

PLANNER & TRACKER FOR RECOVERY ANNUAL TEACHING PLAN (ATP)

2021 - 2023



ENGLISH FIRST ADDITIONAL LANGUAGE

GRADE 9 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.



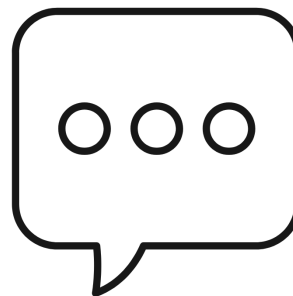
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Planner & Tracker for Recovery ATP

First Additional Language: English



Grade 9 Term 2

2021 - 2023



Contents

Introduction	1
Recovery ATP Requirements	2
Recovery Teaching and Learning	6
Creating a Routine for Language Learning	6
Example 2 Week Cycle Routine and Lesson Activities for SP EFAL	7
Curriculum Planner: Cycle 1	9
Textbook References	9
Plan your Lessons for Term 2 Cycle 1	12
Curriculum Planner: Cycle 2	13
Textbook References	13
Plan your Lessons for Term 2 Cycle 2	16
Curriculum Planner: Cycle 3	17
Textbook References	17
Plan your Lessons for Term 2 Cycle 3	20
Curriculum Planner: Cycle 4	21
Textbook References	21
Plan your Lessons for Term 2 Cycle 4	24
Official Tracking of Curriculum Coverage	25
Programme of Formal Assessment	30
Term 2 Assessment Tasks, Tools & Memoranda	31



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 Engage with different kinds of texts (information, literary, etc.) as follows:	<ul style="list-style-type: none">a Listen to the text for understandingb Answer questions in writingc Take notesd Listen criticallye Identify and comment on:<ul style="list-style-type: none">• Structure• Features• Language use• Tone• Register• Introduction and conclusion
2 Understand and use conventions for oral presentations, including:	<ul style="list-style-type: none">a Main and supportive ideasb Language usec Registerd Tonee Answer questionsf Preparatory activities such as research and investigationg Presentation conventionsh Body languagei Language use
3 Understand and use appropriate structures for oral presentations, for example:	<ul style="list-style-type: none">a Introduction, body, conclusion
4 Understand and use reading conventions for Unprepared and Prepared Reading, including:	<ul style="list-style-type: none">a Toneb Volumec Paced Punctuation in readinge Body languagef Contact with audience

5 Understand and use conventions for group or teacher-led discussions, including:

- a** Turn taking
- b** Discourse markers
- c** Conventions
- d** Identify and discuss/comment on:
 - Use of voice
 - Use of intonation and pace
 - Punctuation in reading
 - Opening and closure
 - Pacing
 - Emotive and manipulative language
 - Font size
 - Body language

SUMMARY: READING & VIEWING

1 Understand and use the Reading Process, including:

- a** Pre-Reading (Introduce the text)
- b** During Reading (Features of the text)
- c** Post-Reading (Answer questions, compare and contrast, evaluate, etc.)

2 Reading of a literary text

- a** Focus on text features
- b** Intensive reading
- c** Infer meaning of unfamiliar words and images by using word attack skills
- d** Language structure and style
- e** Develop comprehension of:
 - Character
 - Characterization
 - Plot and conflict
 - Setting
 - Mood
 - Theme
 - Narrator's perspective
 - Background / milieu
 - The role of the narrator
 - Theme
 - Conclusion / ending

3 Reading of Poetry

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

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

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

- a** Skim for main ideas
- b** Scan for supporting details
- c** Purpose and target group
- d** Intensive read for comprehension, including:
 - Fact and opinion
 - Inferring meaning and conclusion
 - Give own opinion
 - Meaning of unfamiliar words
 - Identify manipulative language

SUMMARY: WRITING & PRESENTING

1 Understand and use Process Writing, including:

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

2 Learn about and write Transactional Texts, for example: report, newspaper/magazine article, formal letter

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

- a** Requirements of format and style
- b** Target audience, purpose, and context
- c** Word choice
- d** Variety of sentence structure, length and type
- e** Paragraph conventions
- f** Main and supporting ideas
- g** Logical order of sentences
- h** Conjunctions to ensure cohesion
- i** Mind-maps for coherent ideas organization
- j** Tone

- 4 Learn about and write different Essays, for example:** Narrative/Descriptive/Argumentative essay
- 5 Understand and use the conventions for writing Essays, including:**
 - a** Word choice
 - b** Personal voice and style
 - c** Tone
 - d** Vivid description
 - e** Main and supporting ideas
 - f** Mind-maps to organise coherent ideas
 - g** Presentation of essay for assessment

SUMMARY: LANGUAGE STRUCTURES AND CONVENTIONS

1 Word Level Work

- a** Stems
- b** Prefixes and suffixes
- c** Pronouns
- d** Finite verbs
- e** Infinitives
- f** Adjectives
- g** Prepositions
- h** Moods: subjunctive, imperative, potential, indicative and conditional

2 Sentence Level Work

- a** Sentence types
- b** Generalisations
- c** Direct and indirect speech
- d** Tenses
- e** Definition paragraph
- f** Introductory paragraph
- g** Concluding paragraph
- h** Sentence structure
- i** Simple, compound and complex sentences
- j** Voice
- k** Tenses

3 Punctuation & Spelling

- a** Spelling patterns
- b** Abbreviations
- c** Quotation marks
- d** Apostrophe

4 Word Meaning

- a** Idioms
- b** Proverbs
- c** Literal and figurative meaning
- d** Assonance
- e** Personification

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:

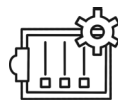
CAPS TIME ALLOCATION	GRADES 7-9
Listening & Speaking	2 hours
Reading & Viewing	3 h 30 min
Writing & Presenting	3 h 30 min
Language Structures & Conventions	1 hour
TOTAL	10 HOURS

- 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	
	5	R&V	Paired / Independent Reading: explain text features, learners complete reading and comprehension activities	60 minutes			60 minutes	

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



Curriculum Planner: Cycle 1

Textbook References

Please note: There is a mismatch between some of the activities stipulated in the Recovery ATP and the Textbook activities. Please adjust accordingly.

