



**basic education**

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



# **Planner & Tracker for Recovery ATP**

## **First Additional Language: English**



### **Grade 7 Term 4**



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# Introduction

Dear Senior Phase Teachers,

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

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

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

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

You are truly building our nation.

With very best wishes for the term ahead,

**The DBE / NECT Recovery ATP Trackers Team**



# Recovery ATP Requirements

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

<b>SUMMARY: LISTENING &amp; SPEAKING</b>
<b>1 Understand and use the Reading Process, including:</b> <ul style="list-style-type: none"><li><b>a</b> Pre Listening (Introduce the text)</li><li><b>b</b> During Listening (Note-taking, interpreting, recognizing)</li><li><b>c</b> Post Listening (Answer questions, compare and contrast, summarize etc.)</li></ul>
<b>2 Engage with different kinds of texts (information, literary, etc.) as follows:</b> <ul style="list-style-type: none"><li><b>a</b> Listen to the text for understanding</li><li><b>b</b> Discuss the structure, development of ideas, and language conventions</li><li><b>c</b> Ask and answer questions</li><li><b>d</b> Share ideas</li></ul>
<b>3 Understand and use conventions for oral presentations, including:</b> <ul style="list-style-type: none"><li><b>a</b> Body language</li><li><b>b</b> Language use</li><li><b>c</b> Register</li><li><b>d</b> Tone</li><li><b>e</b> Pace</li><li><b>f</b> Intonation</li><li><b>g</b> Voice projection</li><li><b>h</b> Fluency</li><li><b>i</b> Pronunciation</li><li><b>j</b> Strong introduction and conclusion</li><li><b>k</b> Appropriate topic choice</li><li><b>l</b> Coherent information organization</li></ul>
<b>4 Understand use appropriate structures for oral presentations, for example:</b> <ul style="list-style-type: none"><li><b>a</b> Introduction, body, conclusion</li><li><b>b</b> Introducing a speaker</li><li><b>c</b> Teacher-led discussion</li><li><b>d</b> Prepared speech</li></ul>
<b>5 Understand and use reading conventions for Unprepared and Prepared Reading, including:</b> <ul style="list-style-type: none"><li><b>a</b> Use of voice</li><li><b>b</b> Tone</li><li><b>c</b> Pace</li><li><b>d</b> Adherence to punctuation</li><li><b>e</b> Body language</li><li><b>f</b> Contact with audience</li></ul>

## 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 Develop comprehension of:
  - Character
  - Action
  - Dialogue
  - Plot and conflict
  - Turning point
  - Background / milieu
  - The role of the narrator
  - Setting
  - Theme
  - Conclusion / ending

### 3 Reading of transactional texts

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

### 4 Reading of Poetry

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

**5 Comprehend various texts, for example;** short story/drama, novel, folktale, drama, diary entry, email, flyer

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

- a** Skim for main ideas
- b** Scan for supporting details
- c** Make predictions
- d** Meaning inference (infer the meaning of unfamiliar words and images)
- e** Fact vs. opinion
- f** Development of own opinion
- g** Visualise
- h** Intensive read for comprehension, including:
  - The meaning of words
  - View of character
  - Fact and opinion
  - Implied meaning (inference)
  - Fact vs. opinion
  - Viewpoint of writer
  - Emotive/manipulative language

#### **SUMMARY: WRITING & PRESENTING**

**7 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

**8 Learn about and write Transactional Texts, for example:** writing directions, emails, posters, diary entries, flyers, essays

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

- a** Requirements of format and style
- b** Target audience, purpose and context
- c** Correct information and content
- d** Personal voice, tone, register
- e** Word choice
- f** Appropriate language use
- g** Logical order of text
- h** Sentence structure, length and type
- i** Selection and use of visual design elements, including symbols, colour, placement (when required)



## SUMMARY: LANGUAGE STRUCTURES AND CONVENTIONS

### 10 Word Level Work

- a Collective pronouns
- b Reflexive pronouns
- c Interrogative, demonstrative and indefinite pronouns
- d Comparative and superlative adjectives
- e Complex nouns
- f Comparative and superlative adjectives
- g Simple, compound and complex prepositions
- h Auxiliary verbs
- i Finite verbs
- j Prefixes, suffixes and roots

### 11 Sentence Level Work

- a Direct and reported speech
- b Adjectival and adverbial clauses
- c Simple, compound, and complex sentences
- d Persuasive and emotive language
- e Bias and prejudice
- f Stereotypes
- g Rhetoric devices
- h Questions and prompts
- i Subject-verb agreement
- j Question forms
- k Negation
- l Abbreviated statements

### 12 Punctuation & Spelling

- a Apostrophe
- b Comma
- c Full stop
- d Question mark
- e Exclamation marks
- f Semicolon
- g Inverted commas
- h Font

### 13 Word Meaning

- a Synonym
- b Antonym
- c Figurative
- d Literal
- e Contextual

### 14 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:

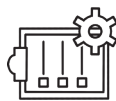
CAPS TIME ALLOCATION	GRADES 7–9
Listening & Speaking	2 hours
Reading & Viewing	3 h 30 min
Writing & Presenting	3 h 30 min
Language Structures & Conventions	1 hour
<b>TOTAL</b>	<b>10 HOURS</b>

- What follows is an example CAPS-aligned cycle routine, that you may choose to use.
- The routine includes a brief description of example ‘generic’ lesson activities.
- Following this example routine and the example lesson activities will ensure that:
  - a** The CAPS time allocations for each component are correct
  - b** The CAPS skills and content requirements are met
  - c** There is a logical progression from receptive language to expressive language in every theme
  - d** Learners are supported through repetition and scaffolding
  - e** The learning programme is text-based and communicative, as per CAPS
- When planning the content for each cycle, please consider:
  - a** A theme for each cycle. The ‘Curriculum Planner’ framework from page 9–20 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	<b>Oral:</b> introduce theme, activate background knowledge, teach theme vocabulary	30 minutes	30 minutes			
		L&S	<b>Listening:</b> learners listen to text/teacher input, answer questions	30 minutes		30 minutes		
	2	L&S	<b>Speaking:</b> learners discuss listening text/teacher input	30 minutes		30 minutes		
		R&V	<b>Shared Reading Pre-Read:</b> explain the text features, learners skim and scan text, make predictions	30 minutes			30 minutes	
	3	LSC	<b>Oral:</b> teach theme vocabulary, word level work	30 minutes	30 minutes			
		R&V	<b>Shared Reading First Read:</b> read text aloud as learners follow, ask and answer questions, introduce LSC in context	30 minutes			30 minutes	
	4	W&P	<b>Teach and practice LSC:</b> that will be used in writing task	30 minutes				30 minutes
		R&V	<b>Shared Reading Second Read:</b> re-read text, ask and answer questions, discuss text, learners formulate own questions about text	30 minutes			30 minutes	
	5	R&V	<b>Paired / Independent Reading:</b> 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	<b>Comprehension:</b> explicitly teach learners to use a comprehension strategy	30 minutes			30 minutes	
		R&V	<b>Shared Reading Post-Read:</b> learners complete an activity related to text	30 minutes			30 minutes	
	2	W&P	<b>Writing – Teach the Genre:</b> 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	<b>Writing – Planning:</b> 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	<b>Writing – Drafting:</b> provide drafting scaffold, model how to use your plan and the drafting scaffold to write a draft, explain the editing criteria, learners complete their own drafts using the scaffold	60 minutes				60 minutes
		W&P	<b>Writing – Editing:</b> provide an editing checklist, explain the editing checklist, model how to use the editing checklist to edit your draft, learners edit their own or partner's drafts using the editing checklist	30 minutes				30 minutes
	5	W&P	<b>Writing: Publishing &amp; Presenting:</b> model how to publish (rewrite edited script; add title; illustrate), learners publish their own edited scripts and share their final scripts with partner / whole class	30 minutes				30 minutes
		L&S	<b>Oral Presentations:</b> 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			
				<b>10 hours</b>	<b>1 hour</b>	<b>2 hours</b>	<b>3 h 30 min</b>	<b>3 h 30 min</b>



