

ENGLISH

First Additional Language

Grade 4

Management Document

Term 4

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basic education
Department:
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REPUBLIC OF SOUTH AFRICA



TABLE OF CONTENTS

Alignment to RATP 2023 -2024	3
Curriculum Trackers	4
Programme of Assessment	13

Alignment to RATP 2023 – 2024

RATP CYCLE	PSRIP ALIGNMENT CYCLE
<u>T4 WEEKS 1-2</u> L&S: Listens to short story R: Reads short story W: Writes a short story	<u>T4 WEEKS 1-2 (Weddings)</u> L&S: Listens to short story R: Reads short story W: Writes a short story
<u>T4 WEEKS 3-4</u> L&S: Listens to a Play/ Drama R: Reads a Play or Drama and completes comprehension W: Writes a dialogue	<u>T4 WEEKS 3-4 (Friendship)</u> L&S: Listens to a Play/ Drama R: Reads a Play or Drama and completes comprehension W: Writes a story that includes dialogue
<u>T4 WEEKS 5-6</u> L&S: Listens to and discusses current issues based on newspaper or magazine article R: Reads newspaper or magazine article W: Writes a summary of a newspaper report	<u>T4 WEEKS 5-6 (Learning about the Past)</u> L&S: Listens to and discusses issue based on article R: Reads newspaper article W: Writes a summary of a newspaper report
<u>T4 WEEKS 7-8</u> Revision	<u>T4 WEEKS 7-8</u> Revision

Curriculum Tracker

Use the following tables to keep track of your curriculum coverage.

Complete the reflection at the end of every cycle as part of this process.

Thank you!

WEEK 1		
Day	CAPS content, concepts, skills	Date completed
THEME: WEDDINGS		
Monday	Activity 1: ORAL ACTIVITIES • Activate background knowledge • Start KWL chart • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Monday	Activity 2: LISTENING ACTIVITY • Listening Text: Marriage in strange times • Three read • Model comprehension skill: Making inferences • Oral comprehension	
Tuesday	Activity 1: SPEAKING ACTIVITY • Small group discussions to respond to text	
Tuesday	Activity 2: PHONICS REVIEW • /kn/ /ea/ /ow/ • Word find	
Tuesday	Activity 3: SHARED READING Pre-Read • DBE Workbook 2 page 116: My cousin's wedding • Discuss and predict • Read text aloud	
Wednesday	Activity 1: ORAL ACTIVITIES • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Wednesday	Activity 2: SHARED READING First Read • DBE Workbook 2 page 116: My cousin's wedding • Model comprehension skill: Making inferences • Oral comprehension	
Thursday	Activity 1: SHARED READING Second Read • DBE Workbook 2 page 116: My cousin's wedding • Model comprehension skill: making inferences • Oral comprehension • Formulate a question about the text	
Thursday	Activity 2: TEACH THE COMPREHENSION STRATEGY • Teach comprehension strategy: Making inferences	
Friday	Activity 1: SHARED READING Post-Read • Complete activity: Making a summary	
Friday	Activity 2: TEACH THE GENRE • Story / Narrative essay • Sample text: My sister's wedding	
Friday	Activity 3: END OF WEEK CONSOLIDATION • Update KWL chart	

WEEK 2		
Day	CAPS content, concepts, skills	Date completed
THEME: WEDDINGS		
Monday	Activity 1: WRITING Planning - Genre: Story / Narrative essay - Topic: Write a story about something funny or interesting that happened at a wedding - Planning Strategy: List	
Monday	Activity 2: GROUP GUIDED READING - Whole class do paired reading: Learner Book Texts - Work with 1-2 small groups	
Tuesday	Activity 1: ORAL ACTIVITIES - Teach song/rhyme/poem - Teach theme vocabulary - Question of the day - Use personal dictionaries	
Tuesday	Activity 2: GROUP GUIDED READING - Whole class do paired reading: Learner Book Texts - Work with 1-2 small groups	
Wednesday	Activity 1: LSC & WRITING Drafting - LSC: Present progressive tense - Use plan to draft	
Wednesday	Activity 2: GROUP GUIDED READING - Whole class do paired reading: Learner Book Texts - Work with 1-2 small groups	
Thursday	Activity 1: ORAL ACTIVITIES - Teach song/rhyme/poem - Teach theme vocabulary - Question of the day - Use personal dictionaries	
Thursday	Activity 2: GROUP GUIDED READING - Whole class do paired reading: Learner Book Texts - Work with 1-2 small groups	
Friday	Activity 1: WRITING Editing and Publishing - Edit using checklist - Publish and share writing	
Friday	Activity 2: GROUP GUIDED READING - Whole class do paired reading: Learner Book Texts - Work with 1-2 small groups	
Friday	Activity 3: CONCLUSION - Review word find - Update KWL chart	

