



GRADE 7

English
First Additional Language
Teacher Toolkit:
CAPS Planner and Tracker

2019 TERM 1



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This Planner and Tracker should be used with:

- English First Additional Language Learner's Book
- English First Additional Language Core Reader
- English First Additional Language Teacher's Guide
- The Curriculum and Assessment Policy Statement (CAPS)



A. ABOUT THE CURRICULUM AND ASSESSMENT PLANNER AND TRACKER

1. Your quick guide to using this planner and tracker



What is the NECT and where do I fit in?

What you do matters! What you do every day as a teacher can change the life-chances of every child that you teach. The NECT supports teachers by providing CAPS planners and trackers so that teachers can plan to cover the curriculum, track progress, and seek help when they are falling behind.



But who will help me?

The NECT will work with your school management team (SMT) and assist them to have supportive and professional conversations with you about curriculum coverage that will be orientated to identifying and solving problems.



I have looked at the planner and tracker. It goes too fast!

The CAPS planner and tracker is an expanded ATP. It helps you pace yourself as if you were able to cover everything in the ATP/CAPS. When you fall behind because time has been lost, or because the learners are progressing slowly, you need to confidently discuss this with your teaching team without feeling blamed. The pace of coverage will be determined by the pace of learning. That is why coverage must be tracked by the teacher and the SMT.



How do I use the planner and tracker?

See the "**Quick 5-step Guide to Using the CAPS Planners and Trackers**" on the opposite page.





QUICK 5-STEP GUIDE TO USING THE CAPS PLANNERS AND TRACKERS

1. Find the textbook that YOU are using.
2. Use the planning page each week to plan your teaching for the week. It will help you link the CAPS content and skills to relevant material in the textbook, the teacher's guide, and other materials such as the DBE workbook.
3. Keep a record of the date when you were able to complete the topic. It may be different from the date you planned, and for different classes. Write this date in the column on the right for your records.
4. At the end of the week, reflect and check if you are up to date. Make notes in the blank space.
5. Be ready to have a professional and supportive curriculum coverage conversation with your HoD (or subject or phase head).

The CAPS planners and trackers also provide guidelines for assessment with samples, and may also have enrichment and remedial suggestions. Read the introduction pages carefully for a full explanation.



2. Purpose of the tracker

This publication is called a Curriculum and Assessment Planner and Tracker because it has been designed to do at least two things. The first is to assist you to stay on the right track with your teaching and assessment. The second is to help you to keep track of what you and the learners in your classes have done and should be doing in order to meet all the requirements of the Curriculum and Assessment Policy Statement (CAPS) for Grade 7 English First Additional Language (EFAL).

The tracker provides guidance for planning your teaching and assessment as you work with the approved EFAL materials (Learner's Book, Core Reader and Teacher's Guide), with additional literature texts and with the CAPS. It outlines the following:

- what to teach in the five hours allocated to EFAL in the timetable each week
- how much time to spend on particular curriculum topics
- when learners must complete formal assessment tasks.

The tracker column headed *CAPS content and activities* briefly outlines what learners are expected to do in each one-hour lesson and states the page number in the CAPS for Grade 7 EFAL.

Sometimes you may find it difficult to manage all the work that the CAPS and the textbook require you and the learners to do each week. By noting the date on which you and the learners complete the work required for a particular week, you will be able to see whether you are **on track**. If you are not, you may find it helpful to discuss with your colleagues and head of department what you can do to catch up. For example, some activities in the textbook could be done for homework and then discussed briefly in class.

Thinking about and evaluating the lessons you have taught is important for your professional development as a teacher. Such thinking and evaluation is often called **reflection**. At the end of each week there is space in the tracker for you to reflect briefly on what you were pleased about in the week's lessons (e.g. what the learners achieved; how well you explained something) and what you think could be improved on (e.g. learners' participation in a particular discussion). You can also note any learning that still needs to be consolidated because learners have found particular content or skills quite difficult. At department meetings, by sharing some of your reflections with your colleagues and listening to or reading theirs, all of you will have opportunities to learn from each other's successes and difficulties.

3. Links to the CAPS

The CAPS states that where EFAL is the language of learning and teaching (LoLT) in a school, EFAL as a subject should be taught for five hours per week. In this tracker the CAPS for Grade 7 EFAL is divided into two-week teaching blocks throughout each of the four terms.

In the ten hours of class time in each two-week block, learners must spend time developing particular kinds of knowledge and skills:

- Listening and Speaking (2 hours)
- Reading and Viewing (3 hours 30 minutes, which is made up of 1 hour 45 minutes for comprehension and summary work based on a range of text types and 1 hour 45 minutes for literary texts)
- Writing and Presenting texts in a range of genres (3 hours 30 minutes)
- Understanding and using Language Structures and Conventions (1 hour).

The tracker gives the page numbers in the CAPS document that list the particular knowledge and skills that you are expected to teach in each two-week block. In many lessons you are likely to work with two or more kinds of knowledge and skills in the same lesson, particularly if your lesson lasts for longer than half an hour.

4. Links to approved EFAL materials and additional literature texts

As the approved EFAL materials (Learner's Book, Core Reader and Teacher's Guide) follow the CAPS document, they also divide the Grade 7 EFAL curriculum into two-week blocks. Learners have opportunities to use content and activities based on a particular **theme** to develop the knowledge and skills required by the CAPS.

The lesson guidelines in each Grade 7 EFAL Teacher's Guide describe how to use the Grade 7 EFAL Learner's Book with the learners in your classes. Most of the Teacher's Guides provide answers and assessment suggestions for all the activities, while some provide answers for some activities and general guidelines for assessing others. It is very important to consult the Teacher's Guide regularly.

Some Teacher's Guides suggest how to integrate texts from the Core Reader into a two-week teaching block but others leave the decisions about how to use the Core Reader to you. None of the Teacher's Guides provide guidelines for teaching particular literature networks such as novels, short story anthologies, plays or poetry



anthologies because each school will have different collections of texts. However, the Learner's Book, the Teacher's Guide and the Core Reader from each publisher include information about, and activities for, working with literary texts that you can use to guide your teaching of a particular short story, novel, play or poem. Reading of literary texts can be done mostly as a homework task. However, you need to give learners some support in class for the reading that they will do on their own. A few suggestions for how to do this are included in Section C (*Broad Guidelines for Lesson Planning and Preparation*) of this tracker.

5. Assessment

The Grade 7 EFAL Learner's Books provide many activities which you can use for informal assessment on a daily basis. In addition, they include activities for each formal assessment task which must be done during the term. For some of these you have a choice (e.g. writing a descriptive or narrative essay, an informal letter or dialogue or a review) and thus learners will do this task in the two-week teaching block in the CAPS that includes this task. Each Grade 7 EFAL Teacher's Guide provides some assessment rubrics for assessing both oral and written work.

The formal assessment tasks required by the CAPS each term are listed in a table in Section B (*Term Planning*) of this tracker.

6. Managing time allocated in the tracker

The tracker for each term outlines how to structure ten hours of teaching for each two-week block in the Grade 7 EFAL CAPS. It is very important that schools allocate five hours per week in the timetable to EFAL. Each lesson outline is for a daily lesson of one hour (i.e. five per week). If your school timetable allocates lesson times that vary from 30 to 45 minutes or that include both 30 minute and 60 minute lessons (double periods), then you will need to note in your copy of the tracker where you end one lesson and begin another.

Some lessons will require you to integrate two or more kinds of the knowledge and skills listed above in *Links to the CAPS*. The tracker also suggests which tasks can be done for homework in order to assist you and the learners to complete what is required by the CAPS each fortnight. If you miss a lesson for any reason, or do not complete the work set for the week, it is important that you get back **on track** as soon

as possible. Never skip a lesson; always resume at the point where you left off in order to cover the work specified by the CAPS.

Note 1: For a few learning activities, the time allocations suggested in a particular Teacher's Guide may not be practical in your context and so the tracker suggests alternative time allocations.

Note 2: Since none of the Learners' Books indicate when and how much time to spend on the class literature setwork, the times in the tracker are different to the times suggested in the Learners' Books. The tracker makes suggestions for ways to integrate the literature setwork into the timetable.

Note 3: This tracker is designed for a first term that is 9.5 weeks long. If the year in which you use it has a longer or shorter first term, you will need to adjust the pace of work accordingly. It is important that you check this at the start of the term.

7. Resources

For most lessons in the Grade 7 EFAL curriculum, the main resources required are the following:

- a well prepared teacher
- the languages, experiences, knowledge and skills that learners already have
- the Learner's Book, the Teacher's Guide and for some lessons, the Core Reader or other literature texts
- a dictionary and, if possible, a thesaurus
- exercise books for learners to write in
- as many books, newspapers and magazines as possible for learners to read.

As these resources are needed for all lessons, there is no column headed *Resources* in the Grade 7 EFAL tracker. Where an additional resource is necessary for, or would enrich, one or more lessons in a two-week block, it is stated in the notes for the week.

If your school has computers and access to the internet, or if some learners have internet access via smart phones, encourage learners to use this resource. For example, they could use the internet to access information to use when preparing a speech. Learners should also be encouraged to listen to radio programmes or to watch television programmes in which English is spoken.





8. Extension and remediation work and support for literature teaching in each set of LTSMs

The publishers of books for Grade 7 EFAL have approached extension and remediation work and support for literature teaching in different ways as listed below. In addition, a number of the LTSMs have included revision, remediation and extra support activities. The tracker has integrated these into the work for the relevant week.

Clever English First Additional Language (Macmillan)

Each two-week unit in the Learner's Book ends with one or two extra activities for extension or remediation work. These activities have been integrated into the work for each week either as class work or homework. The Teacher's Guide includes a section with detailed guidelines for teaching literature.

English Today First Additional Language (Maskew Miller Longman)

Suggestions for extension and remediation work are made in each two-week block in the Teacher's Guide and Addendum A in the Teacher's Guide includes guidelines for teaching literature. There is also a separate photocopiable worksheet booklet in which most worksheets focus on language work. Each chapter in the Learner's Book ends with a revision page.