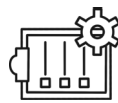
TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>Interactive English</i> S.M.I.L.E	Chapter 6: Courage in wartime (pg. 105) History teaches us that many young people have shown remarkable courage in times of war. Anne Frank's story teaches us about courage during World War II. Her story highlights the dreams of young people.	<ul style="list-style-type: none"> Listening comprehension Listen to a story Prepared speech Activity 1 (pg. 106) – Listen to an autobiography and have a group discussion	<ul style="list-style-type: none"> Read a literature text e.g. folklore/novel Read poetry Activity 2 (pg. 111) – Read a diary entry Activity 4 (pg. 114) – Read a poem	<ul style="list-style-type: none"> Write a transactional text e.g. report Activity 8 (pg. 120) – Write a diary entry
<i>English Today</i> <i>Maskew Miller Longman</i>	Chapter 6: What is left behind (pg. 81) Mapungubwe is a world heritage site in Limpopo. Archaeologists have discovered that people were mining gold and doing advanced metalwork there long before gold was discovered in Johannesburg. This chapter is about what families think is important and how they try to give these important things to future generations.	Activity 1&2 (pg. 83) – Listen to a story and make notes and answer questions	Activity 3&4 (pg. 84) – Read an extract from a story and answer questions Activity 5 (pg. 87) – Write a summary of the reading text Activity 6 (pg. 89) – Answer questions about a poem	Activity 9 (pg. 91) – Write a page of Amien's diary Activity 10 (pg. 93) – Write your own diary
<i>Oxford Successful</i> <i>Oxford University Press</i>	Unit 6: Voices from Africa (pg. 97) South Africa is a diverse and multicultural country. In this unit, learners will explore how culture plays a role in shaping our identity.	Activity 1 (pg. 98) – Listen to a story.	Activity 5 (pg. 103) – Read part of an autobiography. Activity 9 (pg. 108) – Read a poem	Activity 7 (pg. 106) – Write a personal diary entry

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<p><i>Spot on</i> Pearson Marang</p>	<p>Module 6: The same but different (pg. 50) People react differently in situations because we grow up in different areas, have different experiences, have different economic influences, and are born into different families with our own ways of doing things, and with our own folklore, culture and history. This module celebrates that diversity in the beautiful country that is South Africa.</p>	<p>Activity 1.3 (pg. 51) – Listen to a folktale and answering questions</p>	<p>Activity 4.1 (pg. 54) Answer questions from a poem Activity 5.2 (pg. 55) – Reading folklore: How the mountain got its Tablecloth</p>	<p>Activity 2.2 (pg. 52) – Write your own Constitution</p>
<p><i>Platinum</i> Maskew Miller Longman</p>	<p>Chapter 4: Telling lies (pg. 71) Most people would be shocked to learn that people tell lies, on average, twice a day. An Internet survey of a thousand people showed that lies are part of every person's life. Most people tell lies to impress others and get respect. Most teenagers pretend to be older than they are. Some lies are told to get out of trouble.</p>	<p>Activity 1 (pg. 72) - Talk about a photograph Activity 2 (pg. 72) - Listen to a story Activity 3 (pg. 74) - Hold a forum discussion</p>	<p>Activity 4 (pg. 74) - Read a drama script Activity 5 (pg. 77) - Read a last will and testament</p>	<p>Activity 9 (pg. 81) - Write a policy document</p>
<p><i>Top Class</i> Shuter & Shooter</p>	<p>Unit 6: Celebrating culture (pg. 70) In this unit, learners will consider the nature of culture and its importance in our lives as South Africans.</p>	<p>Activity A&B (pg. 70) – Listen to a story and answer questions Activity C (pg. 72) – Forum discussion</p>	<p>Activity D (pg. 73) – Read a literature text Activity G (pg. 76) – Enjoy poetry Activity H (pg. 78) – Read for information</p>	<p>Activity K (pg. 79) – Write a diary entry</p>
<p><i>Via Afrika</i> Via Afrika</p>	<p>Unit 6: The circle of life (pg. 68) The theme of this unit is 'the circle of life'. In this unit, learners will think more about what the circle of life means and learn more about endings and new beginnings.</p>	<p>Activity 1 (pg. 69) – Listen to a story Activity 4 (pg. 71) – Read a short story</p>	<p>Activity 3 (pg. 70) – Read a poem and answer questions</p>	<p>Activity 8 (pg. 78) – Write a diary entry</p>

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
Clever English Macmillan South Africa	Unit 6: A price to pay (pg. 76) A Sesotho proverb advises that fools are the stepping stones of the wise. This means that a fool and his or her foolish actions can become a lesson in wisdom for all.	<ul style="list-style-type: none"> Listening comprehension Listen to a story Prepared speech Activity 1 (pg. 77) – Listen to a short story Activity 2 (pg. 78) – Discuss the short story	<ul style="list-style-type: none"> Read a literature text e.g. folklore/novel Read poetry Activity 5 (pg. 81) – Read a poem Activity 7 (pg. 83) – Read a newspaper article Activity 9 (pg. 85) – Read a folklore tale	<ul style="list-style-type: none"> Write a transactional text e.g. report Activity 4 (pg. 81) – Write a diary entry

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	W&P	30 min	Teach and practice LSC			
	R&V	30 min	Shared Reading Second Read			
5	R&V	60 min	Paired / Independent Reading			
2	1	R&V	30 min	Comprehension		
		R&V	30 min	Shared Reading Post-Read		
	2	W&P	30 min	Writing – Teach the Genre		
		W&P	30 min	Writing – Planning		
	3	W&P	60 min	Writing – Drafting		
	4	W&P	30 min	Writing – Editing		
		W&P	30 min	Writing: Publishing & Presenting		
	5	L&S	60 min	Oral Presentations		