# 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	<b>Chapter 15: Buildings and places...in honour of Heroes (pg. 227)</b> Buildings are one way in which we preserve memories of the past. This chapter explores special buildings and the language associated with buildings and maps. Learners will deliver a vote of thanks, read about a hero, and give their own directions to a landmark.	<ul style="list-style-type: none"> <li>Unprepared speech</li> <li>Reading aloud</li> </ul> <p><b>Activity 1 (pg. 228)</b> – Deliver a vote of thanks <b>Activity 2 (pg. 230)</b> – Read aloud</p>	<ul style="list-style-type: none"> <li>Read a literary text, e.g.: Drama/ novel/folktale</li> <li>Comprehension of a written and visual text</li> </ul> <p><b>Activity 3 (pg. 231)</b> – Read a short story <b>Activity 4 (pg. 233)</b> – Read an information text <b>Activity 7 (238)</b> – Read a map</p>	<ul style="list-style-type: none"> <li>Writes transactional text e.g.: giving directions</li> </ul> <p><b>Activity 8 (pg. 240)</b> – Give directions to a landmark</p>
<i>English Today</i> Maskew Miller Longman	<b>Chapter 15: Let's dance (pg. 188)</b> In this chapter learners will talk and read about dancing. Learners will introduce a speaker, read aloud, read written and visual texts, and write directions.	<p><b>Activity 1 (pg. 189)</b> – Introduce a speaker <b>Activity 9 (pg. 194)</b> – Prepared reading aloud</p>	<p><b>Activity 2 &amp; 3 (pg. 189)</b> – Read an extract and answer questions <b>Activity 8 (pg. 192)</b> – Read a novel extract <b>Activity 12 (pg. 196)</b> – Read a map</p>	<p><b>Activity 13 (pg. 197)</b> – Write directions</p>
<i>Oxford Successful</i> <i>Oxford University</i> Press	<b>Unit 15: The power of words (pg. 257)</b> Words and acts of kindness can really improve someone's day or outlook on life. In this unit learners will explore how powerful kind words and actions can be.	<p><b>Activity 1 (pg. 258)</b> – Present an unprepared vote of thanks <b>Activity 10 (pg. 273)</b> – Prepared reading aloud</p>	<p><b>Activity 4 (pg. 262)</b> – Read a short story <b>Activity 8 (pg. 269)</b> – Read a comic strip</p>	<p><b>Activity 6 (pg. 267)</b> – Write directions</p>

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>Spot on Pearson Marang</i>	<b>Module 15: Life lessons (pg. 173)</b> Making wise choices is a skill that is learnt and developed over time. In this module – learners are encouraged to think about the lessons they have and can learn from life.	<b>Activity 1.2&amp;1.3 (pg. 173)</b> – Present an unprepared speech	<b>Activity 2.1 (pg. 177)</b> – Read a short story <b>Activity 5.2&amp;5.3 (pg. 182)</b> – Read a graph	<b>Activity 4.2 (pg. 179)</b> – Write a friendly letter
<i>Platinum Maskew Miller Longman</i>	<b>Chapter 15: Friend or foe (pg. 203)</b> Friends are people you can count on and enjoy being with, while a foe is an enemy. Not all friends are good for you though. Some people use friendship to control others or get them to do bad things. This is called bullying. In this chapter, you will read more about bullies and how to deal with bullies.	<b>Activity 2 (pg. 204)</b> – Read a paragraph out loud <b>Activity 9 (pg. 215)</b> – Make an unprepared speech	<b>Activity 3 (pg. 205)</b> – Read a report <b>Activity 4 (pg. 207)</b> – Read an extract from a novel	<b>Activity 5 (pg. 211)</b> – Write a letter of apology <b>Activity (pg. 212)</b> – Write your own letter
<i>Top Class Shuter &amp; Shooter</i>	<b>Unit 15: Found! (pg. 184)</b> In this unit learners will write directions for guests to get to a party for someone who has been found, they will learn how to introduce a speaker and give a vote of thanks.	<b>Activity A (pg. 184)</b> – Introduce a speaker <b>Activity B (pg. 185)</b> – Read aloud	<b>Activity C (pg. 186)</b> – Read an extract <b>Activity G (pg. 189)</b> – Read an information and visual text	<b>Activity H (pg. 190)</b> – Give directions to a party
<i>Via Afrika Via Afrika</i>	<b>Unit 16: Musicians (pg. 176)</b> There are hundreds of genres of music – from hip-hop to classical. This unit learners look at various musicians and their styles.	<b>Activity 1 (pg. 176)</b> – Read aloud <b>Activity 6 (pg. 183)</b> – Introduce a speaker	<b>Activity 2&amp;3 (pg. 179)</b> – Read a short story <b>Activity 7 (pg. 185)</b> – Read for comprehension	<b>Activity 4 (pg. 182)</b> – Write a friendly letter <b>Activity 8 (pg. 185)</b> – Write directions
<i>Clever English Macmillan South Africa</i>	<b>Unit 16: Celebrities! (pg. 197)</b> A celebrity is known well and gets lots of public attention or has a large following people. Learners will look at various celebrities and learn more about different kinds of celebrities.	<b>Activity 2 (pg. 198)</b> – Listen to an article <b>Activity 3 (pg. 200)</b> – Introduce someone <b>Activity 4 (pg. 200)</b> – Read aloud	<b>Activity 5&amp;6 (pg. 203)</b> – Read a folktale <b>Activity 8 (pg. 206)</b> – Read the rest of the folktale	<b>Activity 9 (pg. 208)</b> – Design an invitation <b>Extra activity 3 (pg. 211)</b> – Design a poster

