

GRADE 7

**English First
Additional Language**

Survival Guide

Covid-19





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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, where 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 day, tuckshop, after-care classes, matric dance, Eisteddfod and other events.
- Cancelling any extra-mural activities such as ballet classes, swimming lessons, sport games, music class and other events that create a crowd gathering.
- Teaching and modeling 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 1,5m apart in the queue.

Wear a mask at all times.



1. Restrooms/ toilets

Hand washing

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 at the toilet and in each classroom.



Teachers and learners should always wash their hands after:

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

2. Premises and Classroom setting

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 especially sanitation of 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.).
- Ensure the proper ventilation and 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 a mask at all times.



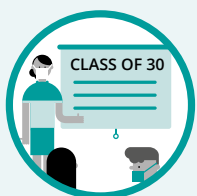
Social distancing

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



- Create space for learner's desks to be at least 1,5m apart

- Learners are not to exceed 30 per class or 50% of 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

- 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 finding ways to facilitate mental health support.

- Treat everybody with respect and empathy – no teasing about COVID-19.
 - Encourage kindness towards each other 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.



Dear Teacher

The National State of Disaster due to the COVID-19 pandemic has resulted in the disruption of Education in South African and the loss of valuable teaching time and disruption of the school calendar.

As a result of this the DBE has created a Recovery Framework including revised ATPs to assist schools and teachers in ensuring the 2020 school year is completed.

This plan addresses curriculum trimming and reorganisation to ensure core skills and knowledge are taught so that learners may progress to the next grade.

The following DBE website <https://www.education.gov.za/Home/RecoveryPlan2020.aspx> has the following useful documents available for you to use:

- Circular S2 of 2020 Revised ATPs for Gr 12 and Gr 7
- ATP Mediation documents by grade and subject
- National Phase Content Plans by phase and subject
- National Revised ATPs by grade and subject

At Pearson South Africa, we believe that education is the key to every individuals' success.

To ensure that despite the shortened teaching year, teachers and learners can meet all the necessary learning outcomes for the year, we have created this resource to support teachers and learners during this difficult time.

This Survival Guide aims to identify areas where teacher-facing time is reduced and various strategies such as trimming the curriculum, grouping or reorganising content and creating opportunities for learner-centered work and blended learning can take place.

HOW TO USE THIS SURVIVAL GUIDE

CAPS curriculum:
comprehensive
summary of the
CAPS topics and
sub-topics and time
allocation

1. CAPS time allocation
2. Revised CAPS time allocation according to the Revised ATPs

Survival guide strategy: proposed strategies that can be used to save teaching time. Two approaches to reducing teaching time are suggested:

1. **trimming** the curriculum and therefore teaching time
2. Curriculum **reorganisation/ clustering/grouping** topics across the year where it makes sense and therefore reducing teaching time

CAPS CURRICULUM				SURVIVAL GUIDE STRATEGY	
SUB-TOPIC	UNITS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING
4. Floods	Unit 1 Causes of floods	4 hours	1.5 hours	Retain	Group with Unit 2 Effects of floods
	Unit 2 Effects of floods		1.5 hours	Retain	
	Unit 3 Why some communities are at higher risk than others			Retain but reduce	Flipped concept, learners prepare before lesson in preparation and then class discussion *4
Revision and assessment	Revision and assessment formal and informal including feedback should be done on an ongoing basis Revision and end-of-year examination: Formal assessment Task: Source - based & paragraph writing 50 Marks November examination: 50 marks	3 hours		Reduced	
TOTAL HOURS = 15					

ASSESSMENT						
	TERM 1	TERM 2	TERM 3	TERM 4	NOVEMBER EXAM	
POA	Project, assessed as part of formal assessment for Term 1	June exam cancelled	Test: 2nd week of September, based on content & concepts taught from reopening of schools 1 June – up to this point	Formal assessment based on concepts and content taught from September to November		
SBA	Map skills project	Test: Earthquakes and volcanoes and population growth and change		Test: Natural resources and conservation in South Africa TOTAL MARKS: 50	QUESTION 1: 25 marks TYPES OF QUESTIONS Source-based, data handling and definitions of concepts QUESTION 2: 25 marks TYPES OF QUESTIONS Case study, definitions of concepts, data handling and paragraph writing	CONTENT Natural resources and conservation in South Africa CONTENT Management of resources

*1 Learners bring summaries to class for class discussions. Flipped concept, learners prepare before lesson and then class discussion around content. Teacher chooses 1 resource. Natural resources on Earth and use and abuse of them have been omitted according to the Recovery national teaching plans.

*2 Learners prepare at home by reading content choose either community or eco tourism. Flipped concept, learners prepare before lesson and then class discussion around content.