Interactive English (St Mary's Interactive Learning Experience)

Most chapters in the Learner's Book end with a remediation or revision activity titled *Improve*. In this series the theme for each two-week block is linked to an overall theme for the term. The Core Reader for *Interactive English* has been divided into terms.

Platinum English First Additional Language (Maskew Miller Longman)

The Learner's Book is accompanied by booklets for remediation (for learners who need extra support) and for extension (for strong/advanced learners) activities. There is one worksheet for remediation (Worksheet A) and one for extension (Worksheet B) for each chapter of the Learner's Book. The answers to worksheet activities are in the final section of the Teacher's Guide. If you have these photocopiable worksheets at your school, they are a useful source of extra learning activities for classwork or homework. Each chapter in the Learner's Book ends with revision tasks. The Teacher's Guide includes a section titled *Guidelines for Teaching Literature*.

Spot On English First Additional Language (Heinemann)

Each chapter in the Learner's Book ends with a revision page. For some chapters there are photocopiable resources in the Teacher's Guide that have been designed to support learners in developing knowledge and skills related to various aspects of language and literacy. There are also 16 full-colour posters with information on aspects of grammar, vocabulary and literary terms.

Successful English (Oxford University Press)

Each two-week unit in the Learner's Book and Teacher's Guide includes activities with the headings *Support* (to provide extra practice opportunities for learners who need it) and *Challenge* (to extend advanced learners). Material for listening activities is supplied on a CD that also includes planning and assessment tools. The *Literature Anthology Core Reader* is divided into sections for each genre (folklore, poetry, short stories, drama) and information about each genre is given at the beginning of the section.

Top Class English First Additional Language (Shuter & Shooter)

In the Learner's Book there is an extra practice activity at the end of each two-week unit. There is a separate booklet titled *Your Guide to Literature Studies* for teachers to use when planning classwork or homework on novels, short stories, folktales, plays or poems. The Core Reader has been divided into terms. Material for some Listening and Speaking activities is supplied on a CD. A photocopiable recording assessment sheet is provided on p. xxi of the TG.

Via Afrika English First Additional Language (Via Afrika Publishers)

Each two-week unit in the Teacher's Guide ends with suggestions about inclusive teaching and learning. There is a Teacher Toolkit CD attached to the Teacher's Guide. It contains a question bank, formal assessment tasks, marking memoranda, rubrics and additional support material. There is also a poster with information on how to use a dictionary on one side and on punctuation on the other.

Note: It is a good idea to purchase a copy of each set of approved LTSMs, in addition to the set that your school has obtained for learners and teachers, so that you can use these for teaching ideas or additional activities for learners. In particular, the guidance for lesson preparation and for teaching is more detailed in some Teacher's Guides than in others.





The trackers are based on the latest print editions of the eight approved textbooks. It is important to note that page numbers may differ slightly from other print runs of the same textbook. If the page numbers in your edition are not exactly the same as those given in the tracker, you should use the activity/exercise numbers given in the tracker to guide you to the correct pages. These should only differ by a page or two from those given in the tracker.

The DBE has published some excellent materials to support you in working with learners with learning barriers. Two such publications are:

- Directorate Inclusive Education, Department of Basic Education (2011) *Guidelines for responding to learner diversity in the classroom through curriculum and assessment policy statements*. Pretoria. www.education.gov.za, www.thutong.doe.gov.za/InclusiveEducation.
- Directorate Inclusive Education, Department of Basic Education (2010) *Guidelines for inclusive teaching and learning. Education White Paper 6. Special needs education: Building an inclusive education and training system*. Pretoria. www.education.gov.za, www.thutong.doe.gov.za/InclusiveEducation.

9. Columns in the tracker

The tracker plan consists of the following columns:

- Day of the week (1–5)
- CAPS content and learner activities with key words and phrases from the curriculum in bold type and the relevant CAPS page number noted
- Learner's Book pages
- Learner's Book unit and activity number
- Teacher's Guide pages
- Core Reader/literature network
- Suggested homework
- Date completed.

10. Space for recording weekly reflections

Reflecting on your lessons is valuable for your professional development as a teacher and for helping the learners in your classes to learn. The tracker includes some guiding questions at the bottom of each week's teaching plan for you to use in reflecting on your lessons. Below are some general questions that you can also use:

- Was my lesson preparation inadequate/adequate/excellent? For example: Did I understand the content fully so that I could teach both knowledge and skills effectively? Did I have all the resources I needed?
- Were the main purposes of the lesson achieved? For example: Did all/some/only a few learners demonstrate that they understood the knowledge and/or skills that were the focus of the lesson?
- Was the time allocated to particular learning activities sufficient/too long/too short?
- What additional support do underperforming learners need?
- What can I do to extend the knowledge and skills of the most advanced learners?
- Next time I teach the same content, what should I do in the same way and what should I do differently?

The tracker helps you note where you have or have not managed to cover the sections of the curriculum specified for the week. You are also encouraged to reflect on the reasons for not covering these sections where you have not been able to do so, and to think of what you might do to get back on track.

Your reflections on the week's lessons should help you with planning future lessons. You can also use this written record in informal conversations with your language teaching colleagues and HOD as well as at language department meetings where everyone discusses ways of improving teaching and learning and of meeting the requirements of the curriculum.

B. TERM PLANNING

When you plan your daily and weekly teaching for the term, it is important to decide when you will do the formal assessment tasks (FATs) required by the CAPS and when you will do the teaching and informal assessment that are linked to each formal assessment task. Section D (*Trackers for Each Set of Approved LTSMs*) of this tracker will help you to do this. Further assistance with regard to planning to meet formal assessment requirements for School Based Assessment (SBA) is given in Tables 1 and 2 below.

Table 1 gives a summary of the formal assessment tasks for Grade 7 EFAL that must be completed during the year and in end-of-year examinations.



Please note: It is possible that the formal assessment requirements published in CAPS will change in response to Circular S1 of 2017. However, at the time of printing this tracker, no updated information was available. When you receive official notification of changes, please adjust the programme here and in the trackers accordingly.

Table 2 gives a summary of the formal assessment tasks for Term 1 that are included in each of the eight sets of LTSMs.

Table 1: Formal assessment tasks for Grade 7 English First Additional Language

FORMAL ASSESSMENT CAPS p. 125		
DURING THE YEAR	END-OF-YEAR EXAMINATION	
40%	60%	
School-based assessment	End-of-year exam papers	
40%	39.2%	20.8%
Formal assessment tasks 10 formal assessment tasks 4 oral tasks 2 writing tasks 3 tests 1 mid-year examination	Written examinations Paper 2: Comprehension, language use and literature (2 hr) Paper 3: Writing – 1 essay and 1 transactional text (1 hr)	Oral assessment tasks Paper 1: Listening, speaking reading aloud The oral tasks undertaken during the course of the year constitute the end-of-year assessment
FORMAL ASSESSMENT TASKS FOR TERM 1 CAPS p. 123		
TASK 1: ORAL	TASK 2: WRITING	TASK 3: TEST 1
Retell a story/discuss a poem/dialogue/group/panel discussion	Descriptive/narrative essay and informal letter/review/dialogue	Comprehension and language use

FORMAL ASSESSMENT TASKS FOR TERM 2 CAPS p. 123		
TASK 1: ORAL	TASK 2: TEST 2	TASK 3: MID-YEAR EXAM
Listening comprehension/debate/conversation/(un)prepared speech/group discussion on giving instructions	Literature: Contextual questions	Paper 2: Comprehension, language and literature Paper 3: Writing: 1 essay and 1 transactional text
FORMAL ASSESSMENT TASKS FOR TERM 3 CAPS p. 123		
TASK 1: ORAL	TASK 2: WRITING	TASK 3: TEST 2
Role play – meeting procedures/(un)prepared reading/giving directions/forum/panel discussion	Descriptive/narrative essay Agenda and minutes	Comprehension and language use OR Literature
FORMAL AND END-OF-YEAR ASSESSMENT TASKS FOR TERM 4 CAPS p. 123		
TASK 1: ORAL	TASK 2: END-OF-YEAR EXAMINATION	
Reading aloud/debate/group discussion/(un)prepared speech	Paper 1: Oral Paper 2: Comprehension, language and literature (2 hr) Paper 3: Writing – 1 essay and 1 transactional text (1hr)	

Table 2: Term 1 Formal assessment tasks (FATs) included in each set of LTSMs

Note 1: Recording for formal assessment – In most of the LTSMs there are examples of several of the different oral and writing tasks that are noted in Table 1 and that could be used for formal assessment. For recording purposes you have to record one oral activity and two writing activities for formal assessment. Some LTSMs have indicated that you do more than one oral and more than two written activities for Formal Assessment Tasks (FATs). Consequently, the tracker gives an indication of all the activities to use for FAT and the teacher can choose which to use for recording. There is no choice for Task 3 Test 1 – Comprehension and Language Use. The mark for this has to be recorded.

Note 2: Recording for School Based Assessment – According to the National Protocol for Assessment p. 10 a mark for each FAT and a consolidated mark has to be recorded.

Note 3: To prevent learners working out the answers in advance, it is preferable to use the **FAT 3 Test 1 – Comprehension and Language Use** that is provided in the Learners’ Books for revision and practice and not as the formal test. If the test in your chosen LTSM is in the Learner’s Book you should rather use the sample test and memorandum supplied at the end of this tracker, or you may use the sample test in the Teacher’s Guide or a test from one of the other sets of LTSMs.

