

Platinum

Navigation pack

English

First Additional Language

Pearson South Africa (Pty) Ltd

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Offices in Johannesburg, Durban, East London, Polokwane, Bloemfontein, Rustenburg and Mbombela.

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English FAL Grade 8 Navigation Pack

Print ISBN: 9781485720416

Print GUID: 51DD300D-B449-4266-8ED7-7BCF2BCE2270

EPDF ISBN: 9781485720386

EPDF GUID: 8F76FC7C-205C-456E-8C73-F4ED99D76FF4

Cover design by Pearson Media Hub

Typesetting by TextWrap

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Dear Teacher

The National State of Disaster caused by the COVID-19 disrupted education in South Africa leading to the loss of valuable teaching time and disruption of the school calendar.

As a result of this, the DBE has created and released revised Annual Teaching Plans (ATPs) to assist schools and teachers in ensuring the 2021 school year is completed. The 2021 ATPs are based on the revised ATPs that were developed in 2020. It is important to note that fundamental and core topics have been retained in the 2021 ATPs. Some of the strategies that have been used in the process of developing the 2021 DBE ATPs are:

- reducing the content covered in certain topics
- merging topics
- deleting topics
- revising the assessment guidelines
- reducing teaching time for certain topics
- resequencing of topics/concepts.

At Pearson South Africa, we believe that education is the key to every individuals' success. To ensure that, despite the challenges, teachers and learners can meet all the necessary learning outcomes for the year, we have created this Navigation Pack, a free resource to support teachers and learners during this challenging time.

The Navigation Pack aims to summarise and highlight the changes in the 2021 DBE ATP and provide teachers and learners with worksheets that focus on impacted topics in the curriculum.

Due to resequencing of topics, the order of topics in the textbook that is currently used in the classroom may not be aligned to the new sequence of topics in the ATP. The Navigation Pack has a set of assessments based on the Section 4 changes and the revised assessment guidelines.

COVID-19 safety guidelines for teachers and learners

Gatherings at school

Where schools are open for learning, it is up to management to take decisive action to ensure sites are not simultaneously used for other functions such as shelters or treatment units in order to reduce the risk.

Implement social distancing practices that may include:

- A staggered timetable, whereby teachers and learners do not arrive/leave at the same time for the beginning and end of the school day
- Cancelling any community meetings/events such as assemblies, cake sales, market days, tuckshops, after-care classes, matric dances, Eisteddfods and other events
- Cancelling any extra-mural activities such as ballet classes, swimming lessons, sport games, music classes and other events that bring people together in crowds.
- Creating space and avoiding unnecessary touching.
- Limiting movement and interaction between classes
- Schools with an established feeding scheme plan are to ensure that hygiene and social distancing is always implemented. Teachers and staff members assisting with food distribution are to wear masks, sanitise prior to issuing food items and learners are to stand 1,5 m apart in the queue.

Wear a mask at all times.



1. Restrooms/toilets

Handwashing

Washing hands with soap and water  or using alcohol-based hand sanitisers  is one of the most important ways to help everybody stay healthy at school. Critical to this is preparing and maintaining handwashing stations with soap and water in the toilets and in each classroom.



Teachers and learners should always wash their hands after:

- eating
- entering the classroom
- using the toilet
- blowing their noses or coughing
- touching tears, mucous, saliva, blood or sweat.

2. Premises and classroom settings

When schools open, classroom settings should be altered in order to promote hygiene, safety and social distancing.

Changed classroom settings may include:

- Cleaning and disinfecting school buildings, classrooms and sanitising facilities at least once a day, particularly surfaces that are touched by many people (railings, lunch tables, sports equipment, door and window handles, toys, teaching and learning tools etc.)
- Ensuring proper ventilation and the fresh flow of air through classrooms
- Providing learners with vital information about how to protect themselves by incorporating the importance of hygiene, handwashing and other measures of protecting themselves, into the lessons
- Promoting best handwashing and hygiene practices and providing hygiene supplies.

- Prepare and maintain handwashing stations with soap and water and, if possible, place alcohol-based hand sanitisers in each classroom, at entrances and exits, and near lunchrooms and toilets.



- Ensure teachers and learners wear masks at all times.



Social distancing

- Space the learners out in the classrooms (or outdoors) – try to keep learners separated by a minimum of 1,5 m.



- Create space for learners' desks to be at least 1,5 m apart.

- Learners are not to exceed 30 per class or 50% of the original class size.



- Learners should not share cups, eating utensils or food.
- Do not let learners eat items that fall on the floor, or chew on pencils or other objects.

- Ensure learners avoid close contact, like shaking hands, hugging or kissing.



3. Social behaviour

It is extremely vital during a pandemic that focus is not only directed towards optimal physical health and hygiene, but in finding ways to facilitate mental health support.

- Treat everybody with respect and empathy – no teasing about COVID-19.
- Encourage kindness towards one another and avoid any stereotyping when talking about the virus.
- Stay home if you have a temperature or are ill.
- Do not touch people who are ill, but be empathetic.

Wear a mask at all times.



How to use this Navigation Pack

Revised DBE Teaching Plan: Comprehensive summary of the CAPS topics according to the revised ATPs

Navigation Plan: Links to additional resources in the Pearson Navigation Pack

REVISED DBE ANNUAL TEACHING PLAN				NAVIGATION PLAN	
Themes	Topic	Unit	Time	Links to Pearson Navigation Pack	Page reference
WAVES, SOUND AND LIGHT	Electromagnetic radiation [9 h] *10	The nature of electromagnetic radiation	2 hrs		
		The electromagnetic spectrum	3 hrs		
		The electromagnetic radiation as particle – Photon	4 hrs	Navigation Pack: Targeted Worksheet 1	Page 15
	Consolidation and revision [16 h]		16 hrs		
HYDROSPHERE *11					
ASSESSMENT		End of year exam		Navigation Pack: Paper 1 Physics	Page 45
		End of year exam		Navigation Pack: Paper 2 Chemistry	Page 56
 TOTAL HOURS = 25					

*10 This topic has been moved from term 1 to term 4. This topic is on pages 84–90 in the Platinum LB, and pages 46–48 in the Platinum teacher's guide book.

*11 The whole topic has been removed.

Assessments for the term as per the revised ATPs and the Section 4 amendments

Footnotes that provide any additional information

Link to a targeted worksheet in the Navigation Pack, that focus on impacted or challenging topics in the curriculum

Link to an exemplar assessment in the Navigation Pack, which was created with Section 4 and curriculum changes in mind

Navigation Pack

English First Additional Language

Term 1

REVISED DBE ANNUAL TEACHING PLAN				NAVIGATION PLAN	
Weeks	Themes	Skills	Time	Links to Platinum English series and Pearson Navigation Guide	Page reference
Weeks 1 and 2	Hiking in South Africa	Listening and Speaking - Strategies for a visual/multimedia text - Read aloud an article on a brochure - Class discussion (teacher leads) based on a brochure	2 hours	Platinum English LB Activity 1 Platinum English TG Activity 1 Platinum English LB Activity 3 Platinum English TG Activity 3	Page 68 Page 52 Pages 69 and 70 Pages 53–55
		Reading and Viewing Read a brochure	3 hours 30 minutes	Platinum English LB Activity 3 Platinum English TG Activity 3	Pages 69–71 Pages 53–55
		Writing and Presenting - Transactional texts - Write directions - Write a summary of a brochure	3 hours 30 minutes	Platinum English LB Activity 9 Platinum English TG Activity 9 Platinum English LB Activity 11 Platinum English TG Activity 11	Page 74 Page 58 Pages 76 and 77 Page 59
		Language Structures and Conventions - Word meaning: Denotation and connotation - Word level: Find ideophones and interjections - Vocabulary in context	1 hour	Platinum English LB Activity 7 and 8 Platinum English TG Activity 7 and 8	Pages 52 and 53 Pages 39 and 40
Weeks 3 and 4	This is our story	Listening and Speaking - Listen to/view and discuss a visual/audio-visual/multimedia text (e.g. a video/recording on how to write an email or create an email account) - Listening comprehension (sound only) - Reconstruct scenes	2 hours	Platinum English LB Activities 1–3 Plat TG Activities 1–3	Pages 126–128 Pages 96 and 97
		Reading and Viewing - Reading/viewing of written/visual text for comprehension (e.g. an email) - Literary text such as poetry/folklore	3 hours 30 minutes	Platinum English LB Activities 4–6 Platinum English TG Activities 4–6 Platinum English LB Activity 7 Platinum English TG Activity 7	Pages 128–133 Pages 97–100 Page 242–244 Page 180
		Writing and Presenting - Transactional texts - Write an email - Write an email based on visual stimulus	3 hours 30 minutes	Platinum English LB Activity 6 Platinum English TG Activity 6 Platinum English LB Activity 7 Platinum English TG Activity 7	Pages 241 and 242 Pages 179–180 Pages 242–244 Page 180
		Language Structures and Conventions - Sentence level: Write sentences with adjectival phrases; identify and use adverbial clauses - Vocabulary in context	1 hour	Platinum English LB Activities 7 and 8 Platinum English TG Activities 7 and 8	Pages 36–38 Pages 27 and 28

REVISED DBE ANNUAL TEACHING PLAN				NAVIGATION PLAN	
Weeks	Themes	Skills	Time	Links to Platinum English series and Pearson Navigation Guide	Page reference
Weeks 5 and 6	Let's play	Listening and Speaking - Discussion (teacher leads) – brainstorm; select relevant ideas; sequence main ideas - Listening comprehension in preparation for summary writing	2 hours	Platinum English LB Activities 1–3 Platinum English TG Activities 1–3	Pages 2–4 Pages 2–4
		Reading and Viewing - Literary text, e.g. a youth novel - Reading strategies - Reading process - Summary writing skills	3 hours 30 minutes	Platinum English LB Activities 4 and 5 Platinum English TG Activities 4 and 5	Pages 5–8 Pages 4–7
		Writing and Presenting - Narrative/reflective essay - Focus on process writing - Summary writing – learners summarise one of the chapters of the novel - Formal Assessment Task 2: Writing an Essay: [During the course of the term] Narrative or Reflective (30 marks)	3 hours 30 minutes	Platinum English LB Activity 6 Platinum English TG Activity 6	Pages 9–11 Pages 7 and 8
Weeks 7 and 8	Look after wild animals	Language Structures and Conventions - Sentence level: Identify subject and predicate; identify main and dependent clauses - Vocabulary in context	1 hour	Platinum English LB Activities 7 and 8 Platinum English TG Activities 7 and 8	Pages 12 and 13 Pages 8 and 9
		Listening and Speaking - Oral: newspaper article/investigative report/editorial - Listening comprehension	2 hours	Platinum English LB Activities 1–3 Platinum English TG Activities 1–3	Pages 140 and 141 Pages 106–108
		Reading and Viewing - Reading process - Reading strategies for information (use texts such as a newspaper article/ investigative report/editorial) - Write a comprehension test	3 hours 30 minutes	Platinum English LB Activity 4 Platinum English TG Activity 4	Pages 142–144 Pages 108 and 109
		Writing and Presenting - Transactional text, e.g. an investigative report/editorial - Focus on process writing	3 hours 30 minutes	Platinum English LB Activity 6 Platinum English TG Activity 6	Pages 146–148 Pages 110 and 111