*3 Remove due to time constraints and addressed in Gr 10

Explain the rationale behind the trimming or grouping suggested

Assessment and revision for POA and SBA as per Revised ATPs.

Notes

- Grade 12 subjects' content will not be trimmed/cut, but time can be saved through grouping and reorganising content.
- Teachers should follow the amended guidelines for assessment as set out by the DBE. Revised ATPs per subject and grade.
- No curriculum condensing strategies have been suggested for Term 1, as it is assumed that Term 1 content was taught.

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English First Additional Language

RECOMMENDED TIME FOR GRADE 7 ENGLISH FAL

SKILLS	TIME ALLOCATION PER TWO-WEEK CYCLE (HOURS)		
	GRADE 7	GRADE 8	GRADE 9
*Listening & Speaking (Oral)	2 hours		
*Reading & Viewing	3 hours (1 hour 30 mins for comprehension and 1 hour 30 mins for literary texts)		
*Writing & presenting	2 hours		
Language Structures and Conventions	1 hour		
	*Language Structures and Conventions and their usage are integrated within the time allocation of the four language skills. There is also time allocated for formal practise. Thinking and reasoning skills are incorporated into the skills and strategies required for Listening and Speaking, for Reading and Viewing and for Writing and Presenting.		

CAPS CURRICULUM			PEARSON CATCH-UP STRATEGY		
TERM 1	CONTENT SPECIFICATION/ CONCEPTS	TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING	TIME SAVED
WEEKS 1-2					
Listening & Speaking	Introductions: Self and others Listen to a short story Retell a story Story telling	2 hours		Listen to a narrative story	1 hour
Reading & viewing	Key features of literary text: short stories/folklore Reading process Pre-reading strategies Reading comprehension and reading strategies	3 hours		Discuss reading strategies with learners	1 hour
Writing & presenting	Write a narrative/descriptive paragraph Paragraph conventions Writes a story based on personal experience Focus on process writing	2 hours	Write a narrative paragraph at home on a personal experience and read aloud to the class	Complete all planning and first draft of narrative paragraph at school.	1 hour
Language Structures & conventions	Common nouns Proper nouns Countable and uncountable nouns Concrete nouns Abstract nouns Simple sentences Simple present tense Statements Simple past tense Full Stop Comma Capital and small letters colon semi-colon vocabulary in context	1 hour	Learners can revise the rest of the language at home (already taught in Grade 6) Teacher to provide resources for learners to use Provide learners with vocabulary from reading activity/comprehension passage	Teacher to revise Punctuation – full stop, comma, capital letters (already taught in Grade 6)	30 minutes

CAPS CURRICULUM			PEARSON CATCH-UP STRATEGY		
TERM 1	CONTENT SPECIFICATION/ CONCEPTS	TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING	TIME SAVED
WEEKS 3-4					
Listening & Speaking	Listen to and discuss a poem Prepared reading aloud	2 hours		Read a poem and teacher discuss the features of a poem Include teaching of: Metaphor Simile Alliteration	2 hours
Reading & Viewing	Independent reading Pre-reading strategies Poetry	3 hours		Learners continue with reading at home.	1 hour
Writing & Presenting	Creative writing: own poem Stanza conventions Focus on process writing Writes a poem	2 hours	Write a poem at home and return for checking	Planning and first draft of creative writing to be done at school Have learners include the figures of speech taught to test their understanding	1 hour
Language Structures & conventions	Compound nouns Complex nouns Revision on verbs Finite verbs Pronouns Personal pronouns Possessive pronouns Articles Rhymes and borrowed words Idioms Proverbs Alliteration Simile Metaphor Interjection Synonyms and Antonyms Full stop Comma Vocabulary in context	1 hour	Learners can revise the rest of the language at home (already taught in Grade 6) Punctuation – revised in Term 1 Weeks 1-2 Teacher to provide resources for learners to use Learners build on vocabulary used in poem	Teach concepts: Complex nouns Idioms and proverbs	1 hour

CAPS CURRICULUM			PEARSON CATCH-UP STRATEGY		
TERM 1	CONTENT SPECIFICATION/ CONCEPTS	TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING	TIME SAVED
WEEKS 5-6					
Listening & Speaking	Conversation about drama Use incomplete dialogues for learners	2 hours	Dialogue – removed due to DBE mediation documents.	Learners to read a dialogue and teacher discuss features of a dialogue	2 hours
Reading & viewing	Literary text drama Reading process Poetry Reading/viewing for comprehension (strategies)	3 hours	See footnote *1	Learners to do a comprehension on the dialogue read above Include Language in the comprehension See footnote *2	2 hours
Writing & presenting	Write a dialogue, enacting a drama Focus on writing process	2 hours	Write a dialogue at home and return for marking	Planning and first draft of dialogue to be completed at school	1 hour
Language Structures & conventions	Common and proper nouns Complex nouns Collective nouns Finite verbs Pronouns Possessive noun Simple sentences Statements Simple present tense Simple past tense Subject Subject-verb agreement Synonyms and Antonyms Proverbs and idioms Colon Open and close inverted commas Exclamation mark Question mark Vocabulary in context	1 hour	Learners can revise the rest of the language at home (already taught in Grade 6) Complex nouns (taught in Weeks 3–4) Proverbs and idioms (taught in Weeks 3–4) Teacher to provide resources for learners to use Learners build on vocabulary to be used in dialogue	Revise concepts (already taught in Grade 6) Subject-verb agreement Subject and predicate See footnote *3	1 hour