THEME REFLECTION: WEDDINGS

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 some learners? If so, which learners, and how do you plan to do this?	
5. Do you need to further support some learners? If so, which learners, and how do you plan to do this?	
SMT Comment	
SMT name and signature	Date

WEEK 3		
Day	CAPS content, concepts, skills	Date completed
THEME: FRIENDSHIP		
Monday	Activity 1: ORAL ACTIVITIES • Activate background knowledge • Start KWL chart • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Monday	Activity 2: LISTENING ACTIVITY • Listening Text: In good times and in bad • Three read • Model comprehension skill: Make inferences • Oral comprehension	
Tuesday	Activity 1: SPEAKING ACTIVITY • Small group discussions to respond to text	
Tuesday	Activity 2: PHONICS REVIEW • /oi/ /oy/ /ar/ • Word find	
Tuesday	Activity 3: SHARED READING Pre-Read • DBE Workbook 2 page 108: A birthday • Discuss and predict • Read text aloud	
Wednesday	Activity 1: ORAL ACTIVITIES • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Wednesday	Activity 2: SHARED READING First Read • DBE Workbook 2 page 108: A birthday • Model comprehension skill: Making inferences • Oral comprehension	
Thursday	Activity 1: SHARED READING Second Read • DBE Workbook 2 page 108: A birthday • Model comprehension skill: Making inferences • Oral comprehension • Formulate a question about the text	
Thursday	Activity 2: TEACH THE COMPREHENSION STRATEGY • Teach comprehension strategy: Making inferences	
Friday	Activity 1: SHARED READING Post-Read • Complete activity: Written comprehension	
Friday	Activity 2: TEACH THE GENRE • Story / Narrative essay with dialogue • Sample text: Best friends forever!	
Friday	Activity 3: END OF WEEK CONSOLIDATION • Update KWL chart	

WEEK 4		
Day	CAPS content, concepts, skills	Date completed
THEME: FRIENDSHIP		
Monday	Activity 1: WRITING Planning - Genre: Story / Narrative essay with dialogue - Topic: Write a story about someone who is a selfless friend - Planning Strategy: List	
Monday	Activity 2: GROUP GUIDED READING - Whole class do paired reading: Learner Book Texts - Work with 1-2 small groups	
Tuesday	Activity 1: ORAL ACTIVITIES - Teach song/rhyme/poem - Teach theme vocabulary - Question of the day - Use personal dictionaries	
Tuesday	Activity 2: GROUP GUIDED READING - Whole class do paired reading: Learner Book Texts - Work with 1-2 small groups	
Wednesday	Activity 1: LSC & WRITING Drafting - LSC: Direct speech - Use plan to draft	
Wednesday	Activity 2: GROUP GUIDED READING - Whole class do paired reading: Learner Book Texts - Work with 1-2 small groups	
Thursday	Activity 1: ORAL ACTIVITIES - Teach song/rhyme/poem - Teach theme vocabulary - Question of the day - Use personal dictionaries	
Thursday	Activity 2: GROUP GUIDED READING - Whole class do paired reading: Learner Book Texts - Work with 1-2 small groups	
Friday	Activity 1: WRITING Editing and Publishing - Edit using checklist - Publish and share writing	
Friday	Activity 2: GROUP GUIDED READING - Whole class do paired reading: Learner Book Texts - Work with 1-2 small groups	
Friday	Activity 3: CONCLUSION - Review word find - Update KWL chart - Reflect on learning	

THEME REFLECTION: FRIENDSHIP

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 some learners? If so, which learners, and how do you plan to do this?	
5. Do you need to further support some learners? If so, which learners, and how do you plan to do this?	
SMT Comment 	
SMT name and signature 	Date

WEEK 5		
Day	CAPS content, concepts, skills	Date completed
THEME: LEARNING ABOUT THE PAST		
Monday	Activity 1: ORAL ACTIVITIES • Activate background knowledge • Start KWL chart • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Monday	Activity 2: LISTENING ACTIVITY • Listening Text: Importance of the Taung Child and The Discovery of 'The Boy King's Tomb' • Three read • Model comprehension skill: Making Connections • Oral comprehension	
Tuesday	Activity 1: SPEAKING ACTIVITY • Small group discussions to respond to text	
Tuesday	Activity 2: PHONICS REVIEW • /qu/ /ow/ /aw/ • Word find	
Tuesday	Activity 3: SHARED READING Pre-Read • DBE Workbook 2 page 98: Workbookpedia • Discuss and predict • Read text aloud	
Wednesday	Activity 1: ORAL ACTIVITIES • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Wednesday	Activity 2: SHARED READING First Read • DBE Workbook 2 page 98: Workbookpedia • Model comprehension skill: Making connections • Oral comprehension	
Thursday	Activity 1: SHARED READING Second Read • DBE Workbook 2 page 98: Workbookpedia • Model comprehension skill: Making connections • Oral comprehension • Formulate a question about the text	
Thursday	Activity 2: TEACH THE COMPREHENSION STRATEGY • Teach comprehension strategy: Making connections	
Friday	Activity 1: SHARED READING Post-Read • Complete activity: Written comprehension	
Friday	Activity 2: TEACH THE GENRE • Summary of a newspaper report • Sample text: New Human Ancestor Discovered	
Friday	Activity 3: END OF WEEK CONSOLIDATION • Update KWL chart	

