Grade 7

ENGLISH

First Additional Language

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL EDUCATION COLLABORATION TRUST

2030 NDP

Read to Lead
A Reading Nation is a Leading Nation

ETDP•SETA

SACE

Term 4 Management Document

ENGLISH

First Additional Language

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Edition 5, 2023

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Dear Grade 7 EFAL Teachers,

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

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

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

Please look after the resources that you have been given.

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

Best wishes for a great term,

The PSRIP Team

Guidelines for the PSRIP EFAL SLP

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

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

STRUCTURED LEARNING PROGRAMME

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

Term 2 Curriculum Tracker & Textbook Activities

Weeks 1-2

Week 1: The legacy continues		
Day	**CAPS content, concepts, skills**	**Date completed**
Monday	Activity 1: Oral Activities • Introduce theme: The legacy continues • Activate background knowledge • Develop theme vocabulary • Question of the day	
Monday	Activity 2: Listening activity • Listening Text: The effects of slavery • Genre: Information text • Three read • Model comprehension skill: Make evaluations • Oral comprehension	
Tuesday	Activity 1: Speaking Activity • Listen: Th effects of slavery • Genre: Information text • Use the discussion frame	
Tuesday	Activity 3: Shared reading: Pre-Read • Read: The return • Genre: Fiction text • I wonder / make evaluations	
Wednesday	Activity 1: Oral Activities • Build and monitor knowledge • Develop theme vocabulary • Question of the day	
Wednesday	Activity 2: Shared reading: First Read • Read: The return • Genre: Fiction text • Model comprehension skill: Make inferences • Oral comprehension • Introduce the LSC in context	
Thursday	Activity 1: LSC • Build & monitor background knowledge • Teach & practice the LSC: punctuation of direct speech	

Week 1: The legacy continues		
Day	**CAPS content, concepts, skills**	**Date completed**
Thursday	Activity 2: Shared reading: Second Read • Read: The return • Genre: Fiction text • Model comprehension skill: Make evaluations • Oral comprehension • Learners generate questions	
Friday	Activity 1: Independent Reading and Comprehension • Individual reading sessions	

Week 2: The legacy continues		
Day	**CAPS content, concepts, skills**	**Date completed**
Monday	Activity 1: Teach the Comprehension Strategy • Read: The return • Genre: Fiction text • Teach: Make evaluations	
Monday	Activity 2: Shared reading: Post-Read • Read: The return • Genre: Fiction text • Summary • Comprehension strategy: Summarise	
Tuesday	Activity 1: Teach the Genre • Narrative essay • Sample text: Changing attitudes	
Tuesday	Activity 2: Writing: Planning • Genre: Narrative essay • Topic: A disagreement • Planning Strategy: Narrative arc	
Wednesday	Activity 1: Writing: Drafting • Use plan to draft narrative essay	
Thursday	Activity 1: Writing: Editing • Edit narrative essay using checklist	
Thursday	Activity 2: Writing: Publishing & Presenting • Publish and present narrative	
Friday	Activity 1: Listening & speaking • Role play	
Friday	Activity 2: Theme Conclusion • Summarise • Reflect • Acknowledge and celebrate	

Weeks 1 and 2 Textbook Activities		
Week 1 Reading and Viewing		
Textbook	**Supplementary Reading Activity:** Reads a literary text like a novel	**Date Completed**
SUCCESSFUL OXFORD Oxford	Read a humorous text from a play, 99	
SPOT ON Pearson	Read an autobiography extract, 66	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read an extract from a novel, 91	
VIA AFRICA Via Africa	Read a drama, 71	
ENGLISH TODAY Maskew, Miller, Longman	Read an extract from a novel, 77	
PLATINUM Pearson	Read a drama, 74	
TOP CLASS Shuter & Shooter	Read an extract from a novel, 65	
Week 2 Writing		
Textbook	**Supplementary Writing Activity:** Writes a narrative essay	**Date Completed**
SUCCESSFUL OXFORD Oxford	Write a narrative essay, 102	
SPOT ON Pearson	Write a narrative essay, 70	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a narrative essay, 99	
VIA AFRICA Via Africa	Write a narrative essay, 76	
ENGLISH TODAY Maskew, Miller, Longman	Write a narrative essay, 81	
PLATINUM Pearson	Write a narrative essay, 78	
TOP CLASS Shuter & Shooter	Write a narrative showing character, 68	
Week 2 LSC		
Textbook	**Supplementary LSC Activity:** Complex nouns, predicate and object, adjectives	**Date Completed**
SUCCESSFUL OXFORD Oxford	Comparative and superlative forms, 111 Literal and figurative language, 109	
SPOT ON Pearson	Emotive language, 64 Past tense, 65	

Weeks 1 and 2 Textbook Activities		
INTERACTIVE ENGLISH St Mary's Interactive Learning	Degrees of comparison, 97 Complex nouns, 96 Antonyms, 96	
VIA AFRICA Via Africa	Subject and predicate, 77	
ENGLISH TODAY Maskew, Miller, Longman	Subject, predicate, object, 79	
PLATINUM Pearson	Subject, predicate, 77	
TOP CLASS Shuter & Shooter	Subject, predicate, object, 70 Literal and figurative meaning, 68	

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

Weeks 3-4

Week 3: Changing world, changing jobs		
Day	**CAPS content, concepts, skills**	**Date completed**
Monday	Activity 1: Oral Activities • Introduce theme: Changing world, changing jobs • Activate background knowledge • Develop theme vocabulary • Question of the day	
Monday	Activity 2: Listening activity • Listening Text: News of the world • Genre: Story • Three read • Model comprehension skill: Predictions • Oral comprehension	
Tuesday	Activity 1: Speaking Activity • Listen: News of the world • Genre: Reflective text • Use the discussion frame	
Tuesday	Activity 3: Shared reading: Pre-Read • Read: Future world • Genre: Cartoon strip • Visualise	
Wednesday	Activity 1: Oral Activities • Build and monitor knowledge • Develop theme vocabulary • Question of the day	
Wednesday	Activity 2: Shared reading: First Read • Read: Future world • Genre: Cartoon strip • Comprehension strategy: Visualise • Oral comprehension • Introduce the LSC in context	
Thursday	Activity 1: LSC • Build & monitor background knowledge • Teach & practice the LSC: demonstrative adjectives	
Thursday	Activity 2: Shared reading: Second Read • Read: Future world • Genre: Cartoon strip • Comprehension strategy: Visualise • Oral comprehension • Learners generate questions	
Friday	Activity 1: Independent Reading and Comprehension • Individual reading sessions	