*1 This would be a great place to complete Task 3: Test 1 with the learners

*2 This would be a great place to do Task 4 Comprehension

*3 This would be a great place to do Task 5: Language Test

CAPS CURRICULUM			PEARSON CATCH-UP STRATEGY		
TERM 1	CONTENT SPECIFICATION/ CONCEPTS	TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING	TIME SAVED
WEEKS 7-8					
Listening & Speaking	Listen to short story Listening comprehension Group/panel discussion Listen to poetry and determine meaning	2 hours	Group/panel discussion- cut due to DBE mediation documents.	Listen to and discuss a poem Listening comprehension on the poem	1 hour
Reading & Viewing	Literary text: short stories/folklore Reading process Poetry Reading and viewing for comprehension	3 hours	Poetry (taught in Term 1 Weeks 3-4)	Read a letter review/letter and do a comprehension on the text	1 hour
Writing & Presenting	Write a review/letter Focus on the process writing	2 hours	Write review/letter at home and return for marking	Planning and first draft of review/letter to be completed at school Revise process writing and format of an informal letter or review See footnote *4	1 hour
Language Structures & conventions	Singular and plural Adjectives Degrees of comparison Superlatives Simple present tense Simple past tense Homophones Homonymy Polysemy Riddles Proverbs and idioms Vocabulary in context	1 hour	Learners can revise the rest of the language at home (already taught in Grade 6) Proverbs and idioms (taught in Weeks 3-4) Teacher to provide resources for learners to use Learners build on vocabulary to be used in written activity	Teach concepts: Homonymy Polysemy Riddles	1 hour

*4 This would be a great place for Task 2: Transactional text

CAPS CURRICULUM			PEARSON CATCH-UP STRATEGY		
TERM 1	CONTENT SPECIFICATION/ CONCEPTS	TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING	TIME SAVED
WEEKS 9-10					
Listening & Speaking	Listening comprehension Group/panel discussion	2 hours	Delete the group/panel discussion as per the CAPS mediation documents	Listen to a descriptive text and do comprehension See footnote *5	1 hour
Reading & viewing	Literary text-short stories Reading process Poetry Reading and viewing for comprehension	3 hours	Leave out reading process. It was discussed in Weeks 7-8	Teacher to use the same descriptive text from listening and speaking and discuss the features of a descriptive text	1 hour
Writing & presenting	Write a descriptive essay Focus on the process of writing	2 hours	Write the descriptive essay at home		2 hours
Language Structures & conventions	Prefix Suffix Root words Auxiliary verbs Finite verbs Subject and predicate Subject verb agreement Main and dependent clause Synonyms and antonyms Vocabulary in context	1 hour	Learners can revise the rest of the language at home (already taught in Grade 6) Subject and predicate (also taught in Weeks 5-6) Subject verb agreement (also taught in Weeks 5-6) Teacher to provide resources for learners to use Learners build on vocabulary to be used in their descriptive essay	Learners to revise concepts they already know on their own Teacher to teach new concepts Learners to do activities on new concepts at home Teach concepts: Main clause Dependent clause	1 hour
 TOTAL HOURS (CAPS) – 40			 TOTAL HOURS SAVED – 23 HRS AND 30 MIN		