Term 1

REVISED DBE ANNUAL TEACHING PLAN				NAVIGATION PLAN	
Weeks	Themes	Skills	Time	Links to Platinum English series and Pearson Navigation Guide	Page reference
		Language Structures and Conventions - Word level: Choose the correct auxiliary verbs; Fill in modal verbs - Sentence level: Write sentences in the past tense	1 hour	Platinum English LB Activities 7–9 Platinum English TG Activities 7–9	Pages 64 and 65 Pages 48–50
Weeks 9 and 10	Science around us	Listening and Speaking - Listen to prepared speech by a former president/influential member of society - Prepared speech	2 hours	Platinum English LB Activity 2 Platinum English TG Activity 2 Platinum English LB Activities 5 and 6 Platinum English TG Activities 5 and 6	Pages 16 and 17 Pages 12 and 13 Pages 23–25 Pages 16–18
		Reading and Viewing - Written/visual text for comprehension - Read an obituary: Teacher to provide example of obituary for learners to read - Reading process: Revise reading process from earlier grades - Pre-reading (Introduce text) - During reading (features of text) - Post-reading (answer questions, compare, contrast, evaluate) theme and message - Reading strategies: Revise reading strategies from earlier grades: - Skimming - Scanning - Intensive reading for meaning	3 hours 30 minutes	Platinum English LB Activity 3 Sample obituary provided by teacher	Page 69
		Writing and Presenting Write a transactional text, e.g. write an obituary: Learners write an obituary based on the sample the teacher showed them.	3 hours 30 minutes	Sample obituary provided by teacher	

REVISED DBE ANNUAL TEACHING PLAN				NAVIGATION PLAN	
Weeks	Themes	Skills	Time	Platinum English LB Activities 7-9 Platinum English TG Activities 7-9	Page reference
		Language Structures and Conventions - Sentence level: Identify and use phrases and clauses; use topic and supporting sentences, emotive and manipulative language - Word meaning: Antonyms and synonyms - Vocabulary in context	1 hour	Platinum English LB Activities 7 and 8 Platinum English TG Activities 7 and 8 Platinum English LB Activities 10 and 11 Platinum English TG Activities 10 and 11	Pages 73 and 74 Pages 56 and 57 Page 90 Page 69
Weeks 9 and 10	ASSESSMENTS	Task 1 Oral	2 hours	Navigation Guide: Exemplar Assessments: Formal Assessment Task 1 [Start this task in Term 1 and finish in Term 2 when the mark will be recorded]	
 TOTAL HOURS = 59					

Term 2

REVISED DBE ANNUAL TEACHING PLAN				NAVIGATION PLAN	
Weeks	Themes	Skills	Time	Links to Platinum English series and Pearson Navigation Guide	Page reference
Weeks 1 and 2	Slavery at the Cape	Listening and Speaking • Listening comprehension • Listen to/view an extract from a novel	2 hours	Platinum English LB Activities 1 and 2 Platinum English TG Activities 1 and 2	Pages 166 and 167 Pages 125 and 126
		Reading and Viewing • Literary text such as a novel • Reading process	3 hours 30 minutes	Platinum English LB Activities 3 and 4 Platinum English TG Activities 3 and 4	Pages 167–171 Pages 126–128
		Writing and Presenting • Descriptive essay based on a novel • Process writing	3 hours 30 minutes	Platinum English LB Activity 9 Platinum English TG Activity 9	Pages 187 and 188 Pages 140 and 141
		Language Structures and Conventions • Sentence level: Euphemisms; sentence structures • Word meaning: Figurative; literal; contextual	1 hour	Navigation Guide: Targeted Worksheet 1	
Weeks 3 and 4	Many masks	Listening and Speaking • Formal Assessment Task 1: Oral • Prepared speech based on a social issue • Discussion Writing and Presenting • Write a speech based on a social issue • Paragraph conventions • Process writing	2 hours + 3 hours	Platinum English LB Activities 4 and 5 Platinum English TG Activities 4 and 5 Platinum English LB Activities 5 and 6 Platinum English TG Activities 5 and 6 Navigation Guide: Exemplar Assessments: Formal Assessment Task 1: Oral [Commence with this task in Term 1 and conclude in Term 2 when the mark will be recorded.]	Pages 84 and 85 Pages 65 and 66 Pages 23–25 Pages 16–18
		Reading and Viewing • Literary text, e.g. a recorded speech on television/radio based on a social issue • Reading process • Poetry	30 minutes	Platinum English LB Activity 6 Platinum English TG Activity 6	Pages 85–87 Pages 66 and 67
		Language Structures and Conventions • Punctuation and spelling: Choose the correct spelling • Sentence level: Make complex and compound sentences; write negative sentences	1 hour	Platinum English LB Activities 7–9 Platinum English TG Activities 7–9	Pages 87–89 Pages 67–69

REVISED DBE ANNUAL TEACHING PLAN				NAVIGATION PLAN	
Weeks	Themes	Skills	Time	Links to Platinum English series and Pearson Navigation Guide	Page reference
Weeks 5 and 6	So many ways to speak	Listening and Speaking - Listening comprehension (non-fictional text, e.g. newspaper articles) - Discussion	2 hours	Platinum English LB Activity 2 Platinum English TG Activity 2	Page 108 Page 84
		Reading and Viewing - Non-fictional text such as a newspaper article - Reading process - Reading strategies for comprehension - Poetry	3 hours 30 minutes	Platinum English LB Activity 2 Platinum English TG Activity 2 Platinum English LB Activity 5 Platinum English TG Activity 5	Pages 44–46 Pages 34 and 35 Pages 48–50 Pages 37 and 38
		Writing and Presenting - Write a review based on a newspaper article - Process writing - Formal Assessment Task 4: Transactional Writing	3 hours 30 minutes	Navigation Guide: Targeted Worksheet 2 Write a review based on a newspaper article Navigation Guide: Exemplar Assessments: Formal Assessment Task 4: Transactional Writing	
Weeks 7 and 8	Advertisements	Language Structures and Conventions Word level: Use suffixes	1 hour	Platinum English LB Activity 9 Platinum English TG Activity 9	Page 27 Pages 19
		Listening and Speaking - Discussion - Listen to/watch an advertisement and discuss - Listening comprehension	2 hours	Navigation Guide: Targeted Worksheet 3 Listen to/watch an advertisement and discuss Listening comprehension	
		Reading and Viewing - For comprehension (visual text such as advertisement/poster) - Reading process - Reading strategies	3 hours 30 minutes	Platinum English LB Activity 2 Platinum English TG Activity 2 Platinum English LB Activity 10 Platinum English TG Activity 10	Pages 178 and 179 Page 136 Page 245 Page 182
Weeks 7 and 8	Advertisements	Writing and Presenting - Transactional texts: Advertisement/poster - Process writing	3 hours 30 minutes	Platinum English LB Activity 3 Platinum English TG Activity 3	Pages 237 and 238 Pages 177 and 178

Term 2

REVISED DBE ANNUAL TEACHING PLAN				NAVIGATION PLAN	
Weeks	Themes	Skills	Time	Links to Platinum English series and Pearson Navigation Guide	Page reference
		Language Structures and Conventions • Word level: Abbreviations • Sentence level: Use adjectives to compare; use the simple tenses • Vocabulary in context	1 hour	Platinum English LB Activity 3 (abbreviations) Platinum English TG Activity 3 (abbreviations) Platinum English LB Activity 9 Platinum English LB Activity 11	Page 19 Page 14 Pages 135 and 136 Pages 136 and 137
Weeks 9 and 10	ASSESSMENTS	Formal Assessment Task 1: Oral	2 hours	Navigation Guide: Exemplar Assessments: Formal Assessment Task 1: Oral [Task started in Term 1 and continued in Term 2. Use the oral rubric and test throughout the term] (20 marks)	
		Formal Assessment Task 4: Transactional Writing	3 hours 30 minutes	Navigation Guide: Exemplar Assessments: Formal Assessment Task 4: Transactional Writing (10 marks)	
		Formal Assessment Task 5: Controlled Test	3 hours 30 minutes	Navigation Guide: Exemplar Assessments: Formal Assessment Task 5: Controlled Test Transactional Writing Question 1: Literary / non-literary text (20 marks) Question 2: Visual text (10 marks) Question 3: Summary (10 marks) Question 4: Language Structures and Conventions Vocabulary in context (20 marks)	
				 TOTAL HOURS = 45.5	

REVISED DBE ANNUAL TEACHING PLAN				NAVIGATION PLAN	
Weeks	Themes	Skills	Time	Links to Platinum English series and Pearson Navigation Guide	Page reference
Weeks 1 and 2	Stories	Listening and Speaking Listening for information	2 hours	Platinum English LB Activities 2 and 3 Platinum English TG Activities 2 and 3	Pages 152–154 Pages 116 and 117
		Reading and Viewing - Literary text such as a short story - Reading process - Poetry - Reading comprehension	3 hours 30 minutes	Platinum English LB Activities 4 and 5 Platinum English TG Activities 4 and 5	Pages 110–114 Pages 85–87
		Writing and Presenting - Write a literary text: Short story - Process writing	3 hours 30 minutes	Platinum English LB Activities 5 and 6 Platinum English TG Activities 5 and 6	Pages 172 and 173 Pages 129 and 130
Weeks 3 and 4	Precious things	Language Structures and Conventions - Word level: Use proper and common nouns - Punctuation and spelling: Write and punctuate contractions correctly - Sentence level: Use adjectival and adverbial clauses - Vocabulary in context	1 hour	Platinum English LB Activities 7–9 Platinum English TG Activities 7–9	Pages 174 and 175 Pages 131–133
		Listening and Speaking - Listening comprehension - Listen to/view an extract from a drama/play - Formal Assessment Task 6: Creative Writing Project: Stage 1: Research - Discussion (teacher leads) – Research based on Literature Project - Methodology/process - Purpose - Approach - Instructions	2 hours	Platinum English LB Activity 2 Platinum English TG Activity 2 Navigation Guide: Exemplar Assessments: Formal Assessment Task 6: Creative Writing Project	Pages 224 and 225 Page 167
		Reading and Viewing - Literary text such as a drama/play - Reading process - Reading strategies	3 hours 30 minutes	Platinum English LB Activity 3 Platinum English TG Activity 3	Pages 225–227 Pages 168 and 169

Term 3

REVISED DBE ANNUAL TEACHING PLAN				NAVIGATION PLAN	
Weeks	Themes	Skills	Time	Links to Platinum English series and Pearson Navigation Guide	Page reference
Weeks 5 and 6	Literature Project	Writing and Presenting • Descriptive essay based on a drama/play • Process writing	3 hours 30 minutes	[Revise descriptive essay and process writing] Platinum English LB Platinum English TG Activity 9 Navigation Guide: Targeted Worksheet 4	Page 187 Pages 140 and 141
		Language Structures and Conventions • Sentence level: Sentence structures • Word meaning: Figurative; literal; contextual • Punctuation and spelling: Comma • Vocabulary in context	1 hour	Platinum English LB Activity 7 Platinum English TG Activity 7	Pages 230 and 231 Pages 172 and 173
		Listening and Speaking • Discuss Literature project (teacher leads) – Methodology/the process – Purpose – Approach – Instructions	2 hours		
		Reading and Viewing • Read for information • Reading process • Reading strategies	3 hours 30 minutes	Platinum English LB Activity 12 Platinum English TG Activity 12 Platinum English LB Activity 3 Platinum English TG Activity 3	Page 137 Pages 103 and 104 Pages 179–181 Page 137
		Writing and Presenting • Writing based on selected genre/topic selected for literature project • Process writing • Formal Assessment Task 6: Creative Writing Project: Stage 2: Writing	3 hours 30 minutes	Navigation Guide: Exemplar Assessments: Formal Assessment Task 6: Creative Writing Project	
		Language Structures and Conventions • Sentence level: Work with complex sentences • Word meaning: Work with homophones and homonyms • Vocabulary in context	1 hour	Platinum English LB Activities 7 and 8 Platinum English TG Activities 7 and 8	Pages 148 and 149 Pages 111 and 112