Week 4: Changing world, changing jobs		
Day	**CAPS content, concepts, skills**	**Date completed**
Monday	Activity 1: Teach the Comprehension Strategy • Read: Future world • Genre: Cartoon strip • Teach: Visualise	
Monday	Activity 2: Shared reading: Post-Read • Read: Future world • Genre: Cartoon strip • Comprehension strategy: Visualise	
Tuesday	Activity 1: Teach the Genre • Job advertisement • Sample text: End-of-life coach	
Tuesday	Activity 2: Writing: Planning • Genre: Job advertisement • Topic: Create a job advertisement • Planning Strategy: Write a list	
Wednesday	Activity 1: Writing: Drafting • Use plan to draft job advertisement	
Thursday	Activity 1: Writing: Editing • Edit job advertisement using checklist	
Thursday	Activity 2: Writing: Publishing & Presenting • Publish and present job advertisement	
Friday	Activity 1: Oral Presentations • Panel discussion: role play	
Friday	Activity 2: Theme Conclusion • Build and monitor knowledge • Summarise	

Weeks 3 and 4 Textbook Activities		
Week 3 Reading and Viewing		
Textbook	**Supplementary Reading Activity:** Reads literary text or advertisement/novel	**Date Completed**
SUCCESSFUL OXFORD Oxford	Read and view an advertisement, 116	
SPOT ON Pearson	Understanding an advertisement, 79	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read an advertisement, 107	
VIA AFRICA Via Africa	Read an advertisement, 85	
ENGLISH TODAY Maskew, Miller, Longman	Read an extract, 91	
PLATINUM Pearson	Read an advertisement, 86	
TOP CLASS Shuter & Shooter	Read an advertisement, 75	
Week 4 Writing		
Textbook	**Supplementary Activity:** Writes a transactional text (advertisement/poster)	**Date Completed**
SUCCESSFUL OXFORD Oxford	Design and present a poster, 120	
SPOT ON Pearson	Create an advertisement, 82	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Design a poster, 116	
VIA AFRICA Via Africa	Create an advertisement, 86	
ENGLISH TODAY Maskew, Miller, Longman	Design a poster, 93	
PLATINUM Pearson	Create an advertisement, 88	
TOP CLASS Shuter & Shooter	Design a poster, 79	
Week 4 LSC		
Textbook	**Supplementary LSC Activity:** Proper nouns, gender, plural, singular, demonstrative and relative adjectives	**Date Completed**
SUCCESSFUL OXFORD Oxford	Relative and demonstrative adjectives, 124	
SPOT ON Pearson	Interrogative and demonstrative adjectives, 75	

Weeks 3 and 4 Textbook Activities		
INTERACTIVE ENGLISH St Mary's Interactive Learning	Simple and compound sentences, 112	
VIA AFRICA Via Africa	Gender, relative and demonstrative adjectives, 92	
ENGLISH TODAY Maskew, Miller, Longman	Gender, simple & compound sentences, 85	
PLATINUM Pearson	Relative and demonstrative adjectives, 93	
TOP CLASS Shuter & Shooter	Relative and demonstrative adjectives, 81 Simple and compound sentences, 81	

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

Weeks 5-6

Week 5: Designers and developers		
Day	**CAPS content, concepts, skills**	**Date completed**
Monday	Activity 1: Oral Activities • Introduce theme: Designers and developers • Activate background knowledge • Develop theme vocabulary • Question of the day	
Monday	Activity 2: Listening activity • Listening Text: Bringing buildings to life • Genre: instructional brief • Three read • Model comprehension skill: Make inferences • Oral comprehension	
Tuesday	Activity 1: Speaking Activity • Listening Text: Bringing buildings to life • Genre: instructional brief • Use the discussion frame	
Tuesday	Activity 3: Shared reading: Pre-Read • Read: Welcome to Mapungubwe • Genre: Brochure • Comprehension strategy: Making connections	
Wednesday	Activity 1: Oral Activities • Build and monitor knowledge • Develop theme vocabulary • Question of the day	
Wednesday	Activity 2: Shared reading: First Read • Read: Welcome to Mapungubwe • Genre: Brochure • Comprehension strategy: Making inferences • Introduce the LSC in context	
Thursday	Activity 1: LSC • Build & monitor background knowledge • Teach & practice the LSC: active and passive voice	
Thursday	Activity 2: Shared reading: Second Read • Read: Welcome to Mapungubwe • Genre: Brochure • Comprehension strategy: Making inferences • Learners generate questions	
Friday	Activity 1: Independent Reading and Comprehension • Individual reading sessions	

Week 6: Designers and developers		
Day	**CAPS content, concepts, skills**	**Date completed**
Monday	Activity 1: Teach the Comprehension Strategy • Read: Welcome to Mapungubwe • Genre: Brochure • Teach: Making inferences	
Monday	Activity 2: Shared reading: Post-Read • Read: Welcome to Mapungubwe • Genre: Brochure • Comprehension strategy: Making inferences	
Tuesday	Activity 1: Teach the Genre • Instructional text • Sample text: A design brief from a developer for an architect	
Tuesday	Activity 2: Writing: Planning • Genre: Instructional text • Topic: Instruct an architect on what you want for a new building • Planning Strategy: Write a list	
Wednesday	Activity 1: Writing: Drafting • Use plan to draft instructions	
Thursday	Activity 1: Writing: Editing • Edit instructions using checklist	
Thursday	Activity 2: Writing: Publishing & Presenting • Publish and present instructions	
Friday	Activity 1: Oral Presentations • Panel discussion: different scenarios	
Friday	Activity 2: Theme Conclusion • Summarise • Reflect • Acknowledge and celebrate	

Weeks 5 and 6 Textbook Activities		
Week 5 Reading and Viewing		
Textbook	**Supplementary Reading Activity:** Instructional text e.g. recipes/direction	**Date Completed**
SUCCESSFUL OXFORD Oxford	Read an instructional text, 132	
SPOT ON Pearson	Read instructions, 92	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read instructions, 122	
VIA AFRICA Via Africa	Read an instructional text, 97	