*5 This would be a great place to do Task 1: Oral

CAPS CURRICULUM			PEARSON CATCH-UP STRATEGY		
TERM 2	CONTENT SPECIFICATION/ CONCEPTS	TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING	TIME SAVED
WEEKS 1-2					
Listening & Speaking	Listening comprehension explain the listening process Tell a story	2 hours	See footnote *1	Listening to a text and do a comprehension on the text. Learners to retell the story in a written paragraph	1 hour
Reading & viewing	Read a youth novel/drama discuss features Reading and viewing for comprehension Reading process	3 hours		Using the same text as above explain the features of a drama/short novel. Learners to do a comprehension on this text including language questions	2 hours
Writing & presenting	Writing narrative essay Paragraph conventions Focus on process writing	2 hours	Write the narrative essay at home and return for marking. See footnote *2	Planning and first draft of narrative essay to be completed at school	1 hour
Language Structures & conventions	Complex nouns Predicate and objects Dual use of some nouns Finite verbs Comparative and superlative adjectives Subject and predicate Subject verb agreement Main and dependent clause Synonym and antonym Literal and figurative meaning Emotive language Full stop Comma Exclamation mark Question mark Vocabulary in context	1 hour	Learners can revise the rest of the language at home (already taught in Grade 6) Teacher to provide resources for learners to use Punctuation (taught in Term 1 Weeks 1 – 2) Complex nouns (taught in Term 1 Weeks 3-4) Idioms and proverbs (taught in Term 1 Weeks 3 – 4) Subject and predicate (taught in Term 1 Weeks 5- 6) Main and dependent clause (taught in Term 1 Weeks 9-10) Learners build on vocabulary to be used in narrative essay	Teach in the classroom: Literal and figurative meaning Emotive language	1 hour

*1 Avoid any group discussions, debates, etc. in Terms 2-4 due to COVID-19 regulations and learners having to keep their masks on.

*2 In order to save time learners will be doing all planning and writing of written tasks at home and return to class for marking, unless indicated otherwise as a formal assessment

CAPS CURRICULUM		PEARSON CATCH-UP STRATEGY		
TERM 2	CONTENT SPECIFICATION/ CONCEPTS	TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING
WEEKS 3–4				TIME SAVED
Listening & Speaking	Listening comprehension (written text/ TV news presentation) Different forms of oral communication: Debate on advertising	2 hours	Remove the debate – due to the CAPS mediation documents	Teacher to read a text on a news presentation and to explain to learners 1 hour
Reading & Viewing	Reading for comprehension (visual texts such as advertisements) Literary text such as a novel Reading process	3 hours		Teacher to discuss an advertisement with learners and features of the advertisement Learners to do a comprehension on the advertisement 2 hours
Writing & Presenting	Create advertisements/posters Focus on writing process	2 hours	Create the advertisement/poster at home return for marking	Planning and first draft to be completed at school 1 hour
Language Structures & conventions	Proper noun Gender Plural and singular Demonstrative adjectives Relative adjectives Direct and indirect speech Simple and compound sentences Synonyms and antonyms Literal and figurative meaning Colons Semi colons Vocabulary in context	1 hour	Learners can revise the rest of the language at home (already taught in Grade 6) Teacher to provide resources for learners to use Literal and figurative meaning (taught in Term 2 Weeks 1–2) Learners build on vocabulary to be used in creating an advertisement or poster	Teach in the classroom: Relative adjectives Demonstrative adjectives Direct and indirect speech Revise in the classroom (already taught in Grade 6): Colons Semi colons 1 hour

CAPS CURRICULUM		PEARSON CATCH-UP STRATEGY		
TERM 2	CONTENT SPECIFICATION/ CONCEPTS	TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING
WEEKS 5-6				
Listening & Speaking	Group/class discussion on how to give instructions or follow procedure Prepared/unprepared speaking	2 hours		See footnote *3 for guidelines. Learners to do an unprepared speech on an instructional text, short 2 min each See footnote *4
Reading & viewing	Reads instructional text like instructional procedure Reading process Poetry	3 hours		Read an instructional text with learners Discuss the features of an instructional text Do a poem (Features covered in Term 1)
Writing & presenting	Write an instructional text Focus on process writing	2 hours	Write the instructional text at home and return for marking	Planning and first draft to be completed at school
Language Structures & conventions	Adverbs Prepositions of time, place and movement Numerical adjectives Active and passive voice Idioms and proverbs Hyphen Apostrophe Vocabulary in context	1 hour	Learners can revise the rest of the language at home (already taught in Grade 6) Idioms and proverbs (Term 1 Weeks 3-4) Learners build on vocabulary to be used for instructional text	Teach in the classroom: Active and passive voice Apostrophe

*3 When learners are giving an oral presentation ensure that the COVID-19 Guidelines are adhered to. The learner who is speaking should stand at least 1 meter away from the rest of the learners. All other learners to keep their masks on during the oral presentation (except the learner giving the oral)