Curriculum Planner: Cycle 2

Textbook References

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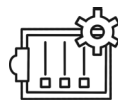
TEXTBOOK	TEXTBOOK CHAPTER NUMBER & WEEKS	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>Interactive English</i> S.M.I.L.E	Chapter 7: Courage in wartime (part 2) (pg. 123) In this chapter, learners will continue to look at how people have showed immense courage during times of war. They will listen to a speech, read a war story and write a text review.	<ul style="list-style-type: none"> Listening comprehension Listen to a recording of a speech Unprepared reading 	<ul style="list-style-type: none"> Read a literature text e.g. drama/short story/folklore Read/view text e.g. newspaper/magazine articles Summarise the text 	<ul style="list-style-type: none"> Write a long transactional text e.g.: newspaper/magazine article
<i>English Today</i> Maskew Miller Longman	Chapter 7: Famous life stories (pg. 94) In this chapter, you will read a range of texts about people's lives, including extracts from two autobiographies and a magazine article. You will choose a text, read it aloud and then write a review of the text.	<p>Activity 1 (pg. 123) – Listen to a speech</p> <p>Activity 2 (pg. 124) – Unprepared reading</p>	<p>Activity 3 (pg. 125) – Read an article and summarise the text</p> <p>Activity 4 (pg. 127) – Read a short story</p>	<p>Activity 8 (pg. 135) – Write a text review</p>
<i>English Today</i> Maskew Miller Longman	Chapter 7: Famous life stories (pg. 94) In this chapter, you will read a range of texts about people's lives, including extracts from two autobiographies and a magazine article. You will choose a text, read it aloud and then write a review of the text.	<p>Activity 1 (pg. 96) – Listen to an autobiography</p> <p>Activity 3 (pg. 97) – Unprepared reading aloud</p>	<p>Activity 5 (pg. 99) – Read a magazine article</p>	<p>Activity 4 (pg. 98) – Write a review</p>
<i>Oxford Successful</i> <i>Oxford University</i> Press	Unit 7: Do you believe it? (pg. 109) Many cultures and societies have superstitions which they believe in. Superstitions are a widely held belief in supernatural influences, especially as leading to good or bad luck. In this unit, learners will look at various superstitions from different cultures.	<p>Activity 2 (pg. 115) – Listen to a speech</p> <p>Activity 7 (pg. 122) – Present a piece of unprepared reading</p>	<p>Activity 3 (pg. 116) – Read two magazine articles</p> <p>Activity 4 (pg. 117) – Summarise the text</p> <p>Activity 8 (pg. 123) – Read a San folk tale</p>	<p>Activity 9 (pg. 126) – Write a review of a magazine article</p>

TEXTBOOK	TEXTBOOK CHAPTER NUMBER & WEEKS	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<p><i>Spot on</i> <i>Pearson Marang</i></p>	<p>Module 7: Other people's stories (pg. 59) We are able to learn a great deal from listening to the wisdom of others if we listen carefully and with respect. We may not always agree with the opinions of others but everyone has the right to an opinion and to tell their own story. This is true, no matter their socio-economic background, race, gender, and physical or intellectual ability. We collect information through stories and speeches and then analyse and critically evaluate that information. This makes us better citizens and better people.</p>	<p>Activity 1.1 – 1.4 (pg. 60) – Listening for comprehension.</p>	<p>Activity 6.1 – 6.3 (pg. 65) Read a newspaper article</p>	<p>Activity 7.1 (pg. 67) – Write and present a review</p>
<p><i>Platinum</i> <i>Maskew Miller</i> <i>Longman</i></p>	<p>Chapter 7: Generations (pg. 85) Are all older and younger people different or basically the same? In this chapter, learners will explore how growing up in different eras can change how we see the world and our values.</p>	<p>Activity 2 (pg. 86) – Listen to a speech Activity 3 (pg. 87) – Read a text aloud</p>	<p>Activity 4 (pg. 87) – Read a magazine article Activity 5 (pg. 90) – Read a novel extract</p>	<p>Activity 9 (pg. 96) – Write a film review</p>
<p><i>Top Class</i> <i>Shuter & Shooter</i></p>	<p>Unit 7: Overcoming the odds (pg. 81) Mahatma Gandhi said that strength does not come from physical ability but from having a strong will. In this unit, learners will learn about people who prove that to be true. You will learn about Natalie du Toit and Lucas Sithole, read a story about Helen Keller and write a documentary.</p>	<p>Activity A (pg. 81) – Listen to a speech Activity B (pg. 82) – Unprepared reading</p>	<p>Activity C (pg. 83) – Read a short story Activity D (pg. 85) – Read a poem Activity E (pg. 87) – Read a newspaper article</p>	<p>Activity I (pg. 90) – Write a documentary Activity J (pg. 90) – Write a text review</p>

TEXTBOOK	TEXTBOOK CHAPTER NUMBER & WEEKS	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<p><i>Via Afrika</i> <i>Via Afrika</i></p>	<p>Unit 7: The birth of a nation (pg. 80) This unit is called 'the birth of a nation'. It focuses on the time in South Africa's history when all people of the country were given the opportunity to vote for the government. This signalled the end of apartheid.</p>	<ul style="list-style-type: none"> Listening comprehension Listen to a recording of a speech Unprepared reading 	<ul style="list-style-type: none"> Read a literature text e.g. drama/short story/folklore Read/view text e.g. newspaper/magazine articles Summarise the text 	<ul style="list-style-type: none"> Write a long transactional text e.g.: newspaper/magazine article
<p><i>Clever English</i> <i>Macmillan South Africa</i></p>	<p>Unit 7: Music to the rescue (pg. 89) Music is a great way to bring people together. It can be used to cheer people up or to motivate us. In this unit, learners will look at different ways in which music has united and motivated people.</p>	<p>Activity 1 (pg. 81) – Listen to a speech FAT (pg. 82) – Unprepared reading</p>	<p>Activity 3 (pg. 86) – Read a praise poem Activity 4 (pg. 87) – Read a magazine article Activity 5 (pg. 89) – Summarise a text</p>	<p>Activity 9 (pg. 92) – Write a documentary</p>
		<p>Activity 1&2 (pg. 90) – Listen to a speech Activity 3 (pg. 91) – Unprepared reading</p>	<p>Activity 4&5 (pg. 91) – Read a short story and answer questions Activity 7 (pg. 94) – Read a poem</p>	<p>Activity 11 (pg. 99) – Write a review</p>

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			
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	Writing – Teach the Genre			
	2	W&P	30 min	Writing – Planning			
		W&P	60 min	Writing – Drafting			
	3	W&P	30 min	Writing – Editing			
		W&P	30 min	Writing: Publishing & Presenting			
	4	5	L&S	60 min	Oral Presentations		



Curriculum Planner: Cycle 3

Textbook References

Please note: There is a mismatch between some of the activities stipulated in the Recovery ATP and the Textbook activities. Please adjust accordingly.