WEEK 6		
Day	CAPS content, concepts, skills	Date completed
THEME: LEARNING ABOUT THE PAST		
Monday	Activity 1: WRITING Planning - Genre: Summary of a newspaper report - Topic: Write a summary of the article: King Tutankhamun's Tomb Unearthed! - Planning Strategy: List	
Monday	Activity 2: GROUP GUIDED READING - Whole class do paired reading: Learner Book Texts - Work with 1-2 small groups	
Tuesday	Activity 1: ORAL ACTIVITIES - Teach song/rhyme/poem - Teach theme vocabulary - Question of the day - Use personal dictionaries	
Tuesday	Activity 2: GROUP GUIDED READING - Whole class do paired reading: Learner Book Texts - Work with 1-2 small groups	
Wednesday	Activity 1: LSC & WRITING Drafting - LSC: Connecting words - Use plan to draft	
Wednesday	Activity 2: GROUP GUIDED READING - Whole class do paired reading: Learner Book Texts - Work with 1-2 small groups	
Thursday	Activity 1: ORAL ACTIVITIES - Teach song/rhyme/poem - Teach theme vocabulary - Question of the day - Use personal dictionaries	
Thursday	Activity 2: GROUP GUIDED READING - Whole class do paired reading: Learner Book Texts - Work with 1-2 small groups	
Friday	Activity 1: WRITING Editing and Publishing - Edit using checklist - Publish and share writing	
Friday	Activity 2: GROUP GUIDED READING - Whole class do paired reading: Learner Book Texts - Work with 1-2 small groups	
Friday	Activity 3: CONCLUSION - Review word find - Update KWL chart - Reflect on learning	

THEME REFLECTION: LEARNING ABOUT THE PAST	
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 some learners? If so, which learners, and how do you plan to do this?	
5. Do you need to further support some learners? If so, which learners, and how do you plan to do this?	
SMT Comment	
SMT name and signature	Date

Programme of Formal Assessment

1. There are 3 formal assessment tasks for Grade 4 Term 4 2023.
2. Please complete these tasks as detailed below.

TASK	DESCRIPTION	MARKS
FAT 7	CREATIVE WRITING PROJECT Stage 3: Oral presentation (Learners do the oral presentation of their project) Continuation from Term 3. Marks to be recorded in Term 4.	20 marks
FAT 8	TRANSACTIONAL WRITING Written before the controlled test.	10 marks
FAT 9	RESPONSE TO TEXTS (End of year controlled test) Question 1: Literary/ non-literary text (15 marks) Question 2: Visual text (10 marks) Question 3: Summary (5 marks) Question 4: Language structures and conventions (10 marks)	40 marks

'Response to Texts' developed by: Ms Gladys Ntlailane.

All assessment tasks and tools may be changed in accordance with directives from the province or district.

ASSESSMENT RUBRIC TASK 7 Stage 3: Oral Presentation 20 marks

Speaking Criteria	Level Descriptors				
	5	4	3	2	1
Structure: introduction of topic, research, poem/song and conclusion	Excellent structure. Proper introduction and concluding greeting; good research done; choices well explained; well thought-through links between poem/song and movie; thorough understanding of the genre.	Good structure; good introduction and concluding greetings; good research done; good connection between the poem/song and movie; solid understanding of the genre.	Tried to structure the presentation; tried to do have appropriate introduction and concluding greetings; average research done; average connection between the poem/song and movie. Some understanding of the genre.	Weak structure – not all components done; weak introduction and concluding greetings; some research done but not convincing; weak or no connection between the poem/song and movie.	Weak or no structure; greetings not done; limited or no research done; no connection between the poem/song and movie.
Delivery: pronunciation, articulation, and expression	Excellent pronunciation, articulation, voice projection and volume. Excellent expression and emotion in voice.	Good pronunciation, articulation and voice projection and volume. Good expression and emotion in voice.	Fair pronunciation, articulation, voice projection and volume. Fair expression and emotion in voice.	Some issues with pronunciation, articulation, voice projection and volume. An attempt to use expression and emotion in voice.	Many issues with pronunciation, articulation, voice projection and volume. No attempt to use expression and emotion in voice.
Appropriate body language: eye contact with audience, posture, gestures and facial expression	Excellent use of body language, gestures and facial expressions.	Good use of body language, gestures AND facial expressions.	Good use of body language, gestures OR facial expressions.	Some issues with use of body language, gestures and facial expressions.	Body language inappropriate for the presentation. Limited or no use of facial expressions.
Use of resources, visual cues and props	Very good use of poster and props to create excellent presentation.	Good use of poster and props to add to presentation.	Average use of resources to help presentation.	Unsatisfactory use of resources – poster or props used but did not add value to presentation.	Limited to no use of resources – no effort to use poster or props.