*4 This would be a great place to do Task 6: Paper 1 Oral – unprepared speech

CAPS CURRICULUM			PEARSON CATCH-UP STRATEGY		
TERM 2	CONTENT SPECIFICATION/ CONCEPTS	TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING	TIME SAVED
WEEKS 7-8					
Listening & Speaking	Role play a drama Investigation role play	2 hours	Role play – cut due to DBE mediation documents.	Learners do an investigation on a drama text	1 hour
Reading & Viewing	Read literary text like drama/novel Reading process	3 hours		Learners read the same text as above and discuss the features of a drama and a drama review	2 hours
Writing & Presenting	Write a drama review Focus on process writing Paragraph conventions	2 hours	Write the review at home and return to class	Planning and first draft to be done at school See footnote *5	2 hours
Language Structures & conventions	Transitive and intransitive Passive voice Present progressive tense Direct and indirect speech Synonyms Antonyms Literal and figurative meaning Colon Quotation marks Question marks Comma Full stop Vocabulary in context	1 hour	Learners to revise the rest of the language at home (already taught in Grade 6) Teacher to provide resources for learners to use Literal and figurative meaning (taught in Term 2 Weeks 1–2) Punctuation (taught in Term 1 Weeks 5-6) Direct and indirect speech (taught in Term 2 Weeks 3– 4) Active and passive voice (taught in Term 2 Week 5 – 6) Learners build on vocabulary to be used for the drama review	Revise in classroom (taught in Grade 6): Transitive and intransitive verbs Teach in the classroom: Present progressive tense See footnote *6	1 hour
WEEKS 9-10			No June examination		
TOTAL HOURS CAPS – 40			TOTAL HOURS SAVED – 21		

- *5 This would be a great place to do Task 7: Use this time to allow learners to do a written task (Argumentative/Descriptive essay)
 *6 This would be a great place to do Task 8: Use this time to allow learners to do a reading comprehension

Assessment tasks for term 2:

- Task 6 Oral: Listening Comprehension/(Un)Prepared Speech
 Task 7 Writing
 Essay: Argumentative / Descriptive
 Task 8 Reading Comprehension

CAPS CURRICULUM			PEARSON CATCH-UP STRATEGY		
TERM 3	CONTENT SPECIFICATION/ CONCEPTS	TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING	TIME SAVED
WEEKS 1-2					
Listening & Speaking	Listening comprehension on how to fill in a form/questionnaire Different forms of oral communication used in a questionnaire/form Forums panel discussion	2 hours	Delete the forum panel discussion – due to the CAPS mediation documents	Listen to a text on how to fill in a form or answer a questionnaire	1 hour
Reading & viewing	Read a text on the importance of a questionnaire and how to fill it in Reading process Reading/viewing for comprehension	3 hours		Use the same text as above Learners do a comprehension on the text	1 hour
Writing & presenting	Transactional texts such as filling in of questionnaire or forms Focus on process writing	2 hours	Fill in the form or questionnaire at home and return for marking	Planning and first draft to be completed at school	1 hour
Language Structures & conventions	Common nouns Collective nouns Adverbs of manner and time Adjectives Noun clauses Adjectival clauses Adverbial clauses Compound and complex sentences Synonyms and antonyms Homonyms Question marks Ellipsis Capitalisation Hyphen Abbreviation- initialism, acronym, clipped, truncations Vocabulary in context	1 hour	Learners have not yet learnt ellipsis but will learn this in Weeks 3-4 Learners to revise the rest of the language at home (already taught in Grade 6) Teacher to provide resources for learners to use Punctuation (taught in Term 1 Weeks 1- 2) Homonyms (taught in Term 1 Weeks 7 – 8) Learners build on vocabulary to be used in the questionnaire	Teach in the classroom: Noun clauses Adverbial clauses Adjectival clauses	1 hour

CAPS CURRICULUM			PEARSON CATCH-UP STRATEGY		
TERM 3	CONTENT SPECIFICATION/ CONCEPTS	TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING	TIME SAVED
WEEKS 3-4					
Listening & Speaking	Listen to a drama (dialogue/interview) Different forms of oral communication – dramatization	2 hours	Dramatization – removed due to the CAPS mediation documents	Listen to a dialogue on a drama	1 hour
Reading & Viewing	Key features of a literary text - drama Reading process Poetry	3 hours		Do a poem with the learners: Features Internal structure External structure Figurative meaning Mood Theme and message See footnote *1	2 hours
Writing & Presenting	Write a dialogue/interview Focus on process writing	2 hours	Write the dialogue/interview at home return for marking	Planning and first draft to be completed at school	1 hour
Language Structures & conventions	Proper nouns Singular and plurals Adjectives comparative and superlative Complex with relative clauses Direct and indirect speech Roots of words Colon Quotation marks Comma Full stop Apostrophe Question marks Vocabulary in context	1 hour	Learners to revise the rest of the language at home (already taught in Grade 6) Teacher to provide resources for learners to use Punctuation (taught in Term 1 Weeks 1 – 2) Direct and Indirect speech (taught in Term 2 Weeks 3 – 4) Colon and semi-colon (taught in Term 2 Weeks 3 – 4) Learners build on vocabulary while discusses a drama. Learners build on vocabulary while completing written activity	Teach in classroom: Complex with relative clauses Ellipsis Revise: Colon Revise in classroom (learnt before and necessary for writing a dialogue) Quotation marks Colon	1 hour