Weeks 5 and 6 Textbook Activities		
ENGLISH TODAY Maskew, Miller, Longman	How to read instructions, 97	
PLATINUM Pearson	Read instructions, 96	
TOP CLASS Shuter & Shooter	Read instructions, 89	
Week 6 Writing		
Textbook	**Supplementary Activity:** Writes a shorter transactional text (instructions)	**Date Completed**
SUCCESSFUL OXFORD Oxford	Write instructions, 142	
SPOT ON Pearson	Write instructions, 93	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write instructions, 129	
VIA AFRICA Via Africa	Write instructions, 98	
ENGLISH TODAY Maskew, Miller, Longman	Write instructions, 102	
PLATINUM Pearson	Write instructions for a game, 102	
TOP CLASS Shuter & Shooter	Write instructions, 94	
Week 6 LSC		
Textbook	**Supplementary LSC Activity:** Adverbs, prepositions of time, place, movement,	**Date Completed**
SUCCESSFUL OXFORD Oxford	Active and passive voice, 136	
SPOT ON Pearson	Active and passive voice, 90	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Prepositions of time, place, movement, 126 Active and passive voice, 128	
VIA AFRICA Via Africa	Prepositions of time, place, movement, 99	
ENGLISH TODAY Maskew, Miller, Longman	Active and passive voice, 103	
PLATINUM Pearson	Active and passive voice, 106	
TOP CLASS Shuter & Shooter	Prepositions of time, place, movement, 97	

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

Weeks 7-8

Week 7: Staying safe		
Day	**CAPS content, concepts, skills**	**Date completed**
Monday	Activity 1: Oral Activities • Introduce theme: Staying safe • Activate background knowledge • Develop theme vocabulary • Question of the day	
Monday	Activity 2: Listening activity • Listening Text: Know your rights • Genre: Information text • Three read • Model comprehension skill: Making evaluations • Oral comprehension	
Tuesday	Activity 1: Speaking Activity • Listening Text: Know your rights • Genre: information text • Use the discussion frame	
Tuesday	Activity 3: Shared reading: Pre-Read • Read: On a knife's edge • Genre: Short story • Comprehension strategy: Making evaluations	
Wednesday	Activity 1: Oral Activities • Build and monitor knowledge • Develop theme vocabulary • Question of the day	
Wednesday	Activity 2: Shared reading: First Read • Read: On a knife's edge • Genre: Short story • Comprehension strategy: Making connections • Introduce the LSC in context	
Thursday	Activity 1: LSC • Build & monitor background knowledge • Teach & practice the LSC: literal & figurative language	
Thursday	Activity 2: Shared reading: Second Read • Read: On a knife's edge • Genre: Short story • Comprehension strategy: Making connections • Learners generate questions	
Friday	Activity 1: Independent Reading and Comprehension • Individual reading sessions	

Week 8: Staying safe		
Day	**CAPS content, concepts, skills**	**Date completed**
Monday	Activity 1: Teach the Comprehension Strategy • Read: On a knife's edge • Genre: Short story • Teach: Making connections	
Monday	Activity 2: Shared reading: Post-Read • Read: On a knife's edge • Genre: Short story • Comprehension strategy: Making connections	
Tuesday	Activity 1: Teach the Genre • Review • Sample text: Award winning SA book	
Tuesday	Activity 2: Writing: Planning • Genre: Review • Topic: Write a review for a short story • Planning Strategy: Write a list	
Wednesday	Activity 1: Writing: Drafting • Use plan to draft review	
Thursday	Activity 1: Writing: Editing • Edit review using checklist	
Thursday	Activity 2: Writing: Publishing & Presenting • Publish and present review	
Friday	Activity 1: Oral Presentations • Panel discussion: people and issues arising in developing, designing and building	
Friday	Activity 2: Theme Conclusion • Summarise • Reflect • Acknowledge and celebrate	

Weeks 7 and 8 Textbook Activities		
Week 7 Reading and Viewing		
Textbook	**Supplementary Reading Activity:** Reads a literary text (drama/novel)	**Date Completed**
SUCCESSFUL OXFORD Oxford	Read an extract of a play, 150	
SPOT ON Pearson	Read extracts from novels, 98	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read an extract from a novel, 135	
VIA AFRICA Via Africa	Read a dramatic text, 105 Read a drama review, 113	
ENGLISH TODAY Maskew, Miller, Longman	Features of a drama text, 108	

Weeks 7 and 8 Textbook Activities		
PLATINUM Pearson	Read an extract from a drama, 115	
TOP CLASS Shuter & Shooter	Read an extract from a drama, 106	
Week 8 Writing		
Textbook	**Supplementary Activity:** Writes a drama review	**Date Completed**
SUCCESSFUL OXFORD Oxford	Write a drama review, 161	
SPOT ON Pearson	Write a book or drama review, 107	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a drama review, 141	
VIA AFRICA Via Africa	Write a drama review, 110	
ENGLISH TODAY Maskew, Miller, Longman	Write a drama review, 114	
PLATINUM Pearson	Write a drama review, 118	
TOP CLASS Shuter & Shooter	Write a drama review, 115	
Week 8 LSC		
Textbook	**Supplementary LSC Activity:** Transitive and intransitive verbs	**Date Completed**
SUCCESSFUL OXFORD Oxford	Transitive and intransitive verbs, 158	
SPOT ON Pearson	Present progressive tense, 102	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Transitive and intransitive verbs, 139	
VIA AFRICA Via Africa	Transitive and intransitive verbs, 115	
ENGLISH TODAY Maskew, Miller, Longman	Transitive and intransitive verbs, 113 Literal and figurative meaning, 117	
PLATINUM Pearson	Transitive and intransitive verbs, 120	
TOP CLASS Shuter & Shooter	Present progressive tense, 112 Transitive and intransitive verbs, 116	

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

Term 2 Programme of Formal Assessment

1 There are 3 formal assessment tasks for Grade 7 Term. (Note: Task 1 is the Oral task which was started in Term 1 and is to be completed in Term 2.)

2 Please complete these tasks as detailed below.

GRADE 7 TERM 2 PROGRAMME OF FORMAL ASSESSMENT						
TASK	**ACTIVITY**	**MARKS**	**WEEK**	**DAY**	**LESSON**	**DATE COMPLETED**
1	Reads aloud (see rubric below)	20	Listen to individual learners read aloud throughout the term during independent reading and comprehension lessons. This can be completed in Term 2.			
4	Writes a transactional text - 2 short or 1 long (see rubric below)	10	6	Tues, Wed, Thurs	Writing	
5	Response to text (see assessment task and memoranda below)	60	6 or 8	Fri	Independent reading and comprehension	

Term 2 Assessment Tasks, Tools & Memoranda

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 • Do this during Independent Reading and Comprehension				
ACTIVITY	**1** During Independent reading and comprehension, call up individuals. **2** Next, listen to each learner read the same text. **3** It is important that for this activity, the text that is standard for all learners in the class. It is important that you see where all learners in your class are reading against the benchmark. **4** Select a text from the Learner Book that at least 50% of learners are comfortable with. **5** Explain that the learners will have 1 minute to read. **6** Instruct the learner to read this text out loud to you. **7** Time the learner. When 1 minute is up, instruct the learner to stop reading. **8** Once the learner is finished, ask them one or two questions to establish how much they understood what they have read. Assess using the rubric below.				
Criteria	**Exceptional**	**Good**	**Fair**	**Improving**	**Needs Support**
	9-10	**7-8**	**5-6**	**3-4**	**1-2**
READING WITH MEANING **10 MARKS** Demonstrates an understanding of the passage	The learner clearly understands the content and topic of the passage. Reads exceedingly well with meaning and has clear ideas and responds well to the questions.	The learner understands the content and topic of the passage very well. Can read with meaning. S/he responds well to the questions.	The learner understands most of the content and topic of the passage. Can respond to some of the questions.	The learner understands some of the passage. Struggles to respond to the questions.	The learner struggles to understand the passage. No reading for meaning.