### Plan your Lessons for Term 4 Cycle 1

WEEK	DAY	COMP	TIME	LESSON ACTIVITY (See details on page x)	ACTUAL ACTIVITY / NOTES	DATE COMPLETED
1	1	LSC	30 min	Oral		
		L&S	30 min	Listening		
	2	L&S	30 min	Speaking		
		R&V	30 min	Shared Reading Pre-Read		
	3	LSC	30 min	Oral		
		R&V	30 min	Shared Reading First Read		
	4	W&P	30 min	Teach and practice LSC		
		R&V	30 min	Shared Reading Second Read		
	5	R&V	60 min	Paired / Independent Reading		
		R&V	30 min	Comprehension		
2	1	R&V	30 min	Shared Reading Post-Read		
		W&P	30 min	Writing – Teach the Genre		
	2	W&P	30 min	Writing – Planning		
		W&P	60 min	Writing – Drafting		
	3	W&P	30 min	Writing – Editing		
		W&P	30 min	Writing: Publishing & Presenting		
	5	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	<b>Module 16: Sports Heroes (pg. 241)</b> Sports creates wonderful opportunities for all people of all ages. In this module learners will learn more about sport heroes and their journeys through reading media and personal texts. They will also learn about the meaning behind being a hero after reading a fable.	<ul style="list-style-type: none"> <li>Listening comprehension</li> <li>Discuss use of transactional texts e.g.: email, poster, diary entry or flyers</li> </ul> <p><b>Activity 1 (pg. 242)</b> – Participate in a quiz and listen to an information text  <b>Activity 2 (pg. 245)</b> – Read and discuss a poster, email, flyer and diary entry</p>	<ul style="list-style-type: none"> <li>Read a text which contains a transactional text e.g.: email, flyer</li> <li>Read poetry or folklore</li> </ul> <p><b>Activity 3 (pg. 248)</b> – Read a diary entry  <b>Activity 4 (pg. 250)</b> – Read a fable</p>	<ul style="list-style-type: none"> <li>Writes transactional text e.g.: email, posters, diary entry or flyer</li> </ul> <p><b>Activity 7 (pg. 253)</b> – Write a diary entry and an email</p>
<i>English Today</i> Maskew Miller Longman	<b>Chapter 16: Being a teen (pg. 199)</b> Learners will explore the topic of being a teenager and what kind of experiences teenagers go through. Learners will read a teen’s diary entry and a poem and write their own diary entry.	<p><b>Activity 1 (pg. 200)</b> – Listen, take notes and answer questions  <b>Activity 8 (pg. 207)</b> – Take part in a group discussion</p>	<p><b>Activity 3 &amp; 4 (pg. 201)</b> – Read diary entries  <b>Activity 9 &amp; 10 (pg. 207)</b> – Read a poem and answer questions</p>	<p><b>Activity 7 (pg. 205)</b> – Write a diary entry</p>
<i>Oxford Successful</i> <i>Oxford University</i> Press	<b>Unit 16: Technology at its best and worst (pg. 275)</b> This chapter will explore the topic of technology. Learners will explore the good and bad aspects of technology, the history of some technologies and the vocabulary related to technology. They will also write diary entries related to technology.	<p><b>Activity 3 (pg. 279)</b> – Listen to a news report  <b>Activity 9 (pg. 290)</b> – Take part in a debate</p>	<p><b>Activity 1 (pg. 276)</b> – Read an email  <b>Activity 6 (pg. 285)</b> – Read two poems</p>	<p><b>Activity 2 (pg. 279)</b> – Prepare an internet poster  <b>Activity 5 (pg. 282)</b> – Write diary entries</p>
<i>Spot on</i> Pearson Marang	<b>Module 16: My colourful world (pg. 185)</b> Colourful can be used to describe both people and things. A colourful person is very interesting. Learners will learn more about colours and colourful people in this module.	<p><b>Activity 3.2 (pg. 190)</b> – Listen to a poem  <b>Activity 4.2 (pg. 192)</b> – Listening comprehension</p>	<p><b>Activity 1.1&amp;1.2 (pg. 186)</b> – Read a diary entry</p>	<p><b>Activity 2.2 (pg. 189)</b> – Create a poster  <b>Activity 3.4 (pg. 191)</b> – Write a diary entry</p>



TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
Platinum Maskew Miller Longman	<b>Chapter 16: Friends of the forest (pg. 217)</b> Rainforests are special regions which hold great amounts of biodiversity and life. They are called rainforests because it is nearly always raining in these forests. Learners will listen to and read more about these amazing forests!	<ul style="list-style-type: none"> <li>Listening comprehension</li> <li>Discuss use of transactional texts e.g.: email, poster, diary entry or flyers</li> </ul>	<ul style="list-style-type: none"> <li>Read a text which contains a transactional text e.g.: email, flyer</li> <li>Read poetry or folklore</li> </ul>	<ul style="list-style-type: none"> <li>Writes transactional text e.g.: email, posters, diary entry or flyer</li> </ul>
Top Class Shuter & Shooter	<b>Unit 16: Blessing the seeds (pg. 195)</b> In this unit learners will find out about traditional farming practices and two different blessing ceremonies. They will explore formal and informal writing.	<ul style="list-style-type: none"> <li>Activity 2 (pg. 218) – Listen to a television interview</li> <li>Activity 3 (pg. 219) – Have a group discussion</li> <li>Activity 6 (pg. 226) – Discuss diary entries</li> <li>Activity A&amp;B (pg. 195) – Listen to a TV news item</li> <li>Activity E (pg. 198) – Group discussion about transactional texts</li> </ul>	<ul style="list-style-type: none"> <li>Activity 4 (pg. 220) – Read an information article</li> <li>Activity 5 (pg. 222) – Read a diary entry</li> <li>Activity 8 (pg. 227) – Read a poem</li> <li>Activity F (pg. 199) – Read transactional texts</li> <li>Activity H (pg. 202) – Read a poem</li> </ul>	<ul style="list-style-type: none"> <li>Activity 7 (pg. 227) – Write a diary entry</li> <li>Activity I (pg. 203) – Write a friendly email</li> </ul>
Via Afrika Via Afrika	<b>Unit 17: Being connected (pg. 187)</b> Today – it is very easy to be connected to friends and family around the world. In this unit, learners will look at how the internet has connected us and the various methods we use to connect with each other like emails.	<ul style="list-style-type: none"> <li>Activity 1 (pg. 187) – Listening comprehension</li> <li>Activity 5 (pg. 192) – Group discussion on the use of email</li> </ul>	<ul style="list-style-type: none"> <li>Activity 2 (pg. 188) – Read an email</li> <li>Activity 6 (pg. 193) – Read a poem</li> </ul>	<ul style="list-style-type: none"> <li>Activity 3 (pg. 190) – Write an email</li> <li>Activity 7 (pg. 194) – Write a formal email</li> </ul>
Clever English Macmillan South Africa	<b>Unit 17: The world in one country (pg. 212)</b> In this unit, learners will look at how well they know the country they live in, South Africa. They will explore many facets of South Africa such as South African news, landscape, and people.	<ul style="list-style-type: none"> <li>Activity 2&amp;3 (pg. 214) – Hold a discussion and listen to a news report</li> </ul>	<ul style="list-style-type: none"> <li>Activity 5&amp;6 (pg. 217) – Read a diary entry</li> <li>Activity 7 (pg. 220) – Read a poem in groups</li> </ul>	<ul style="list-style-type: none"> <li>Activity 8 (pg. 221) – Write a diary entry</li> </ul>