EXAMPLES OF RUBRICS for TASK 8: Transactional writing

TASK 8 TRANSACTIONAL WRITING: Review			
MARKS	Maximum total of 10		
OBJECTIVE	Writes a review		
CONTENT	3	2	1
	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.	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 irrelevant to the topic.
STRUCTURE	2	1	0
	The learner has used the paragraphs logically to review different aspects of the text.	The learner has attempted to structure the review into logical paragraphs.	The learner's review has no logical structure or flow. Paragraphs have not been used.
PLANNING	2	1	0
	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 makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	The learner does not make a plan OR the learner's plan is irrelevant.
EDITING / LSC	3	2	1
	The learner has included all the necessary information about the text. The language clearly shows the opinion of the writer and gives a good sense of the text being reviewed. The learner successfully edits their own work to correct grammar, spelling and punctuation.	The learner has included most of the necessary information about the text. There is an attempt at an opinion with reason to justify. The learner has edited their work to correct grammar, spelling and punctuation, but there are still some errors.	The learner has not included the necessary information about the text. The style of the language is not correct. The learner does not edit the work. Or, the learner attempts to edit the work, but there are many errors remaining.

TASK 8 TRANSACTIONAL WRITING: Informal / Friendly Letter			
MARKS	Maximum total of 10		
OBJECTIVE	Writes an informal / friendly letter		
CONTENT	3	2	1
	The learner's response is interesting and exceeds expectations. It includes the writer's thoughts and feelings.	The learner's response is relevant to the topic and interesting.	The learner's response is irrelevant to the topic.
STRUCTURE	2	1	0
	The learner has used the correct structure and layout of a friendly letter (including sender's address, date, greetings).	The learner has attempted to structure the letter correctly.	The learner's letter has not followed the correct structure.
PLANNING	2	1	0
	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 makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	The learner does not make a plan OR the learner's plan is irrelevant.
EDITING / LSC	3	2	1
	The learner has used informal register with the correct greeting and farewell. All the necessary information is included. The learner successfully edits their own work to correct grammar, spelling and punctuation.	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 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.

TASK 8 TRANSACTIONAL WRITING: Instructional Text					
MARKS	Maximum total of 10				
OBJECTIVE	Writes an instructional text				
CONTENT & STRUCTURE	5	4	3	2	1
	The learner's response is interesting, relevant and exceeds expectations. The instructions are well-organised with logical paragraphs. The learner has used the structure to enhance the text. All the necessary information is included.	The learner's response is interesting and relevant to the topic. The instructions are organised into logical points/paragraphs that work together well. The ideas are connected, and the brief is creatively structured. Most of the information is there.	The learner's response is relevant to the topic. The instructions have logical points/paragraphs, but they are not fully developed. The ideas are not totally connected and more thought into the overall idea is needed. Some important information has been left out.	The learner's response does not show a good understanding of the topic. The instructions have attempted to follow the structure and use paragraphs. But many ideas seem to be missing. The ideas are not connected.	The learner's response is irrelevant to the topic. The instructions are not organised into points/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 8 TRANSACTIONAL WRITING: Speech			
MARKS	Maximum total of 10		
OBJECTIVE	Writes a speech		
CONTENT	3	2	1
	The learner's response is interesting and exceeds expectations. There is a main point supported by reasons, evidence and examples.	The learner's response is relevant to the topic and interesting.	The learner's response is irrelevant to the topic.
STRUCTURE	2	1	0
	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.	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 learner's letter has no coherent structure.
PLANNING	2	1	0
	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 makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	The learner does not make a plan OR the learner's plan is irrelevant.
EDITING / LSC	3	2	1
	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.	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 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.