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

TASK 4 TRANSACTIONAL WRITING: INSTRUCTIONAL TEXT	
MARKS	**Maximum total of 10**
OBJECTIVE	**Writes an instructional text in 4 paragraphs**
IMPLEMENTATION	• In Week 6 the process writing task requires learners to write an instructional text of 4 paragraphs
ACTIVITY	**1** Write an instructional text for a design brief for an architect. **2** Collect learners' transactional texts at the end of the week for formal assessment.

TASK 4 TRANSACTIONAL WRITING: INSTRUCTIONAL TEXT					
CONTENT & STRUCTURE	**5**	**4**	**3**	**2**	**1**
	The learner's response is interesting, relevant and exceeds expectations. The design brief is well organised, and has used 4 paragraphs. The learner has used the structure to enhance the text. The ideas are well connected for the overall design.	The learner's response is interesting and relevant to the topic. The design brief is organised, and has 4 paragraphs that work together well. The ideas are connected and the brief is creatively structured.	The learner's response is relevant to the topic. The design brief has 4 paragraphs but they are not fully developed. The ideas are not totally connected and more thought into the overall idea is needed.	The learner's response does not show a good understanding of the topic. The design brief has 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 irrelevant to the topic. The design brief is not organised into 4 paragraphs. There is no connection linking the ideas presented.
PLANNING & EDITING / LSC	**5**	**4**	**3**	**2**	**1**
	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 uses active and passive voice correctly. The learner successfully edits their own work to correct style, grammar, spelling and punctuation.	The learner makes a plan before writing. The learner uses their plan to inform their drafting. The learner uses active and passive voice mostly correctly. 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 some ideas from their plan to inform their drafting. The learner attempts to use the active and passive voice. 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 attempts to use their plan. The learner has not used the passive voice. The learner attempts to edit their own work, but there are many errors remaining.	The learner does not make a plan OR the learner's plan is irrelevant. The learner has not used the active and passive voice. The learner does not edit their own work

TASK 5 RESPONDS TO TEXT	
MARKS	**Maximum total of 50**
OBJECTIVE	• Literary/Non- literary text (20 marks) • Visual text (10 marks) • Summary (10 marks) • Language Structures and Conventions (20 marks)
IMPLEMENTATION	• These assessments do not have to be written in one session. • The assessments can be administered during Independent reading and comprehension in Weeks 6 and 8.
ACTIVITY	**1** Hand out the assessment tasks to learners. **2** Read through the texts and papers once, and explain what is required of learners. **3** Collect the assessments and mark them using the memoranda provided.

Term 2 Task 5 Responds to Texts

PART A: READING COMPREHENSION

NAME: _____

Instructions:

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

	Ndlovu's got talent!
1	Since the Ndlovu Youth Choir started in 2009, it has had a great impact on the lives of the singers. The choir has shown that any human being can achieve excellence no matter their background, education, or place of birth.
2	The Ndlovu Youth Choir started from a community care programme in the Moutse Valley in rural Limpopo. The choir was created to ensure that a child from a disadvantaged community can have the same level of musical teaching and opportunities as a child from a wealthier society. It started as just another after-school activity to give an alternative in a community where many of the children get caught in bad habits like alcohol and drug abuse and struggle with teenage pregnancies. But it went further than its aims. Being part of the group has taught the children so much more than just music. They have gained important values like leadership, self- confidence, self-discipline, respect, and tolerance.
3	In 2019, the choir got the opportunity to perform in the popular TV reality show, *America's got talent*. The audience immediately loved them, and the judges all gave them the votes and support they needed to go all the way to reach the finals! They were an international hit! After the show the choir signed a record deal. Their debut album, 'Africa', was released on November 29, 2019.
4	The Ndlovu Youth Choir sings in all 11 South African languages. The choir's music has traditional South African genres such as isicathamiya, a style popularised by Ladysmith Black Mambazo. They also use ancient tribal chants, inspirational gospel, contemporary Afro-Pop and Jazz by globally acclaimed South African artists such as Hugh Masakela and Miriam Makeba, as well as original songs describing African life with a call for African unity.
5	In an interview in February 2020, some of the singers were asked what they have learnt and gained from being in the choir. Wearing her colourful performance clothes, Nonhlanhla Thandazo Somo answered, 'Knowing who you are. First you respect yourself and then others will respect you.' Mary Thulisile Masanabo said, 'What I've learnt is confidence in my abilities. Putting in the work pays off. So, it doesn't matter where you come from, if you do the work, you can get there.' 'I've learnt to believe in the beauty of my dreams,' said Sandile Blessing Majola with a smile.
6	The choir is an example and an inspiration to all. Their journey to the stars has just begun!

QUESTIONS

1 When did the Ndlovu Youth Choir start? **(1)**

The choir started in _____.

2 Why did the Ndlovu Care Group originally start a choir? **(2)**

They started the choir so that

_____

_____

3 What are some of the bad habits and difficult situations that the youth can get involved in? **(1)**

Young people can get caught up in _____

4 Tick the correct answer: When the Ndlovu Youth Choir competed in America's Got Talent,

a the audience and the judges loved them. _____

b only the audience loved them. _____

c some of the judges supported them. _____ **(1)**

5 We can infer that the choir experienced many things in America! Put the following in the correct order:

____ Quarter-finals

__1__ Audition

____ Sign a record deal

____ Semi-finals

____ Finals (4)

6 Can you infer how the choir members felt when they got to the finals? **(2)**

I can infer that they felt _____

_____ .

7 Is the following statement True or False? (Give reasons for your answer.)

The choir has a large and varied source of musical inspiration and influences. **(2)**

The statement is _____. In the text it says _____

_____

_____ .

8 Find a word, in paragraph 4 that says South African musicians Hugh Masakela and Miriam Makeba were famous <u>all over the world</u>. **(1)**

_____

9 Find a word in paragraph 4 that shows the choir do not only perform other musicians' songs they created <u>their own</u> as well. **(1)**