1* This would be a great place to do Task 10: Literature test – to be done during class time

CAPS CURRICULUM		PEARSON CATCH-UP STRATEGY		
TERM 3	CONTENT SPECIFICATION/ CONCEPTS	TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING
WEEKS 5–6				TIME SAVED
Listening & Speaking	Different forms of oral communication: Meeting procedures Listening comprehension	2 hours		Discuss meeting procedures with learners 1 hour
Reading & viewing	Read on how to write a notice/agenda and minutes Reading process Reading/viewing for comprehension	3 hours		Read and discuss a notice/agenda and minutes Learners do a comprehension on this text 2 hours
Writing & presenting	Longer transactional text – Write a Notice/agenda and minutes Focus on process writing	2 hours	Write the notice/agenda and minutes at home and return for marking	Planning and first draft to be completed at school 1 hour
Language Structures & conventions	Personal pronouns Demonstrative pronouns Possessive pronouns Simple present tense Simple past tense Direct and reported speech Active and passive voice Verbal extensions (derivatives) Apostrophe Capitalisation Comma Full stop Colon Vocabulary in context	1 hour	Learners to revise the rest of the language at home (already taught in Grade 6) Teacher to provide resources for learners to use Punctuation (taught in Term 1 Weeks 1 – 2) Direct and Indirect speech (taught Term 2 Weeks 3 – 4) Colon (taught Term 2 Weeks 3 – 4) Active and Passive voice (taught in Term 2 Weeks 5 – 6) Apostrophe (taught in Term 2 Weeks 5 – 6) Learners are introduced to formal vocabulary used in an agenda or minutes of a meeting	Teach in classroom: Verbal extensions (derivatives) 30 minutes

CAPS CURRICULUM			PEARSON CATCH-UP STRATEGY		
TERM 3	CONTENT SPECIFICATION/ CONCEPTS	TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING	TIME SAVED
WEEKS 7-8					
Listening & Speaking	Listens to and discusses current news based on newspapers and magazine articles Prepared/unprepared reading a newspaper article aloud	2 hours	Prepare/unprepared reading a newspaper article aloud – removed due to the CAPS mediation documents	Listens to a text and discusses the features of a newspaper article	1 hour
Reading & Viewing	Reading/viewing for information text such as Newspaper articles/magazine articles/written speeches Write a comprehension test	3 hours		Use the same text from above and write a comprehension test on it Remember to include a section on language	2 hours
Writing & Presenting	Writes a newspaper article Focus on process writing	2 hours	Write the newspaper article at home and return for marking	Planning and first draft to be completed at school	1 hour
Language Structures & conventions	Abstract nouns Concrete nouns Prepositions Comparative and superlative adjectives Chronological order Order of importance Description paragraph Persuasive and emotive language Bias and prejudice Stereotypes Rhetoric devices Synonyms and antonyms Literal and figurative meaning Quotation marks Exclamation marks Comma Full stop Question marks Ellipsis Vocabulary in context	1 hour	Learners to revise the rest of the language at home (already taught in Grade 6) Teacher to provide resources for learners to use Punctuation (taught in Term 1 Weeks 1 – 2) Literal and figurative meaning (taught in Term 2 Weeks 1 – 2) Ellipsis (taught in Term 3 Weeks 3 – 4) Learners discuss the formal vocabulary used in a newspaper article	Teach in classroom: Bias and prejudice Stereotypes Rhetoric devices	1 hour

CAPS CURRICULUM			PEARSON CATCH-UP STRATEGY		
TERM 3	CONTENT SPECIFICATION/ CONCEPTS	TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING	TIME SAVED
WEEKS 9-10					
Listening & Speaking	Listening comprehension based on giving directions Different oral communication on giving directions/instructions	2 hours	Listening comprehension based on giving directions	Listen to a text on giving directions/instructions and discuss the features Learners to give a short description of instructions (assessment) See footnote *3	1 hour
Reading & viewing	Literary text like youth novel/short stories/drama/radio drama Reading process Poetry Reading and viewing for comprehension written/visual text	3 hours		Read the same text as above Revise the reading process with learners and answer questions on pre-reading, during reading and post reading Do the comprehension and language activity see footnote *2	2 hours
Writing & presenting	Write a narrative/descriptive essay Focus on process writing	2 hours	Write essay at home and return for marking	Planning and first draft to be completed at school	1 hour

*2 As per the guidelines the Creative writing project has been removed due to time constraints. The oral presentation on this project has also been removed.