TASK 8 TRANSACTIONAL WRITING: Newspaper Article			
MARKS	Maximum total of 10		
OBJECTIVE	Writes a newspaper article		
CONTENT	3	2	1
	The learner's response is interesting and exceeds expectations. The facts (questions: <i>who, what, where when and why</i>) of the incident are all clear.	The learner's response is relevant to the topic and interesting.	The learner's response is irrelevant to the topic.
STRUCTURE	2	1	0
	There is a headline (appropriate and catching) and a by-line, a blurb (tells the reader what the article is about and appears directly below the headline) and well-structured paragraphs with the necessary information.	The learner has attempted to structure the article in paragraphs. Stays on topic all the way through.	The learner's article has no coherent structure.
PLANNING	2	1	0
	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 makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	The learner does not make a plan OR the learner's plan is irrelevant.
EDITING / LSC	3	2	1
	The learner has used a formal register, in the third person with in/direct speech in the active voice. The learner successfully edits their own work to correct grammar, spelling and punctuation.	The learner's style of language is mostly correct. The article is written in a formal register, in the third person with an attempt at in/direct speech. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors.	The learner has not written in a suitable style. The register and tone are incorrect and the necessary LSCs and details have not been included. The learner does not edit their own work. Or, the Learner attempts to edit their own work, but there are many errors remaining.

TASK 8 TRANSACTIONAL WRITING: Advertisement			
MARKS	Maximum total of 10		
OBJECTIVE	Writes an advertisement		
CONTENT	3	2	1
	The learner's response is interesting and exceeds expectations. The advertisement works well to sell the product/service using relevant verbal and visual texts. There is a clear target market.	The learner's response is relevant to the topic and interesting.	The learner's response is irrelevant to the topic.
STRUCTURE	2	1	0
	Different fonts and sizes of fonts are used. An appropriate image has been included. The learner has worked hard to create a visually appealing and relevant text.	The learner has attempted to structure the article in paragraphs. Stays on topic all the way through.	The learner's article has no coherent structure.
PLANNING	2	1	0
	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 makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	The learner does not make a plan OR the learner's plan is irrelevant.
EDITING / LSC	3	2	1
	The learner has used persuasive and emotive language and an image effectively. The learner successfully edits their own work to correct grammar, spelling and punctuation.	The learner has attempted to use persuasive language and an appropriate visual has been included. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors.	The learner has not used persuasive language. There is no visual image. The learner does not edit their own work. Or, the Learner attempts to edit their own work, but there are many errors remaining.

TASK 8 TRANSACTIONAL WRITING: Dialogue			
MARKS	Maximum total of 10		
OBJECTIVE	Writes a dialogue		
CONTENT	3	2	1
	The learner's response is interesting and exceeds expectations. The dialogue sounds like a real conversation.	The learner's response is relevant to the topic and interesting.	The learner's response is irrelevant to the topic.
STRUCTURE	2	1	0
	Stage directions are in brackets before the speaker talks to show their feelings and actions. The speakers' names are on the left-hand side followed by a colon before their words. Each new speaker starts on a new line. The words spoken by the characters all line up. All the speakers' lines are in the correct chronological order.	The learner has attempted to structure the dialogue correctly.	The learner's dialogue has not followed the correct layout and structure.
PLANNING	2	1	0
	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 makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	The learner does not make a plan OR the learner's plan is irrelevant.
EDITING / LSC	3	2	1
	The learner has created a realistic sounding dialogue (vocabulary and tone). The stage directions give a good sense of the speakers' feelings and actions as they speak (use of adverbs and adjectives). The learner successfully edits their own work to correct grammar, spelling and punctuation.	The learner has attempted to show the feelings and actions of the speakers. The characters words sound like a real conversation. The layout is mostly correct. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors.	The learner has not used the correct layout. The conversation does not sound realistic. The learner does not edit their own work. Or, the learner attempts to edit their own work, but there are many errors remaining.

TASK 8 TRANSACTIONAL WRITING: Diary Entry			
MARKS	Maximum total of 10		
OBJECTIVE	Writes a diary entry		
CONTENT	3	2	1
	The learner's response is interesting and exceeds expectations. The diary sounds like the thoughts of the 'character' and describes the events in a subjective and emotional way.	The learner's response is relevant to the topic and interesting.	The learner's response is irrelevant to the topic.
STRUCTURE	2	1	0
	There is a date at the top of the entry. There is a salutation/ greeting (e.g. Dear Diary) at the start. Paragraphs are used to organise the entry logically.	The learner has attempted to structure the diary entry. Stays on topic all the way through.	The learner's diary has no coherent structure.
PLANNING	2	1	0
	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 makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	The learner does not make a plan OR the learner's plan is irrelevant.
EDITING / LSC	3	2	1
	The diary entry is written in the first-person ('I'), in the past tense. Careful use of vocabulary have been chosen to show the correct tone (feeling) of the writer. The learner successfully edits their own work to correct grammar, spelling and punctuation.	The learner has attempted to write as the 'character'. The diary is in the first person and in the past tense. Some descriptive vocabulary helps to show the feelings of the writer. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors.	The learner has not written as though they are the 'character'. They style and language are incorrect. The learner does not edit their own work. Or, the Learner attempts to edit their own work, but there are many errors remaining.