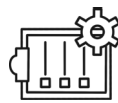
TEXTBOOK	TEXTBOOK CHAPTER NUMBER & WEEKS	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>Interactive English</i> S.M.I.L.E	Chapter 8: Courage in South Africa (part 1) (pg. 137) During times of oppression, it is common for people to lose their dignity and self-esteem because their human and civil rights are taken away from them. There are many South Africans who have shown great courage and determination to fight back.	<ul style="list-style-type: none"> Listen to an oral text such as interview/speech/ story Teacher-led discussion Activity 1 (pg. 138) – Listen to a story Activity 2 (pg. 139) – Hold a discussion	<ul style="list-style-type: none"> Read a literature text e.g. novel/short story/folklore Read a written or visual text Activity 3 (pg. 140) – Read a folklore tale Activity 5 (pg. 146) – Read a comic strip	<ul style="list-style-type: none"> Write a transactional text e.g.: Formal letter Activity 8 (pg. 152) – Write a meeting's notice, agenda and minutes
<i>English Today</i> Maskew Miller Longman	Chapter 8: Working together to care for the Earth (pg. 108) In this chapter, you will learn about some important environmental issues. You will read an article on COP17 and a play about pollution. You will listen to a meeting, and read and write agendas and minutes for a meeting of an environmental club.	Activity 6 (pg. 113) – Listen to and discuss a meeting	Activity 2 (pg. 111) – Read a report and write a summary Activity 11 (pg. 117) – Read the play Activity 13 (pg. 120) – Read the poem	Activity 9 (pg. 115) – Write a notice of meeting and an agenda
<i>Oxford Successful</i> <i>Oxford University</i> Press	Unit 8: Past, present and future (pg. 131) In this unit, learners will look at events which have happened in our past. They will look at how events in our past affect both our present and our future.	Activity 3 (pg. 136) – Listen to an interview. Activity 4 (pg. 137) – Hold a forum discussion.	Activity 2 (pg. 133) – Read a short story about time travel Activity 12 (pg. 147) – Read a comic strip	Activity 11 (pg. 144) – Write a notice, an agenda and minutes.

TEXTBOOK	TEXTBOOK CHAPTER NUMBER & WEEKS	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<p><i>Spot on</i> <i>Pearson Marang</i></p>	<p>Module 8: My opinion counts! (pg. 69) Opinions are powerful things. They can motivate or encourage others or they can be destructive, especially if you express them without considering others. There are many places where you can express your opinions. You can express them formally in poems, creative essays, opinion columns in magazines and newspapers and in meetings, or informally on the Internet such as on Facebook, Twitter or a personal blog. Always express your opinion respectfully and politely.</p>	<p>Activity 1.1 (pg. 70) – Listen to an interview</p>	<p>Activity 5.1 – 5.2 (pg. 74) – Examine the minutes and agenda of a meeting</p>	<p>Activity 2.1 (pg. 70) Summarise a passage Formal Assessment Task (pg. 75)</p>
<p><i>Platinum</i> <i>Maskew Miller</i> <i>Longman</i></p>	<p>Chapter 8: Go for green (pg. 98) Every day we hear more about how pollution is having a negative effect on human health and the health of our planet, Earth. The more we know about and understand these effects, the more effectively we can take action to look after the environment.</p>	<p>Activity 2 (pg. 100) – Listen to an interview</p>	<p>Activity 4 (pg. 101) – Read a short story and comic strips Activity 5 (pg. 105) – Revise the structure of a summary</p>	<p>Activity 9 (pg. 110) – Write a notice, agenda and minutes of a meeting</p>
<p><i>Top Class</i> <i>Shuter & Shooter</i></p>	<p>Unit 8: Women hold up half the sky (pg. 95) In this unit, we will consider the roles women play in our lives, in our communities, and in the world. It is an opportunity to acknowledge and celebrate their contributions.</p>	<p>Activity A&B (pg. 95) – Listen to a speech and hold a group discussion Activity C (pg. 96) – Read a folklore tale</p>	<p>Activity G (pg. 100) – Read a poem Activity J (pg. 101) – Read a cartoon</p>	<p>Activity L (pg. 103) – Write the agenda and minutes of a meeting</p>

TEXTBOOK	TEXTBOOK CHAPTER NUMBER & WEEKS	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<p><i>Via Afrika</i> <i>Via Afrika</i></p>	<p>Unit 8: Reach for the stars (pg. 93) ‘To reach for the stars’ means, literally, to stretch out and reach towards the sky with your hands. More often, we use it as an idiom that means somebody is setting a challenging goal. This unit contains stories about reaching for the stars, warnings about reaching too high and an invitation to you to set challenging goals for yourself.</p>	<ul style="list-style-type: none"> • Listen to an oral text such as interview/speech/ story • Teacher-led discussion <p>Activity 1 (pg. 94) – Listen to an interview Activity 2 (pg. 95) – Group discussion about the interview</p>	<ul style="list-style-type: none"> • Read a literature text e.g. novel/short story/folklore • Read a written or visual text <p>Activity 3 (pg. 96) – Read a folklore tale Activity 4 (pg. 98) – Read a poem Activity 5 (pg. 99) – Read a comic strip</p>	<ul style="list-style-type: none"> • Write a transactional text e.g.: Formal letter <p>Activity 9 (pg. 104) – Write an agenda</p>
<p><i>Clever English</i> <i>Macmillan South Africa</i></p>	<p>Unit 8: Point taken (pg. 103) Every day we receive messages in different ways – whether it’s through an advertisement or from some graffiti on a wall. In this unit, learners will look at how messages are disseminated and received in our everyday lives.</p>	<p>Activity 1 (pg. 104) – Listen to an interview</p>	<p>Activity 4 (pg. 107) – Read a story Activity 5 (pg. 109) – Read a poem</p>	<p>Activity 8 (pg. 41) – Write a report Activity 2 (pg. 104) – Write an article</p>

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			
2	4	W&P	30 min	Teach and practice LSC		
		R&V	30 min	Shared Reading Second Read		
	5	R&V	60 min	Paired / Independent Reading		
		R&V	30 min	Comprehension		
	1	2	R&V	30 min	Shared Reading Post-Read	
W&P			30 min	Writing – Teach the Genre		
3		W&P	30 min	Writing – Planning		
		W&P	60 min	Writing – Drafting		
4		W&P	30 min	Writing – Editing		
	W&P	30 min	Writing: Publishing & Presenting			
5	5	L&S	60 min	Oral Presentations		