_____

10 Paragraph 5: Mary Thulisile Masanabo said, 'What I've learnt is confidence in my abilities. Putting in the work pays off. So, it doesn't matter where you come from, if you put in the work, you can get there.'
Can you make an evaluation about the kind of person Mary Masanabo is? (2)

I can make an evaluation that she is _____

11 Tick the correct answer: 'Journey to the stars' is a figurative expression meaning:

a Travel into space _____

b Study the night sky _____

c Become celebrity performers _____ **(1)**

12 Do you agree that the Ndlovu choir is an inspiration to all? Why or why not? (2)

I agree/disagree because _____

_____

_____

TOTAL: 20 MARKS

Term 2 Task 5 Responds to Texts

PART B: VISUAL COMPREHENSION

NAME: _____

Glossary:

Vocal – voice or speaking

Tip – advice or suggestion

QUESTIONS:

1 What does hydrate mean? (Clue: use the picture to help you.) **(1)**

Hydrate means_____

2 How could you warm up your voice before singing? **(1)**

I could _____

3 Why is smoking bad for your vocal health? **(1)**

Smoking is bad because _____

4 Name something that you could do that would abuse your voice. **(1)**

If I _____that would abuse my voice.

5 Two of the Quick Health Tips are positive (things you <u>must</u> do) and three are negative (things you <u>must not</u> do). Fill in the table correctly. **(½ x 4 = 2)**

Positive Health Tips	Negative Health Tips
1. Stay hydrated	1.
2.	2.
3.	

6 Which of these tips do you think is the most important? Why? **(2)**

I think _____ is the most important,

because _____

_____ .

7 Who would find these tips useful? **(1)**

_____ .

8 Write down your own additional Vocal Health Quick Tip to add to this list. **(1)**

_____ .

TOTAL: 10 MARKS

Term 2 Task 5 Responds to Texts

PART C: SUMMARY

NAME: _____

Instructions:

- *Read the text, 'Ndlovu's got talent'.*
- *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 for… (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 Task 5 Responds to Texts

PART D: LANGUAGE IN CONTEXT

NAME: _____

Instructions:

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

QUESTIONS:

1 Change the following sentences into the simple past tense:

a The Ndlovu Youth Choir sings in all 11 South African languages. **(1)**

_____

b The choir has been an example and an inspiration to all. **(1)**

_____

2 Change the following underlined verbs into the present progressive:

a I have learnt to believe in the beauty of my dreams. **(1)**

_____

b They have gained important values like leadership, self-confidence, self-discipline, respect, and tolerance. **(1)**

_____

3 Change the following into the future tense:

The Ndlovu Youth Choir started from a community care programme in the Moutse Valley in rural Limpopo. **(1)**

_____

4 Change the sentence into the passive voice:

The audience immediately loved them. **(1)**

_____

5 Change the sentence into the active voice:

After the show a record deal was signed by the choir. **(1)**

_____

6 Reread paragraph 5 and find and write down an example of:

a an adjective _____

b a common noun _____

c a proper noun _____

d an abstract noun _____

e a pronoun _____ (5)

7 'The choir was created to ensure that a child from a disadvantaged community can have the same level of musical teaching and opportunities as a child from a <u>wealthier</u> society.'

Fill in the correct form of the adjective: positive, comparative or superlative.

a When they reached the finals, South Africa was even (proud) of the young Limpopo performers.

b The Ndlovu choir were the (talented) choir in the competition. **(2)**

8 Fill in the apostrophes correctly. **(2)**

All the performers families are so happy! Its a dream come true!

9 Correct the verb in brackets so that it correctly agrees with the subject: (Both sentences are in the present tense.) **(2)**

a The audience sits in silence, while the judge (to make) her decision.

b The singers (to have) so many opportunities ahead of them.

10 Underline the conjunction (linking word) to join the main and dependent clause so that the sentence makes sense: **(1)**

They had never performed for an international audience before (nor / but / so / while) they were professional and excellent!

11 Choose the idiom that fits best.

Everyone loved the Ndlovu Youth Choir. Even though there were other great performers, the Limpopo choir (got the most attention).

a stole the show _____

b had two left feet _____

c sang a different tune _____

(1)

TOTAL: 20 MARKS

Term 2 Task 5 Responds to Texts Memoranda

PART A: READING COMPREHENSION MEMORANDUM

1 The choir started in 2009. (1)

2 The choir started as an after-care activity to provide good musical tuition to disadvantaged youth and to create an alternative to poor life choices. (1)

3 Young people can get caught up in alcohol and drug abuse, teenage pregnancies. – any one (1)

4 **a** the audience and the judges loved them. (1)

5 _2_ Quarter-finals

_1_ Audition

_5_ Sign a record deal

_3_ Semi-finals

_4_ Finals (4)

6 I can infer that they felt overjoyed / disbelieving / proud / emotional / exhausted / relieved (any 2) (2)

7 The statement is true. In the text it says their music has some isicathamiya, ancient tribal chants, inspirational gospel, contemporary Afro-Pop and Jazz. (2)

8 global (1)

9 original (1)

10 I can make an evaluation that she is hard-working and developing a confidence in her abilities. She is prepared to put the hours of practice and effort because she's seen the results of her hard work. (2)

11 **c** Become celebrity performers (1)

12 I agree/disagree because *learner's own response with reason.* (2)

TOTAL: 20 MARKS

PART B: VISUAL COMPREHENSION MEMORANDUM

1 Hydrate means keep lots of water in your body - drink water. (1)

2 I could sing softly / practice lots of different sounds / I could hum / sing scales (1)

3 Smoking is bad because it damages your throat and your lungs which you need for singing. (1)

4 If I screamed very loudly for a long time that would abuse my voice *or other suitable answer.* (1)

5 (½ x 4 = 2)

Positive Health Tips (1)	**Negative Health Tips (1)**
1. Hydrate	1. Don't smoke
2. Warm up before singing	2. Avoid abusing or over-using your voice
3. Know your limits	

6 Learner's own response with reason. (2)

7 A singer, a member of a choir, an actor, a performer, a public speaker (1)

8 Learner's own idea, e.g.: mint tea, gargle with salt, avoid polluted places (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** the Ndlovu Youth Choir. The choir started in a poor rural place and went on to win America's got talent! There is information about the choir's music and interviews with some of the singers. (2)

2 **The author wrote the text for** readers to learn and know about these amazing South Africans. It is important that people know the talent we have here in South Africa and know what the youth are capable of. (2)

3 **In the text I learnt** that the choir has many interesting musical influences / signed a record deal / it doesn't matter where you come from and if you are poor, you can still do incredible things and achieve a lot. (2)