TASK 9: RESPONSE TO TEXTS

EXEMPLAR TASK

Marks: 40

Duration: 2 hours

Date: November 2023

TERM 4 TASK 9	TOTAL MARKS	LEARNER'S MARK
1. Reading Comprehension	15	
2. Visual Literacy	10	
3. Summary	5	
4. Language Structures & Conventions	10	
TOTAL	40	

Instructions for the learner:

1. Read the instructions carefully.
2. This task consists of FOUR questions.

QUESTION 1: Reading comprehension (25)

QUESTION 2: Visual Literacy (10)

QUESTION 3: Summary (5)

QUESTION 4: Language Structures and
Conventions (10)

TOTAL (40)

3. Answer ALL the questions.
4. For multiple choice questions, circle only the letter of the correct answer.
5. Answer in your own words unless specifically asked to quote.
6. Pay special attention to spelling and sentence construction.
7. Your teacher will lead you through the practice exercise before you start the controlled test.

Practice exercise

1.4 Circle the letter of the correct answer.

What is a cabbage?

A fruit

B vegetable

C root

D berry

(1)

You answered correctly if you circled the letter B.

1.5 Which word is the **noun** in the following sentence? Write the word on the line.
The book is interesting.

(2)

You answered correctly if you wrote "book".

1.6 Give **two** reasons why you think you will enjoy school this year.

(2)

You should write something like:

This year I will enjoy school because my English teacher is friendly.

I shall also enjoy it because my old friend has come back to our school.

GOOD LUCK!

QUESTION 1: Comprehension

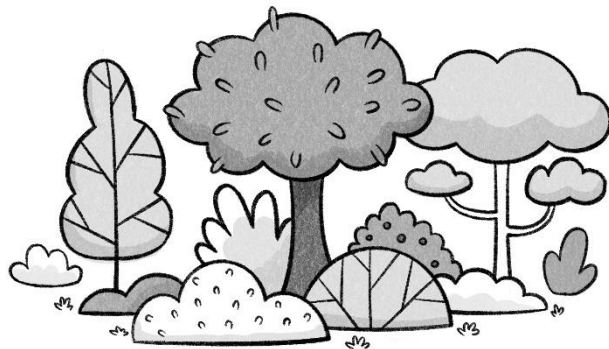
TEXT A: SHORT STORY

Read the short story and answer the questions that follow.

Tilly, the Brownie Fairy

1. Once upon a time, deep in the forest, there lived a small, creature named Tilly. Tilly was a brownie, a type of fairy known for their love of playing tricks on people. She lived inside an old oak tree, and could often be seen jumping between the trees, laughing as she played her tricks.

2. One day, a group of children went for a walk in the forest. They were playing a game of hide-and-seek, and Tilly watched them from behind a tree. She decided to play a trick on them, and soon had them all running in circles, trying to find the source of the laughter.



3. As the sun began to set, the children grew tired and decided to go back home. As they walked, they heard the soft sound of laughter following them. Looking up, they saw Tilly on top of a tree branch, waving goodbye.

4. From that day on, the children would often visit Tilly in the forest, bringing her gifts of honey and berries in exchange for her stories and tricks. And Tilly, for her part, was happy to have made some new friends.



Adapted story from: *AI Chat with ChatGPT*

- 1.1 What is the title of the story?
_____ (1)
- 1.2 Where does the whole story take place?
A at home
B behind a tree
C in the forest
D on the oak tree (1)
- 1.3 Which words tell us that the story happened a long time ago?
(paragraph 1) (1)

- 1.4 What is a brownie? (paragraph 1)
_____ (1)
- 1.5 Where did Lilly live?
_____ (1)
- 1.6 What were the children doing in the forest?
_____ (1)
- 1.7 “...running in circles, trying to find the **source** of the laughter.’ (paragraph 2)
“The word ‘source’ as used above means...
A soup
B cause
C plate
D end (1)