Term 3

REVISED DBE ANNUAL TEACHING PLAN				NAVIGATION PLAN	
Weeks	Themes	Skills	Time	Links to Platinum English series and Pearson Navigation Guide	Page reference
Weeks 7 and 8	Memories	Listening and Speaking Formal Assessment Task 7: Creative Writing Project: Stage 3: Presenting	2 hours	Platinum English LB Activity 4 Platinum English TG Activity 4 Navigation Guide: Formal Assessment Task 7: Creative Writing Project	Page 197 Page 147
		Reading and Viewing - Reading linked to the oral presentation - Reading process - Reading strategies	3 hours 30 minutes	Platinum English LB Activity 3 Platinum English TG Activity 3	Pages 195 and 196 Pages 146 and 147
		Writing and Presenting Learners present what they have captured in the writing stage of the Formal Assessment Task: Creative Writing Project. This is Stage 3	3 hours 30 minutes	Navigation Guide: Exemplar Assessments: Formal Assessment Task 7: Creative Writing Project	
		Language Structures and Conventions - Word level: Work with noun phrases; revise prepositions with phrasal verbs - Vocabulary in context	1 hour	Platinum English LB Activity 7 and 8 Platinum English TG Activity 7 and 8	Pages 185 and 186 Pages 139 and 140
Weeks 9 and 10		Listening and Speaking - Listen to/view and discuss a visual, audio-visual/multimedia text - Listening comprehension	2 hours	Navigation Guide: Targeted Worksheet 5	
		Reading and Viewing - Read the lyrics of a song/text from a music concert - Reading process	3 hours 30 minutes	Platinum English LB Activity 7 Platinum English TG Activity 7	Pages 200 and 201 Pages 149 and 150
		Writing and Presenting - Write a song/diary entry - Process writing	3 hours 30 minutes	Platinum English LB Activity 9 Platinum English TG Activity 9	Pages 221 Page 163
		Language Structures and Conventions - Word level: Use plural nouns correctly; use diminutive forms of nouns - Sentence level: Use direct and reported speech; use short and long sentences - Vocabulary in context	1 hour	Platinum English LB Activity 8 Platinum English TG Activity 8 Platinum English LB Activities 8–10 Platinum English TG Activities 8–10	Pages 134 and 135 Pages 101 and 102 Pages 202 and 203 Pages 150 and 151

Term 3

REVISED DBE ANNUAL TEACHING PLAN				NAVIGATION PLAN	
Weeks	Themes	Skills	Time	Links to Platinum English series and Pearson Navigation Guide	Page reference
Weeks 9 and 10	ASSESSMENTS	Formal Assessment Task 6: Creative Writing Project	2 hours	Navigation guide: Exemplar Assessments: Formal Assessment Task 6: Creative Writing Project Research and write up the project (30 marks)	
		Formal Assessment Task 7: Creative Writing Project	3 hours 30 minutes	Navigation guide: Exemplar Assessments: Formal Assessment Task 7: Creative Writing Project Oral presentation of the project (20 marks)	
		Formal Assessment Task 8: Response to Literature	3 hours 30 minutes	Navigation guide: Exemplar Assessments: Formal Assessment Task 8: Response to Literature Poem (10 marks) Drama (10 marks) Short Stories (10 marks)	
 TOTAL HOURS = 57					

REVISED DBE ANNUAL TEACHING PLAN				NAVIGATION PLAN	
Weeks	Themes	Skills	Time	Links to Platinum English series and Pearson Navigation Guide	Page reference
Weeks 1 and 2	Hiking in South Africa	Listening and Speaking - Listening comprehension - Giving directions	2 hours	Platinum English LB Activities 4–6 Platinum English TG Activities 4–6	Pages 71 and 72 Pages 55 and 56
		Reading and Viewing - Read information text with visuals, e.g. maps, landmarks, scales - Reading process - Read/view visual text - Make a summary (using mind maps)	3 hours 30 minutes	Platinum English LB Activities 10 and 11 Platinum English TG Activities 10 and 11	Pages 75–77 Pages 58 and 59
		Writing and Presenting - Transactional text, e.g. directions/instructions - Process writing	3 hours 30 minutes	Platinum English LB Activity 9 Platinum English TG Activity 9	Pages 74 Pages 58
Weeks 3 and 4		Language Structures and Conventions - Word level: Common and proper nouns; conjunctions - Sentence level: Simple and compound sentences - Word meaning: Contextual - Punctuation and spelling: Spelling patterns	1 hour	Platinum English LB Revision Platinum English TG Revision	Page 14 Pages 9 and 10
		Listening and Speaking - Listen to and discuss current news based on newspapers and magazine articles - Prepared/unprepared reading aloud a newspaper article	2 hours	Navigation Guide: Targeted Worksheet 6	
		Reading and Viewing - For information (use texts such as newspaper/magazine articles or written speeches) - Write a comprehension test - Formal Assessment Task 7: Creative Writing Project (Stage 3: Oral Presentation)	3 hours 30 minutes	Platinum English LB Activity 2 Platinum English TG Activity 2 Navigation Guide: Exemplar Assessments: Formal Assessment Task 7: Creative Writing Project (Stage 3: Oral Presentation)	Pages 80–82 Pages 63 and 64
		Writing and Presenting - Long/short transactional texts: newspaper article - Process writing	3 hours 30 minutes	Platinum English LB Activity 6 Platinum English TG Activity 6	Pages 51 and 52 Pages 38 and 39

Term 4

REVISED DBE ANNUAL TEACHING PLAN				NAVIGATION PLAN	
Weeks	Themes	Skills	Time	Links to Platinum English series and Pearson Navigation Guide	Page reference
		Language Structures and Conventions • Sentence level: Identify stereotypes, past tense verbs, modal verbs, connotations • Vocabulary in context	1 hour	Platinum English LB Activity 6 Platinum English TG Activity 6 Platinum English LB Revision Platinum English TG Revision	Page 157 Page 118 and 119 Page 66 Page 50
Weeks 5 and 6	Alcohol and teenagers	Listening and Speaking • Oral: Filling in a questionnaire/form • Listening comprehension	2 hours	Platinum English LB Activities 2 and 3 Platinum English TG Activities 2 and 3	Page 56–58 Pages 44 and 45
		Reading and Viewing • Read a questionnaire/form • Reading process • Poetry	3 hours 30 minutes	Platinum English LB Activity 4 Platinum English TG Activity 4 Platinum English LB Activity 6 Platinum English TG Activity 6	Page 58–60 Pages 45 and 46 Pages 63 and 64 Page 48
		Writing and Presenting • Transactional text, e.g. complete a questionnaire/form • Process writing • Formal Assessment Task 9: Transactional Writing	3 hours 30 minutes	Platinum English LB Activity 5 Platinum English TG Activity 5 Navigation Guide: Exemplar Assessments: Formal Assessment Task 9: Transactional Writing	Pages 61 and 62 Pages 47 and 48
		Language Structures and Conventions • Word level: Finite and non-finite verbs; use subjects and auxiliary verbs; use verbs as verbs or nouns • Vocabulary in context • Sentence level: Revise sentence structure; use the simple past tense; use the continuous tenses; use the perfect tenses	1 hour	Platinum English LB Activities 7 and 8 Platinum English TG Activities 7 and 8 Platinum English LB Activity 5 Platinum English TG Activity 5 Platinum English LB Activities 7–9 Platinum English TG Activities 7–9	Pages 26 and 27 Pages 18 and 19 Page 99 Page 76 Page 158 and 159 Pages 119 and 120
Weeks 7 and 8		Listening and Speaking • Prepare for exam • Speaking: Conversation, prepared speech, unprepared speech • Listening: Listening comprehension	2 hours	Platinum English LB Activities 3–5 Platinum English TG Activities 3–5	Pages 33 and 34 Page 24–26

REVISED DBE ANNUAL TEACHING PLAN			NAVIGATION PLAN		
Weeks	Themes	Skills	Time	Links to Platinum English series and Pearson Navigation Guide	Page reference
		Reading and Viewing • Prepare for exam • Reading • Reading comprehension • Summary • Visual literacy	3 hours 30 minutes	Platinum English LB Activity 5 Platinum English TG Activity 5	Pages 155 and 156 Pages 117 and 118
		Writing and Presenting • Prepare for exam • Writing: Essays, long and short transactional texts	3 hours 30 minutes	Platinum English LB Activity 12 Platinum English TG Activity 12 Platinum English LB Activity 4 Platinum English TG Activity 4	Page 205 Pages 152 and 153 Pages 227 and 228 Pages 169 and 170
		Language Structures and Conventions • Vocabulary in context	1 hour	Platinum English LB Revision Platinum English TG Revision	Page 28 Pages 19 and 20
Weeks 9 and 10	ASSESSMENTS	Formal Assessment Task 7: Creative Writing Project (Stage 3: Oral Presentation)	2 hours	Navigation Guide: Exemplar Assessments: Formal Assessment Task 7: Creative Writing Project (20 marks)	
		Formal Assessment Task 9: Transactional Writing	3 hours 30 minutes	Navigation Guide: Exemplar Assessments: Formal Assessment Task 9: Transactional Writing (10 marks)	
		Formal Assessment Task 10: Controlled Test	3 hours 30 minutes	Navigation Guide: Exemplar Assessments: Formal Assessment Task 10: Controlled Test Literary / non-literary text (20 marks) Visual text (10 marks) Summary (10 marks) Language Structures and Conventions (20 marks)	
 TOTAL HOURS = 49					

Targeted Worksheets

Targeted Worksheets

Targeted Worksheet	Topic in CAPS
1 Term 2: Weeks 1 and 2	Language Structures and Conventions Vocabulary in context Sentence level: Euphemisms; sentence structures Word meaning: Figurative; literal; contextual
2 Term 2: Weeks 7 and 8	Listening and Speaking Listen to/watch an advertisement and discuss Listening comprehension
3 Term 3: Weeks 3 and 4	Writing and Presenting Descriptive essay Process writing

Targeted Worksheet 1

Time: 20 minutes

Topic 1: Euphemisms

Content summary

Work with sentences builds learners' knowledge of euphemisms. These are examples of figurative language that are difficult to translate. Learners should not take them literally, or try to understand individual words, but should look at the meaning of the phrase. A euphemism is a polite expression used in place of words or phrases that might otherwise be considered harsh or unpleasant. These phrases are used often; there are many examples of euphemisms in everyday language. Euphemisms have different meanings according to the context and tone of voice used.

Read the teaching box about euphemisms to the learners. Write the euphemisms from the first column on the board. In pairs, learners guess and discuss the meanings of the euphemisms. Then learners independently match each euphemism with its meaning.

Learners choose five euphemisms and write a sentence with each euphemism. Guide learners to edit their own punctuation and grammar. Learners can read their sentences to a partner to check that the word order and sentence structure is correct. Encourage learners to focus on using tone of voice to convey further meaning.

Extension

In pairs, learners can make up their own euphemisms for household or school items. Then each pair swaps with another pair to see if they can match the euphemisms with their meanings.