Curriculum Planner: Cycle 4

Textbook References

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TEXTBOOK	TEXTBOOK CHAPTER NUMBER & WEEKS	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>Interactive English</i> S.M.I.L.E	Chapter 9: Courage in South Africa (pg. 155) In this unit, learners will continue to explore South African heroes who showed immense courage during times of oppression.	<ul style="list-style-type: none"> Listen to a newspaper report Oral presentation of report Activity 1 (pg. 156) – Listen to a radio advertisement Activity 2 (pg. 159) – Analyse an advertisement and present an oral presentation on it	<ul style="list-style-type: none"> Read a newspaper/magazine report Reading for comprehension Activity 3 (pg. 160) – Read a poster advertisement Activity 4 (pg. 162) – Read a brochure	<ul style="list-style-type: none"> Write an essay: narrative /descriptive /reflective / argumentative essay Activity 8 (pg. 169) – Write an advertisement review
<i>English Today</i> Maskew Miller Longman	Chapter 9: Clever classrooms (pg. 122) In this chapter, you will learn more about advertisements. You will read an advertisement for a laptop computer and think about information technology in the classroom. Write your own advertisement review and present it as an oral.	Activity 1&2 (pg. 124) – Listen to an advertisement and answer questions	Activity 3 (pg. 126) – Read an advertisement and a graph	Activity 7 (pg. 131) – Write an advertisement review
<i>Oxford Successful</i> <i>Oxford University</i> Press	Unit 9: The future (pg. 150) The future holds the promise of many new and exciting inventions. In this unit, learners will look at the future of food. They will explore how food may change in the future.	Activity 5 (pg. 160) – Listen to and speak about radio advertisement Activity 7 (pg. 162) – Analyse an advertisement orally	Activity 1 (pg. 152) – Read different multimedia texts Activity 10 (pg. 165) – Read a poem and revise literary terms	Activity 9 (pg. 164) – Write a review of an advertisement

TEXTBOOK	TEXTBOOK CHAPTER NUMBER & WEEKS	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>Spot on</i> <i>Pearson Marang</i>	Module 9: Buy! Buy! Buy! (pg. 78) People work hard to earn money. You should think twice before rushing out and spending it simply because an advertisement tells you to. This module examines some of the techniques advertisers use to tempt you to buy, buy, buy! A greater awareness of these techniques is a useful life skill because it allows you to think critically about the economic choices you make.	Activity 2.1 (pg. 81) – An oral advertisement review Activity 4.1 – 4.3 (pg. 83) Listen to and analyse a radio advertisement	Activity 1.1 – 1.2 (pg. 80) – View and analyse an advertisement	Activity 2.2 (pg. 81) – Write an advertisement review
<i>Platinum</i> <i>Maskew Miller</i> <i>Longman</i>	Chapter 9: Finding messages in pictures (pg. 112) Information comes to us in pictures and images. We see advertisements every day. We listen to advertisements on the radio that try to persuade us to spend our money, or to support a cause. It is important for us to know how advertisers try to persuade us.	Activity 4 (pg. 117) – Present an advertisement review Activity 5 (pg. 118) – Listen to a radio advertisement	Activity 2 (pg. 114) – Read an advertisement Activity 7 (pg. 121) – Read a visual story	Activity 3 (pg. 117) – Write an advertisement review
<i>Top Class</i> <i>Shuter & Shooter</i>	Unit 9: The art of advertising (pg. 106) Everywhere we look people are trying to persuade us to spend our money. In this unit we take a critical look at advertisements in order to become better readers and more critical consumers.	Activity A (pg. 106) – Listen to a radio advertisement Activity B (pg. 107) – Discuss a print advertisement	Activity C (pg. 108) – View an advertisement Activity D (pg. 109) – Analyse an advertisement	Activity G (pg. 112) – Write a summary Activity I (pg. 113) – Write a review
<i>Via Afrika</i> <i>Via Afrika</i>	Unit 9: The power to persuade (pg. 106) This unit is called ‘the power to persuade’ because it is all about advertising, and this is what advertising tries to do: to persuade us to buy something, think something or do something that we may have not done without an advertisement to catch our attention.	Activity 1 (pg. 107) – Listen to a radio advertisement	Activity 2 (pg. 108) – Read a visual text	Activity 3 (pg. 111) – Write a review of an advertisement Activity 8 (pg. 116) – Plan and write an argumentative letter or essay

TEXTBOOK	TEXTBOOK CHAPTER NUMBER & WEEKS	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>Clever English Macmillan South Africa</i>	Unit 9: Picture it (pg. 118) In this unit, learners will look at how pictures and images are used in advertisements to convey a message.	<ul style="list-style-type: none"> Listen to a newspaper report Oral presentation of report Activity 2 (pg. 119) – Listen to an advertisement	<ul style="list-style-type: none"> Read a newspaper/magazine report Reading for comprehension Activity 5 (pg. 121) – Read an advertisement Activity 6 (pg. 123) – Read a short story	<ul style="list-style-type: none"> Write an essay: narrative /descriptive /reflective / argumentative essay Activity 10 (pg. 128) – Write a review of an advertisement Activity 7 (pg. 124) – Write a point form summary

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	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	Revision		
		W&P	30 min	Revision		
	3	W&P	60 min	Revision		
		W&P	30 min	Revision		
		W&P	30 min	Revision		
	5	L&S	60 min	Oral Presentations		

Official Tracking of Curriculum Coverage

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

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

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

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

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

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

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

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

CAPS ANNUAL TEACHING PLAN GUIDE HOME LANGUAGE AND FIRST ADDITIONAL LANGUAGE SUGGESTED MINIMUM NUMBER OF INFORMAL / FORMATIVE ACTIVITIES COMPLETED BY THE LEARNER																			
Informal / Formative Activities	Total	Sample of activities should be moderated to ensure quality Departmental Heads School Management Team Subject Advisors				Term 1 10 weeks	Term 2 8 weeks	Term 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 activities	23 activities	31 activities	20 activities									
		Term 1	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	4	1	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. 																	
		<ul style="list-style-type: none"> Barrett taxonomy of 40:40:20 should be applied. 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	0	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	4	2	4	4	4	1	1	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, Short Stories or Drama)	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 9 Term 2.
- Please complete these tasks as detailed below.