- 1.8 Who was making a 'soft sound? (paragraph 3)
- A the branches
 - B the children
 - C the wind
 - D the fairy (1)
- 1.9 Which word best describes Tilly?
- A brave
 - B scary
 - C playful
 - D unfriendly (1)
- 1.10 How did you feel when reading this story?
- _____ (1)
- 1.11 Indicate whether the statement below is True or False.
- The children went back home at midday.
- Give a reason for your answer.
- _____
- _____ (2)
- 1.12 Would you go back to forest if you were one of the children in the story?
- Give a reason for your answer.
- _____
- _____ (2)
- 1.13 What presents did the children take for Tilly?
- _____ (1)

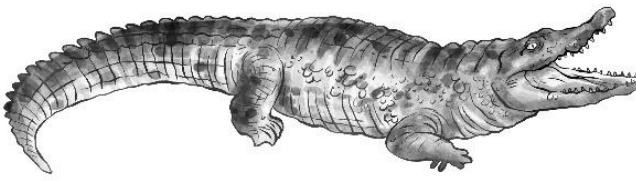
Total Question 1 (15)

Question 2: Visual Literacy

TEXT B: POSTER

Read the poster below and answer the questions that follow.

ARE YOU A REPTILE LOVER?



FUNNYWORLD

Come and see some reptiles!

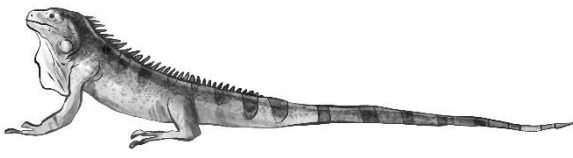
FEEDING TIMES 3PM
Thursday, Friday, Saturday, Sunday



 **Funnyworld Toy shop**
Tel (011) 723 457

School Group & Tour Bookings

ENTRANCE FEE: R10.00
Children under 13: R5.00



SNAKES CROCODILES LIZZARDS

Funnyworld Restaurant
Restaurant closed on Mondays

OPEN 9 AM TO 5 PM – 6 DAYS A WEEK

- 2.1 What is the place being advertised on the poster?
- A Restaurant
 - B Wildlife
 - C Reptiles
 - D Funnyworld
- (1)
- 2.2 Name TWO things you can see at this place.
- 2.2.1 _____
- 2.2.2 _____
- (2)
- 2.3 At what time can you watch reptiles being fed?
- _____
- (1)
- 2.4 How much would your 15-year-old brother pay to go there?
- _____
- (1)
- 2.5 Would you be able to have a meal at the Funnyworld restaurant on Mondays?
Give a reason for your answer.
- _____
- _____
- (2)
- 2.6 Who do you think would be interested in visiting this place?
- _____
- (1)
- 2.7 Would you join your school for a tour to this place?
Give a reason for your answer.
- _____
- _____
- (2)

Total Question 2 10

Question 3: Summary

TEXT C: INFORMATION TEXT

Read the following information text and write a summary on **FIVE important facts about donkeys**

Remember:

1. Your summary should be between 40 – 50 words.
2. Write only important facts.
3. Use your own words as much as possible.
4. Write the number of your words at the end.

Donkeys

The donkey is a domesticated member of the horse family. Donkeys were used as pack animals. They have a lifespan of 30 -50 years. They range in size from 97 – 147 cm at their shoulder. A diet of straw plus a little grazing keeps a donkey healthy. Donkeys don't like getting their feet wet. Donkeys have very sharp hooves. The male donkey is called a jack and a female is called a jenny. Female donkeys become pregnant for between 11 and 14 months. A baby donkey is called a foal. The mother feeds the foal for four to six months.

Adapted from *Google web/donkey/fact*

- 3.1 _____
- 3.2 _____
- 3.3 _____
- 3.4 _____
- 3.5 _____

Total Question 3 5

Question 4: Language Structures and Conventions

TEXT D: INFORMATION TEXT

Read the text below and answer the questions that follow.

- 1 Reports show that only 14% of the South African population are active readers, and a mere 5% of parents read to their children. National Book Week is an important event in encouraging the nation to value reading as a fun and pleasurable activity and to show how reading can easily be part of one's daily lifestyle.
2. This year's theme of "The Books of Our Lives", National Book Week shows South Africans the many ways in which books remain our faithful friends on the road of life. Books educate us, guide us, please us, teach us our history, and the lives of others that are so different, and yet so similar to ours.

- 4.1 Choose the opposite of the underlined word and circle the correct letter

Books remain our faithful friends.

(1)

- A family
- B fortune
- C enemies
- D readers

- 4.2 Change the following sentence into simple past tense.

National Book Week is an important event.

_____ (1)

- 4.3 Only 14% of the South African population are **active** readers.

The word "active" is an example of...

- A an adverb.
- B an adjective.
- C a verb.
- D a noun.

(1)

4.4 **Reading books teaches us a lot of things.**

Change the sentence above into a question.