Support

Pair learners with mixed abilities so that they can help each other with the activity.

Targeted Worksheet 1

1. A euphemism is a polite expression used in place of words or phrases that might otherwise be considered harsh or unpleasant. These phrases are used often. There are many examples of euphemisms in everyday language. Euphemisms have different meanings according to the context and tone of voice used.

In pairs, guess and discuss the meanings of the euphemisms. Then independently match the euphemism with its meaning. (10)

Column A	Column B
sanitation engineer	jobless
pre-owned	tell a lie
on a journey of self-discovery	rubbish man
urban outdoorsman	late
be economical with the truth	second-hand
chronologically challenged	homeless
dinner spades	armholes in a piece of clothing
earth sauce	cutlery
intelligent ventilation points	smells
nose flavours	lava

2. Choose five euphemisms and write a sentence with each euphemism. (10)

Underline the title of the article. Give your name here.	Review Title of review: Name: Date:	
	"They can't speak but they can talk" is a ...	Give your opinion of the article.
Name the points made and give two reasons why you liked them.	It has three main points: ..., ... and ... My favourite point was ... because ...	
	It explained the viewpoints and reached a conclusion ...	Write three sentences that tell how a conclusion was reached.
	The language, style and register in this article is ...	Choose a positive or negative word.
	The facts and opinions were ...	Describe the facts and opinions made.
	This article could be read by ...	Give the age of young people who would enjoy this story. Give a reason.
Explain the message of the article.	The ending was very satisfactory because it makes us think about ...	

Total: 20

Targeted Worksheet 2

Time: 40 minutes

Topic 1: Listen to/watch an advertisement and discuss

Listening comprehension

Content summary

Play an advertisement for the class to answer the questions. You can choose a current or popular advertisement on TV or from the radio to play.

Before listening: Highlight the importance of your chosen advertisement when you discuss it with the learners.

Remind them of the preparation steps as explained in the “Before listening” and “While listening” sections.

Read the text on page xlv of the Platinum English Teacher’s Guide three times. Allow the learners to make notes during the second listening, and to answer in pencil during the third listening.

This is an individual activity.

The learners can answer the questions in the “After listening” section in their exercise books.

Help the class to recognise the main idea in the advertisement as well as the details mentioned.

Assessment

Informal: This assessment can be marked with the class. Ask individual learners for their answers and discuss with the class.

Targeted Worksheet 2

Time: 40 minutes

Topic 1: Listen to/watch an advertisement and discuss

Listening comprehension

You are going to listen to or watch an advertisement.

Before listening

This advertisement is popular and important in its own way.

While listening

1. Complete the tables analysing the components of the advertisement.

Tone and pacing	
Examples of emotive and manipulative language	
Font size / Body language	
Main idea	
Supporting ideas	

After listening

Work with a partner. Discuss the components of the advertisement.

Total: 20

Targeted Worksheet 3

Time: 2 hours 30 minutes

Topic 1: Descriptive essay

Content summary

This is an individual activity. Learners should be given time to prepare their work, in the classroom and for homework, and then write the final version the classroom.

Make sure that learners understand what “descriptive” means (giving a vivid and interesting idea of what something looks like, or sounds like, or what an experience was like).

Give some examples of adjectives and adverbs that can be used to give a clear idea of what you are describing.

Discuss the use of emotive language to create a vivid image and give examples.

Go through the five senses (sight, smell, touch, hearing, taste) and give examples of how they can be used to write descriptively.

Remind learners how to use a mind map.

Run through the rest of the planning, drafting and editing steps as outlined in the Learner’s Book.

Read through the model text. Discuss the points raised in the notes.

Remedial grammar from learners’ writing

Informally assess learners’ language abilities in this writing activity to see where more practice is needed. Pay particular attention to complex nouns, phrasal verbs, punctuation, and different types of paragraphs (e.g. introductory, concluding), as well as sentence structure and sentence types. You can use the “Revision” section of this chapter on page 189 of the Learner’s Book.

Targeted Worksheet 3

Topic 1: Descriptive essay

You are going to write an essay that gives a clear and interesting picture of something that is precious. Revise the format of a descriptive essay and the notes. (20)

Planning

1. Choose one of these topics:
 - Something that is precious to my community.
 - Something that is precious to my family.
 - Something that is precious to me.
2. Plan your essay to have four to seven paragraphs. Your essay should be 180 to 210 words in length.
3. Write down all your ideas for the topic.
4. Create a mind map. Write as many descriptions of the topic as you can think of. You don't have to include everything in your final draft!

Drafting

1. From your mind map, choose what you are going to use in your final draft.
2. Write a paragraph for each aspect of the topic. Include an introductory paragraph and a concluding paragraph.
3. Try to use different types of sentences (simple, compound and complex). Use a thesaurus or ask your teacher to help you find synonyms, so that you don't repeat the same words. Different sentences make your writing more interesting.

Revising, editing, proofreading and presenting

1. Once you have written your draft, read it again. Give it to a classmate or family member to read. Ask for feedback and decide if changes need to be made. Use the "Checklist for writing essays" to help you.
2. Write the topic as a heading at the beginning of the essay.
3. Make sure your essay is not too long or too short.
4. Write your final text neatly to present to your teacher.

Total: 20

Targeted Worksheet Answers

Time: 20 minutes

Targeted Worksheet 1

Time: 20 minutes

Topic 1: Euphemisms

1. sanitation engineer – rubbish man
pre-owned – second-hand
on a journey of self-discovery – jobless
urban outdoorsman - homeless
economical with the truth – tell a lie
chronologically challenged – late
dinner spades – utensils
earth sauce – lava
intelligent ventilation points – armholes in a piece of clothing
nose flavours – smells
2. Two marks per sentence for grammar, sentence structure, euphemism meaning and punctuation.

TOTAL: 20

Targeted Worksheet 2

Time: 40 minutes

Topic 1: Listen to/watch an advertisement and discuss

Listening comprehension

The answers will depend on the advertisement that you chose.

TOTAL: 20

Targeted Worksheet 3

Time: 2 hours 30 minutes

Topic 1: Descriptive essay

Assessment

Informal: This activity can be assessed as an Informal Assessment Task, using the rubric on page xxx or rating scale on page xxxvi in the Introduction of the Platinum English Teacher's Guide. Remember that although language errors have to be noted and will affect the final mark, the most important thing is to assess the learner's understanding of the idea of descriptive writing. An essay in which the learner's passion, sincerity or original thought shows in the writing should not be overly penalised for grammar mistakes. It is important to try to hear the learner's "voice" when assessing essays.

TOTAL: 20

Exemplar Assessments

Exemplar Assessments

Time: 45 minutes

Formal Assessment Task 1: Oral

Read any of the pre-selected texts from Term 1 and 2.

Your teacher will use the rubric below to assess your reading.

You should read for between 2 minutes and 5 minutes depending on the length of the text.

Reading rubric

	7: Outstanding 80–100%	6: Meritorious – 5: Substantial 60–79%	4: Adequate – 3: Moderate 40–59%	2: Elementary 30–39%	1: Not achieved 0–29%
Fluency 5 marks	5 Reads very confidently, coherently and cohesively	4 Reads confidently, coherently and cohesively	3 Reads with reasonable to adequate confidence, coherence and cohesiveness	2 Sometimes, but not always coherent and cohesive	1 Minimum coherence and cohesiveness, difficult to understand
Expression 5 marks	5 Tone and expression are excellent and show full understanding of the content	4 Tone and expression are good and show good understanding of the content	3 Tone and expression are reasonable to adequate and show understanding of the content	2 Does not vary tone and expression effectively. Does not always show understanding of the content	1 Tone and expression are weak and show inadequate understanding of the content
Pronunciation 5 marks	5 Pronunciation is excellent	4 Pronunciation is good	3 Pronunciation is reasonable, with a few mistakes	2 There are some mistakes in pronunciation	1 There are many errors in pronunciation
Presentation skills 5 marks	5 Looks relaxed and confident. Establishes eye contact or eye contact is frequent. Volume is loud enough to be heard by the audience.	4 Looks relaxed and confident. Establishes some eye contact. Volume is loud enough to be heard by most of the audience.	3 Leans on the board if standing. Leans on their table if seated. Eye contact is sporadic. Volume is loud enough to be heard by some of the audience.	2 Leans on the board and rocks back and forth if standing. Leans on their table and slouches over their book if seated. Eye contact is sporadic. Volume is loud enough to be heard by some of the audience.	1 Leans on the board and rocks back and forth if standing. Leans on their table and slouches over their book if seated. Eye contact is not established. Volume is too soft to be heard by the audience.

TOTAL: 20

Exemplar Assessments

Time: 30 minutes

Formal Assessment Task 4: Transactional Writing

Choose ONE of the topics below and write the type of transactional text that you have chosen. It should be about 120 to 140 words in length.

- Spend about five minutes planning your writing.
- Pay careful attention to both format and content. Use the reminders below each topic to guide you.
- Once you have written your text, reread and edit it carefully.
- Hand in your rough work as well as your final text.

Topics

1. Review of a newspaper article

Either you can bring in an article from a newspaper or magazine, or your teacher can provide one. Your review can be positive (if you liked the article), or negative (if you did not like it). Remember to follow the model and format of a review.

(See the model of a review on page 118 of the Platinum English Learner's Book.)

OR

2. Speech on a social issue

You and a group of friends have noticed a social issue in your community, maybe an increase in domestic violence, alcohol or drug abuse, sexism, or racism. You decide to make a presentation on the social issue to your principal and community leaders to raise awareness of it. Remember to provide evidence of the social issue and the impact it has on the community. You can also suggest solutions or what to do next to improve the situation.

(See the model of a speech on page 18 of the Platinum English Learner's Book.)

OR

3. Email to a friend

Your best friend has moved overseas. You decide to email them to find out how they are doing, where they are living, what their new school is like and how their life has changed. You can include how your life has changed, and events that have happened at school or elsewhere that would interest them.

(See the model of an email on page 243 of the Platinum English Learner's Book.)

OR

4. Newspaper article about a social or environmental issue

You and a group of friends have noticed a social or environmental issue in your community, maybe an increase (or decrease) in alcohol or drug abuse, pollution, or litter. You decide to write a newspaper article for a local publication to raise awareness of the issue. Remember to provide evidence of the social or environmental issue and the impact it has on the community. You can also suggest solutions or what to do next to improve the situation.

(See the model of a newspaper article on page 142 of the Platinum English Learner's Book.)

TOTAL: 10

Exemplar Assessments

Time: 1 hour 30 minutes

Formal Assessment Task 5: Controlled Test

QUESTION 1

Read the following newspaper report. Then answer the questions that follow.

CAPE TOWN – A close-knit family from Summer Downs is struggling to come to terms with the suicide of their teenage daughter, Tilly. Tilly Shaw, who was just 16, apparently took her own life on Saturday because she could no longer endure the barrage of taunts she was receiving on social media about her disability. Tilly had developmental dysplasia of the hips, which caused her to walk with a limp.

Daniella Shaw, Tilly's mother, told The Daily Tattler, that although the family is still shocked by their daughter's death, they are ready to talk about the effects bullying can have on victims and their families, as they desperately want to prevent other people from having to endure the same heartache as they are having to do.

"If only people could 'see' pain, they would think twice about participating in the type of behaviour that led to our Tilly's death," Daniella said.

Describing social media as a powerful yet destructive tool if used heartlessly, Daniella said she and her husband Grant had decided to use it for good purposes. A Facebook page has been established in Tilly's name to encourage youngsters to talk freely about the topic of bullying.