## Plan Your Lessons for Term 4 Cycle 2

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



# Curriculum Planner: Cycle 3

## Textbook References

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

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>Interactive English</i> S.M.I.L.E	<b>Chapter 17: Unsung heroes (pg. 255)</b> Many people achieve amazing things and contribute to their community in many ways without expecting praise and fame. Learners will read more about these unsung heroes and the reasons they do what they do.	<ul style="list-style-type: none"> <li>Listening comprehension</li> <li>Prepared speech</li> </ul> <b>Activity 1 (pg. 256)</b> – Listening comprehension <b>Activity 2 (pg. 257)</b> – Present a prepared speech	<ul style="list-style-type: none"> <li>Reads a literature text e.g.: short story/drama/youth novel</li> <li>Read and analyse poetry</li> </ul> <b>Activity 3 (pg. 259)</b> – Read a folktale <b>Activity 4 (pg. 262)</b> – Read poetry	<ul style="list-style-type: none"> <li>Revision and preparation for exams</li> <li>Revise essay writing</li> </ul> <b>Activity 6 (pg. 264)</b> – Write a descriptive essay
<i>English Today</i> Maskew Miller Longman	<b>Chapter 17: Making choices (pg. 211)</b> In this chapter learners are encouraged to think about the choices they make. Learners will learn more about good versus bad choices. Learners will listen to an information text, read a short story, and write	<b>Activity 1 &amp; 2 (pg. 212)</b> – Listen to a text, make notes, and answer questions <b>Activity 11 (pg. 219)</b> – Present a prepared speech	<b>Activity 3 &amp; 4 (pg. 213)</b> – Read a story extract <b>Activity 8 &amp; 9 (pg. 217)</b> – Read a poem	<b>Activity 10 (pg. 218)</b> – Plan and write a speech <b>Activity 12 (pg. 220)</b> – Write a narrative paragraph <b>Activity 13 (pg. 221)</b> – Write a descriptive paragraph
<i>Oxford Successful</i> <i>Oxford University</i> Press	<b>Unit 17: The art of communicating (pg. 293)</b> Communication is a lot more complex than most learners may think. This unit explores different types of communication and how to communicate effectively in different contexts.	<b>Activity 1 (pg. 294)</b> – Listen to and discuss an information text <b>Activity 9 (pg. 309)</b> – Prepare and present a speech	<b>Activity 2 (pg. 295)</b> – Read a poem <b>Activity 8 (pg. 306)</b> – Read an African folktale	<b>Activity 5 (pg. 301)</b> – Write a descriptive essay <b>Activity 8 (pg. 221)</b> – Write minutes of a meeting

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>Spot on Pearson Marang</i>	<b>Module 17: Amazing animals! (pg. 195)</b> Africa is full of amazing animals and incredible scenery. Learners will learn more about English through exploring animal stories and facts.	<ul style="list-style-type: none"> <li>Listening comprehension</li> <li>Prepared speech</li> </ul> <b>Activity 1.4 (pg. 198)</b> – Discuss features of a story <b>Activity 4.1–4.3 (pg. 201)</b> – Listening comprehension <b>FAT (pg. 205)</b> – Present a prepared speech	<ul style="list-style-type: none"> <li>Reads a literature text e.g.: short story/drama/youth novel</li> <li>Read and analyse poetry</li> </ul> <b>Activity 1.2&amp;1.3 (pg. 196)</b> – Read a fable	<ul style="list-style-type: none"> <li>Revision and preparation for exams</li> <li>Revise essay writing</li> </ul> <b>Activity 5.3 (pg. 203)</b> – Write a descriptive essay
<i>Platinum Maskew Miller Longman</i>	<b>Chapter 17: Animal attitudes (pg. 233)</b> Animals have existed for as long as humans. Over time, our attitudes towards animals have changed. In this chapter, learners will learn more about how our attitudes have changed over time and think about what animals might think of humans.	<b>Activity 2 (pg. 234)</b> – Listen to and discuss a magazine article <b>Activity 3 (pg. 235)</b> – Present a prepared speech	<b>Activity 4 (pg. 237)</b> – Read a story <b>Activity 5 (pg. 240)</b> – Read a poem	<b>Activity 6 (pg. 241)</b> – Revise essay writing
<i>Top Class Shuter &amp; Shooter</i>	<b>Unit 17: Seeing clearly (pg. 207)</b> Sometimes, we do not see things as they are. Our attitudes will change the way we perceive things. In this unit, learners will look at some of the things that may stop us from seeing things clearly: prejudice, bias and stereotype.	<b>Activity A (pg. 207)</b> – Listen to a story <b>Activity B&amp;C (pg. 208)</b> – Prepare your speech	<b>Activity F (pg. 211)</b> – Read an extract from a novel <b>Activity G (pg. 213)</b> – Read a poem	<b>Activity H (pg. 215)</b> – Plan and write a narrative essay
<i>Via Afrika Via Afrika</i>	<b>Unit 18: Overcoming adversity (pg. 197)</b> Overcoming adversity is a powerful life skill. This unit explores ways in which people have taken bad situations and made good out of them.	<b>Activity 1 (pg. 197)</b> – Listening comprehension <b>FAT (pg. 202)</b> – Prepared speech	<b>Activity 2 (pg. 199)</b> – Read a folktale <b>Activity 5 (pg. 203)</b> – Read a poem	<b>Activity 3 (pg. 201)</b> – Plan and draft a narrative essay <b>Activity 6 (pg. 204)</b> – Write, revise and edit narrative essay
<i>Clever English Macmillan South Africa</i>	<b>Unit 18: Cooking up a storm! (pg. 227)</b> Cooking is a great passion for many people. There are hundreds of different ingredients to experiment with to make new and exciting dishes. Learners will explore topics like various food types, South African cooking, and passionate chefs.	<b>Activity 2 (pg. 228)</b> – Listening comprehension <b>Activity 3 (pg. 230)</b> – Present a prepared speech	<b>Activity 4 (pg. 230)</b> – Read about South African foods <b>Activity 5 (pg. 231)</b> – Read a story <b>Activity 6 (pg. 234)</b> – Read a poem	<b>Activity 7 (pg. 235)</b> – Write a descriptive essay