*3 This would be a great place to do Task 9: Oral

CAPS CURRICULUM		PEARSON CATCH-UP STRATEGY	
TERM 3	CONTENT SPECIFICATION/ CONCEPTS	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING
WEEKS 9-10	1 hour	1 hour	1 hour
Language Structures & conventions	Complex nouns Personal, relative and reflexive pronouns Definite, indefinite and articleless articles Comparative and superlative adjectives Subject and predicate Subject verb agreement Main and dependent clause Synonyms and antonyms Literal and figurative meaning Full stop Comma Colon Semi colon Vocabulary in context	Learners to revise the rest of the language at home (already taught in Grade 6) Teacher to provide resources for learners to use Subject and Predicate (taught in Term 1 Weeks 5 – 6) Main and Independent clauses (taught in Term 1 Weeks 9 – 10) Literal and figurative meaning (taught in Term 2 Weeks 1 – 2) Punctuation (taught in Term 1 Weeks 1 – 2; Term 2 Weeks 3 – 4) Learners develop vocabulary to be used in writing activity	Revise in classroom: Complex nouns (taught in Term 1 Weeks 3-4) Personal and reflexive pronouns Teach in the classroom: Relative pronouns
TOTAL HOURS (CAPS) – 40		TOTAL HOURS SAVED – 23 HRS AND 30 MIN	

Assessment tasks for term 3:

Task 9 Oral: Listening Comprehension / (Un)prepared Reading

Task 10 Literature Test

CAPS CURRICULUM		PEARSON CATCH-UP STRATEGY		
TERM 4	CONTENT SPECIFICATION/ CONCEPTS	TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING
WEEKS 1-2				
Listening & Speaking	Unprepared speech Reading aloud	2 hours	Reading aloud – removed due to CAPS mediation documents	Teacher to discuss texts with learners Introducing a speaker/ vote of thanks/telling a story
Reading & viewing	Literary text like youth novel/short stories/drama Reading process Reading/viewing for comprehension (use written and visual text)	3 hours	Use the same text as above, learners to do a comprehension at home on this text. Return for marking	
Writing & presenting	Long/short transactional text e.g. giving directions Focus on process writing	2 hours	Planning and first draft to be completed at home Learners to write the transactional text at home and return for marking	Features already discussed in Term 3 Weeks 9-10
Language Structures & conventions	Complex nouns Adjectives comparative and superlative Prepositions: simple (one word), compound (two words), complex (three and more word) Simple sentences Compound sentences Complex sentences Adverbial and adjectival clauses Synonyms and antonyms Literal and figurative meaning Adjectives Adverbs Semicolon Inverted commas Full Stop Apostrophe Vocabulary in context	1 hour	Learners to revise the rest of the language at home (already taught in Grade 6) Teacher to provide resources for learners to use Complex nouns (taught in Term 1 Weeks 3 – 4) Literal and figurative meaning (taught in Term 2 Weeks 1 – 2) Punctuation (taught in Term 1 Weeks 1 – 2; Term 2 Weeks 3 – 4) Semicolon (taught in Term 2 Weeks 3 – 4) Apostrophe (taught in Term 2 Weeks 5 – 6) Adverbial and adjectival clauses (taught in Term 3 Weeks 1 – 2) Learners are introduced to formal language used in preparing a speech	Revise in classroom: Simple prepositions Compound prepositions Complex prepositions Inverted commas (taught in Term 3 Weeks 3-4)
				1 hour

CAPS CURRICULUM		PEARSON CATCH-UP STRATEGY		
TERM 4	CONTENT SPECIFICATION/ CONCEPTS	TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING
WEEKS 3–4				
Listening & Speaking	Listening comprehension (written text/ TV news presentation) Different forms of oral communication Debate/Group discussion: Discuss use of e-mail/posters/diary entries/flyers	2 hours	Debate/Group discussion to be deleted – due to the CAPS mediation documents	Discuss the different forms of oral communication: e-mail/posters/diary entries/flyers
Reading & Viewing	Read a text with a diary/e-mail/flyers Reading process Poetry/folklore	3 hours	Poetry/folklore	Read a text with a diary entry/e-mail/flyer
Writing & Presenting	Long/short transactional texts e.g. e-mail, posters/diary entries/flyers Focus on process writing Produce one of the above mentioned texts	2 hours		See footnote *1
Language Structures & conventions	Interrogative and demonstrative pronouns Indefinite nouns Collective nouns Finite verbs Comparative and superlative adjectives Prefixes, suffixes and roots Direct speech Questions and prompts Subject verb agreement Abbreviated statements Rhetoric questions Antonyms Literal and figurative meaning Contextual questions Quotation marks Question marks Comma Exclamation marks Font Vocabulary in context	1 hour	Learners to revise the rest of the language at home (already taught in Grade 6) Teacher to provide resources for learners to use Punctuation (taught in Term 1 Weeks 1 – 2) Subject and verb agreement (taught in Term 1 Weeks 5 – 6) Literal and figurative meaning (taught in Term 2 Weeks 1 – 2) Quotation marks (taught in Term 3 Weeks 3 – 4) Learners develop vocabulary to be used in designing their poster	Revise in classroom: Indefinite nouns Collective nouns Direct speech (taught in Term 2 Weeks 3 – 4) Quotation marks (taught in Term 4 Weeks 1 – 2)