Learners and family members today held a memorial service at the high school Tilly attended, to pay their respects to their fellow learner who is remembered as a "quiet yet assertive personality" and as someone who "participated enthusiastically" in all aspects of school life.

Mourners left notes and bouquets of flowers at a special memorial erected in Tilly's honour. The memorial includes a large photograph of a happy smiling child who seemed to have the world at her feet.

Psychologists say bullying, and cyberbullying, in particular, is a serious concern. A recent study revealed that about two-thirds of all learners have experienced bullying in one form or another.

1. Where did Tilly live? (1)
2. Explain what happened to her. (1)
3. Why did she do this? (1)
4. Why do Tilly's parents want to start talking? (2)
5. What has been established in Tilly's name and why? (2)
6. In your own words, describe Tilly's personality based on how it is described in the passage. (2)
7. Choose one correct answer. The expression 'to have the world at your feet' means:
 - A. to be trampled upon
 - B. to have plenty of opportunities to do exciting things
 - C. to have lots to worry about
 - D. to have the ability to go places (1)
8. Describe what the expression "a barrage of taunts" means. (2)
9. Explain in your own words the difference between bullying and cyberbullying. (2)
10. Circle the words that are synonyms of "heartlessly". (2)

kindly unkindly cruelly stupidly
11. Circle the words that are antonyms of "erected". (2)

pull down build construct demolish
12. How can someone "see" pain? Have you "seen" someone's pain? Explain.

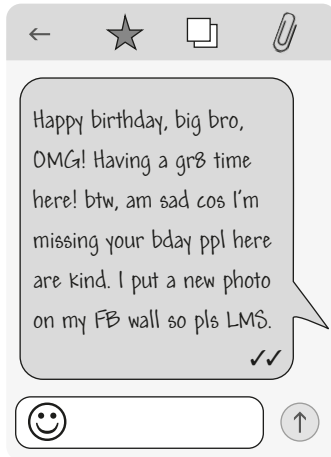
Total: 20

Exemplar Assessments

QUESTION 2

Identify abbreviations in this text message.

Hlengiwe sent the following text message to her brother. Write the message in full.



Total: 10

QUESTION 3

Write a summary of the newspaper report in Question 1. Read it carefully and then summarise the three main points in the article. Include those supporting ideas that you think are important, but do not include all the details in the article. Your summary should be between 50 and 60 words. (*Note: words over that word count will not be considered as part of the summary and will not be marked.*) At the end of your summary, write the number of words you have used. (10)

Total: 10

QUESTION 4

1. Circle the correct form of the verb to show simple past tense.
 - a) Tilly Shaw taked/took/taking her own life.
 - b) The news of her death is shaking/shook/shaked the community.
 - c) Family, friends and learners hold/held/helded a memorial service for Tilly. (3)
2. Underline the adjectives in these sentences. Then write them in their comparative form. The first one has been done as an example.
 - a) Example: Zweli ran up the steep hill. steeper
 - b) The memorial service for Tilly was sad than they expected.
 - c) Social media can be one of the destructive tools that people use to spread hatred. (2 × 2 = 4)
3. The expressions in italics are euphemisms. What do you think they mean?
 - a) She *had the world at her feet*.
 - b) She is now at her *final resting place*.

Exemplar Assessments

- c) *Tears were my only company.*
- d) The learners *paid their respects* to their former classmate. (4)
- 4. Punctuate the following sentences.
 - a) tilly shaw was a young woman who had a full vibrant life ahead of her
 - b) why do people have to be so cruel her mother asked (4)
- 5. Write the following sentences in the negative form.
 - a) The learners could believe the news of Tilly's death.
 - b) Bullying is acceptable.
 - c) Heartache is something we need to endure. (3)
- 6. Add a suffix to each root word and explain its meaning.
 - a) beauty
 - b) happy (2)

Total: 20

Grand Total: 60

Exemplar Assessments

Time: 3 lessons

Formal Assessment Task 6: Creative Writing Project

You are going to write a descriptive essay that gives a clear and interesting picture of something that you find precious in the world around you. Read the descriptive essay notes and follow the guidelines.

In a descriptive essay, you must describe a person or place or event using strong, clear images. You should include some plot, but describing what you are doing or seeing is the most important part of the writing.

Follow these guidelines for good descriptive writing:

- Choose words such as adjectives and adverbs that help the reader to see exactly what you describe.
- Use emotive language to show how you feel about your subject.
- Use figurative language to make your writing interesting and effective.
- Use your five senses and describe what information you get from each one. Your five senses are touch, sight, smell, taste and hearing.
- Use strong verbs to make your writing more powerful (for example: amend, seize, usurp, amplify, intensify, shepherd, surge, lunge.)
- Include interesting details.

Stage 1: Research

(20 marks)

Weeks 3–6 Listening and Speaking

Planning

1. Choose one of these topics:
 - The world is full of wonder.
 - A visit to my favourite habitat.
 - Cooking brings family together.
2. Research at home, in the library and online. Bring your information to class. It should be organised and written in your own words. This essay will be in the present tense.

Stage 2: Writing

(30 marks)

Weeks 5–8 Writing and presenting

Weeks 7–8 Listening and Speaking, Reading and Viewing

Drafting

1. Create a mind map like the one below. Use some or all of the headings. Write as many descriptions for the topic as you can think of. Each description should have main and supporting ideas.
2. From your mind map, select what you are going to use in your final draft. Plan your essay with four to seven paragraphs that follow a logical progression. Your essay should be 180 to 210 words in length.

Exemplar Assessments

3. Write a paragraph for each aspect of the topic. Include an introductory paragraph and a concluding paragraph.
4. Try to use different types of sentences (i.e. simple, compound and complex). Use a thesaurus or ask your teacher to help you find synonyms, so that you don't repeat the same words. Different sentences make your writing more interesting. Remember to use conjunctions so it's clear how your sentences relate to one another and build on one another.

Revising, editing, proofreading and presenting

1. Once you have written your draft, read it again. Give it to a classmate or family member to read. Ask for feedback and decide if changes need to be made. Proofread your final article. Check your spelling and punctuation. Use a dictionary. Use the Checklist for writing essays below to help you.
2. Write the topic as a heading at the beginning of the essay.
3. Make sure your essay is not too long or too short.
4. Write your final text neatly to present to your teacher.

Checklist for writing essays

- The essay has a formal tone without any slang.
- I have kept to the topic.
- The body of the essay is divided into paragraphs.
- I have corrected any spelling, language and punctuation mistakes.
- I have used the same tense throughout the essay.
- Check the rubric for essays on page 262 to see how your teacher will assess your essay.

Total: 50

Exemplar Assessments

Time: 2 lessons

Formal Assessment Task 7: Creative Writing Project

STAGE 3: ORAL PRESENTATION

Read and follow the guidelines:

1. Working with a partner, give each other feedback on the descriptive essay. Use the Checklist for writing essays to check that you and your partner's essays have all the correct features.
2. Make any changes that are necessary.
3. Present your descriptive essay to the class.

Checklist for feedback

- Participate in the discussion.
- Give constructive feedback.
- Keep the discussion going.
- Show sensitivity to the feelings of others.
- Use the rubric for dialogue and conversation on page 267 to see how your teacher will assess your feedback conversation. (10)

Checklist for writing essays

- My essay has a formal tone and doesn't have any slang.
- I have kept to the topic.
- I have structured my essay in an appropriate way with an introduction, body and conclusion.
- My essay presents the central idea with supporting details.
- I have used the same tense throughout the essay.
- My essay shows evidence of research/investigation.
- I present my essay using appropriate body language and presentation skills, e.g. eye contact, appropriate volume.
- Use the rubric for presentation on page 265 to see how your teacher will assess your presentation. (10)

Total: 20

Exemplar Assessments

Time: 1 hour

Formal Assessment Task 8: Response to Literature

QUESTION 1: POETRY

Read the following poem. Then answer the questions that follow.

A Bird Came Down the Walk

by Emily Dickinson

A bird came down the walk:

He did not know I saw;

He bit an angle-worm in halves

And ate the fellow, raw.

And then he drank a dew

From a convenient grass,

And then hopped sidewise to the wall

To let a beetle pass.

He glanced with rapid eyes

That hurried all abroad, –

They looked like frightened beads, I thought;

He stirred his velvet head

Like one in danger; cautious,

I offered him a crumb,

And he unrolled his feathers

And rowed him softer home

Than oars divide the ocean,

Too silver for a seam,

Or butterflies, off banks of noon,

Leap, plashless, as they swim.

Circle the correct answers.

1. The poem is about _____.

- A. a bird eating a worm
- B. feeding birds
- C. what birds do
- D. a bird.

(1)

2. What does this bird eat?

- A. beetles
- B. fruit
- C. worms
- D. grain

(1)

Exemplar Assessments

3. Describe the way that the bird moves in the poem. (2)
4. What is the theme of the poem? Give a reason for your answer. (2)
5. Identify and explain a simile used in the poem. (2)
6. Quote two words or phrases that tell us what the main character looks like. (2)

[10]

QUESTION 2: DRAMA

Read the following extract from a drama about Peter Pan by J M Barrie. It follows the adventures of Peter Pan (a boy who never grows up) and the Darling children. Peter Pan has a friend who is a fairy called Tinkerbell. In this scene, he is looking for his lost shadow and Wendy (one of the Darling children) helps him.

Then answer the questions that follow.

Michael: Can anything harm us, mother, after the night-lights are lit?

Mrs Darling: Nothing precious. They are the eyes a mother leaves behind her to guard her children.

(Nevertheless, we may be sure she means to tell LIZA, the little maid, to look in on them frequently till she comes home. She goes from bed to bed, after her custom, tucking them in and crooning a lullaby.)

Michael *(drowsily)*: Mother, I'm glad of you.

Mrs Darling *(with a last look round, her hand on the switch)*: Dear night-lights that protect my sleeping babes, burn clear and steadfast tonight.

Peter *(in a whisper)*: Tinker Bell, Tink, are you there? *(A jug lights up.)* Oh, do come out of that jug. *(Tink lashes hither and thither?)* Do you know where they put it? *(The answer comes as of a tinkle of bells; it is the fairy language. Peter can speak it, but it bores him.)* Which big box? This one? But which drawer? Yes, do show me. *(Tink pops into the drawer where the shadow is, but before Peter can reach it, Wendy moves in her sleep. He flies onto the mantelshelf as a hiding-place. In his joy at finding his shadow, he forgets that he has shut up Tink in the drawer. He sits on the floor with the shadow, confident that he and it will join like drops of water. Then he tries to stick it on with soap from the bathroom, and this failing also, he subsides dejectedly on the floor. This awakens Wendy, who sits up, and is pleasantly interested to see a stranger.)*

Wendy *(courteously)*: Boy, why are you crying?

(He jumps up, and crossing to the foot of the bed bows to her in the fairy way. Wendy, impressed, bows to him from the bed.)

Peter: What is your name?

Wendy *(well satisfied)*: Wendy Moira Angela Darling. What is yours?

Peter *(finding it lamentably brief)*: Peter Pan.

Wendy: Is that all?

Peter *(biting his lip)*: Yes.

Exemplar Assessments

Wendy (*politely*): I am so sorry.

Peter: It doesn't matter.

Wendy: Where do you live?

Peter: Second to the right and then straight on till morning.

Wendy: What a funny address!

Peter: No, it isn't.

