to change the following word into a noun:**
 - a I was worried my friend was suffering from **depress**___ so I suggested we start doing regular exercise. [1]
- 9 Fill in the apostrophes correctly.**
 - a Theyre always running to their Gogos house so they can get more exercise. [2]
- 10 Synonyms and antonyms:**
 - a In paragraph 5, write down a synonym for difficulty: _____ [1]
 - b In paragraph 6, write down an antonym for weakens: _____ [1]
- 11 Join the following 2 simple sentences into one compound sentence using a conjunction.**

[Hint: this must be a co-ordinating conjunction - for, and, nor, but, or, yet, so.]

People suffer from many health problems. Exercise can help them with these. [1]

[TOTAL MARKS: 20]

MEMORANDUM: GRADE 7 TERM 2 2022

FAT 5: Response to text

PART A: READING COMPREHENSION

QUESTIONS:

1 True or false: This is a fiction text.

Give a reason for your answer. [2]

False because, this is a non-fiction/information text / it has information about real life/ it has facts / there are no characters or plot / learner's own appropriate response [any 2]

2 'Exercise is wise' is an example of

a rhyme

b rhythm

c metaphor [1]

3 Name two physical (for our bodies) benefits of exercise. [2]

Exercise makes our heart pump / can control our weight / lower blood pressure / reduce our risk of diabetes / increases our energy / any 2

4 List two ways that exercise can help us cope with mental health problems. [2]

Exercise can help with depression and anxiety / decreases stress / increases self-confidence / helps us sleep better / gives our brain a boost / any 2

5 What is the 'feel good' chemical that our bodies produce during exercise? [1]

endorphins

6 If someone is suffering from depression and anxiety, do you think they should try exercise, or go onto medication? Why? [2]

I think they should try exercise because it will make them feel better and they could help their problem. OR/

I think they should take medication because depression and anxiety can be very harmful, and they need urgent treatment. / Learner's own response with reason.

7 Why is reducing stress levels good for us? [2]

Reducing stress is good for us, because stress can make you feel sore, make your chest feel tight, stop you from sleeping and other health problems. Then these problems can then make you feel even more stressed. / learner's own answer

8 How can exercise improve our self-confidence? [1]

Exercise can improve our self-confidence by making our bodies fitter and stronger and then we feel better in our bodies. / learner's own answer

9 What do you do if you can't fall asleep at night? [2]

When I can't fall asleep, I ... learner's own answer

10 Quote a word in paragraph 6 that shows scientists did not only do studies on people's brains. 'mice' [1]

11 The hippocampus is the part of our brain that

- a remembers
- b helps us learn
- c **both a and b**

[1]

12 Which do you think is the more important benefit of exercise: helping with our physical health (reducing risk of disease, weight loss, etc) or our mental health (coping with depression, anxiety and stress, etc)? Why?

[2]

I think the physical benefits are more important because if our bodies aren't strong and healthy, we can't do anything. / I think the mental benefits are more important because, if our minds and emotions are not functioning well, then everything in our lives will be hard and feel hopeless. / Learner's own answer.

13 Complete the idiom about being healthy:

A healthy body is a healthy ...

- a brain
- b sleep
- c **mind**

[1]

[TOTAL MARKS: 20]

FAT 5: Response to text

PART B: READING COMPREHENSION VISUAL TEXT

QUESTIONS:

- 1 What percentage of 16-39 year olds experienced depression before June 2020?** [1]

10.5% (approx – any answer between 10% and 11.5%)

- 2 What percentage of 16-39 year olds experienced depression in June 2020?** [1]

31 (approx – any answer between 30-31.5%)

- 3 Look at the 16-39 and the 40-69 age groups. Their signs of depression before June 2020 were almost the same.**

Why do you think the 16-39 year olds had the highest percentage of signs of depression and were most affected out of all the age groups in June 2020? [2]