### Plan Your Lessons for Term 4 Cycle 3

WEEK	DAY	COMP	TIME	LESSON ACTIVITY (See details on page x)	ACTUAL ACTIVITY / NOTES	DATE COMPLETED
1	1	LSC	30 min	Oral		
		L&S	30 min	Listening		
	2	L&S	30 min	Speaking		
		R&V	30 min	Shared Reading Pre-Read		
	3	LSC	30 min	Oral		
2		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		
	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 4

## Textbook References

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION Learners will revise what they have learnt and begin to prepare for examinations.	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>Interactive English</i> S.M.I.L.E	<b>Chapter 18: Become YOUR hero (pg. 267)</b> In this chapter learners will revise what they have learnt through the year.	<b>Activity 1 (pg. 268)</b> – Listening comprehension, prepared reading aloud and prepared speech	<b>Activity 2 (pg. 270)</b> – Read an interview <b>Activity 3 (pg. 272)</b> – Read a folklore	<b>Activity 5 (pg. 275)</b> – Write an interview and a letter
<i>English Today</i> Maskew Miller Longman	<b>Chapter 18: Exam revision and preparation (pg. 223)</b> In this chapter learners will revise what they have learnt through the year.	<b>Activity 1 (pg. 224)</b> – Revise how to listen for information <b>Activity 4 (pg. 225)</b> – Read aloud	<b>Activity 8&amp;9 (pg. 227)</b> – Read an information text <b>Activity 12 (pg. 231)</b> – Write a summary	<b>Activity 10 (pg. 229)</b> – Fill in a form <b>Activity 11 (pg. 230)</b> – Revise writing a letter
<i>Oxford Successful</i> <i>Oxford University</i> Press	<b>Unit 18: Look back, look ahead (pg. 311)</b> In this unit learners will revise what they have learnt through the year.	<b>Activity 5 (pg. 319)</b> – Discuss your favourite literature genre	<b>Activity 1 (pg. 312)</b> – Read about literature <b>Activity 3 (pg. 318)</b> – Read a poem <b>Activity 4 (pg. 319)</b> – Make a mind map of key features in poetry	<b>Activity 6 (pg. 320)</b> – Write a reflection
<i>Spot on</i> Pearson Marang	<b>Module 18: Examination preparation (pg. 207)</b> In this module learners will revise what they have learnt through the year.	<b>Activity 6.1 (pg. 215)</b> – Listening comprehension	<b>Activity 1.1 (pg. 208)</b> – Practise summary skills <b>Activity 1.2 (pg. 209)</b> – Reading for information <b>Activity 2.1&amp;2.2 (pg. 210)</b> – Read a magazine article	<b>Activity 6.2 (pg. 215)</b> – Discuss paper 3 with a friend

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION Learners will revise what they have learnt and begin to prepare for examinations.	CAPS SPECIFIED L&S	CAPS SPECIFIED R&W	CAPS SPECIFIED W&P
<i>Platinum</i> <i>Maskew Miller</i> <i>Longman</i>	<b>Chapter 18: Simply study (pg. 245)</b> In this chapter learners will revise what they have learnt through the year.	<b>Activity 2 (pg. 246)</b> – Present a prepared speech <b>Activity 3 (pg. 247)</b> – Prepared reading <b>Activity 4 (pg. 247)</b> – Unprepared reading	<b>Activity 6 (pg. 249)</b> – Read a magazine article <b>Activity 7 (pg. 251)</b> – Read an article and write a summary <b>Activity 8 (pg. 253)</b> – Read a poem	<b>Activity 12 (pg. 257)</b> – Write a formal letter
<i>Top Class</i> <i>Shuter &amp; Shooter</i>	<b>Unit 18: Revision for exams (pg. 218)</b> In this unit learners will revise what they have learnt through the year.	<b>Activity B (pg. 219)</b> – Read aloud <b>Activity C (pg. 219)</b> – Prepare and present a speech	<b>Activity D (pg. 220)</b> – Literature revision <b>Activity E (pg. 221)</b> – Reading comprehension <b>Activity G (pg. 223)</b> – Revise poetry <b>Activity H (pg. 224)</b> – Write a summary	<b>Activity I (pg. 224)</b> – Write a letter or email
<i>Via Afrika</i> <i>Via Afrika</i>	<b>Unit 19: Revision (pg. 206)</b> In this unit learners will revise what they have learnt through the year.	<b>Activity 1 (pg. 207)</b> – Listening comprehension <b>Activity 2 (pg. 208)</b> – Prepared reading <b>Activity 9 (pg. 216)</b> – Prepared speech	<b>Activity 3 (pg. 210)</b> – Summarise a text <b>Activity 4 (pg. 210)</b> – Answer comprehension questions <b>Activity 11 (pg. 218)</b> – Read a poem	<b>Activity 5 (pg. 213)</b> – Write a letter <b>Activity 6 (pg. 213)</b> – Write an email
<i>Clever English</i> <i>Macmillan South Africa</i>	<b>Unit 19: ...a friend indeed! (pg. 241)</b> A friend in need is a friend indeed. Friendship sometimes means being there for your friends when times are tough. Learners will think about how they have been there for their friends and read about friendships.	<b>Activity 1 (pg. 242)</b> – Have a conversation <b>Activity 2 (pg. 242)</b> – Unprepared reading aloud <b>Activity 3 (pg. 243)</b> – Prepared reading <b>Activity 4 (pg. 244)</b> – Listening comprehension	<b>Activity 6 (pg. 247)</b> – Reading comprehension <b>Activity 7 (pg. 249)</b> – Read a poem	<b>Activity 8 (pg. 251)</b> – Draft an agenda <b>Activity 9 (pg. 251)</b> – Write a dialogue