1. Characters are the people who appear in a story. Secondary characters are less important than the main character. Circle the correct answers.
 - a) The main character in this story is Peter Pan/Mrs Darling/Tinkerbell. (1)
 - b) The secondary characters are Wendy/Michael/Tinkerbell. (2)
2. What is the setting of this part of this story? (1)
3. The plot is what happens in a story. Write the plot of this part of the story in your own words. (2)
4. Every story has a conflict to solve. The plot is centred around the conflict and how the characters solve the conflict or problem. Write the conflict of this part of the story in your own words. (2)
5. The ways in which the characters solve the problem is called the resolution. Predict the resolution to this story. Write it in your own words. (1)
6. The words "They are the eyes a mother leaves behind her to guard her children" is a metaphor. What does it mean?
 - A. The night-lights are left behind like the children.
 - B. A mother leaves behind night-lights.
 - C. The night-lights are like eyes.
 - D. The night-lights guard the children like a mother would. (1)

[10]

QUESTION 3: SHORT STORY

Read the following extract from a short story. Then answer the questions that follow.

Starry nights

Lulama loved the special time of day when the sun fades and the stars start to twinkle.

When the sky was crisp and clear, Lulama would stand at her bedroom window and gaze at the little sparkly fireflies. On off, on off they flashed – it seemed almost as if they were sending secret messages to one another.

That night before she climbed into bed, she went to the window for one last time. It was then that she saw it – the large black shaped that swooped down from the trees and was gone, almost as quickly as it had come.

Exemplar Assessments

Then it came again, this time with a great swishing sound.

"Swish, swish, shwish, shisssh, swisssh, swisssh."

"Mom," she whimpered, from under her duvet. "There's something creepy outside my window."

"I'm sure it's nothing, Lulama," her mother said, as she peeked through the curtains to see.

She saw it too – the shape that darted across the courtyard.

"Oh, Lulama, it's simply the shadows of the trees and the rustling of the leaves in the breeze," her mother said.

"Don't be scared. Go to sleep now and dream of happy things."

Circle the correct answers.

1. Lulama's special time of day is _____.
 A. in the early morning when she wakes up
 B. supper time
 C. night-time when the stars twinkle in the sky
 D. midday (1)
2. The _____ flashed on and off.
 A. lights in the town
 B. fireflies
 C. stars
 D. torches (1)
3. What did Lulama hear outside her window? (1)
4. Where does the story take place? (1)
5. Describe the main character. (1)
6. What did Lulama see outside her window? (1)
7. Did Lulama have a reason to be afraid? Explain your answer. (2)
8. What happy things do you think Lulama dreamt about? Use your imagination to describe her dreams. (2)

[10]

Total: 30

Exemplar Assessments

Time: 2 lessons

Formal Assessment Task 9: Transactional Writing

Choose either topic A and B or topic C.

Then write the type of transactional text that you have chosen. It should be about 120 to 140 words in length.

- Spend about five minutes planning your writing.
- Pay careful attention to both format and content. Use the reminders below each topic to guide you.
- Once you have written your text, reread and edit it carefully.
- Hand in your rough work as well as your final text.

Topics

- A. Instructions to make lunch (5 marks)
(Use the information on instructions and the imperative mood on page 219 of the Platinum English Learner's Book.)

AND

- B. Write a review of a film or TV show you have watched. Use this table to help you. (5 marks)

My review	
Title of film/TV show	
Name/s of main actor/s	
Brief summary	
Characters	Setting
The main characters in the film/TV show are ...	The film/TV show is set in ...
Problem	Solution
The problem that arises in the film/TV show is ...	The problem is fixed by ...
What you liked about the film/TV show ...	What you did not like about the film/TV show ...
Would you tell a friend to read the book? Yes/No. Explain your answer.	

Total: 10

Exemplar Assessments

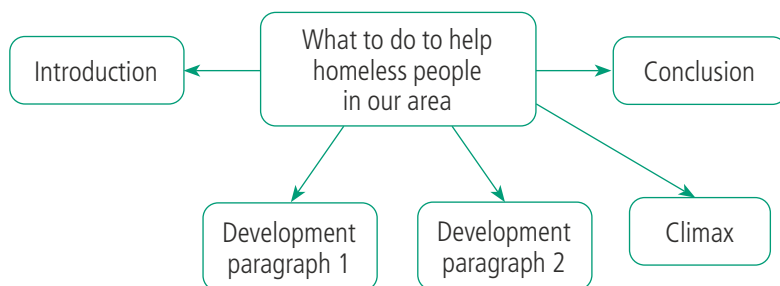
OR

C. Write a speech

The number of homeless people in your area is increasing. Write a speech that you will present to your local Member of Parliament at a Youth Day gathering to highlight the problem.

1. Use the mind map below to help you generate ideas for your speech.

What to do to help homeless people in our area



2. Use the ideas from your mind map to write your introduction.

3. Write the development part of your speech. Add to the points raised in the introduction. Aim to have at least two paragraphs.

4. Write the climax. This is the high point of the speech.

5. Write the conclusion. Round off the speech and state what actions need to be taken.

Remember to go through each of the process writing steps: planning, drafting, revising, editing, proofreading and presenting. Think particularly about the tone of your speech and the language you are using to make sure it is appropriate.

(See the model of a speech on page 18 of the Platinum English Learner's Book.)

Total: 10

Exemplar Assessments

Time: 1 hour 30 minutes

Formal Assessment Task 10: Controlled Test

QUESTION 1

Read the following story. Then answer the questions that follow.

It's Dudu's first day in Grade 8. It's also his first day at Sunrise High in the big city. For primary school, he attended a small school in the farming community where he lived.

Dudu is feeling sad because he will no longer see his old friends Charlie and Petrus that often. But he is also feeling excited because he will get to meet new friends. He is particularly pleased that Sunrise High offers lots of different sports – rugby, cricket, netball and cross-country. He wants to try out for the rugby team. His father Sipho was a good rugby player when he was young – a legendary forward who scored many, many tries.

When Dudu walked into the Grade 8 classroom, his classmates were all talking away in small groups. They all seemed to know one another.

"Look what the cat dragged in!" Janiek, a tall boy with glasses, announced spitefully at the top of his voice. "The new boy from the plaas! Look at his knees. They're shaking!"

Everyone stopped talking and looked at Dudu, who wished he could run back to Charlie and Petrus.

But then almost immediately, a smallish boy with blond hair and a smiley face walked towards Dudu.

"You must be Dudu. I'm Simon," he said. "Welcome, bro! We've heard all about you. Let me introduce you to everyone. Everyone, this is Dudu. His father is that amazing try scorer who Mr Smit never stops talking about. You know, the guy whose photograph is in the school hall."

"Hello, Dudu," the class chorused excitedly.

1. Characters are the people who appear in the story. Secondary characters are less important than the main character. Circle the correct answers.
 - a) The main character in this story is Simon/Dudu/Mr Smit. (1)
 - b) The secondary characters are Simon/Dudu/Mr Smit. (2)
2. The setting is the place where a story takes place. What is the setting in this story? Choose the correct option.
 - A. a primary school
 - B. a rugby field
 - C. the Grade 8 classroom at Sunrise High
 - D. a farm school (1)
3. The person who tells the story is called the narrator. In this story, the narrator is:
 - A. a character
 - B. a first-person narrator (who speaks using "I")
 - C. a third-person narrator (who speaks in a voice that is not one of the characters) (1)

Exemplar Assessments

4. The plot is what happens in a story. Write the plot of the story in your own words. (2)
5. Every story has a conflict to solve. The plot is centred around the conflict and how the characters solve the conflict or problem. Write the conflict in this story in your own words. (2)
6. What sport does Dudu really want to play? (1)
7. What do you think is the reason for this? (1)
8. The words "look at what the cat dragged in" are an idiom. What does the idiom mean?
 - A. The cat dragged in a dead mouse.
 - B. An unwanted messy-looking person has just come in.
 - C. A popular well-groomed person has just come in.
 - D. It is a joke about the habits of cats. (1)
9. Simon says "Welcome, bro!" because:
 - A. He and Dudu are actual brothers.
 - B. Dudu's surname is Bro.
 - C. He wants to make Dudu feel welcome.
 - D. He can't think of anything else to say. (1)
10. A synonym of spiteful is:
 - A. happy
 - B. nasty
 - C. loud
 - D. kind (1)
11. The part of the conflict that reaches a high point is called the climax. Write the climax in this story in your own words. (2)
12. The ways in which the characters solve the problem is called the resolution.
 - a) Identify the resolution in this story. Write it in your own words. (2)
 - b) Is the resolution happy or sad? Explain your answer. (2)

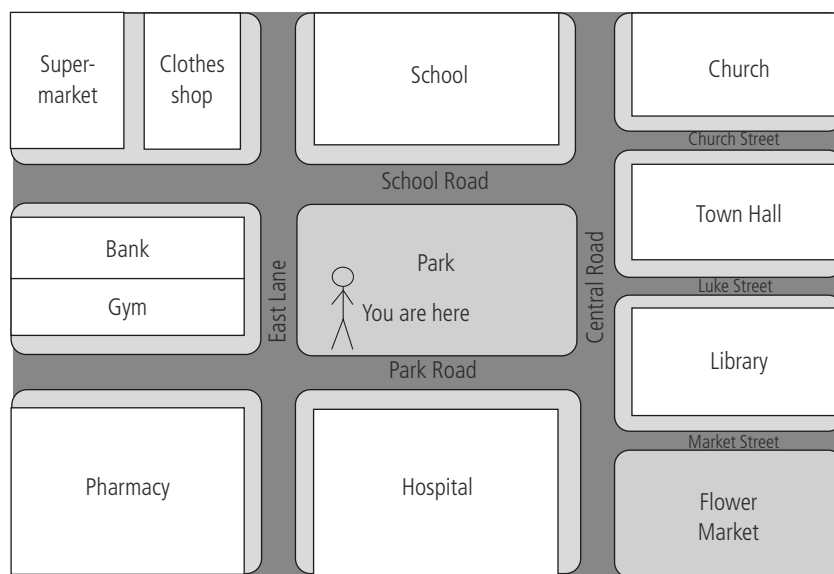
(20 marks)

Exemplar Assessments

QUESTION 2

Study the map and answer the questions that follow. Use words such as 'go straight', 'turn left', 'turn right', 'on the left', 'on the right', 'in front', 'behind', 'opposite' and 'next to'.

1. Describe how to get from the park to the supermarket. (2)
2. Describe how to get from the bank to the library. (2)
3. Describe how to get from the school to the pharmacy. (2)
4. Describe how to get from the clothes shop to the town hall. (2)
5. Describe how to get from the town hall to the flower market. (2)



(10 marks)

Exemplar Assessments

QUESTION 3

Read both articles and answer the questions.

Text A

Disgruntled learners wreak havoc at local school

A MOB of 300 learners ran riot through their school yesterday – they were angered by the school management’s decision to cut down indigenous trees on the leafy school grounds to make way for more playing fields. The incident happened when teachers at the 100-staff school were at an off-site training workshop. Only the headmaster and two teachers were on duty, and they were powerless to act.

People living nearby watched, terrified, as gangs of 15 and 16 year olds rampaged through the 1000-pupil school, chanting “We want a riot” as they smashed windows. Police who rushed to the giant complex in seven cars calmed the frantic pupils.

Text B

Disturbance at local school

A DISTURBANCE involving as many as 300 pupils occurred yesterday at a local school. The pupils were opposed to the school’s decision to cut down trees and replace them with playing fields. At the time of the disturbance, teaching staff were attending a training session away from the school premises.