GRADE 9 TERM 2 PROGRAMME OF FORMAL ASSESSMENT			
FORMAL ASSESSMENT TASK	ACTIVITY	MARKS	DATE COMPLETED
1	Reads aloud (see rubric below)	20	<i>Listen to individual learners read aloud throughout the term. This can be started in Term 1 and completed in Term 2.</i>
4	Writes a transactional writing: (2 short or 1 long: 20 marks) (see rubric below)	20	<i>Written before the controlled test.</i>
5	Response to text (see assessment task and memorandum below)	70	<i>Activities for this task do not have to be written in one session.</i>
Total		110	

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				
IMPLEMENTATION	Listen to individual learners read a standardised text throughout Terms 1 & 2				
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

1 long (20) or 2 short (2x10) = 20 marks

EXAMPLE RUBRIC TRANSACTIONAL WRITING: FORMAL LETTER			
MARKS	Maximum total of 20		
CONTENT	0-1	2-4	5-8
	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	2-3	4
	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	2-3	4
	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	2-3	4
	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 20		
CONTENT	0-1	2-3	4-6
	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	3-4
	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	3-4
	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	0-1	2-4	5-6
	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 20		
CONTENT	0-1	2-4	5-6
	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	3-4
	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	3-4
	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	0-1	2-4	5-6
	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: SPEECH			
MARKS	Maximum total of 20		
CONTENT	0-1	2-4	5-6
	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	2-3	4
	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	2-3	4
	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	0-1	2-4	5-6
	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 20		
CONTENT	0-1	2-4	5-6
	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: who, what, where when and why) of the incident are all clear.
STRUCTURE	0-1	2-3	4
	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	2-3	4
	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	0-1	2-4	5-6
	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: DIALOGUE			
MARKS	Maximum total of 20		
CONTENT	0-1	2-4	5-6
	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	2-3	4
	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	2-3	4
	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	0-1	2-4	5-6
	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. 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: INSTRUCTIONAL TEXT					
MARKS	Maximum total of 10				
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: ADVERTISEMENT			
MARKS	Maximum total of 10		
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: DIARY ENTRY			
MARKS	Maximum total of 10		
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'. Their 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 RESPONSE TO TEXT	
MARKS	Maximum total of 70
OBJECTIVE	CONTROLLED TEST RESPONSE TO TEXT (70 MARKS) <ul style="list-style-type: none"> • Question 1: Literary/ Non- Literary Text (25 marks) • Question 2: Visual Text (15 marks) • Question 3: 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.

Thebe Magugu – more than just designing clothes

1 Born in Galeshewe Township in Kimberley, Northern Cape, fashion designer Thebe Magugu has brought international fashion to SA and introduced his own local flavours to tell previously untold stories. Magugu’s ideas go further than just creating beautiful clothes. He uses his designs to tell the story of the perseverance and strength of SA’s ‘ordinary’ heroes — like his township community and family, traditional healers, and the women of the Black Sash.

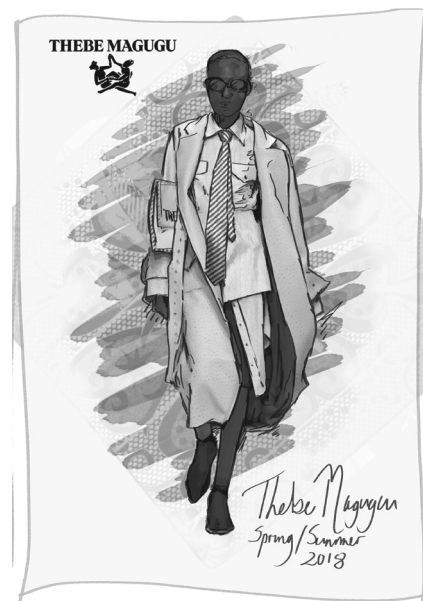
2 Just 28 years old, and only having graduated from Johannesburg’s Lisof School of Fashion and Design in 2016, Magugu’s list of accomplishments is already impressive. In 2019, he was the first African to be awarded the prestigious LVMH Prize for Young Fashion Designers. In 2020, he staged his first show at Paris Fashion Week. One of his creations is now in the permanent collection of the Fashion Institute of Technology in New York.

3 ‘When you’re young, you think about the surface. It’s all about the flash and the glamour. Having matured a bit, I see that fashion has a bigger responsibility. All my collabs must have a purpose and communicate key values.’

4 Magugu says that when fashion took a hit during Covid-19, it gave him an opportunity to rethink what he wanted to say as he collaborated with Adidas. ‘My purpose became about empowering communities, and Adidas has the same brand ideals. This collaboration is enabling me to harness the power of fashion to talk about a global catastrophe on a very localised level. Some people have different masks for each outfit, while others in hard-hit low-income areas don’t have access to masks at all. Our mask project has changed that for some communities. We’ve also been able to change schooling for the children in some communities, by bringing online teaching resources and skills within reach.’

5 Education and family are very close to Magugu’s heart. Without either, his goals would have been impossible to achieve. He learnt at an early age, from the women in his family, that fashion has power; that people can use their style both to communicate and to protect themselves.

6 Magugu reflects for a few moments before articulating the legacy he’d like to leave — a difficult question for someone so young. ‘I like the idea of giving people more knowledge and making them curious. I want to tell SA’s stories so that we don’t lose our history. My intention is to use fashion to expand people’s reference and knowledge about our culture and heritage. I want to be remembered for having been an example of perseverance and resilience; for being an inspiration to people who find themselves in tough spaces.’



QUESTIONS:

- 1 Where was Thebe Magugu born?** [1]
He was born in _____
- 2 In which year was he born?** [1]

- 3 Who are the people Magugu considers to be South Africa's 'ordinary' heroes?** [2]
_____ and _____
- 4 List two of Magugu's accomplishments by the age of 28** [2]
_____ and _____
- 5 What would you like to have accomplished in your life by the age of 28? How do you aim to reach these goals?** [2]
By the age of 28 I would like to _____
I will reach these goal/s by _____
- 6 How has Magugu's ideas about his work and his purpose changed as he has matured (aged)?** [2]
When he was younger, he _____, now he _____
- 7 True or False: When Covid-19 hit the world, everyone wanted to buy new fashion. Give a reason for your answer.** [2]
_____, because _____
- 8 How did Magugu and Adidas use fashion to help low-income communities?** [1]
They made _____
- 9 The word 'collab' in paragraph 3 is an abbreviation for what word?** [1]

- 10 Reread paragraph 4. Choose the word that is NOT a synonym for 'catastrophe':**
a Disaster
b Diagnosis
c Tragedy [1]

- 11 Magugu believes that 'fashion has power; that people can use their style to communicate'.**
Do you agree with his view? Why or why not? [2]
I _____, because _____
- 12 What can you infer about how Magugu feels about the women in his family?** [2]
I can infer _____
- 13 Choose the correct answer:**
Magugu wants to leave a legacy through his fashion
a of flash and glamour.
b that honours South Africa's past and present.
c that remembers South African struggle heroes. [1]

- 14 How would you like people to remember you? Do you have an idea, or is there something you would like to do or create? What would you like to leave as your legacy? Why?** [2]
I would like my legacy to be _____, because _____
- 15 Do you think the clothes people wear are important? Are we judged by what we wear? Is this a good thing? Explain your answer.** [2]
I think _____

16 Let's roll up our sleeves, everyone. We have lots to do today.

This idiom means:

- a Make your clothes neat**
 - b Design a new shirt**
 - c Prepare for work**
-

[1]

[TOTAL: 25]

TERM 2 FAT 5 RESPONSE TO TEXTS

PART B: READING COMPREHENSION – VISUAL TEXT

NAME: _____

INSTRUCTIONS:

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

F

SOUTH AFRICAN FASHION WEEK

Join in person or online in a variety of events from the 11th-18th June.