## Plan Your Lessons for Term 4 Cycle 4

WEEK	DAY	COMP	TIME	LESSON ACTIVITY (See details on page x)	ACTUAL ACTIVITY / NOTES	DATE COMPLETED
1	1	LSC	30 min	Oral		
		L&S	30 min	Listening		
	2	L&S	30 min	Speaking		
		R&V	30 min	Shared Reading Pre-Read		
	3	LSC	30 min	Oral		
4		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 – Revision		
		W&P	30 min	Writing – Revision		
3		W&P	60 min	Writing – Revision		
4	4	W&P	30 min	Writing – Revision		
		W&P	30 min	Writing – 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 4 10 weeks			Term 4 8 weeks		Comment on Coverage and the Quality of Activities							
		Term	Activity	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec								
Total number of informal activities: Languages	105	Term	Activity	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31		
		Term 1	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	
		Term 2	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
		Term 4	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
		Term 4	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Total number of Listening and Speaking (Oral) informal activities	31	<p>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:</p> <ul style="list-style-type: none"> <li>• 15 listening and speaking activities;</li> <li>• 16 reading aloud activities; and</li> <li>• Different oral activities should be covered (avoid repetition).</li> </ul>																					
Total number of Reading Comprehension informal activities	16	<p>There should be a total of 16 reading comprehension informal activities to cover the 36 week period for Terms 1–4.</p> <ul style="list-style-type: none"> <li>• Reading comprehension activities should be as follows: <ul style="list-style-type: none"> <li>• 7 x Literary / Non-literary text;</li> <li>• 5 x Visual text; and</li> <li>• 4 x Summary.</li> </ul> </li> <li>• Barrett taxonomy of 40:40:20 should be applied. <ul style="list-style-type: none"> <li>• Level 1 (Literal) – 20%;</li> <li>• Level 2 (Reorganisation) – 20%;</li> <li>• Level 3 (Inference) – 40%; and</li> <li>• Level 4 / 5 (Evaluation or Appreciation) – 20%.</li> </ul> </li> <li>• Coverage of different reading comprehension strategies.</li> </ul>																					

<b>Total number of Literature informal activities</b>	<b>11</b>	<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"> <li>Semester 1: <ul style="list-style-type: none"> <li>Poetry</li> <li>Folktales</li> <li>Novel</li> </ul> </li> <li>Semester 2: <ul style="list-style-type: none"> <li>Poetry</li> <li>Short stories</li> <li>Drama</li> </ul> </li> <li>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"> <li>Grade 7 – 12–15 pages.</li> </ul> </li> </ul> <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>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	
<b>Total number of Writing informal activities</b>	<b>16</b>	<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"> <li>1 Essay in Terms 1, 2 and 4</li> <li>1 Story or poem or documentary in Term 4</li> <li>The other 12 informal written activities are all transactional.</li> <li>Different transactional texts should be covered (avoid repetition).</li> <li>All informal written activities should consist of both process writing evidence as well as a final product.</li> </ul>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	

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

<b>Listening &amp; Speaking (Oral) informal activities</b> 3 x L&S 3 x Read Aloud	Term 4 6 Activities	OCT	NOV	DEC	<b>Activity dates for verification</b> (evidence in learner books, lesson plans or informal assessment records)					
	Target	2	4	0						
	Actual									
<b>Reading &amp; Comprehension informal activities</b> 1 x Literary / Non-Literary 1 x Visual 1 x Summary	Term 4 3 Activities	OCT	NOV	DEC	<b>Activity dates for verification</b> (evidence in learner books, lesson plans or informal assessment records)					
	Target	1	2	0						
	Actual									
<b>Literature informal activities</b> 2 x Activities (choose from Poetry, Short Stories or Drama)	Term 4 2 Activities	OCT	NOV	DEC	<b>Activity dates for verification</b> (evidence in learner books, lesson plans or informal assessment records)					
	Target	1	1	0						
	Actual									
Extended / Independent Reading	Target	12–15	12–15	12–15	(average number of pages read by learners per day, monitored by parent or guardian using reading card)					
	Actual									
<b>Writing informal activities</b> 1 x Essay 2 x Transactional	Term 4 3 Activities	OCT	NOV	DEC	<b>Activity dates for verification</b> (evidence in learner books, lesson plans or informal assessment records)					
	Target	1	2	0						
	Actual									
<b>Language Structure &amp; Conventions informal activities</b> 6 x Activities	Term 4 6 Activities	OCT	NOV	DEC	<b>Activity dates for verification</b> (evidence in learner books, lesson plans or informal assessment records)					
	Target	2	4	0						
	Actual									



# Programme of Formal Assessment

- There are 3 Formal Assessment Tasks (FATs) to be completed in Term 4.
- Example Assessment Tasks and Rubrics / Memoranda are provided in this document.

These examples may be used as is or adapted for your context.

TASK	DESCRIPTION	MARKS
FAT 7	CREATIVE WRITING PROJECT Stage 3: Oral presentation (Learners do the Oral presentation of their project) Continuation from Term 4	20 marks
FAT 9	WRITING Transactional writing: 2 short or 1 long Written before the controlled test	10 marks
FAT 10	RESPONSE TO TEXTS Question 1: Literary / non-literary text (20 marks) Question 2: Visual text (10 marks) Question 3: Summary (10 marks) Question 4: Language structures and Conventions (20 marks)	60 marks

## FAT 7 Stage 3 (example)

Oral Presentation (Learners do the oral presentation of their project) 20 marks
<p><b>1 Prepare an oral presentation based on the research you did on short stories.</b></p> <p><b>2 Your oral should:</b></p> <ul style="list-style-type: none"><li>• Use appropriate structure: introduction, body and conclusion</li><li>• Present central idea and supporting details</li><li>• Show evidence of research/ investigation</li><li>• Use appropriate body language and presentation skills, e.g. makes eye contact, volume</li></ul> <p><b>3 A suggested structure for your Oral Presentation is as follows:</b></p> <p><b>a</b> Introduction: Introduce the genre that you researched, and share your first response to the genre, i.e.: When you first heard that you were going to do a project on short stories, what did you think / feel about this?</p> <p><b>b</b> Body – part one: Share the main findings of your research</p> <p><b>c</b> Body – part two: Read your own Creative Response Introduction to a short story</p> <p><b>d</b> Conclusion: Share the evaluation you made about short story, as well as your evaluation of this experience, i.e.: completing a creative writing project</p> <p><b>4 As part of the oral part of the project, you should also:</b></p> <ul style="list-style-type: none"><li>• Participate in discussions</li><li>• Give constructive feedback</li><li>• Maintain a discussion</li><li>• Show sensitivity to the rights and feelings of others</li></ul>
Continue listening to individual learners present their research reports and short stories.