Does _____ (2)

4.5 Underline the correct verb.

The book **was / were** enjoyed by everyone. (1)

4.6 Identify a word in paragraph 1 that means the same as mother and father. (1)

4.7 National Book Week shows South Africans the importance of books.

Souths Africa is an example of a...

- A possessive noun.
- B pronoun.
- C collective noun.
- D proper noun. (1)

4.8 Join the following sentence using the conjunctions in brackets

I love reading. I love learning about faraway places.

(because)

_____ (1)

4.9 Fill in the apostrophe in the correct place in the following sentence: (1)

I love our schools library.

Total Question 4 10

Grand Total 40

TASK 9: RESPONSE TO TEXTS**EXEMPLAR TASK****MARKING GUIDELINES****Marks: 40**

Item no.	Possible Answer	Mark	Level of difficulty	Cognitive level
	Question 1: Comprehension			
1.1	The title of the story is Tilly, the Brownie Fairy ✓	1	E	Literal
1.2	C - in the forest✓	1	E	Literal
1.3	“Once upon a time”✓	1	M	Inference
1.4	It is a type of fairy✓	1	M	Inference
1.5	Tilly lived in a tree. ✓	1	E	Literal
1.6	They were playing hide and seek game✓	1	E	Literal
1.7	B – cause✓	1	M	Inference
1.8	D - The fairy✓	1	E	Literal
1.9	C - playful✓	1	M	Inference
1.10	Open-ended, accept learners ‘responses that express feelings. Suggestions I feel happy/scared	1	D	Appreciation
1.11	False- They went back at sun began to set.✓✓ OR False – they went back home at sunset/ in the evening. ✓✓ (Award full marks only when False is motivated correctly- do not award a mark for False only)	2	M	Literal

1.12	Open-ended, accept learners 'responses that have a relevant motivation). Yes I would go back because the fairy/Tilly is a happy/funny/lovely/ fairy to play with.✓✓ OR No I would not go because I do not like to play tricks/ to be pranked/ I do not like to play with fairies. .✓✓ (No mark for yes or no without a valid motivation)	2	D	Evaluation
1.13	Honey ✓ berries✓ (any of the two)	1	E	Literal
	Total Question 1	15		
	Question 2: Visual Literacy			
2.1	D -Funnyworld✓	1	E	Literal
2.2	2.2.1 snakes ✓ 2.2.2 crocodiles✓ lizards✓✓ (Any two)	2	E	Literal
2.3	3 pm/ 3 o'clock/ 15h00 ✓	1	E	Literal
2.4	R10 / Ten Rand	1	M	Inference
2.5	No, I would not be able to have a meal on Mondays because the restaurant is closed on Mondays. ✓✓ (Accept learners 'responses that are correctly motivated. No mark for No only)	2	M	Inference
2.6	Children/ schools/ parents with young children/people who like reptiles✓ (Any response that is relevant to the poster)	1	M	Inference

2.7	Yes I would go because I love reptiles /It will be fun to have an outing.✓✓ OR No, I would not go because I am scared of snakes/ crocodiles/lizards/reptiles. ✓✓ (Open ended question-accept learners, responses that have a relevant motivation. No mark for Yes or No only)	2	D	Appreciation
.	TOTAL QUESTION 2	10		
	Question 3: Summary			
	3.1 A donkey is a member of the horse family. ✓ 3.2 Donkeys live for 30 -50 years. ✓ 3.3 Their shoulders are 97-147 cm tall. ✓ 3.4 Donkeys eat straw and grass. ✓ 3.5 Donkeys have sharp hooves. ✓ Donkeys want to stay dry. A male donkey is called a jack. A female donkey is a jenny. Donkeys get pregnant for 11-14 months. A baby donkey is called a foal. (Award 1 mark for each correct fact. Any FIVE of the above facts are correct but note that learners may use different words.)	1 1 1 1 1	E	Reorganisation
	Total Question 3	5		

	Question 4: Language Structures and Conventions			
4.1	C - enemies✓	1	E	Knowledge
4.2	National Book Week was an important event.✓	1	D	Application
4.3	B - an adjective.	1	E	Knowledge
4.4	Does reading books teach✓ us a lot of things? ✓	2	D	Application
4.5	The book <u>was</u> /were enjoyed by everyone. ✓	1	E	Knowledge
4.6	<u>Parent</u> ✓,	1	M	Concept
4.7	D –proper noun ✓	1	M	Concept
4.8	I love reading because I love learning about faraway places. ✓	1	M	Concept
4.9	I love our school's library. ✓	1	M	Concept
	TOTAL QUESTION 4	10		
	GRAND TOTAL	40		