Live fashion shows and events happening at venues in all provinces.

Special YOUTH DAY focus on June 16th!

Virtual shows and interviews with designers, go behind the scenes and more!

For more info and to buy tickets go to: www.africafashionweek-2022.com

Local is lekker, lovely, loxion, laid-back, kulungile, loud, umhle, large, legit, int'ee, legendary! Local is lekker, lovely, loxion, laid-back, kulungile, loud, umhle, large, legit, int'ee

QUESTIONS:

- 1 When is the South African Fashion Week taking place?** [1]
It is taking place_____
- 2 True or False: You will be able to see designs and fashion from all over the African continent at this fashion week.**
Explain your answer. [2]
_____because_____
- 3 ‘Local is lekker, lovely, loxion, laid-back, kulungile, loud, umhle, large, legit, intle, legendary!’ This is an example of the figure of speech:**
a Assonance
b Alliteration
c Onomatopoeia [1]
...
- 4 Why do you think the writer of this advertisement used this figure of speech (repetition of the letter ‘l’)? What effect is created by doing this?** [2]
I think_____
- 5 Why is there a special focus on the youth on the 16th June?** [1]
There will be a focus on the youth_____
- 6 ‘info’ is an abbreviation for what word?** [1]

- 7 Which do you think is better: a virtual fashion show (watching it on your screen) or being there in person at the event? Why?** [2]
I think_____
- 8 Who do you infer would attend the events in this fashion week? Why?** [2]
I infer that_____
- 9 How would this fashion week be different to a fashion week in another country?** [1]
This fashion show would_____
- 10 How do the visual images give you information about the event?** [2]
The visual images_____

[TOTAL: 15]

TERM 2 FAT 5 RESPONSE TO TEXTS

PART C: SUMMARY

NAME: _____

INSTRUCTIONS:

- Reread the text from Part A, 'Thebe Magugu – more than just designing clothes'.
- 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:

- Answer the questions that follow.

QUESTIONS:

1 Change the following sentences into the simple past tense:

He uses his designs to tell the story of the perseverance and strength of SA's 'ordinary' heroes. [1]

2 Change the following into the future tense:

One of his creations is in the permanent collection in New York. [1]

3 Change the sentence into the active voice:

Magugu's ideas and designs are influenced by the women in his family. [1]

4 Rewrite this complex sentence and underline the main clause:

Some people have different masks for each outfit, while others in hard-hit low-income areas don't have access to masks at all. [1]

5 Rewrite this sentence and complete it with your own subordinate clause:

I have never been to a fashion show... [1]

6 Join these two simple sentences with a conjunction to form a compound sentence:

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

Thebe Magugu is successful overseas. He has remained involved in his local community and country. [1]

7 Rewrite the following statement as a question:

You are going to present your ideas at South African Fashion Week next year. [1]

8 Reread the text and find and write down an example of:

- a a proper noun _____ (parag 1)
- b an adjective _____ (parag 1)
- c a pronoun _____ (parag 4)
- d a conjunction _____ (parag 4) [4]

9 Fill in the apostrophes correctly.

Magugus designs show hes influenced by local people and stories. [2]

10 Change the following from direct speech into indirect speech:

'I like the idea of giving people more knowledge and making them curious,' Magugu reflected. [2]

11 Change the following from indirect to direct speech:

The director of Lisof School of Fashion and Design was very proud of Thebe Magugu's achievements. [2]

12 Find a synonym for 'global' in paragraph 1. [1]

13 Add a prefix to the word 'ordinary' (paragraph 1) to change the meaning of the word to mean strange or special. [1]

14 Choose the idiom that fits best.

I know you're in a hurry but (*try to stay calm*) I'm going as fast as I can!

- a pull up your socks
- b take your hat off
- c keep your shirt on [1]

[TOTAL: 20 MARKS]

MEMORANDUM: GRADE 9 TERM 2 2022

FAT 5: Response to text

PART A: READING COMPREHENSION

QUESTIONS:

- 1 Where was Thebe Magugu born?** [1]
He was born in Galeshewe Township in Kimberley, Northern Cape.
- 2 In which year was he born?** [1]
1993
- 3 Who are the people Magugu considers to be South Africa's 'ordinary' heroes?** [2]
His township community / his family / traditional healers / the women of the Black Sash / any 2
- 4 List two of Magugu's accomplishments by the age of 28.** [2]
He was the first African to be awarded the prestigious LVMH Prize for Young Fashion Designers. / He staged his first show at Paris Fashion Week. / One of his creations is now in the permanent collection of the Fashion Institute of Technology in New York. / any 2
- 5 What would you like to have accomplished in your life by the age of 28? How do you aim to reach these goals?** [2]
By the age of 28 I would like to... learner's own response
I will reach these goal/s by... learner's own response
- 6 How has Magugu's ideas about his work and his purpose changed as he has matured (aged)?** [2]
When he was younger, he thought it was all about what it looked like, the 'flash and the glamour', now he sees that he has a responsibility and wants to help people and spread his message. / Learner's own answer
- 7 True or False: When Covid-19 hit the world, everyone wanted to buy new fashion. Give a reason for your answer.** [2]
False, because when Covid-19 hit the world, fashion took a hit which means that no one was interested in fashion. /learner's own response
- 8 How did Magugu and Adidas use fashion to help low-income communities?** [1]
They made masks for people.
- 9 The word 'collab' in paragraph 3 is an abbreviation for what word?** [1]
collaboration
- 10 Reread paragraph 4. Choose the word that is NOT a synonym for 'catastrophe':**
a Disaster
b Diagnosis
c Tragedy [1]
- 11 Magugu believes that 'fashion has power; that people can use their style to communicate'. Do you agree with his view? Why or why not?** [2]
I ..., because... learner's own response
- 12 What can you infer about how Magugu feels about the women in his family?** [2]
I can infer that he respects and admires the women in his family. He has learnt a lot from them. /Learner's own response

13 Choose the correct answer:

Magugu wants to leave a legacy through his fashion

a of flash and glamour.

b that honours South Africa's past and present.

c that remembers South African struggle heroes.