LTSM	Task 1 Oral	Task 2 Writing	Task 3 Test 1
	Retell a story/discuss a poem/dialogue/group/panel discussion	Descriptive/narrative essay and informal letter/review/dialogue	Comprehension and language use
Clever English	<p>Week 1: Retell a story Act. 5 LB p. 4 TG p. 6 CAPS p. 57</p> <p>Week 3: Discuss a poem Act. 1 LB p. 17 TG p. 19 CAPS p. 58</p> <p>Week 5: Dialogue Act. 2 LB p. 30 TG pp. 33–34, 253 CAPS p. 59</p> <p>Week 7: Panel discussion Act. 2 LB p. 43 TG p. 45</p> <p>Week 9: Panel discussion Act. 5 LB p. 60 TG pp. 61–62, 254, 259 CAPS p. 61</p>	<p>Week 2: Narrative essay Act. 13 LB pp. 10–11 TG pp. 10–11, 256</p> <p>Week 5: Dialogue Act. 5 LB pp. 34–36 TG pp. 37–38, 260</p> <p>Week 8: Review Act. 6 LB p. 49 TG pp. 49, 258</p> <p>Week 10: Descriptive essay Act. 6 LB p. 61 TG pp. 62–63, 255</p>	<p>Week 5: Act. 3 LB pp. 31–32 TG p. 35</p> <p>Week 10: Act. 7 LB pp. 61–62 TG p. 63</p> <p>Week 10: FAT 3: Test 1 Teacher’s own OR Use test at the end of the tracker</p>
English Today	<p>Week 1: Retell a story Unit 2 Act. 3 LB p. 12 TG pp. 4, 189</p> <p>Week 3: Discuss a poem Unit 1 Act. 2 LB p. 23 TG p. 10</p>	<p>Week 2: Narrative essay Unit 8 Act. 14 LB p. 19 TG pp. 8, 186</p> <p>Week 5: Dialogue Unit 6 Act. 10 LB p. 42 TG p. 21</p>	<p>Week 10: Unit 5 LB pp. 68–70 TG pp. 38, 162</p> <p>Week 10: FAT 3: Test 1 Teacher’s own OR Use test at the end of the tracker</p>



LTSM	Task 1 Oral	Task 2 Writing	Task 3 Test 1
	Retell a story/discuss a poem/dialogue/group/panel discussion	Descriptive/narrative essay and informal letter/review/dialogue	Comprehension and language use
	Week 6: Group dialogue Unit 8 Act. 12 LB p. 43 TG pp. 21, 189 Week 7: Panel discussion Unit 4 Act. 6 LB p. 50 TG p. 26 Week 9: Panel discussion Unit 6 Act. 9 LB p. 66 TG p. 37	Week 7: Friendly letter Unit 5 Act. 7 LB pp. 50–51 TG pp. 27, 187 Week 9 and 10: Descriptive essay Unit 4 Act. 6 LB pp. 61–63 TG pp. 34, 186	
<i>Interactive English</i>	Week 1: Retell a story Act. 2 B LB p. 6 TG pp. 9, xxvii Week 3: Discuss a poem Act. 1 LB pp. 19, 278 TG. pp. 18, xxvii Week 5: Dialogue Act. 2 LB pp. 37–39, 278 TG pp. 29, xxvii Week 7: Group discussion Act. 1 part 2 LB pp. 56–57, 278 TG pp. 40, xxvii Week 10: Group discussion Act. 2 LB pp. 71–73, 278 TG pp. 50, xxvii	Week 2: Narrative paragraph Act. 8 LB pp. 16–17 TG pp. 16, xxv Week 6: Dialogue Act. 9 LB pp. 52–53, 276 TG pp. 36–37, xxvi Week 8: Informal letter Act. 7 and 8 LB pp. 66–67, 277 TG pp. 46–47, xxvi Week 10: Descriptive essay Act. 8 and 9 LB pp. 81–83, 277 TG pp. 56–57, xxv	Week 5: Act. 5 LB pp. 46–47 TG pp. 32–33 Week 10: FAT: Act. 5 LB pp. 77–78 TG pp. 53–54 Week 10: FAT 3: Test 1 Teacher's own OR Use test at the end of the tracker

LTSM	Task 1 Oral	Task 2 Writing	Task 3 Test 1
	Retell a story/discuss a poem/dialogue/group/panel discussion	Descriptive/narrative essay and informal letter/review/dialogue	Comprehension and language use
<i>Platinum</i>	Week 1: Retell a story Act. 4 LB pp. 4, 281 TG pp. 4–5, xxxiii Week 3: Discuss a poem Act. 3 After listening question 5 LB pp. 17–18, 281 TG pp. 14, xxxiv Week 5: Dialogue Act. 4 LB pp. 30, 281 TG pp. 23, xxxiv, xxxv Week 7: Group discussion Act. 3 LB pp. 44, 281 TG pp. 33, xxxiv, xxxv Week 9: Group discussion Act. 5 LB pp. 62, 281 TG pp. 45–46, xxxiv, xxxv	Week 6: Write a dialogue Act. 6 LB pp. 34, 278 TG pp. 25, xxxi, xxxv Week 8: Review Act. 7 LB pp. 49, 278 TG pp. 37–38, xxxv Week 10: Descriptive essay Act. 9 LB pp. 66, 276 TG pp. 48, xxxi, xxxv	Week 10: FAT 3: Test 1 Teacher's own OR Use test at the end of the tracker
<i>Spot On English</i>	Week 1: Retell a story Unit 2 Act. 2.2, no. 4 LB p. 3 TG p. 60 Week 3: Discuss a poem Unit 1 Act. 1.3 LB p. 15 TG p. 71	Week 2: Descriptive essay Unit 7 Act. 7.2 LB p. 11 TG pp. 67, 291 Week 6: Dialogue Unit 6 Act. 6.1 LB pp. 35, 292 TG pp. 87–88	Week 10: TG pp. 111–112 Week 10: FAT 3: Test 1 Teacher's own OR Use test at the end of the tracker



LTSM	Task 1 Oral	Task 2 Writing	Task 3 Test 1
	Retell a story/discuss a poem/dialogue/group/panel discussion	Descriptive/narrative essay and informal letter/review/dialogue	Comprehension and language use
	Week 6: Dialogue LB p. 35 TG p. 88 Week 7: Group discussion Unit 2 Act. 2. 6 LB p. 40 TG p. 93	Week 8: Friendly letter Unit 6 Act. 6.3 LB p. 47 TG pp. 99, 292 Week 10: Descriptive essay LB p. 59 TG pp. 109, 291	
Successful English	Week 1: Retell a story Act. 4 LB p. 13 TG pp. 39, 29 Week 3: Discuss a poem Act. 1 LB pp. 27–28 TG pp. 45, 29 Week 5: Dialogue Act. 1 LB pp. 42–43 TG pp. 51, 29 Week 8: Group discussion and role play poems Act. 9 LB p. 73 TG pp. 62, 29 Week 9: Group discussion and role play poems Act. 1 no. 3 LB pp. 76–77 TG pp. 64, 29	Week 6: Dialogue Act. 9 LB pp. 55–57 TG pp. 55, 34 Week 8: Friendly letter Act. 7 LB pp. 69–70 TG pp. 60–61, 34 Week 10: Descriptive essay LB pp. 90–92 TG pp. 68, 33	Week 9: Act. 3 LB pp. 81–83 FAT: Term 1: Revision Test TG p. 66 LB p. 93 TG p. 176 Week 10: FAT 3: Test 1 Teacher's own OR Use test at the end of the tracker

LTSM	Task 1 Oral	Task 2 Writing	Task 3 Test 1
	Retell a story/discuss a poem/dialogue/group/panel discussion	Descriptive/narrative essay and informal letter/review/dialogue	Comprehension and language use
Top Class	Week 1: Retell a story Act. D LB p. 4 TG p. 4 Week 3: Discuss a poem Act. A no. 4 LB p. 14 TG p. 12 Week 5: Dialogue Act. E LB p. 33 TG p. 22 Week 9: Group discussion Act. C LB p. 50 TG pp. 40–41	Week 2: Narrative essay Act. 10 L LB p. 10 TG pp. 8, 165 Week 5: Dialogue Act. F LB p. 33 TG pp. 22, 166 Week 8: Informal letter Act. I LB p. 46 TG pp. 34–35, 166 Week 10: Descriptive essay Act. I LB p. 56 TG pp. 44–45, 165	Week 9: Act. E LB pp. 51–53, TG p. 41 Week 10: FAT 3: Test 1 Teacher's own OR Use test at the end of the tracker
Via Afrika	Week 3: Discuss a poem Act. 1 LB p. 20 TG pp. 40, 257 Week 5: Dialogue LB pp. 32–33 TG pp. 58–59, 257 Week 7: Retell a story Act. 4 LB p. 48 TG pp. 75, 257 Week 9: Group discussion Act. 2 LB p. 56 TG pp. 86, 257 AND Act. 4 LB p. 58 TG pp. 87–88, 257	Week 2: Narrative essay Act. 13 LB p. 17 TG pp. 32–34, 259 Week 8: Informal letter Act. 5 LB p. 50 TG pp. 75–76, 260 Week 10: Descriptive essay or dialogue LB pp. 63–64 TG pp. 92–93, 259	Week 7: LB pp. 47–48 TG pp. 73–74 Week 10: FAT 3: Test 1 Teacher's own OR Use test at the end of the tracker

C. BROAD GUIDELINES FOR LESSON PLANNING AND PREPARATION

Planning for a lesson involves drawing up a plan of action. A good quality lesson plan should include the following:

- introduction (focus of the lesson)
- sequenced content and activities for learners to work on individually or in groups
- conclusion
- homework activities to consolidate the learning of the day or to prepare for the next day's lesson.

The plan is the starting point for the further work you need to do in order to prepare a good quality lesson.

Lesson preparation involves going through your lesson plan and making sure that you are ready to teach according to the plan. Preparation for an English lesson involves:

- making sure that you understand every aspect of the content knowledge and skills addressed in the lesson – this includes reading any texts that learners will be using
- working through each of the learner activities
- making notes on likely learner difficulties in relation to the activities
- collecting any resources you need to use in the lesson (e.g. advertisements, magazine articles).

Note: Please consult the Teacher's Guide for the Grade 7 EFAL Learner's Book for guidance on the preparation of each lesson.

D. GUIDELINES FOR TEACHING

1. Teaching Reading and Viewing

You will notice that in the CAPS Reading and Viewing is described as a process. To become successful readers and viewers of a range of text types (e.g. magazine articles, advertisements, poems, short stories), learners need to engage in a **reading process** that involves doing pre-reading, while-reading and after-reading activities. It is important that you guide learners through each of these activities.