*1 This could be a great time to do Task 11 Paper 3 (Transactional text)

CAPS CURRICULUM		PEARSON CATCH-UP STRATEGY		
TERM 4	CONTENT SPECIFICATION/ CONCEPTS	TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING
WEEKS 5–6				TIME SAVED
Listening & Speaking	Listening comprehension Prepared speech	2 hours		Learners do a listening comprehension 1 hour
Reading & viewing	Read literary text like youth novel/short stories/drama/folklore Poetry: Prescribed poems Analysis of a poem	3 hours		Prescribed poem with the learners and unpack the poem for its features 3 hours
Writing & presenting	Revision and preparation for examinations Essays Preparation stage Focus on process writing	2 hours		Go through the process writing 1 hour
Language Structures & conventions	Auxiliary verbs Finite verbs Comparative and superlative adjectives Bias, stereotypes and prejudice Emotive and manipulative language Rhetoric questions Synonyms and antonyms Contextual questions Full stop Comma Exclamation mark Question mark Vocabulary in context	1 hour	Learners to revise the rest of the language at home (already taught in Grade 6) Teacher to provide resources for learners to use Learners discuss the vocabulary used in the poem	Revise in classroom: All the concepts have been taught already either in Grade 6 previously or in Grade 7 Teacher to decide which concepts the learners struggle with and revise those in the classroom. 1 hour

CAPS CURRICULUM		PEARSON CATCH-UP STRATEGY		
TERM 4	CONTENT SPECIFICATION/ CONCEPTS	TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING
WEEKS 7-8				
Listening & Speaking	Revision and preparation for examination Speaking Listening	2 hours		Learners prepare a speech on a topic of choice See footnote *2
Reading & Viewing	Revision and preparation for examination Reading a comprehension Summary Literature	3 hours		Revise comprehension skills with the learners and how to answer a comprehension
Writing & Presenting	Revision and preparation for examination Writing transactional texts	2 hours		Revise transactional texts that learners will need to know for the exams
Language Structures & conventions	Collective pronouns Reflexive pronouns Stem words Simple, compound and complex sentences Subject verb agreement Question forms Negation Synonyms and antonyms Literal and figurative meaning Punctuation Reinforcement of language structures and conventions covered in previous weeks Vocabulary in context	1 hour	Learners to revise the rest of the language at home (already taught in Grade 6) Teacher provides resources for learners to use Learners develop vocabulary to be used in prepared speech	Revise in classroom: All the concepts have been taught already either in Grade 6 previously or in Grade 7 Teacher to decide which concepts the learners struggle with and revise those in the classroom.
WEEKS 9-10		End-of-year examination See footnote *3		
		TOTAL HOURS (CAPS) – 40	TOTAL HOURS SAVED – 19	

*2 This could be a great place to do Task 12 Oral (Paper 1): Listening Comprehension / (Un)Prepared Speech
*3 Task 13: Exam Paper 2 Reading Comprehension

Assessment tasks for term 4:

Task 11 Writing (Paper 3):
Transactional Text
Essay
Task 12 Oral (Paper 1): Listening Comprehension / (Un)Prepared Speech
Task 13: Exam
Paper 2 Reading Comprehension

Summary of Tasks for the year as per the CAPS mediation documents

Term 1	Term 2	Term 3	Term 4
Task 1–5 Completed	Task 6 Oral: Listening Comprehension / (Un)Prepared Speech	Task 9 Oral: Listening Comprehension / (Un)prepared Reading	Task 11 Writing (Paper 3): Transactional Text Essay
	Task 7 Writing Essay: Argumentative / Descriptive	Task 10 Literature Test	Task 12 Oral (Paper 1): Listening Comprehension / (Un)Prepared Speech
	Task 8 Reading Comprehension		Task 13: Exam Paper 2 Reading Comprehension

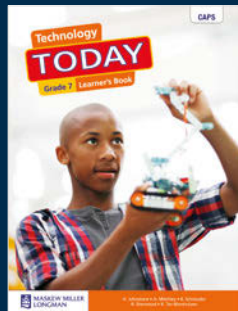
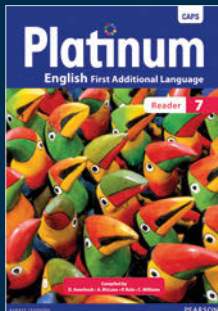
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