[1]

14 How would you like people to remember you? Do you have an idea, or is there something you would like to do or create? What would you like to leave as your legacy? Why? [2]

I would like my legacy to be..., because... learner's own answer

15 Do you think the clothes people wear are important? Are we judged by what we wear? Is this a good thing? Explain your answer. [2]

I think people are judged by the clothes they wear so it is important what you look like as people will treat you according to how you look. / I think you should be confident in yourself and wear what you want to look however you want. It is bad that people judge based on what we look like on the outside. We should get to know someone and then you can know what kind of person they are. / Learner's own response

16 Let's roll up our sleeves, everyone. We have lots to do today.

This idiom means:

a Make your clothes neat

b Design a new shirt

c Prepare for work

[1]

[TOTAL: 25]

FAT 5: Response to text

PART B: READING COMPREHENSION VISUAL TEXT

QUESTIONS:

- 1 When is the South African Fashion Week taking place?** [1]
It is taking place from the 11 – 18 June.
- 2 True or False: You will be able to see designs and fashion from all over the African continent at this fashion week. Explain your answer.** [2]
False because this is a South African event, so there will only be designers and fashion from South Africa.
- 3 ‘Local is lekker, lovely, loxion, laid-back, kulungile, loud, umhle, large, legit, intle, legendary!’ This is an example of the figure of speech:**
- a Assonance
 - b Alliteration**
 - c Onomatopoeia
- [1]
- 4 Why do you think the writer of this advertisement used this figure of speech (repetition of the letter ‘l’)? What effect is created by doing this?** [2]
I think the repeated ‘l’ sound catches the reader’s eye and ear. /It makes it sound fun and happening./I think using words with ‘l’ from different South African languages is also interesting and makes you think of South Africa and how much there is and how much creativity there is. / Learner’s own response
- 5 Why is there a special focus on the youth on the 16th June?** [1]
There will be a focus on the youth on the 16th June because that is Youth Day, a public holiday in South Africa.
- 6 ‘info’ is an abbreviation for what word?** [1]
information
- 7 Which do you think is better: a virtual fashion show (watching it on your screen) or being there in person at the event? Why?** [2]
I think it’s better to watch on your screen because then you can be comfortable, and everything is quiet around you and you can just focus on the fashion. You can watch it when it suits you. / I think it’s better to be there in person because then you can see the actual clothes and be part of the excitement and the live action. All your senses are involved: sight, smell, touch, sound, even maybe taste. It’s the real experience. / Learner’s own answer.
- 8 Who do you infer would attend the events in this fashion week? Why?** [2]
I infer that people who are interested in fashion. / Designers./ Shops who want to buy clothes./ People who would like to be fashion designers./ Creative people./ People who like to be part of events./ Learner’s own responses
- 9 How would this fashion week be different to a fashion week in another country?** [1]
This fashion show would have only South African work. / It would maybe reflect or represent South African culture or heritage or animals or plants in some way./ The music and the languages of the event would be South African. / Learner’s own responses
- 10 How do the visual images give you information about the event?** [2]
The visual images show both men and women’s fashion will be on show./ The designs are bold, colourful and dramatic./ The fashions will all be by local South African designers with a local flavour./ Learner’s own response.

[TOTAL: 15]

FAT 5: Response to text

PART C: SUMMARY

QUESTIONS:

- 1 This text is about...** learner's own response / e.g. Thebe Magugu and his work and his ideas. The text give information about the designer, his accomplishments and his ideas about being a designer. [2]
- 2 The author wrote the text so that the reader...** learner's own response / e.g. has more information about this person. There are lots of facts and quotes that tell us more about his work. [2]
- 3 In the text I learnt** learner's own response / e.g. that he does more than just designs beautiful clothes. Magugu is also very concerned with helping people and working with people who want the same things he does. [2]
- 4 I liked ...because...** learner's own response / e.g. I liked learning more about Magugu and his ideas because I always thought fashion was about beautiful things. I never thought you could use fashion to honour people or admire a heritage. [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:

He used his designs to tell the story of the perseverance and strength of SA's 'ordinary' heroes. [1]

2 Change the following into the future tense:

One of his creations was in the permanent collection in New York. [1]

3 Change the sentence into the active voice:

The women in Magugu's family have influenced his ideas and designs. [1]

4 Rewrite this complex sentence and underline the main clause:

Some people have different masks for each outfit, while others in hard-hit low-income areas don't have access to masks at all. [1]

5 Rewrite this sentence and complete it with your own subordinate clause:

I have never been to a fashion show because... learner's own response

e.g. I have never been to a fashion show although there was one at the shopping centre last month.

e.g. I have never been to a fashion show because I don't have enough money.

e.g. I have never been to a fashion show though I would love to! [1]

6 Join these two simple sentences with a conjunction to form a compound sentence:

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

Thebe Magugu is successful overseas but/and/yet he has remained involved in his local community and country. [1]

7 Rewrite the following statement as a question:

Are you going to present your ideas at South African Fashion Week next year? [1]

8 Reread the text and find and write down an example of:

a a proper noun - Galeshewe/Kimberley/Northern Cape/Thebe Magugu/SA/Black Sash (par 1)

b an adjective - international/local/previously/untold/beautiful/ordinary/township/traditional (par 1)

c a pronoun __him/he/my/me/our/we__ (parag 4)

d a conjunction _and/while/by_____ (parag 4) [4]

9 Fill in the apostrophes correctly.

Magugu's designs show he's influenced by local people and stories. [2]

10 Change the following from direct speech into indirect speech:

Magugu reflected/said that he liked the idea of giving people more knowledge and making them curious. [2]

11 Change the following from indirect to direct speech:

'I am so proud of Thebe Magugu's achievements,' the director of Lisof School of Fashion and Design exclaimed. [2]

12 Find a synonym for 'global' in paragraph 1. [1]

international

13 Add a prefix to the word 'ordinary' (paragraph 1) to change the meaning of the word to mean strange or special. [1]

extraordinary

14 Choose the idiom that fits best.

I know you're in a hurry but (*try to stay calm*) I'm going as fast as I can!

- a pull up your socks
- b take your hat off
- c **keep your shirt on**

[1]

[TOTAL: 20 MARKS]