4 **I liked** learning more about the choir/ reading about their interviews **because** I watched them on TV / I love seeing their performances / I am inspired by their attitude and achievements. (2)

5 **Overall, I think the text is** interesting and enjoyable to read / It was inspiring hearing about their journey. / It makes me think of what I can achieve. / …the text was boring, and I did not enjoy reading it. / I prefer to watch them sing to reading about them. (2)

TOTAL: 10 MARKS

PART D: LANGUAGE IN CONTEXT MEMORANDUM

1 **a** The Ndlovu Youth Choir sang in all 11 South African languages. (1)

b The choir was an example and an inspiration to all. (1)

2 **a** I am learning to believe in the beauty of my dreams. (1)

b They are gaining important values like leadership, self-confidence, self-discipline, respect, and tolerance. (1)

3 The Ndlovu Youth Choir will start from a community care programme in the Moutse Valley in rural Limpopo. (1)

4 They were loved by the audience immediately. (1)

5 The choir signed a record deal after the show. (1)

6 Any correct 1 for each part of speech:

a an adjective – colourful / performance

b a common noun – interview / singers / clothes / choir / dreams / smile

c a proper noun – February / Nonhlanhla Thandazo Somo / Mary Thulisile Masanabo / Sandile Blessing Majola

d an abstract noun – confidence / beauty

e a pronoun – they / yourself / you / I (5)

7 **a** When they reached the finals, South Africa was even prouder of the young Limpopo performers.

b The Ndlovu choir were the most talented choir in the competition. (2)

8 All the performers' families are so happy! It's a dream come true! (2)

9 **a** The audience sits in silence, while the judge makes her decision.

b The singers have so many opportunities ahead of them. (2)

10 They had never performed for an international audience before, but they were professional and excellent! (1)

11 **a** stole the show (1)

TOTAL: 20 MARKS

Term 2 Learner Book Memoranda

Weeks 1 & 2 Memorandum

DECODABLE TEXT: THE VIOLENCE OF SLAVERY

1 What is one kind of violence called?
One kind of violence is called slavery.

2 What is one thing that a slave could never do?
One thing that a slave could never do is go home.

3 What can't we accept?
We can't accept violence / slavery.

FICTION TEXT: EMAIL ABOUT PLANTATION TOUR

1 Who wrote this email and where is she?
Fundi wrote the email. She is in America.

2 Who is the email written to and where is that person?
The email is to Siphokazi and she is in Johannesburg/Joburg/Jozi.

3 List 3 facts of how the slaves on the plantations lived.
The slaves on the plantations usually worked for 12-15 hours a day. They had to work without any breaks. Most slaves lived in one room cabins (see learners' answers).

4 What can you infer about how the writer of the email and her sister were like when they were little?
I can infer that they were naughty and played.

5 Can you make an evaluation about how the writer feels about slavery? Give a reason for your answer.
I make the evaluation that the writer feels that slavery is bad. I make this evaluation because she describes all of the conditions that slaves go through and it seems as though she is shocked by them/ she says their lives were so hard.

VISUAL TEXT: OAK ALLEY BROCHURE

1 How did the plantation get its name?
It got its name from the double row of oak trees.

2 On this tour you will learn about and see how the plantation owners lived. What else will you learn about?
You will also learn about how the slaves lived.

3 Would you like to go on this Oak Alley Plantation tour? Why or why not?
I would/ would not like to go on this tour because… (see learners' answers).

CHALLENGE YOUR BRAIN!

1 In your opinion, should tourists have the choice: learn about the plantation owner's house and life, **or** the slaves' lives; **or** should all tourists have to go to both?
In my opinion, tourists should be able to choose / tourists should learn about both, because… (see learners' answers). Answer could be something like – tourists should learn about both because they should be know what the slaves had to go through to give the plantation owners their houses.

2 Do you think that people should still feel angry about slavery and things that happened hundreds of years ago? Why or why not?
I feel that people (see learners' answers).

LSC: PRACTICE

1 Punctuate the following direct speech correctly:

a *'I'm so excited to visit the South and see what the sugar plantations look like,' said Jermaine.*

b *He looked at the huge house and said thoughtfully, 'It's quite crazy how owners and slaves lived so close together, but their lives were so different.'*

c *'I'd love to go visit the South,' she sighed, 'but I can't afford the ticket.'*

d *'What do you mean?' he said with a gasp.*

2 Underline the main clause and circle the conjunction and the dependent clause. (Warning: sometimes the conjunction and the dependent clause are at the beginning of the sentence!)

a *I want to go for a walk,* (*but now it's raining.*)

b *We always have special food* (*whenever they come to visit.*)

c *You mustn't buy it* (*unless you are sure you love it!*)

d *Those are the people* (*who live in the new house.*)

e (*While I was asleep,*) *the storm blew my washing away.*

3 Write down a synonym for each word from the 3rd paragraph of: *Email from a plantation tour*:

a *difficult – hard*

b *disease – illness*

c *beaten - punished*

4 Write down an antonym for each word from the 2nd paragraph of: Email from a plantation tour

a *Ugly – beautiful*

b *New – old*

c *Inexpensive – valuable*

5 *fingers to the bone – work very hard*
butter fingers – a clumsy person
then and there – immediately
eye to eye – agree

Weeks 3 & 4 Memorandum

DECODABLE TEXT: THE WORLD IS CHANGING

1 What are two things that may change in the future?
Two things that may change in the future are my home and my career.

2 What new thing has the person in this story found in the future?
The person in this story has found a new career in the future.

3 What will this new career be about?
This new career is about helping people.

NON-FICTION TEXT: JOBS FOR THE FUTURE

1 What does a virtual doctor do with the diagnosis (information about the patient's medical condition) from the computer scan?
First the virtual doctor will examine all of the evidence then say if the computer's diagnosis is correct.

2 How does a virtual home visitor speak to patients?
The virtual home visitor will beam into the patients' homes to speak to them.

3 What is the job of a transport systems co-ordinator?
A transport systems operator has to confirm decisions made by computers and check the decisions about all the different types of transport.

4 Why will some fruit and vegetables be grown up the side of buildings (vertically)?
Some plants will be grown vertically because there is not enough horizontal space in the city.

5 Which of these jobs would you like to have? Why?
I would like to be a…because… (see learners' answers).

VISUAL TEXT: JOB ADVERTISEMENT IN LWAZI COMMERCIAL NETWORKL

1 What is the abbreviation for a transport systems co-ordinator?
The abbreviation is TSC.

2 List three characteristics that a transport systems co-ordinator must have.
A transport systems co-ordinator must be highly alert, enjoy working under pressure and must be able to co-ordinate and manage many systems at the same time.