The incident took place at lunchtime when, as a result of the training session, only the headmaster and two other staff were on duty. Some local residents were alerted by noise coming from the usually quiet school. They contacted the police who arrived quickly and soon calmed the situation, but not before at least two of the school’s windows had been broken by pupils.

1. Which article is less biased? Write a summary comparing the articles and the use of negative connotations and manipulative language. You can include main and supporting ideas that you think are important, but do not include all the details in the articles. (10)

(10 marks)

Exemplar Assessments

QUESTION 4

1. Punctuate these sentences using capital letters, full stops, question marks, exclamation marks, commas, colons, semi-colons and inverted commas.
yesterday was the first day of the school holidays my family and i travelled to knysna along the south east coast of south africa we went with sue barry and my two cousins we stayed in a guest house right next to the long sandy beach we could hear the waves lapping against the shore while we slept it was awesome (10)
2. Underline the subject pronouns and circle the object pronouns.
a) They wanted them. (2)
3. Rewrite the sentence by making it negative.
a) The incident took place at lunchtime. (1)
4. Correct these sentences by circling the correct preposition.
a) I was walking to the station and by/with chance I saw a group of rioters.
b) They were angered with/by the school's decision to cut down trees. (2)
5. Give the correct plural forms of these words.
a) complex
b) disturbance
c) staff (3)
6. Give either a comparative or a superlative adjective to complete the sentences.
Pete was *scared* when he saw the riot. Mary was a) _____. But Thato was b) _____. (2)

(20 marks)

Total: 60

Exemplar Assessments

Time: 45 minutes

Formal Assessment Task 1: Oral

MEMORANDUM

Students read any pre-selected texts in Term 1 and 2. Use the reading rubric to assess students' reading and mark according to the criteria.

Keep track so that each student has had an opportunity to read different types of texts and in different contexts. For example:

- Prepared reading of a scene from their favourite book.
- Unprepared reading of a text from the Learner Book.
- Presenting their writing.
- Prepared presentation of an informative text.

Students should read for between 2 minutes and 5 minutes depending on the length of the text.

	7: Outstanding 80–100%	6: Meritorious – 5: Substantial 60–79%	4: Adequate – 3: Moderate 40–59%	2: Elementary 30–39%	1: Not achieved 0–29%
Fluency 5 marks	5 Reads very confidently, coherently and cohesively	4 Reads confidently, coherently and cohesively	3 Reads with reasonable to adequate confidence, coherence and cohesiveness	2 Sometimes, but not always coherent and cohesive	1 Minimum coherence and cohesiveness, difficult to understand
Expression 5 marks	5 Tone and expression are excellent and show full understanding of the content	4 Tone and expression are good and show good understanding of the content	3 Tone and expression are reasonable to adequate and show understanding of the content	2 Does not vary tone and expression effectively. Does not always show understanding of the content	1 Tone and expression are weak and show inadequate understanding of the content
Pronunciation 5 marks	5 Pronunciation is excellent	4 Pronunciation is good	3 Pronunciation is reasonable, with a few mistakes	2 There are some mistakes in pronunciation	1 There are many errors in pronunciation

Exemplar Assessments

	7: Outstanding 80–100%	6: Meritorious – 5: Substantial 60–79%	4: Adequate – 3: Moderate 40–59%	2: Elementary 30–39%	1: Not achieved 0–29%
Presentation skills 5 marks	5 Looks relaxed and confident. Establishes eye contact or eye contact is frequent. Volume is loud enough to be heard by the audience.	4 Looks relaxed and confident. Establishes some eye contact. Volume is loud enough to be heard by most of the audience.	3 Leans on the board if standing. Leans on their table if seated. Eye contact is sporadic. Volume is loud enough to be heard by some of the audience.	2 Leans on the board and rocks back and forth if standing. Leans on their table and slouches over their book if seated. Eye contact is sporadic. Volume is loud enough to be heard by some of the audience.	1 Leans on the board and rocks back and forth if standing. Leans on their table and slouches over their book if seated. Eye contact is not established. Volume is too soft to be heard by the audience.

TOTAL: 20

Exemplar Assessments

Time: 30 minutes

Formal Assessment Task 4: Transactional Writing

MEMORANDUM

Use the rubrics for transactional texts on pages xxxi and xxxvi of the Introduction to the Platinum English Teacher's Guide.

Also use the checklists below to assess the transactional writing texts.

1. Checklist for review

- The tone should be fairly colloquial and light-hearted.
- The review must include:
 - A a heading,
 - B the title of the article, and
 - C the topic of the article.

2. Checklist for speech

- The tone is friendly, but formal and polite.
- The speech should include evidence of the social issue, impact on the community, and suggestions for what could happen next.
- The format should include the following:
 - A salutation,
 - B introductory paragraph,
 - C body, and
 - D suitable conclusion.

3. Checklist for email

- The tone should be fairly colloquial and light-hearted.
- The format should include the following:
 - A names of the person sending and the person receiving the email,
 - B the subject,
 - C any attachments,
 - D introductory paragraph,
 - E body, and
 - F suitable conclusion.

4. Checklist for newspaper article

- It should have a headline, a sub-heading and a by-line.
- It should be written in the format of the inverted triangle – important details in the opening paragraph, less important information in the second paragraph and detailed information in the last paragraph(s).
- The content should be unbiased and report what is happening, covering different views on the subject, perhaps quoting certain people.
- The language used should be neutral.

TOTAL: 10

Exemplar Assessments

Time: 1 hour 30 minutes

Formal Assessment Task 5: Controlled Test

MEMORANDUM

QUESTION 1

1. Tilly lived in Summer Downs. (1)
2. She committed suicide. (1)
3. She had a disability and was bullied online because of it. (1)
4. They wanted to make teenagers aware of what had happened to Tilly as a result of cyberbullying so that they could prevent the same thing from happening to other people. (2)
5. A Facebook page was established in Tilly's name to encourage teenagers to talk freely about the dangers of cyberbullying. (2)
6. Tilly was quiet yet determined. She took part in everything at school. (2)
7. B. to have plenty of opportunities to do exciting things (1)
8. A. mocked and bullied repeatedly (1)
9. Bullying happens to someone in person or in the physical world. Cyberbullying takes place over the Internet and involves sending harmful or nasty messages about someone to that individual and/or to lots of people. (2)
10. unkindly; cruelly (2)
11. pull down; demolish (2)
12. The principal said that Tilly was a quiet, assertive personality. (2)
13. The quote that indicates how serious bullying is: "A recent study revealed that about two-thirds of all learners have experienced bullying in one form or another." (1)

(20 marks)

QUESTION 2

Happy birthday, big brother. Oh my gosh! Having a great time here! By the way, I am sad though because I'm missing your birthday. The people here are kind. I put a new photograph on my Facebook wall so please like my status. (10)

(10 marks)

QUESTION 3

Example summary: Teenager Tilly Shaw committed suicide. She was bullied on social media because she was disabled. Her family want to talk about bullying and its effects. Social media can be used positively or negatively. Tilly's father started a Facebook site to encourage teenagers to speak about bullying. A memorial was held for Tilly. Psychologists found that most learners have experienced bullying. (10)

(10 marks)

Exemplar Assessments

QUESTION 4

1. a) took
b) shook
c) held (3)
2. b) The memorial service for Tilly was *sad* than they expected. sadder
c) Social media can be one of the *destructive* tools that people use to spread hatred.
more destructive (2 × 2 = 4)
3. a) had many opportunities and directions she could choose
b) buried or dead
c) alone
d) said goodbye (4)
4. a) Tilly Shaw was a young woman who had a full, vibrant life ahead of her.
b) "Why do people have to be so cruel?" her mother asked. (4)
5. a) The learners could *not* believe the news of Tilly's death.
b) Bullying is *unacceptable*.
c) Heartache is *not* something we need to endure. (3)
6. a) beautiful. full of beauty
b) happiness. state of being happy (2)

(20 marks)

Total: 60

Exemplar Assessments

Time: 3 lessons

Formal Assessment Task 6: Creative Writing Project

MEMORANDUM

Stage 1: Research

(20 marks)

Weeks 3–6 Listening and Speaking

Planning

Stage 2: Writing

(30 marks)

Weeks 5–8 Writing and presenting

Weeks 7–8 Listening and Speaking, Reading and Viewing

Drafting

Revising, editing, proofreading and presenting

This is a Formal Assessment Task, using the rubric on page xxx in the Introduction of the Platinum English Teacher's Guide. Although you should indicate your learners' language errors and they will affect the final mark, remember that the most important thing is to assess the learner's understanding of the idea of descriptive writing. An essay in which the learner's passion, sincerity or original thought shows in the writing should not be overly penalised for grammar mistakes. It is important to "listen" for the learners' "voice" when assessing essays.

Total: 50

Exemplar Assessments**Time: 1 hour 30 minutes**

Formal Assessment Task 7: Creative Writing Project

MEMORANDUM**Stage 3: Oral presentation****(20 marks)**

This is a Formal Assessment Task, using the rubrics on page xxxiv and page xxxv in the Introduction of the Platinum English Teacher's Guide for assessing speaking, and for assessing dialogue and conversation. Each rubric is for 15 marks, making a total of 30 marks. In order to get a total out of 20, divide each learner's mark by 3, and multiply by 2.

Exemplar Assessments

Rubric for assessing dialogue and conversation – First Additional Language (15 marks)

	7: Outstanding 80–100%	6: Meritorious	5: Substantial 60–69%	4: Adequate 50–59%	3: Moderate 40–49%	2: Elementary 30–39%	1: Not achieved 0–29%
Content 5 marks	4–5 Learner's dialogue shows excellent understanding of the topic.	3.5–4 Learner's dialogue shows good understanding of the topic.	3–3.5 Learner's dialogue shows very good understanding of the topic.	2.5–3 Learner's dialogue shows some understanding of the topic.	2–2.5 Learner has tried to understand the topic, but with limited success.	1.5 Learner shows very little understanding of the topic.	0–1 Learner does not understand the topic at all.
Engaging with others in the dialogue or conversation 5 marks	4–5 Learner listens to and understands the other speakers with insight. Learner can respond to the other speakers spontaneously, showing excellent fluency.	3.5–4 Learner listens to and understands the other speakers with some insight. Learner can respond to the other speakers spontaneously, showing good fluency.	3–3.5 Learner listens to and understands the other speakers most of the time. Learner tries to respond to the other speakers spontaneously.	2.5–3 Learner listens to and understands the other speakers most of the time. Learner tries to respond to the other speakers spontaneously,	2–2.5 Learner listens to and understands the other speakers but with limited success. Learner tries to respond to the other speakers.	1.5 Learner does not listen to and understand the other speakers. Learner cannot respond to other speakers effectively.	0–1 Learner cannot listen to and understand the other speakers. Learner cannot respond to other speakers at all.