## FAT 7 Stage 3 Rubric (example)

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

## FAT 9 (example)

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

## FAT 9 Rubrics (examples)

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



<b>EXAMPLE RUBRIC: TRANSACTIONAL WRITING – SPEECH</b>			
<b>MARKS</b>	<b>Maximum total of 10</b>		
<b>OBJECTIVE</b>	<b>Writes a speech</b>		
<b>CONTENT</b>	<b>1</b>	<b>2</b>	<b>3</b>
	The learner’s response is irrelevant to the topic.	The learner’s response is relevant to the topic and interesting.	The learner’s response is interesting and exceeds expectations. There is a main point supported by reasons
<b>STRUCTURE</b>	<b>0</b>	<b>1</b>	<b>2</b>
	The learner’s 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.
<b>PLANNING</b>	<b>0</b>	<b>1</b>	<b>2</b>
	The learner does not make a plan OR the learner’s plan is irrelevant.	The learner makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	The learner makes a plan before writing. The learner uses the plan to inform their drafting and expands on the plan with creativity.
<b>EDITING / LSC</b>	<b>1</b>	<b>2</b>	<b>3</b>
	The learner has not written in a suitable style. There is no emotive or persuasive language. The learner does not edit their own work. Or, the Learner attempts to edit their own work, but there are many errors remaining.	The learner’s style of language is mostly correct. There is a main idea. There is an attempt at persuasive language. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors.	The learner has used persuasive and emotive language to convince the audience. All points are well argued. The learner successfully edits their own work to correct grammar, spelling and punctuation.

<b>EXAMPLE RUBRIC: TRANSACTIONAL WRITING – DIALOGUE</b>			
<b>MARKS</b>	<b>Maximum total of 10</b>		
<b>OBJECTIVE</b>	<b>Writes a dialogue about ...</b>		
<b>CONTENT</b>	<b>1</b>	<b>2</b>	<b>3</b>
	The learner's response is irrelevant to the topic.	The learner's response is relevant to the topic and interesting.	The learner's response is interesting and exceeds expectations.
<b>STRUCTURE</b>	<b>0</b>	<b>1</b>	<b>2</b>
	The learner has not followed the format of the dialogue with regards to the required layout and punctuation. There is no organisation or flow.	The learner has structured the dialogue with most of the layout and punctuation correctly. The dialogue can be followed and flows logically.	The learner has structured the dialogue according to the correct layout, lines left and punctuation. The structure allows the reader to follow the writing easily and be drawn in.
<b>PLANNING</b>	<b>0</b>	<b>1</b>	<b>2</b>
	The learner does not make a plan OR the learner's plan is irrelevant.	The learner makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	The learner makes a plan before writing. The learner uses the plan to inform their drafting, and expands on the plan with creativity.
<b>EDITING / LSC</b>	<b>1</b>	<b>2</b>	<b>3</b>
	The learner has not used the correct punctuation. The characters' words are not in the first person. There are no sentences in the past tense, or the past tense has not been used correctly. The learner does not edit their own work. OR The learner attempts to edit their own work, but there are many errors remaining.	The learner has included most of the correct punctuation. The characters mostly speak in the first person. Some sentences are in the past tense. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors.	The learner has correctly punctuated the dialogue (colon after each speaker; actions in brackets). The characters speak in the first person with some sentences in the past tense. The learner successfully edits their own work to correct grammar, spelling and punctuation.

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

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

<b>EXAMPLE RUBRIC: TRANSACTIONAL WRITING – PRINT ADVERTISEMENT</b>			
<b>MARKS</b>	<b>Maximum total of 10</b>		
<b>OBJECTIVE</b>	<b>Writes a print advertisement</b>		
<b>CONTENT</b>	<b>1</b>	<b>2</b>	<b>3</b>
	The learner's response is irrelevant to the topic.	The learner's response is relevant to the topic and interesting.	The learner's response is interesting and exceeds expectations. It includes the writer's original ideas.
<b>STRUCTURE</b>	<b>0</b>	<b>1</b>	<b>2</b>
	The learner's advertisement has not followed the correct structure.	The learner has attempted to structure the advertisement correctly.	The learner has used the correct structure and layout of a print advertisement.
<b>PLANNING</b>	<b>0</b>	<b>1</b>	<b>2</b>
	The learner does not make a plan OR the learner's plan is irrelevant.	The learner makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	The learner makes a plan before writing. The learner uses the plan to inform their drafting and expands on the plan with creativity.
<b>EDITING / LSC</b>	<b>1</b>	<b>2</b>	<b>3</b>
	The learner has not written in a suitable style. The learner has not included a slogan or rhyme. The learner does not edit their own work. Or, the Learner attempts to edit their own work, but there are many errors remaining.	The learner's style of language is mostly correct. The learner has attempted to use a slogan or rhyme. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors.	The learner's style of language is correct. The learner has correctly included a slogan or rhyme. The learner successfully edits their own work to correct grammar, spelling and punctuation.