3 Why do you think you need 5 years' experience to get this job?
You need 5 years' experience because it is a highly demanding job and can be complicated.

CHALLENGE YOUR BRAIN!

1 Why do you think a transport systems co-ordinator needs to be able to work under pressure?
A transport systems co-ordinator needs to be able to work under pressure because they are managing many systems at the same time.

2 To work 'remotely' means to work not in a traditional office with your colleagues. What are the positive things about working remotely and what are the negative things?
The positive things are that you don't have to spend money on fuel/you don't have to waste time travelling/you can be comfortable/ you don't have to buy work clothes/you feel more relaxed.
The negative things are that you get distracted/you can't talk to your colleagues immediately/ you may not be as motivated.

LSC: PRACTICE

1 Copy the following into your exercise book and capitalise the proper nouns.
I was born in the city of Bojanala. Not too far away there is a magnificent national park called the Pilanesberg National Park. My sister, Tshanduko, loves reading. Her favourite author is the South African Deon Meyer.

2 *Give the plural form of the following common nouns:*
- **a** *City – cities*
- **b** *Society – societies*
- **c** *Technology - technologies*
- **d** *Visitor – visitors*
- **e** *Person – people*
- **f** *Quantity – quantities*

3 Choose the correct conjunction to join the simple sentences into a compound sentence:
- **a** *A virtual doctor will examine the information, but a virtual home visitor will talk to the patient.*
- **b** *A transport systems co-ordinator must be highly alert, and she must be able to work under pressure.*
- **c** *In the future, farms may be vertical, so they do not take up too much land.*

4 Rewrite the sentences below in your exercise book, replacing each underlined word with a synonym.
- **a** *In the future your disease will be treated by a virtual medical team.*
- **b** *A medical data analyst will study all the information.*
- **c** *A transport systems co-ordinator must like working under pressure.*

5 Fill in the correct demonstrative adjective: this, that, these or those:
- **a** *Come and watch this news item on farming in the future! It's really interesting!*
- **b** *Can you hear that drone in the distance? I think I heard it yesterday too.*
- **c** *Our teacher predicted these things when he was young.*
- **d** *I would love to have that stylish career, but I need to study first.*
- **e** *These images of the Hyperloop are inspiring!*

6 Match Column A with Column B so that the figurative expressions make sense:
- *We never even think about cell phones, we just - take them for granted.*
- *Don't let today's technology stop your imagination, - the sky's the limit for future careers.*
- *She is doing so well in her career, her ideas for the virtual body scan are really - up and coming.*
- *We know how our family is, even if they live far away. Because of all our technology, we can always - keep in touch.*

Weeks 5 & 6 Memorandum

DECODABLE TEXT: THINKING ABOUT DESIGN AND TECHNOLOGY

1 What do designers need to think about?
Designers need to think about a way to develop technology.
2 What do we need to save the day?
We need more technology to save the say.
3 Why must designers develop sustainable technology?
Designers must develop sustainable technology because we need to save the Earth.

NON-FICTION TEXT: HOW TO MAKE ADOBE BRICKS

1 What did Anele learn about in Technology?
Anele learnt about about structures and about how some buildings are made from natural materials.
2 Where are two places in Africa where Adobe bricks are used in buildings?
Adobe bricks are used in Mali and Egypt.
3 What is the best kind of soil to make adobe bricks and where can you find it?
The best kind of soil is clay. You can find it on the top or side of a natural hill.
4 Why do you think it's important that the bricks do not have any air bubble in them (fourth step)?
The bricks should not have any air bubbles because it will make their structure weaker/ they would break more easily / they would not be as solid or strong.
5 Would you like to have a brick hand press? Why or why not?
I would/wouldn't like to have a brick hand press because… (see learners' answers).
6 What kind of relationship do Anele and her grandfather have?
I can infer that Anele and her grandfather have a good/close relationship.

VISUAL TEXT: TABLE OF ARCHITECTURAL STYLES

1 What are the 3 main building materials used in Ndebele houses?
The 3 main building materials used are cow dung, mud and clay soil.
2 True or False: Victorian style is very plain and simple. Explain your answer.
False, Victorian style buildings have a very decorative style and include lots of extra decorations.
3 How does Mid-Century style bring nature into its buildings?
Mid-Century style brings nature into its buildings by including large windows to let in lots of natural light.
4 Which of these styles of architecture do you prefer (like best)? Why?
I prefer…style because… (see learners' answers).

CHALLENGE YOUR BRAIN!

1 The Zulu hut has the same dome shape we saw in the structures at Mapungubwe. This is a traditional design. How do think this design helps to keep houses at a regular temperature?
I think the style regulates the temperature because there is more space inside for air to move, it is smaller than other buildings.
2 Which of these designs do you think is best for sustainable development? Why?
I think the…style is best for sustainable development, because… (see learners' answers).

LSC: PRACTICE

1 Write down 3 adverbs of **manner** from the text *How to make adobe bricks.*
(Hint, look for words ending in – ly.)
- **a** *Slowly*
- **b** *Encouragingly*
- **c** *Proudly*

2 Underline the adverbs of **place** in the following sentences:
- **a** *'As Anele happily returned home from school, she found her grandfather sitting outside in the garden, enjoying the sun.'*
- **b** *'Anele moved towards the bench and sat down.*
- **c** *'These days, most people use a brick hand press to make them at home.'*

3 Choose from the following adverbs of time to complete the sentences: *monthy / earlier / constantly / immediately / sometimes / regularly / never*
- **a** *You must go there immediately or it will be too late!*
- **b** *The art students meet every four weeks. It's a monthly class.*
- **c** *If you exercise regularly you stay healthy and fit.*
- **d** *Constantly / Sometimes I dream about building my own house.*
- **e** *The sun rises earlier in the summer and I can't sleep late*

4 Change the following instruction into the passive voice.
- **a** *The ingredients are mixed into a stiff mud paste.*
- **b** *The mixture is put into a brick hand press.*
- **c** *Any air bubbles are pressed out and a spade is used to level off the mixture.*
- **d** *The bricks are left to dry in the hand press for 2 to 4 days.*

5 Change the following into the active voice:
- **a** *They used sapling poles.*
- **b** *They then use grass to make a thatch covering.*
- **c** *They make the floor of the hut from a mixture of anthill clay and cow-dung.*

6 Fill in the missing numerical adjectives so that the instructions make sense: *First / second / third / fourth*
- **a** *Second, when the frame is complete, it is thatched with grass.*
- **b** *Third, the floor of the hut is made from a mixture of anthill clay and*
- **c** *cow-dung.*
- **d** *First, the frame of the hut is made of sapling poles placed in a circle, bent inwards and lashed together.*
- **e** *Fourth, once dry, the floor is covered with cattle-fat.*

7 Fill in the apostrophe in the correct place:
- **a** *The children helped to clean the old lady's house.*
- **b** *My uncle's friend redesigned the building.*
- **c** *You shouldn't play in unused buildings. They're dangerous places.*
- **d** *That tree's leaves are starting to fall.*
- **e** *I'm thinking of ways to make my house more practical.*
- **f** *The cities' decisions were the same: all decided to follow the aims of sustainable development.*
- **g** *It's a beautiful day!*
- **h** *Architects' ideas have changed peoples' lives.*

Weeks 7 & 8 Memorandum

DECODABLE TEXT: CHILDREN'S RIGHTS

1 What does the person in this story learn about at school?
At school this person learns about their rights and how to protect one another.