2. Teaching literature

This is part of teaching reading and is compulsory in Grade 7. Each Learner's Book and Core Reader includes short literary texts (mainly short stories and poems) and each Teacher's Guide suggests how to teach these. In addition to these short texts, learners are expected to read longer texts (longer stories, novels, plays). Learners will mainly read these longer texts for homework but it is very important to do the following in class:

- introduce the text to encourage learners' interest in reading it
- give specific instructions for a homework task (see the two examples below)
- at the beginning of the next lesson, briefly follow up on the homework task
- when learners have read the whole text, get responses from them about what they enjoyed in the text and why, and/or what they did not enjoy and why.

Examples of homework tasks

- Read the first chapter of a story/first five pages of a story/the first scene of the play and take note of the setting (where the events in this chapter/part of the story/play take place) and the characters. We will discuss these in class in the next lesson.
- Complete your reading of the novel, short story or play and then decide which character you liked best and why, or which character you liked least and why. Be prepared to share your choice and your reasons with the class.

Time allocation for teaching literature

CAPS p. 12 suggests that 1 hour 45 minutes per two-week cycle be devoted to reading literary texts. This means that roughly 9 hours be allocated to literary texts during the term. The tracker has not followed the two-week cycle evenly, but has spread the time for reading literary texts, namely the literature network and extracts from the Core Reader over the term.

3. Teaching Writing and Presenting

Learners are expected to learn how to write texts in a range of genres (e.g. essays, dialogues, and letters). For each genre, learners need to work through a **writing process** that involves planning, drafting, revising, editing and producing a final version of the text. Each Teacher's Guide and Learner's Book shows you and the learners how to work through this process. It is important to note that revising does not just mean checking on language use, it also means making decisions about extra content

that may be needed or whether some of the content needs to be presented in a different order.

4. Teaching Listening and Speaking

It is important to remember that because English is an additional language for the learners, they may not be very confident in speaking it and may find some words difficult to hear. The activities in the Learner's Book provide many opportunities for learners to become more confident and competent speakers of English. It is important that you speak very clearly in class so that learners can hear words that may be new to them. When a lesson involves you reading a text aloud for a listening comprehension activity, it is a good idea to practise reading it aloud when you prepare your lesson. The Teacher's Guide for some textbooks comes with a CD on which listening texts have been recorded. If you have such a CD it is a good idea to use it with your class so that learners get used to listening to a voice other than yours.

5. Teaching Language Structures and Conventions

In Grade 7 you will be revising and building on what learners have already learnt in previous grades and introducing more complex Language Structures and Conventions and more advanced vocabulary. It is important to teach the language described in each two-week block in the CAPS but also to take opportunities to teach language at other times as well. For example, you may wish to do some vocabulary teaching when learners are reading a poem or to revise verb tenses when learners are writing an essay. It is very important to have dictionaries in your classroom, to teach learners how to use them and to encourage them to consult a dictionary regularly.

6. Giving feedback to learners on homework and other informal assessment tasks

Informal assessment is a vital part of an English teacher's work. Not only is it very important for you to take note of how learners are managing any particular learning activity, but it is equally important for you to tell learners how they are progressing. For many activities you can do this orally in class and in writing when you mark written work.

Take note of the homework activities assigned for each lesson and carefully explain to the learners what is expected of them. All homework must be discussed briefly and

marked, usually by the learners themselves. You often need to do this in the first few minutes of a lesson.

E. TRACKERS FOR EACH SET OF APPROVED LTSMs

Please note the following:

- The column headed *CAPS content and activities* gives a page reference to the CAPS document in bold font.
- Terms used in the CAPS have been abbreviated as follows:
L&S Listening and Speaking
LSC Language Structures and Conventions
R&V Reading and Viewing
W&P Writing and Presenting
- Additional abbreviations used are:
Act. Activity
CR Core Reader
LB Learner's Book
Q. Question
TG Teacher's Guide
Comp. Comprehension
- Where extra resources are necessary or where they would enrich a lesson, they are listed above the heading for the lessons in a particular week.
- Remember that there is a separate tracker for each one of the eight sets of approved materials.

Notes for all LTSMs

- **Note 1:** If your class does not have copies of the *Core Reader*, work with the literature network and set homework reading on this text. The next day take a few minutes to review what has been read from the literature network.
- **Note 2:** EFAL should be taught for ten hours every fortnight, with homework tasks in addition to these ten hours. Consequently times have been suggested for each activity.
- **Note 3:** Note the homework task each day.

1. Clever English First Additional Language (Macmillan)

Note 1: Error: The Teaching plan on p. xiii of the TG indicates that in Weeks 7–8 the learners will write a letter, but no activity for this is supplied in the LB or TG.

Note 2: On Day 2 Act. 5 is an oral FAT activity.

Note 3: Some activities have been omitted in order to accommodate the short week.

Extra resources Week 1: Stationery for designing book cover: Act. 6 Day 2 homework.

Clever English Week 1 Unit 1 Theme: Bullies beware!							
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class
							Date completed
1	L&S Introductions: self and others p. 57 R&V Looking at an art work L&S Listen to a story p. 57	2 3	Act. 1 (20 mins) Act. 2 (10 mins) Act. 3 (30 mins)	2 3–5			
2	L&S Share ideas and experiences p. 57 W&P Designing a book cover R&V Reading comprehension and reading strategies p. 57	4 5–6	FAT Act. 5 (40 mins) Act. 7 (20 mins)	6 6–7		W&P Act. 6 LB pp. 5–6 TG pp. 6–7	
3	L&S Share ideas and experiences p. 57 R&V Reading comprehension and reading strategies p. 57 R&V Literary text – youth novel/short story pp. 57, 62	6 8	Act. 8 (10 mins) Act. 10 (30 mins)	8 9	Introduce literature setwork or CR: Folklore pp. 3–6 <i>The wonderful kudu horns</i> (20 mins)	R&V Act. 9 LB pp. 6–7 TG p. 8	
Reflection							
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>				<p>What will you change next time? Why?</p>			
				<p>HOD/Subject head:</p>		<p>Date:</p>	

Note 1: On Day 2 Act. 13 is a FAT for writing.

Extra resources: Poster to illustrate the writing process, Core Reader.

Clever English Week 2 Unit 1 Theme: Bullies beware!									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	LSC Common, proper, abstract, concrete nouns p. 59 W&P Narrative paragraph – focus on the writing process p. 57	9–10 10–12	Act. 12 (20 mins) FAT Act. 13: Planning and drafting (40 mins)	10 10–11, 261		W&P Complete paragraph – revising and editing			
2	W&P Narrative paragraph – focus on the writing process p. 57 LSC Simple present and past tense, statements p. 57	10–12 13 13	Continue Act. 13: Revising and editing (30 mins) Act. 14 (30 mins)	10–11, 261 12 12					
3	LSC Punctuation, verbs, countable and uncountable nouns p. 57 Revision on verbs p. 58 R&V Literary text – youth novel/short story pp. 57, 62	13	Act. 15 (30 mins)	12	Begin reading CR short story: <i>The bully</i> pp. 28–32 Or continue with literature setwork (30 mins)	R&V Complete reading CR short story: <i>The bully</i> pp. 28–32 Or continue reading literature setwork			
4	LSC Nouns p. 57 R&V Literary text – youth novel/short story pp. 57, 62	14	Extra Act. 1 (35 mins)	12–13	Answer questions CR p. 53 and TG p. 15 Or discuss literature setwork (25 mins)	LSC Extra Act. 2: Answer questions 1–3			
5	W&P Make a poster, create a slogan L&S Do a survey	15	Extra Act. 2 Q. 4–6 (60 mins)	13		R&V Continue reading literature setwork as directed by the teacher			



Reflection	
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>	<p>What will you change next time? Why?</p>
<p>HOD/Subject head: _____ Date: _____</p>	

Note 1: On Day 1 Act. 1 is an oral FAT activity.

Extra resources: Pictures of train and railway track, paper for making a collage, books for prepared reading.

Clever English Week 3 Unit 2 Theme: On the right track							
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class
							Date completed
1	L&S Listen to and discuss a poem p. 58 R&V Literary text – youth novel p. 62	17	FAT Act. 1 (45 mins)	17–19	Discuss literature setwork (15 mins)	R&V Continue reading literature setwork as directed by the teacher	
2	L&S Listen to and discuss a poem, figurative meaning (similes and metaphors), prepared reading aloud p. 58	18 18–19	Act. 2 (40 mins) Act. 3 (20 mins)	192–22 252		L&S Practise prepared reading: Act. 3	





Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
3	L&S Prepared reading aloud p. 58	18–19	Continue Act. 3 (60 mins)	22, 252		R&V Continue reading literature setwork as directed by the teacher					
4	R&V Poetry p. 58	19–21	Act. 4 (60 mins)	22–23		R&V Complete answers for Act. 4					
5	Review homework (15 mins) R&V Poetry – figurative meaning p. 58	21–22	Act. 5 (45 mins)	23–25		R&V Continue reading literature setwork as directed by the teacher					
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>					
HOD/Subject head:						Date:					



Extra resources: Core Reader.

Clever English Week 4 Unit 2 Theme: On the right track									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	W&P Creative writing own poem – focus on process writing p. 58 R&V Literary text – youth novel p. 62	23–24	Act. 6: Planning and drafting (45 mins)	25–26	Discuss literature setwork (15 mins)	R&V Continue reading literature setwork as directed by the teacher			
2	W&P Creative writing own poem – focus on process writing p. 58	23–24	Act. 6: Revising and editing (60 mins)	25–26		LSC Act. 7			
3	Review homework (15 mins) LSC Idioms and proverbs p. 58 Finite verbs, synonyms and antonyms, possessive pronouns, punctuation p. 58 Proper nouns p. 57	24–25 25–26	Act. 8 (20 mins) Act. 9 (40 mins)	26 27		R&V Continue reading literature setwork as directed by the teacher			
4	R&V Literary text – poetry p. 61			28–29	CR Poetry: <i>The night train</i> pp. 58 and 63 (60 mins)	Extra Act. 3 LB p. 27 TG p. 28			
5	LSC Idioms, pronouns, finite verb p. 58 R&V Literary text – youth novel, p. 62	26–27	Extra Act. 1 Extra Act. 2 (45 mins)	27–28	Discuss literature setwork (15 mins)	R&V Continue reading literature setwork as directed by the teacher			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		

Note 1: During this week on Day 2 Act. 2 should be used for the **Oral FAT 1 – Dialogue**. In order to assess every learner you will need two days. When a pair has been assessed allow the learners to continue reading the literature setwork. Note there is an error in the TG p. 34 concerning the rubric. You will need the rubric on p. 253 not p. 260.