I think the 16-39 year olds experienced the most signs of depression because the lockdown was hardest for them. They missed their friends and interacting and socialising. Many were very worried about missing school. Many had no way of keeping in touch and it was very scary and lonely. / Learner's own answer

- 4 Which age group had the lowest percentage of signs of depression in June 2020?** [1]

70 and older

- 5 Look at the 40-69 year old age group.**

From March 2020 to June 2020 there was a ...% increase in depression.

a 2%

b 4%

c 6%

[1]

- 6 Name 2 of the ways the Covid-19 Lockdown in 2020 affected people's lives?** [2]

The lockdown affected people's lives in the following ways: schools were closed; people couldn't travel; people couldn't meet with others to pray or socialise; you couldn't buy alcohol or cigarettes; everyone had to stay home; learner's own answers

- 7 What could you say or suggest to your friend if you thought they were struggling with depression?** [1]

I would say they must get some help because there are ways to feel better. / Learner's own answer

- 8 Choose the correct word to complete the idiom about feeling sad:**

Yesterday my friend was feeling blue, so I went to his house to make him feel better. [1]

[TOTAL MARKS: 10]

FAT 5 Response to text

PART C: SUMMARY

- 1 This text is about ...** learner's own response / e.g. how exercise is very good for us. It is helpful to keep our bodies healthy, but it can also help with some mental health issues. [2]
- 2 The author wrote the text so that the reader...** learner's own response / e.g. has a lot of information about the benefits of exercise, especially how it can help with lots of mental health problems, like depression and stress. [2]
- 3 In the text I learnt...** learner's own response / e.g. about endorphins and how they are the chemical that makes us feel good. I also learnt how our bodies and our brains are connected, so if our bodies feel good, that helps our brain. [2]
- 4 I liked ...because...** learner's own response / e.g. I liked learning about all the different ways exercise can help my body and my mind, because I think many teenagers are having a difficult time and this is useful. [2]
- 5 Overall, I think the text is...** learner's own response / e.g. interesting / informative / boring / useful / with reason [2]

[TOTAL: 10 MARKS]

FAT 5: Response to text

PART D: LANGUAGE IN CONTEXT

QUESTIONS:

1 Change the following sentences into the simple past tense:

- a Exercise was a scientifically proven mood booster. [1]
b Studies also proved that physical activity boosts creativity and mental energy. [1]

2 Change the following underlined verbs into the present progressive:

- a During physical activity, your body is producing more endorphins. [1]
b Studies on mice and humans are indicating that cardiovascular exercise creates new brain cells and strengthens the hippocampus. [1]

3 Change the following into the future tense:

This will help us to fall asleep more easily and sleep well through the night. [1]

4 Change the sentence into the passive voice:

Our weight can be controlled by exercise. [1]

5 Put the following into indirect speech:

Thabiso said that he always feels better after he has gone for a run. [2]

6 Find and write down an example of:

- a a pronoun (par 1) __you / us / our / your__
b a finite verb (par 1) __have heard / say / know / works / gets / can control / lower / reduce / increases / did know / can help / feel /__
c a common noun (par 2) __exercise / mood / activity / endorphins / chemical / doctors / medication__
d an adjective (par 3) __mental / happier / tense / painful /pounding / physical / effective /_
e an article (par 3) _a / an / the_____ [5]

7 Use a different prefix to form the opposite of this word:

increase - **de**crease [1]

8 Use a suffix to change the following word into a noun:

I was worried my friend was suffering from **depress**ION so I suggested we start doing regular exercise. [1]

9 Fill in the apostrophes correctly.

They're always running to their Gogo's house so they can get more exercise. [2]

10 Synonyms and antonyms:

- a In paragraph 5, write down a synonym for difficulty: __trouble_____ [1]
b In paragraph 6, write down an antonym for weakens: __strengthens_____ [1]

11 Join the following 2 simple sentences into one compound sentence using a conjunction.

People suffer from many health problems but/and exercise can help them with these. [1]

[TOTAL MARKS: 20]