2 Why must children be alert and know their rights?
Children must be alert and know their rights because they are vulnerable and can be hurt.

3 What does the person in the story dream about?
The person in the story dreams about a safe future for all vulnerable children.

NON-FICTION TEXT: SPEECH TO GRADE THE 7S

1 Who has come to speak to the Grade 7s? What is she speaking about?
Sergeant Nandi Masiko has come and she is speaking about keeping ourselves safe.

2 True or false: Abusers will always be bad, scary people. *Explain your answer*
The statement is false, because abusers can be people you know who are well-dressed.

3 How many children go missing in South Africa every day? Why do you think this happens?
Two children go missing every day. I think this happens because children are being human trafficked.

4 List 3 things you should never do when you're online.
You should never accept friend requests from strangers, give out your personal information or agree to meet anyone you've never met online.

5 Your stomach will feel funny if you are uncomfortable or scared. Quote the expression that shows you must trust your stomach and leave a bad situation.
The expression is: Trust your gut.

6 Sergeant Masiko said 'information is protection'. What do you think you need to know to protect yourself from abuse?
To protect myself from abuse, I think I must know how to look out for signs of abuse/know how to avoid situations that put me in danger/know who to contact in case of abuse etc.

VISUAL TEXT: RSA SOCIAL DEVELOPMENT POSTER

1 What is this poster giving information about?
This poster is giving information about child abuse, neglect and exploitation and numbers to call and organisations to contact to report abuse.

2 What is the Crime Stop tollfree number and the Childline toll-free number you can call if you need to report abuse?
The Crime Stop number is 08600 10 111. The Childline number is 0800 055 555

3 In the picture, an adult hand is holding the children. What message / idea is this picture trying to share?
The message that the picture is trying to share is that we should all work together to keep children safe in our communities / hands should be used to protect children, not harm them.

CHALLENGE YOUR BRAIN!

1 What does your eye first focus on when you look at this poster? Why do you think it was designed this way?
My eye first focuses on the children in the adult's hand I think it was designed this way so that it highlights the need for communities to keep our children safe (see learners' answers).

2 Read all the words and look at the picture. How does the picture support what the words are saying ('Working together to protect children')?
The picture and the words are all about how adults and children must work together to stop child abuse (see learners' answers).

LSC: PRACTICE

1 Read the following warnings from Sergeant Masiko and write down the imperative verb. (Remember they can be in the negative.)
- **a** *Know an adult whom you can trust and talk to. – know*
- **b** *Be aware in a public place. – be aware*
- **c** *Don't accept money or presents or a lift from anyone you don't know well. – don't accept*
- **d** *If someone grabs you, scream! – scream*
- **e** *Never accept friend requests from strangers. – never accept*
- **f** *Never agree to meet anyone that you've met online. - Never agree*
- **g** *Look out for your friends and classmates – look out*

2 *Now, imagine you are telling a child how to protect herself.* ***Write an instruction starting with an imperative verb.***
Always make sure an adult knows where you are or where you are going. (see learners' answers).

3 Punctuate the following sentences, filling in the necessary colons or semicolons.
- **a** *Every holiday we do the following: sleep late, see our friends and watch movies.*
- **b** *I love reading novels and stories; my cousin prefers nonfiction about our planet.*
- **c** *She marched into the room and said: 'I am ready! Let's go!'*
- **d** *Just then the child screamed; the bird landed on his head.*
- **e** *South Africa is filled with great things to visit: game parks, beaches, mountains, and museums.*

4 Change the following sentences into the present progressive tense.
- **a** *They <u>are walking</u> to school despite the weather.*
- **b** *Bongi <u>is talking</u> to her friends about the soccer game.*
- **c** *Even though Olwethu <u>is laughing</u>, he <u>is feeling</u> sad inside.*
- **d** *They <u>are cooking</u> the best food.*
- **e** *Don't disturb me while I <u>am reading</u>.*

5 Rewrite the following sentences in your exercise book. Include all punctuation marks. Notice that the sentences show direct speech.
- **a** '*Are you ready to leave? I've been waiting for half an hour!' she said impatiently.*
- **b** *Yusuf whispered, 'I'm really scared. This doesn't feel safe.'*

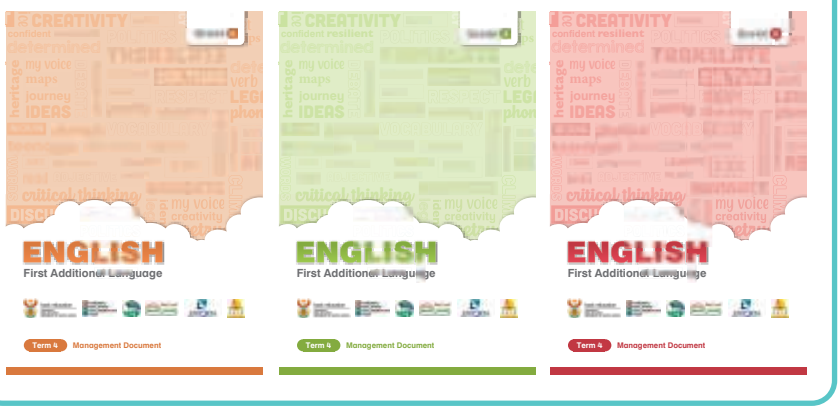
6 Connect the adjective in Column A with its antonym in Column B.

COLUMN A	*COLUMN B*
Public	*Private*
Depressed	*Cheerful*
Safe	*Dangerous*
Vulnerable	*Resilient*
Protect	*Harm*
Well-dressed	*Scruffy*

7 Use the following figurative expressions in your own sentence

a *The best advice I can give is to go with your gut!*

b *I had to apologise for being late because I was so out of it that day.*

c *She finally found her voice and stood up for herself!*

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