Note 2: On Day 5 begin Act. 5 **FAT 2 – Write a Dialogue**. This task is spread over two days so that learners can focus on process writing. Take in learners' drafts after the first day so that they do not get help at home in revising and editing. On the second day hand back the drafts to the learners so that they can complete the process.

Note 3: On Day 3 Act. 3 is indicated as **FAT 3 Test 1 – Comprehension and Language Use**. To prevent learners working out the test at home with the help of parents or caregivers, it is advisable to use this test for class practice or homework. For the final **FAT 3 Test 1** in Week 10, use the test and memorandum that you will find in the final section of this tracker.

Extra resources: Paper to make a poster for Day 1 Act. 1, rubric for prepared speech for **FAT 1 – Oral** TG p. 253 on Day 2, rubric for **FAT 2 – Write a Dialogue** TG p. 260 on Day 5

Clever English Week 5 Unit 3 Theme: Communication/Miscommunication										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	L&S Conversation about drama p. 59 R&V Literary text – youth novel p. 62	28–29	Act. 1 (40 mins)	31–32	Discuss literature setwork (20 mins)	R&V Continue reading literature setwork as directed by the teacher				
2	L&S Dialogue p. 59 R&V Literary text – youth novel p. 62	30	Begin FAT 1 – Oral: Act. 2 (60 mins)	33–34, 253	Continue reading literature setwork if completed FAT	R&V Continue reading literature setwork as directed by the teacher				
3	L&S Dialogue p. 59 R&V Reading comprehension – drama p. 59 R&V Literary text – youth novel p. 62	30 30–32	Complete FAT 1 – Oral: Act. 2 (30 mins) Act. 3 (30 mins)	33–34, 253 34–35	Continue reading literature setwork if completed FAT	R&V Complete post- reading questions for Act. 3 LB p. 32, TG p. 35				
4	Mark and discuss homework (15 mins) R&V Poetry p. 59	33–34	Act. 4 (45 mins)	36		R&V Continue reading literature setwork as directed by the teacher				
5	W&P Dialogue – focus on process writing p. 59	34–37	Begin FAT 2 Act. 5 – Planning and drafting (60 mins)	37–38, 260		R&V Continue reading literature setwork as directed by the teacher				
Reflection										
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?					
					HOD/Subject head:		Date:			

Extra resources: Rubric for completion on Day 1 of **FAT 2 – Write a Dialogue** TG p. 260, Core Reader.

Clever English Week 6 Unit 3 Theme: Communication/Miscommunication									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	W&P Dialogue – focus on process writing p. 59 R&V Literary text – youth novel p. 62	34–37	Complete FAT 2 Act. 5 – Revising and editing (50 mins)	37–38, 260	Discuss literature setwork (10 mins)	R&V Continue reading literature setwork as directed by the teacher			
2	LSC Finite verbs p. 14 Simple present and past tense, pronouns, subject–verb agreement, punctuation p. 59	37–39	Act. 6 Act. 7 (60 mins)	38–39		LSC Complete Act. 6 and 7			
3	Mark and discuss homework – (15 mins) R&V Drama p. 59			41	CR Drama: <i>The sly green lizard</i> Act. 1 Scene 1 pp. 68–70, 82 (45 mins)	R&V Continue reading literature setwork as directed by the teacher			
4	R&V Poetry p. 59	40	Extra Act. 1 (20 mins)	39–40 41	CR Poetry: <i>I like noise</i> pp. 58, 63 (40 mins)	R&V Continue reading literature setwork as directed by the teacher			
5	LSC Synonyms, antonyms p. 59 R&V Youth novel p. 62	40	Act. 8 (30 mins)	39	Discuss literature setwork (30 mins)	R&V Continue reading literature setwork as directed by the teacher			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		



Clever English Week 7 Unit 4 Theme: A bird in the hand									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	L&S Listen to a folktale p. 60 R&V Youth novel p. 62	41–42	Act. 1 (45 mins)	44–45	Discuss literature setwork (15 mins)	R&V Read folktales or continue reading literature setwork			
2	L&S Folklore p. 60	43–44	Act. 2 (60 mins)	45–46		R&V Read folktale LB pp. 44–45			
3	R&V Folklore p. 60 R&V Youth novel p. 62	45–46	Act. 3 (50 mins)	46–47	Discuss literature setwork (10 mins)				
4	R&V Poetry p. 60	46–47	Act. 4 (60 mins)	47–48		R&V Continue reading literature setwork as directed by the teacher			
5	W&P Review p. 60 R&V Youth novel p. 62	47–48	Act. 5 (45 mins)	48	Discuss literature setwork (15 mins)	R&V Continue reading literature setwork as directed by the teacher W&P Find a book to review and bring to school next week			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		



Note 1: The Extra Act. 2 (Prepared speech) on Day 5 is only meant to be done in Term 2 according to the CAPS. Consequently it may be left out. Instead do the Core Reading Activities on pp. 7–10.

Note 2: On Day 1 you can use Act. 6 for **FAT**. Since the learners have to focus on process writing the task has been split over two days. Remember to take in learners' drafts after Day 1 so that they do not get help at home in editing them. Hand back the drafts on Day 2 so that the revising and editing process can be completed.

Extra resources: Books to review, Review rubric TG p. 258.

Clever English Week 8 Unit 4 Theme: A bird in the hand									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	W&P Review – focus on process writing p. 60 LSC Polysemy p. 60	49	Begin FAT Act. 6 – Planning and drafting (60 mins)	49, 259		W&P			
2	W&P Review – focus on process writing p. 60 LSC Nouns p. 59 Simple present tense, simple past tense, homonyms, homophones p. 60 Spelling patterns p. 61	49 50	Complete FAT Act. 6 – Revising and editing (30 mins) Act. 7 (30 mins)	49, 258 51		LSC Complete Act. 7			
3	Mark and discuss homework (15 mins) LSC Riddles, idioms p. 60	51	Act. 8 Act. 9 (45 mins)	51–52		LSC Act. 10 LB p. 51, TG p. 52			
4	Mark and discuss homework (10 mins) LSC Homophones, homonyms p. 60 R&V Short story p. 60	52	Extra Act. 1 (20 mins)	52 53–54	Begin CR Short story: <i>Sun sense</i> p. 33 (30 mins)	L&S Extra Act. 2 Prepare a speech			
5	L&S Prepared speaking (individual) p. 64 R&V Short story – folklore p. 60	52	Extra Act. 2 (60 mins) OR continue with CR	53–54	Complete CR Short story: <i>Sun sense</i> p. 33–37 (20 mins) CR Folklore: <i>Spider and the honey tree</i> pp. 7–10, 24 (40 mins)				



Reflection	
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>	<p>What will you change next time? Why?</p>
<p>HOD/Subject head: _____ Date: _____</p>	

Note 1: A panel discussion is indicated in the CAPS for one of the **FAT 1 – Oral** topics but the tracker suggests you use Act. 5 for **FAT** on Day 5 for this purpose.

Note 2: In order to have time to observe all learners during the panel discussion Act. 5, the time allocated has been lengthened from what was suggested in the LB. When you have observed a group allow learners to continue reading their literature setwork.

Extra resources: Panel Discussion Rubrics TG pp. 254, 259.

Clever English Week 9 Unit 5 Theme: Trunks and tasks										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	L&S Listen to a short story p. 60	53–54	Act. 1 (60 mins)	57–58		R&V Continue reading literature setwork as directed by the teacher				
2	R&V Read a story pp. 57 and 59 R&V Youth novel p. 62	55–56	Act. 2 (40 mins)	59–60	Discuss literature setwork (20 mins)	R&V Continue reading literature setwork as directed by the teacher				





Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
3	R&V Read a story pp. 57 and 59	57	Act. 3 (60 mins)	60		R&V Continue reading literature setwork as directed by the teacher					
4	R&V Poetry p. 60	58–59	Act. 4 (60 mins)	60–61		R&V Continue reading literature setwork as directed by the teacher					
5	L&S Panel discussion p. 60 R&V Youth novel p. 62	59–60	FAT Act. 5 (60 mins)	61–62, 254 and 259	Continue reading literature setwork when panel discussion is completed	R&V Continue reading literature setwork as directed by the teacher					
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>						
					HOD/Subject head:		Date:				





Note 1: During this week use Act. 6 – **Descriptive Essay** on Days 1 and 2 for **FAT**. Since the learners have to focus on process writing the task has been split over two days. Remember to take in learners' drafts after Day 1 so that they do not get help at home in editing them. Hand back the drafts on Day 2 so that the revising and editing process can be completed.

Note 2: FAT 3 Test 1 – Comprehension and Language Use. A sample task Act. 7 is provided on p. 62 in the LB. To prevent learners working out the test at home with the help of parents or caregivers it is advisable to use this test for class practice on Day 3. For the final FAT 3 use the test and memorandum that you will find in the final section of this tracker.

Error: The LB indicates that Act. 7 is for formal assessment but the TG indicates that it is a classroom activity.

Extra resources: Core Reader.