### **FAT 10 (example)**

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

## Term 4 Fat 10 Response to Texts

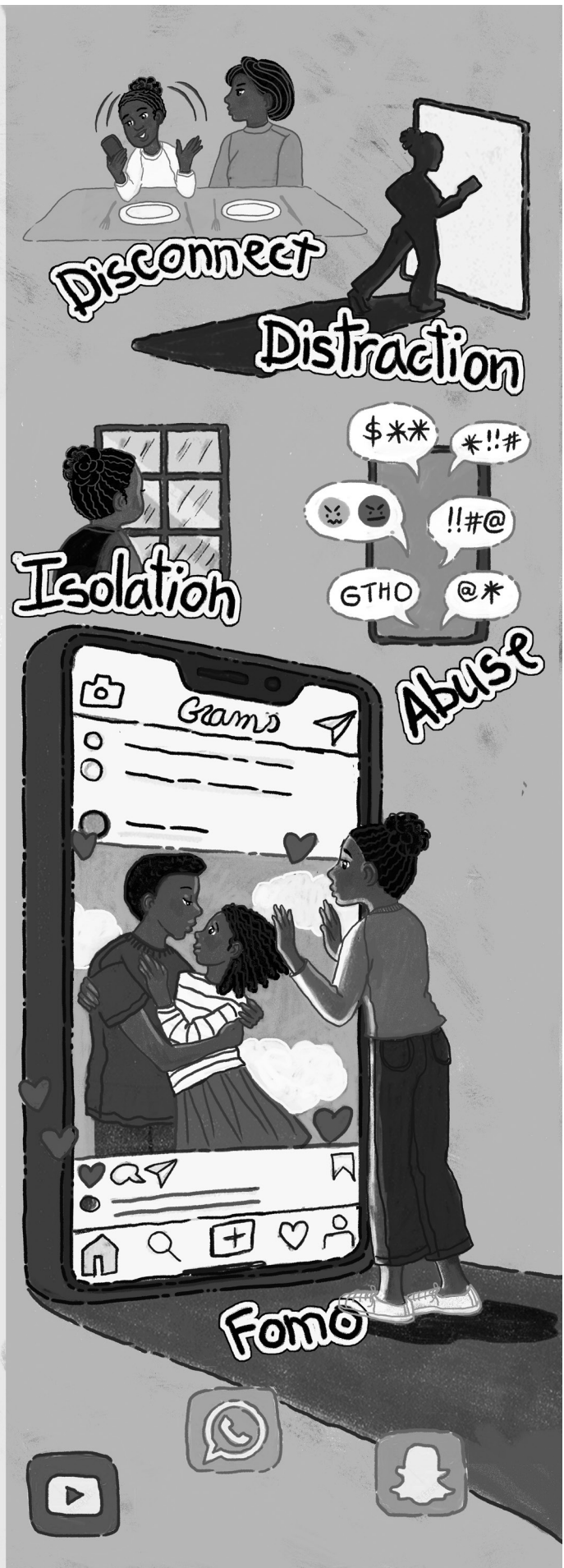
### PART A: READING COMPREHENSION

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

#### INSTRUCTIONS:

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

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



**QUESTIONS:**

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

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[2]

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

---

---

[1]

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

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

---

---

---

[1]

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

Use the table below to list some of their reasons.

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

[6]

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

Give a reason for your answer.

---

---

---

[2]

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

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

[1]



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

\_\_\_\_\_

[1]

8 Find a word in paragraph 9 that tells us Nolwazi is agreeing with Mrs Ngobese.

\_\_\_\_\_

[1]

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

[2]

10 Choose the most suitable answer: (tick your choice)

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

[1]

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

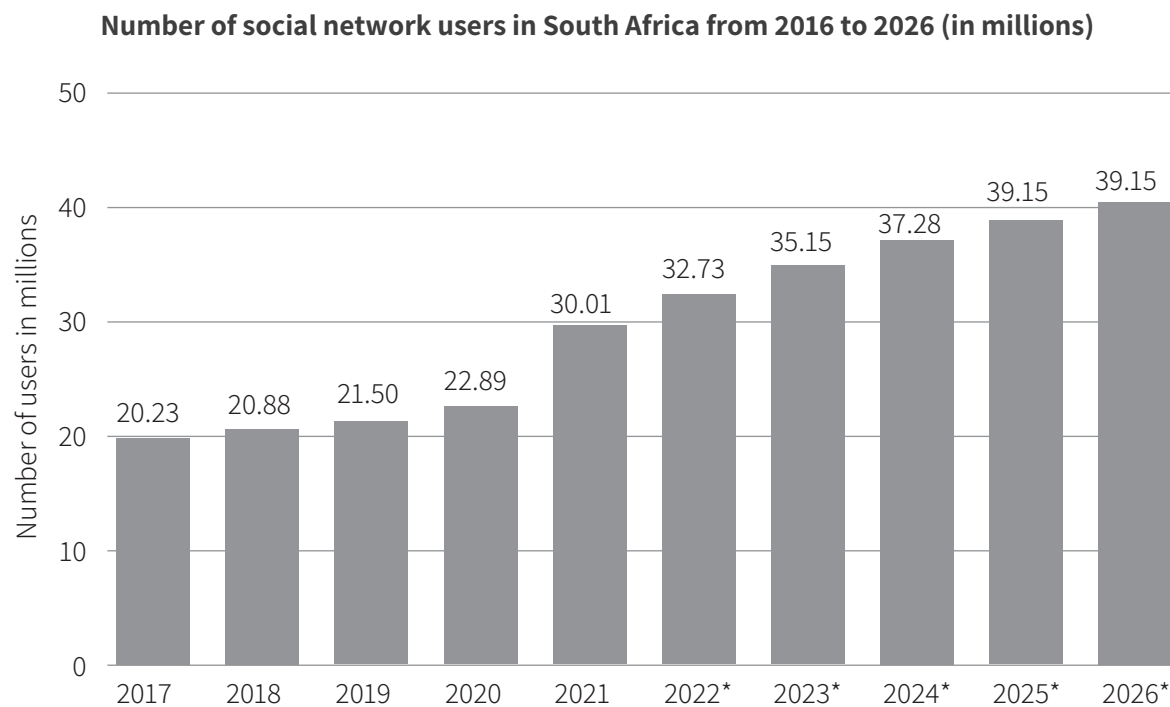
[2]

**TOTAL: 20 MARKS**

## Term 4 Fat 10 Response to Texts

### PART B: VISUAL COMPREHENSION

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



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

The most popular social networks used by South Africans are:

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

#### QUESTIONS:

1 How many million people used social networks in 2017?

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

[1]

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

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

[2]

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

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

[1]

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

---

---

[2]

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

---

---

[1]

6 Give the opposite of social by adding a prefix.

---

[1]

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

---

---

---

[2]

**TOTAL: 10 MARKS**

## Term 4 Fat 10 Response to Texts

### PART C: SUMMARY

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

#### INSTRUCTIONS:

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

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

**TOTAL: 10 MARKS**

## Term 4 Fat 10 Response to Texts

### PART D: LANGUAGE IN CONTEXT

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

#### INSTRUCTIONS:

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

#### QUESTIONS:

**1 Change the following sentences into the simple present tense:**

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

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

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

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

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

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

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

- b We were learning about the environment.

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

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

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

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

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

Millions of South Africans use different social media platforms.

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

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

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

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

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

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

[5]

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

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

[2]

**8 Fill in the apostrophes correctly.**

Im so excited by Njabulos posts on Facebook!

[2]

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

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

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

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

[1]

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

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

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

[1]

**TOTAL: 20 MARKS**

## Term 4 Fat 10 Response to Texts Memoranda

### PART A: READING COMPREHENSION MEMORANDUM

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

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

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

**TOTAL: 20 MARKS**

### PART B: VISUAL COMPREHENSION MEMORANDUM

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

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

OR

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

**TOTAL: 10 MARKS**

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

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

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

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

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

Any TWO of the following:

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

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

Any TWO of the following:

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

- 4 I liked...**

Learners' own response but must have TWO points which make sense. [2]

- 5 Overall, I think the text is...** [2]

Learners' own response but must have TWO points which make sense.

**TOTAL: 10 MARKS**

### **PART D: LANGUAGE IN CONTEXT MEMORANDUM**

- 1 a Nolwazi and Kagiso are focused on their phones as their mother walks into the kitchen.

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

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

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

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

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

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

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

- 6 a whole / other / plastic (1)

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

- c Kagiso / Nol / Gauteng (1)

- d and / with / but (1)

- e we / I / my (1)



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

**TOTAL: 20 MARKS**