Exemplar Assessments

Vocabulary, pronunciation and tone 5 marks	7: Outstanding 80–100%	6: Meritorious	5: Substantial 60–69%	4: Adequate 50–59%	3: Moderate 40–49%	2: Elementary 30–39%	1: Not achieved 0–29%
	4–5 Vocabulary and pronunciation are excellent, above the grade average. Learner's tone and expression are excellent. Learner always achieves the correct tone and level of formality.	3.5–4 Vocabulary and pronunciation are very good. Learner's tone and expression are very good. Learner almost always achieves the correct tone and level of formality.	3–3.5 There are a few mistakes in pronunciation but vocabulary is good. Learner's tone and expression are good. Learner achieves the correct tone and level of formality some of the time.	2.5–3 There are some mistakes in pronunciation and vocabulary is fair. Learner's tone and expression are fair. Learner tries to achieve the correct tone and level of formality.	2–2.5 Vocabulary is not as extensive as it should be in the phase, and there are some errors in pronunciation. Learner does not use tone and expression effectively. Learner tries to achieve the correct tone and level of formality, with partial success.	1.5 Vocabulary is weak and there are many errors in pronunciation. Learner's tone and expression are weak. Learner struggles to achieve the correct tone and level of formality.	0–1 Vocabulary is extremely weak and there are many errors in pronunciation. Learner's tone and expression are very weak, or are incomprehensible. Learner does not achieve the correct tone and level of formality.

Exemplar Assessments

Rubric for assessing speaking – First Additional Language (15 marks)

Use the rubric to assess prepared speeches, debates, oral reports, and so on.

	7: Outstanding 80–100%	6: Meritorious	5: Substantial 60–69%	4: Adequate 50–59%	3: Moderate 40–49%	2: Elementary 30–39%	1: Not achieved 0–29%
Preparation 5 marks	5 Learner has done the necessary research and has prepared the necessary notes to use. The preparation is excellent. The notes are adequate but not word-for-word.	4.5 Learner has done the necessary research and has prepared notes to use. The preparation is very good	4 Learner has done some research and has prepared notes to use. The preparation is good but could have been better.	3–3.5 Learner has tried to do research, with limited success, and has prepared notes to use. The preparation is adequate.	3–3.5 Learner has done inadequate research, Learner's notes are inadequate, either too detailed or too brief.	1.5 Learner has done very little or very poor research, Learner's notes are inadequate, either too detailed or too brief.	0–1 Learner has done very little or no research, Learner's notes are inadequate, or inaccurate.
Engaging with others in the dialogue or conversation 5 marks	4–5 Learner listens to and understands the other speakers with insight. Learner can respond to the other speakers spontaneously, showing excellent fluency.	3.5–4 Learner listens to and understands the other speakers with some insight. Learner can respond to the other speakers spontaneously, showing good fluency.	3–3.5 Learner listens to and understands the other speakers most of the time. Learner tries to respond to the other speakers spontaneously.	2.5–3 Learner listens to and understands the other speakers most of the time. Learner tries to respond to the other speakers spontaneously,	2–2.5 Learner listens to and understands the other speakers, with limited success. Learner tries to respond to the other speakers.	1–1.5 Learner does not listen to and understand the other speakers. Learner cannot respond to other speakers effectively.	0–0.5 Learner cannot listen to and understand the other speakers. Learner cannot respond to other speakers at all.

Exemplar Assessments

Vocabulary, pronunciation and tone 5 marks	7: Outstanding 80–100%	6: Meritorious	5: Substantial 60–69%	4: Adequate 50–59%	3: Moderate 40–49%	2: Elementary 30–39%	1: Not achieved 0–29%
	4–5 Vocabulary and pronunciation are excellent, above the grade average. Learner's tone and expression are excellent. Learner always achieves the correct tone and level of formality.	3.5–4 Vocabulary and pronunciation are very good. Learner's tone and expression are very good. Learner almost always achieves the correct tone and level of formality.	3–3.5 There are a few mistakes in pronunciation but vocabulary is good. Learner's tone and expression are good. Learner achieves the correct tone and level of formality some of the time.	2.5–3 There are some mistakes in pronunciation and vocabulary is fair. Learner's tone and expression are fair. Learner tries to achieve the correct tone and level of formality.	2–2.5 Vocabulary is not as extensive as it should be in the phase, and there are some errors in pronunciation. Learner does not use tone and expression effectively. Learner tries to achieve the correct tone and level of formality, with partial success.	1.5 Vocabulary is weak and there are many errors in pronunciation. Learner's tone and expression are weak. Learner struggles to achieve the correct tone and level of formality.	0–1 Vocabulary is extremely weak and there are many errors in pronunciation. Learner's tone and expression are very weak, or are incomprehensible. Learner does not achieve the correct tone and level of formality.

Exemplar Assessments

Time: 1 hour 30 minutes

Formal Assessment Task 8: Response to Literature

MEMORANDUM

QUESTION 1: POETRY

(10 marks)

1. D. a bird. (1)
2. C. worms (1)
3. The answer depends on which part of the poem the learner uses, so all of these could be correct: hops quickly (verse 2), looks quickly and nervously (verses 3 and 4), flies slowly (verse 4 and 5). The answer does not need to say which verse the learner used. (2)
4. Everyday life. The poet describes seeing a bird in the garden, which happens on an ordinary day. (2)
5. "They looked like frightened beads". The bird's eyes are compared to beads that show a frightened emotion. (2)
6. The main character is the bird, which has "rapid eyes", "velvet head", "feathers" (the learner's answer should mention two of those three things). (2)

[10]

QUESTION 2: DRAMA

1. a) Peter Pan (1)
b) Wendy, Tinkerbell (2)
2. The children's bedroom (1)
3. Peter Pan comes back to find his shadow. (2)
4. The conflict is that Peter Pan can't find his shadow and when he does it won't stay with him. (2)
5. Give marks to sensible answers from the learners, e.g. Peter Pan works out how to stick his shadow back on, with the help of Wendy. OR Tinkerbell uses fairy magic to make Peter Pan's shadow stick back on again. (1)
6. D. The night-lights guard the children like a mother would. (1)

[10]

Exemplar Assessments

QUESTION 3: SHORT STORY

1. Lulama's special time of day is C. night-time when the stars twinkle in the sky. (1)
2. The C. stars flash on and off. (1)
3. Lulama heard a swishing sound outside her window. (1)
4. The story takes place in a child's bedroom. (1)
5. She is a quiet and inquisitive girl. (1)
6. Lulama saw large, dark shapes outside her window. (1)
7. She did not have a reason to be afraid. The black shapes were only shadows. (2)
8. Perhaps she dreamt about playing with her friends, or visiting the stars she saw at night.
(Accept any sensible answer.) (2)

[10]

Total: 30

Exemplar Assessments

Time: 2 lessons

Formal Assessment Task 9: Transactional Writing

MEMORANDUM

Ensure that the learners have chosen **either** Topic A and B, **or** Topic C.

TOPIC A

Rating scale for writing longer and shorter transactional texts

Name		Date		
Content and format	6	4-5	2-3	1
Has the learner applied all the necessary rules of the relevant format, e.g. letter, newspaper article?				
Is the content focused and coherent, with all ideas and details supporting the topic?				
Language and proofreading	4	3	2	1
Has the learner chosen words well? Are the tone and register suited to the purpose? Are there no errors/almost no errors after proofreading and editing?				
Total out of 10 marks (marks will be divided by 2 to get marks out of 5)				

(10 marks divided by 2 = 5 marks)

TOPIC B

Use the Checklist below to assess the learners' work.

- Is there evidence that the learner followed the steps of process writing? (1)
- Did the learner use the correct format? (1)
- Is the content original? (1)
- Is the sentence structure good? (1)
- Is the grammar and spelling good? (1)

(10 marks divided by 2 = 5 marks)

Total: 10

TOPIC C

Use the Checklist below to assess the learners' work.

- Is there evidence that the learner followed the steps of process writing? (2)
- Did the learner use the correct structure? (2)
- Is the content original? (2)
- Is the sentence structure good? (2)
- Is the grammar and spelling good? (2)

Total: 10

Exemplar Assessments

Time: 1 hour 30 minutes

Formal Assessment Task 10: Controlled Test

MEMORANDUM

QUESTION 1

1. a) Dudu (1)
b) Simon; Mr Smit (2)
2. C. the Grade 8 classroom at Sunrise High
3. C. a third-person narrator (who speaks in a voice that is not one of the characters) (1)
4. Dudu is a new boy at school and is quite nervous ✓ because he comes from a small school and does not know anyone. Janiek is rude to him when he walks into the classroom but fortunately Simon, one of the Grade 8s, welcomed him. ✓ (2)
5. The conflict is that Dudu is feeling anxious about walking into a classroom full of strangers. ✓ One nasty boy made rude comments about him, which could have upset Dudu, but Simon and the rest of the class saved the day by making him feel welcome. ✓ (2)
6. He wants to play rugby. (1)
7. His father played rugby for the school too and was very good at it. (1)
8. B. An unwanted messy-looking person has just come in. (1)
9. C. He wants to make Dudu feel welcome. (1)
10. B. nasty (1)
11. The climax happens just after Janiek is rude and spiteful to Dudu. ✓ This creates suspense, leaving the reader wondering what will happen next and how the story will end. ✓ (2)
12. a) The resolution of the story is that Simon turned the situation around by making Dudu feel welcome. ✓ He also got the rest of the class to welcome Dudu. ✓ (2)
b) The resolution is happy ✓ because Janiek was not allowed to go on being unkind. Good prevailed over evil. ✓ (2)

(20 marks)

QUESTION 2

1. Walk to the corner of East Lane and School Road. Turn left into School Road and continue straight past the bank. The supermarket is opposite the bank. Cross the road carefully. (2)
2. Walk down School Road past the park, which will be on your right. You will come to the intersection between School Road and Central Road. Cross over the road opposite the town hall. Go past the town hall and Luke Street and you will come to the library. (2)
3. From the school, cross over School Road. Turn left down East Lane and continue walking until you come to Park Road. You will see the pharmacy on the corner of Park Road and East Lane. (2)

Exemplar Assessments

4. From the clothes shop, turn left into School Road. Continue straight until you come to Central Road. Cross the road to the town hall. (2)
5. From the town hall, turn left down Central Road. Continue straight, first crossing Luke Street and then Market Street. You will come to the flower market. (2)

(10 marks)

QUESTION 3

Both Text A and Text B report on the same event: a learner protest at a school. Text B is less biased than Text A because it reports the facts more objectively and uses fewer emotive words. Text A's headline uses the emotive "wreak havoc" while Text B refers only to a "disturbance". Text A uses "mob" and "ran riot" in the first paragraph, as well as describing staff as "powerless", which is very manipulative language. Text B instead focuses more objectively on the number of students involved, and explains the teachers' absence without using emotive language.

The second paragraph of the texts shows a similar pattern. Text A describes onlookers as being "terrified" by "gangs" who "rampaged" through the school and "smashed" windows, while Text B notes that it was only "some local residents" who heard the noise of the protest and notes that the school is "usually quiet". Text B gives factual information, such as when the protest took place and about how many windows were broken. The language used in Text B in both paragraphs is therefore calmer, less emotive and less manipulative than Text A.

(10 marks)

QUESTION 4

1. Yesterday ✓ was the first day of the school holidays. ✓ My ✓ family and I ✓ travelled to Knysna ✓ along the south east coast of South Africa. ✓✓✓ We ✓ went with Sue, ✓✓ Barry ✓ and my two cousins. ✓ We ✓ stayed in a guest house right next to the long, ✓ sandy beach. ✓ We ✓ could hear the waves lapping against the shore while we slept. ✓ It ✓ was awesome! ✓ (½ × 20) (10)
2. a) They wanted them. (2)
3. a) The incident did not take place at lunchtime. (1)
4. a) by (2)
5. a) complexes (2)
- b) disturbances (3)
- c) staff (3)
6. a) more scared (2)
- b) most scared (2)

(20 marks)

Total: 60

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ISBN 978-1-4857-2038-6



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