Clever English Week 10 Unit 5 Theme: Trunks and tusks										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	W&P Descriptive essay – focus on process writing p. 61	61	Begin FAT Act. 6 – Planning and drafting (60 mins)	62–63, 255						
2	W&P Descriptive essay – focus on process writing p. 61 R&V Poetry p. 60	61	Complete FAT Act. 6 – Revising and editing (30 mins)	62–63, 255	CR Poem: <i>Elephant eternity</i> pp. 59, 63 TG pp. 64–65 (30 mins)	LSC Begin revising for FAT 3 Test 1 by reviewing all LSC activities in Units 1–4				
3	LSC Main clause, dependent clause p. 62	61–62	FAT practice Act. 7 (60 mins)	63		LSC Continue revising for FAT 3 Test 1 by reviewing all LSC activities in Units 1–4				
4	LSC Spelling, dictionary usage, prefixes and suffixes p. 61 R&V Youth novel p. 62	63–64	Act. 8 Act. 9 (40 mins)	63–64	Final discussion literature setwork (20 mins)	LSC Continue revising for FAT 3 Test 1 by reviewing all LSC activities in Units 1–4				
5	R&V Reading for comprehension p. 61		FAT 3 Test 1 (60 mins)							





End-of-term reflection

Think about and make a note of:

1. Was the learners' performance during the term what you had expected and hoped for? Which learners need particular support with EFAL in the next term? What strategy can you put in place for them to catch up with the class? Which learners would benefit from extension activities? What can you do to help them?
2. With which specific topics did the learners struggle the most? How can you adjust your teaching to improve their understanding of this section of the curriculum in the future?
3. What ONE change should you make to your teaching practice to help you teach more effectively next term?
4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back on track?

HOD/Subject head:

Date:



2. English Today First Additional Language (Maskew Miller Longman)

Note 1: Note the homework tasks that make use of the photocopiable worksheets.

Note 2: On Day 1 you can use Unit 2 Act. 3 for an **Oral FAT – Retell a Story**. Note that you may only be able to assess some of the learners as time is short. Try to take time after school to assess the rest of the class.

Note 3: Some activities have been omitted in order to accommodate the short week.

Extra resources: Core Reader, Photocopiable Worksheet Book, Rubric for Oral FAT TG p. 189.

English Today Week 1 Chapter 1 Theme: Tell your story									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	L&S: Introduction self or others p. 57 L&S: Listen to short story p. 57 L&S Retell a story p. 57	10	Introduction (5 mins) Unit 1 Act. 1 (10 mins) Unit 2 Act. 2 (20 mins) FAT Unit 2 Act. 3 (25 mins)	3 3 4, 189					
2	R&V Recognise key features of text p. 57 R&V Reading and viewing for comprehension – magazine article p. 57 L&S Listen and discuss a poem p. 58	12	Unit 3 Act. 4 (30 mins)	4	CR Poem: <i>I like to stay up</i> p. 10 (30 mins)	R&V Unit 3 Act. 5 and 6 LB pp. 13–14, TG p. 5			
3	LSC Simple sentences, statements, nouns p. 57 L&S Tell story from own experience p. 57	14 15	Unit 4 Act. 7 (30 mins) Unit 5 Act. 9 (50 mins)	5 6		LSC Worksheet 1 p. 2 Nouns Unit 4 Act. 8 LB p. 15, TG p. 6			
Reflection									
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?				
					HOD/Subject head:		Date:		

Note 1: Note the homework tasks that make use of the photocopiable worksheets.

Note 2: On Day 4 you should use Unit 8 Act. 14 for **FAT – Write a narrative essay**.

Extra resources: Core Reader, Photocopiable Worksheet Book, rubric for FAT: Narrative essay TG p. 186.

English Today Week 2 Chapter 1 Theme: Tell your story									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	R&V Read a story from South African folklore p. 57 LSC Punctuation p. 57 W&P Write about setting and plot R&V Youth novel p. 62	16–17 17	Unit 6 Act. 10 (15 mins) Unit 6 Act. 11 (30 mins)	6 7	Introduce literature setwork (15 mins)	LSC Unit 7 Act. 12 LB p. 18			
2	Discuss and mark homework (15 mins) LSC Nouns p. 57 R&V Short story p. 57			7	CR Short story: Z456 to the rescue pp. 40–45 (45 mins)	R&V Complete Act. 2 CR p. 46			
3	Discuss and mark homework (20 mins) W&P Descriptive paragraph – focus on process writing p. 57	18	Unit 8 Act. 13 (40 mins)	7–8		LSC Worksheet 10 p. 11 Punctuation			
4	Discuss and mark homework (15 mins) W&P Write own story based on personal experience p. 57 R&V Youth novel p. 62	19	FAT Unit 8 Act. 14 – Planning (35 mins)	8, 186	Read and discuss literature setwork (10 mins)	W&P Complete FAT – Writing own story Unit 8 Act. 14			
5	R&V Reading comprehension p. 57 R&V Folklore p. 60	20	Revision exercise (40 mins)	8	CR Folktale: <i>The land of the rich</i> p. 88 (20 mins)	R&V Continue reading CR p. 88			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		



Note 1: Bring extra reading resources for Unit 2 Your independent reading LB p. 23.

Note 2: On Day 2 tell learners that they need to bring their own reading material for Day 3.

Note 3: On Day 1 use Unit 1 Act. 2 for FAT – Discuss a poem. If you do not have enough time to assess all the learners you might have to take some time after school.

Extra resources: Core Reader: If you do not have a copy of the *English Today* Core Reader from which to read the poems *Boy Girl and Lips*, *I Just Got Here*, and *Cowboy*, copy them onto the board. Use the rubric for Oral FAT TG p. 189.

English Today Week 3 Chapter 2 Theme: Fun and games										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	L&S Listen to a poem p. 58	22–23	Unit 1 Act. 1 (30 mins) FAT Unit 1 Act. 2 (30 mins)	10, 189		R&V Continue reading literature setwork as directed by the teacher				
2	R&V Recognise parts of a book p. 58 R&V Youth novel p. 62	23–24	Unit 2 Act. 3 (50 mins)	11	Discuss literature setwork (10 mins)	R&V Continue reading literature setwork				
3	R&V Youth novel p. 62				Visit the school library, or use literature setwork, or learners can bring own reading texts (60 mins)	R&V Continue reading literature setwork as directed by the teacher				
4	LSC Verbs p. 58 R&V Youth novel p. 62	25	Unit 3 Act. 4 (50 mins)	11–12	Discuss literature setwork (10 mins)	R&V Continue reading literature setwork as directed by the teacher				
5	R&V Key features of a poem p. 58 W&P Creative writing: Own poem p. 58			12	CR Poetry: <i>Boy Girl and Lips</i> pp. 13–14, <i>I Just Got Here</i> p. 6 <i>Cowboy</i> pp. 16–18 (50 mins)	W&P CR p. 15 Act. 2				





Reflection	
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>	<p>What will you change next time? Why?</p>
<p>HOD/Subject head: _____ Date: _____</p>	

Note 1: Unit 4 Reading and Viewing: Pre-reading notes are long and need time to be covered thoroughly, so they should be dealt with together with reading the poems *Windy Day* LB p. 27 and *Ten One-Line Poems about Sport* LB p. 28 in one session of 60 mins. The learners will answer the questions on these poems (Activities 6 and 7) on Day 2.

Note 2: In order to prepare learners for Unit 6 **Act. 9 – Reading poetry aloud**, refer to Addendum A pp. 144–148 in Teacher’s Guide.

Note 3: Note the homework tasks that make use of the photocopiable worksheets.

Extra resources: Core Reader, Photocopiable Worksheet Book.

English Today Week 4 Chapter 2 Theme: Fun and games											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	R&V Structure and imagery in poetry, Read a poem aloud p. 58	25–27	Unit 4 Act. 5 (60 mins)	12, 144–148		R&V Continue reading literature setwork as directed by the teacher					
2	R&V Answer questions on key features of poetry p. 58 R&V Youth novel p. 62	27–28	Unit 4 Act. 6 and 7 (50 mins)	12–13	Discuss literature setwork reading done for homework (10 mins)	R&V Complete Activities 6 and 7 Unit 4					





Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
3	Mark and discuss homework (10 mins) LSC Parts of speech p. 58 R&V Youth novel p. 62	29	Unit 5 Act. 8 (30 mins)	13	Continue reading literature setwork (20 mins)	R&V Continue reading literature setwork as directed by the teacher					
4	L&S Prepared reading aloud p. 58	30	Unit 6 Act. 9 (60 mins)	13		LSC Worksheet 2 p. 3 Nouns					
5	Mark and discuss homework (15 mins) W&P Creative writing: Own poem – Focus on Process writing p. 58	31	Unit 7 Act. 10 (45 mins)	14		R&V Revision LB p. 32 TG p. 14					
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>					
HOD/Subject head:						Date:					



Note 1: Use photocopiable worksheet 19 p. 20 for homework on Day 1.

Note 2: If no copy of the Core Reader is available to read the story about disabilities on Day 1 use the time to discuss the issue with the learners; see TG p. 17.

Note 3: R&V Reading for information, e.g. magazine article, according to the CAPS p. 69 is expected in Term 2 not Term 1.

Note 4: Note the homework tasks that make use of the photocopiable worksheets.

Extra resources: Core Reader, Photocopiable Worksheet Book.

English Today Week 5 Chapter 3 Theme: Everyone is welcome									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	Mark and discuss homework (10 mins) L&S Take part in informal conversations about simple topics, use correct register p. 59 R&V Reading and answering questions on poetry p. 59 R&V Youth novel p. 62	34	Introduction Unit 1 Act. 1 (20 mins)	17	Discuss literature setwork (10 mins) Short story: <i>There's an alien on the Internet</i> CR p. 60 (20 mins)	LSC Worksheet 19 p. 20			
	Mark and discuss homework (20 mins) L&S Take part in an informal conversation – disability, take notes p. 59 R&V Poetry p. 60	35	Unit 1 Act. 2 (30 mins)	17	Poem: <i>I Just Got Here</i> CR p. 6	R&V Continue reading literature setwork as directed by the teacher			
3	R&V For information – magazine article p. 69	36–37	Unit 2 Act. 3, 4 (60 mins)	17		R&V Complete Unit 2 Act. 4 LB p. 37			
4	Mark and discuss homework (10 mins) LSC Open and close inverted commas – direct speech p. 59	37	Unit 2 Act. 5 (50 mins)	18		LSC Worksheet 13 p. 14			
5	Mark and discuss homework (15 mins) R&V Poetry – theme and message p. 58 R&V Youth novel p. 62	38	Unit 3 Act. 6 (25 mins)	19	Discuss literature setwork (20 mins)	R&V Continue reading literature setwork as directed by the teacher			



Reflection	
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>	<p>What will you change next time? Why?</p>
<p>HOD/Subject head: _____ Date: _____</p>	

Note 1: On Days 4 and 5 you will have to do the **FAT 1 – Oral Group Dialogue** in Unit 8 Act. 12 LB p. 43. This task will need two periods so that you can assess all learners in the class. It must therefore be continued on Day 5.

Note 2: When a learner has been assessed for **FAT 1 – Oral Group Dialogue** she/he may begin the activity set for homework: Revision for homework LB p. 44.

Note 3: On Day 3 use Unit 6 Act. 10 for **FAT – Writing a Dialogue**.

Note 4: Note the homework tasks that make use of the photocopiable worksheets.

Extra resources: Photocopiable Worksheet Book, Oral FAT 1 Rubric TG p. 189, rubric for FAT – Writing a Dialogue TG p. 187.

English Today Week 6 Chapter 3 Theme: Everyone is welcome											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	R&V Drama p. 59 R&V Youth novel p. 62	39–41	Unit 4 Act. 7, 8 (50 mins)	19–20	Discuss literature setwork (10 mins)	R&V Complete Unit 4 Act. 8					
2	Mark and discuss homework (15 mins)	41	Unit 5 Act. 9	20		LSC Worksheet 16 p. 17					
	LSC Proverbs and idioms p. 60 LSC Subject-verb agreement p. 59	43	Unit 7 Act. 11	21							





Note 1: On Day 3 use Unit 4 Act. 6 for **FAT – Panel Discussion**. You might not be able to complete assessing all the learners in class, so take some time after school to finish the task.

Note2: On Day 4 the learners will have to do their **FAT 2 – Friendly Letter**. As they will need time to focus on process writing (planning, drafting, revising and editing) they might not finish on Day 4, so allow them to complete the task on Day 5. Make sure that you take in their drafts on Day 4 so that they do not take them home and get help in completing them.

Extra resources: Core Reader, rubric FAT 2 TG p. 187.

English Today Week 7 Chapter 4 Theme: Playing tricks									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	L&S Listen to a short story/folklore p. 60 R&V Youth novel p. 62	46	Unit 1 Act. 1 (40 mins)	24	Discuss literature setwork (20 mins)	L&S Unit 1 Act. 2 LB p. 46			
2	Mark and discuss homework (10 mins) R&V Short story folklore p. 60	47–48	Unit 2 Act. 3 (40 mins)	25		R&V Unit 2 Act. 4 LB p. 49			
3	Mark and discuss homework (10 mins) L&S Discuss story/folklore p. 60	45 50	After CR FAT Unit 4 Act. 6 – Discussion (15 mins)	25 26	Folklore: <i>The land of the rich</i> CR pp. 88–89 (35 mins)	LSC Unit 3 Act. 5 LB p. 49			
4	Mark and discuss homework (10 mins) FAT – W&P Write a letter p. 60	50–51	Begin FAT 2 Unit 5 Act. 7 – Planning and drafting (50 mins)	27, 187		R&V Continue reading literature setwork			
5	FAT – W&P Write a letter p. 60 L&S Discuss story/folklore p. 60	50–52	Complete FAT 2 Unit 5 Act. 7 – Revising and editing (40 mins)	27, 187	CR Folktale: <i>The Chatterbox</i> p. 67 (20 mins)	R&V Continue reading literature setwork			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
HOD/Subject head:					Date:				



Extra resources: Jokes and riddles for Unit 7 Act. 10, Photocopiable Worksheet Book.

English Today Week 8 Chapter 4 Theme: Playing tricks									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	LSC Adjectives p. 60	52	Unit 6 Act. 8 (30 mins)	28		LSC Complete Unit 6 Act. 9 LB p. 53			
		53	Unit 6 Act. 9 (30 mins)						
2	Mark and discuss homework (10 mins) R&V Poetry p. 60 R&V Youth novel p. 62	54	Unit 7 Act. 10 (20 mins)	28	Literature setwork (30 mins)	R&V Continue reading Literature setwork as directed by the teacher			
3	LSC Revision Word level – nouns pp. 57, 58, 59 Word level – homophones p. 60		Worksheets Nouns 1–3 pp. 2–4 (30 mins)			LSC Complete Unit 8 Act. 11			
		55	Unit 8 Act. 11 (30 mins)	29					
4	Mark and discuss homework (20 mins) R&V Youth novel p. 62	55		29	Read and discuss literature setwork (40 mins)	R&V Revision for homework LB p. 56			
5	Mark and discuss homework (35 mins) R&V Youth novel p. 62	55		29	Read and discuss literature setwork (25 mins)	R&V Continue reading Literature setwork as directed by the teacher			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>				<p>What will you change next time? Why?</p>					
				HOD/Subject head:			Date:		

Note 1: Unit 3 Act. 5 deals with main and independent clauses, which learners often find confusing. It is likely that they will not finish in class so the activity should be completed for homework.

Note 2: Begin preparing learners for **FAT 2 – Descriptive Essay** Unit 4 Act. 6 on Day 5. As you have to focus on process writing this task will be taken up again at the beginning of the following week.

Extra resources: Core Reader, Photocopiable Worksheet Book, rubric FAT – Descriptive Essay TG p. 186.

English Today Week 9 Chapter 5 Theme: In the spotlight									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	L & S Listening comprehension p. 61 R&V Youth novel p. 62	58	Unit 1 Act. 1 (40 mins)	31	Discuss literature setwork (20 mins)	R&V Unit 1 Act. 2 LB p. 59			
2	Mark and discuss homework (15 mins) R&V Short stories p. 61	59–60	Unit 2 – Pre- during and post-reading short story (45 mins)	31 32		R&V Post-reading Unit 2 Act. 3 LB p. 60			
3	Discuss homework but mark yourself (10 mins) LSC Auxiliary and finite verbs p. 61	61	Unit 3 Act. 4 and Worksheet 14 p. 15 (60 mins)	33		LSC Complete worksheet 14			
4	Mark and discuss Worksheet 14 p. 15 (10 mins) LSC Main clause dependent clause p. 61 R&V Poetry p. 60	61–62	Unit 3 Act. 5 (40 mins)	33	CR Poem: <i>We salute Mama Africa</i> p. 22 (20 mins)	Begin revising LSC activities for FAT 3 Test 1			
5	W&P Write descriptive essay p. 61	62–63	FAT Unit 4 Act. 6 – Planning and drafting (60 mins)	34–35, 186					
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		

Note 1: Continuation of **FAT – Descriptive Essay** on Day 1.

Note 2: On Day 3 use Unit 6 Act. 9 for **Oral FAT – Panel Discussion**.

Note 3: FAT 3 Test 1 – Comprehension and Language Use. A sample task on pages 68–70 is provided. To prevent learners working out the test at home with the help of parents or caregivers it is advisable to use this test for learners to practise at home. For the final FAT 3 use the test and memorandum that you will find in the final section of this tracker.

Extra resources: Rubric for FAT – Descriptive Essay TG p. 186, rubric for FAT: Panel Discussion TG p. 189.

English Today Week 10 Chapter 5 Theme: In the spotlight									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	W&P Write descriptive essay p. 61 R&V Youth novel p. 62	63	Continuation FAT Unit 4 Act. 6 – Revising, editing (30 mins)	34–35, 186	Discuss Literature setwork (30 mins)	R&V Complete sample FAT 3 Section A LB pp. 68–69 TG p. 162			
2	Mark and discuss Section A of sample FAT 3 (30 mins) LSC Prefixes, suffixes, roots p. 61	64–65	Unit 5 Act. 7 (30 mins)	35		LSC Complete Section B of sample FAT 3 LB p. 70 TG p. 162			
3	Mark and discuss Section B of sample FAT 3 (20 mins) L&S Listen to short story, panel discussion p. 60	66	Unit 6 Act. 8 (10 mins) FAT Act. 9 (50 mins)	36–37, 189		LSC Revise for FAT 3 Test 1			
4	FAT 3 Test 1 – Comprehension and Language Use p. 123 (60 mins)		FAT 3 – Test at end of tracker			R&V Continue reading literature setwork			
5	R&V Poetry pp. 60–61 R&V Youth novel p. 62	67	Unit 7 Act. 10 and 11 (40 mins)	37–38	Final discussion literature setwork (20 mins)				



End-of-term reflection

Think about and make a note of:

1. Was the learners' performance during the term what you had expected and hoped for? Which learners need particular support with EFAL in the next term? What strategy can you put in place for them to catch up with the class? Which learners would benefit from extension activities? What can you do to help them?
2. With which specific topics did the learners struggle the most? How can you adjust your teaching to improve their understanding of this section of the curriculum in the future?
3. What ONE change should you make to your teaching practice to help you teach more effectively next term?
4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back on track?

HOD/Subject head:

Date:



3. Interactive English (St Mary's Interactive Learning Experience)

Note 1: On Day 2 Begin **Oral FAT – Retell a Story** Act. 2–B.

Note 2: Some activities have been omitted in order to accommodate the short week.

Note 3: You will not have time to assess all learners for the FAT during the lesson and will have to make time after school to complete the assessment.

Extra resources: Core Reader, rubric Oral FAT TG p. xxvii.

Interactive English Week 1 Theme: Celebrating ME										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
										Date completed
1	L&S Introductions: self and others, listen to a story, retell a story p. 57	4–5 6	Act. 1 (30 mins) Act. 2–A (30 mins)	7–8 8–9		L&S Act. 2 – B Prepare to tell the class about someone in your family				
2	L&S Retell a story p. 57	6	FAT 1 Act. 2 – B (30 mins)	9 xxvii						
	R&V Literary text: Fables p. 57 LSC Synonyms, antonyms, similes p. 58 R&V Recognise parts of a book p. 58	7–8	Act. 3 Parts 1 and 2 Texts 1 and 2 (30 mins)	10–11		LSC Complete activities on synonyms, antonyms and similes LB p. 9, TG pp. 11–12				
3	R&V Literary text – poem/song p. 58 Reading comprehension p. 57	11	Act. 4 (40 mins)	12 16	Begin CR <i>Celebrate me – Write about me</i> pp. 15–19 (20 mins)					
Reflection										
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?					
					HOD/Subject head:		Date:			

Note 1: Use Act. 8 on Day 5 for **FAT – Narrative Writing**.

Extra resources: Core Reader, rubric FAT – Narrative Writing TG p. xxv.

Interactive English Week 2 Theme: Celebrating ME										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	R&V Reading comprehension p. 57			16	Complete reading CR <i>Celebrate me – Write about me</i> pp. 15–19 (20 mins)	R&V Continue reading literature setworks directed by the teacher				
2	LSC Nouns – proper, common, concrete, countable, uncountable, spelling p. 57 R&V Youth novel p. 62	12–13	Act. 5 (45 mins)	13	Introduce literature setwork (15 mins)	R&V Continue reading literature setworks directed by the teacher				
3	LSC Simple sentences, punctuation p. 57 R&V Youth novel p. 62	13–14	Act. 6 Part 1 (50 mins)	14	Discuss literature setwork (10 mins)	Complete Individual work LB p. 14				
4	LSC Simple sentences, punctuation p. 57 – review homework (15 mins) LSC Tenses – simple present and past p. 57	14–15	Teach Act. 6 Part 2 (45 mins)	14–15		LSC Act. 6 Part 2 Individual work				
5	Review homework (10 mins) W&P Paragraph, narrative writing – focus on process writing p.57	15–17	Act. 7 and FAT 8 (50 mins)	15–16, xxxv		R&V Continue reading literature setworks directed by the teacher				
Reflection										
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
HOD/Subject head:					Date:					

Note 1: Act. 1 can be used for the **FAT 1 – Oral**.

Note 2: There is an error in the instruction for Act. 2 – Pair work. The poem to be read is on p. 20 not p. 19 of the LB.

Extra resources: Core Reader, FAT 1 rubric TG p. xxvii.

Interactive English Week 3 Theme: Celebrating Me and YOU								
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class	
							Date completed	
1	L&S Listen to and discuss the poem p. 58 R&V Short story p. 57	19–20	FAT 1 Act. 1 (60 mins)	18, xxvii		R&V CR Short story: <i>Being different</i> pp. 25–29		
2	R&V Short story p. 57 L&S Prepared reading aloud – poetry p. 58	21–22	Act. 2 (45 mins)	19	Literature questions CR p. 29 (15 mins)	R&V Continue reading literature networks directed by the teacher		
3	R&V Poetry – key features of a poem p. 58 LSC Ideophones p. 58 R&V Youth novel p. 62	23–24	Act. 3 (45 mins)	20	Discuss literature network (15 mins)	R&V Continue reading literature networks directed by the teacher		
4	R&V Poetry p. 58 LSC Vocabulary in context – slang, synonyms, antonyms, collective nouns, punctuation, compound and complex nouns and articles p. 58	25–26	Act. 4 A and B (60 mins)	21–22		Act. 4 Complete activities C, D and E on compound and complex nouns and articles LB pp. 26–27, TG p. 22		
5	Review homework (15 mins) R&V Parts of a book p. 57 R&V Poetry p. 58	27–28	Group work (15 mins)	22–23	CR Poem: <i>My senses are all backward</i> p. 13 (30 mins)	R&V Continue reading literature networks directed by the teacher		
Reflection								
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?				What will you change next time? Why?				
				HOD/Subject head:		Date:		



Interactive English Week 4 Theme: Celebrating Me and YOU										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
										Date completed
1	LSC Pronouns p. 58 R&V Youth novel p. 62	29–30	Act. 5 (30 mins)	24–25	Discuss literature setwork (30 mins)	R&V Continue reading literature setworks directed by the teacher				
2	LSC Idioms and proverbs p. 58 R&V Youth novel p. 62	30	Act. 6 (40 mins)		Discuss literature setwork (20 mins)	R&V Continue reading literature setworks directed by the teacher				
3	Review homework (15 mins) R&V Key features of poems p. 58 LSC Punctuation p. 58	31	Act. 7 (25 mins)	25		LSC Act. 9 LB p. 33, TG p. 26				
4	W&P Creative writing – own poem – focus on process writing p. 58	32–33	Begin Act. 8 – Planning and drafting (60 mins)	25–26		R&V Continue reading literature setworks directed by the teacher				
5	W&P Creative writing – own poem – focus on process writing p. 58	32–33	Complete Act. 8 – Revising and editing, proof reading and presenting (60 mins)	25–26		R&V Continue reading literature setworks directed by the teacher				
Reflection										
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					HOD/Subject head:		Date:			



Note 1: On Day 2, begin Act. 2 can be used for the **Oral FAT – Dialogue**. Although each pair only speaks for roughly 15 mins you will need at least two periods to listen to the whole class. When a pair has been assessed they can practise reading the drama script Act. 3 pp. 41–42.

Note 2: Act. 5 pp. 46–47 is a sample **FAT 3 Test 1 – Comprehension and Language Use**. To prevent learners working out the test at home with the help of parents or caregivers, it is advisable to use this test for class practice. For the final FAT 3 use the test and memorandum that you will find in the final section of this tracker.

Extra resources: Rubrics for Oral FAT TG p. xxvii.

Interactive English Week 5 Theme: Celebrating											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	R&V Drama p. 59 L&S Conversation about drama p. 59	35–37	Act. 1 (60 mins)	28–29		R&V Continue reading literature networks directed by the teacher					
2	L&S Dialogue p. 59 R&V Literary text drama p. 59	37–39, 278 42–43	Begin FAT Act. 2 (60 mins) and Act. 3	29–30, xxvii		R&V Continue reading literature networks directed by the teacher					
3	L&S: FAT 1 – Dialogue p. 59 R&V Literary text drama p. 59 LSC Collective nouns, complex nouns, personal pronouns p. 59	37– 39,278 42–43	Continue FAT Act. 2 (40 mins) and Act. 3 Group work (A) and role play (B) (20 mins)	29–30, xxvii 30		LSC Complete activities on collective nouns, complex nouns and pronouns LB pp. 43–44, TG p. 31					
4	Review homework (15 mins) R&V Poetry – key features p. 59 LSC Possessive nouns p. 59	44–45	Act. 4 (60 mins)	31–32		R&V Continue reading literature networks directed by the teacher					
5	R&V Reading for comprehension p. 59	46–47	FAT Act. 5 (60 mins)	32–33		R&V Continue reading literature networks directed by the teacher					



Reflection	
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>	<p>What will you change next time? Why?</p>
<p>HOD/Subject head: _____ Date: _____</p>	

Note 1: On Day 3, begin Act. 9 for **FAT – Write a dialogue**. This task is spread over two days so that learners can focus on process writing. Take in learners’ drafts after Day 3 so that they do not get help at home in revising and editing. On Day 4 hand back the drafts to the learners so that they can complete the process.

Extra resources: Rubric for FAT Write a Dialogue TG p. xxvi.

Interactive English Week 6 Theme: Celebrating										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	LSC Idioms and proverbs p. 58 Simple sentences, present and past tenses p. 59	47	Act. 6 (15 mins)	34		LSC Act. 7 Part 1 C				
		48	Act. 7 Part 1 A and B (45 mins)	34–35						
2	Review homework (15 mins) LSC Punctuation – direct speech and dialogue p. 59	49–50	Act. 7 Part 2 (45 mins)	35		R&V Continue reading literature networks directed by the teacher				





Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
3	W&P Write a dialogue – focus on process writing p. 59	51–52 52–53, 276	Act. 8 (20 mins) Begin FAT Act. 9 – Planning Steps 1–4 (40 mins)	36 36–37, xxvi		R&V Continue reading literature setworks directed by the teacher					
4	W&P Write a dialogue – focus on process writing p. 59	52–53, 276	Complete FAT Act. 9 – Drafting, revising, editing and presenting Steps 5 and 6 (60 mins)	36–37, xxvi		R&V Continue reading literature setworks directed by the teacher					
5	LSC Pronouns p. 59 R&V Youth novel p. 62	54	Act. 10 (30 mins)	37	Read and discuss literature network (30 mins)	R&V Continue reading literature setwork directed by the teacher					
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>					
HOD/Subject head:						Date:					



Note 1: On Day 1, begin Act. 1. Part 2 can be used for **Oral FAT – Group discussion**. In order to assess every learner you will need two days. When a group has been assessed allow the learners to read the passage in Act. 2 or to continue reading the literature setwork.

Extra resources: Core reader, rubrics for Oral FAT TG p. xxvii.

Interactive English Week 7 Theme: Together										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	L&S Listening comprehension – folklore, share ideas and experiences p. 60 R&V Folklore p. 60	56 57, 278	Act. 1 – Part 1 (30 mins) Begin FAT Act. 1 – Part 2 (30 mins) Act. 2 – Read	39 40, xxvii 41		R&V Continue reading literature setwork directed by the teacher				
2	L&S Listening comprehension – folklore, share ideas and experiences p. 60 R&V Folklore p. 60	56–57, 278 58–59	Continue FAT Act. 1 – Part 2 (30 mins) Act. 2 – Read and Q. A and B 1–6 (30 mins)	40, xxvii 41		R&V Continue reading literature setwork directed by the teacher				
3	R&V Folklore p. 60 LSC Homonyms, homophones p. 60 Similes p. 58 R&V Youth novel p. 62	58–60	Act. 2 – A and B Q. 7–11 (50 mins)	41–42	Discuss literature setwork (10 mins)	R&V Continue reading literature setwork directed by the teacher				
4	R&V Poetry – figures of speech: similes, alliteration, assonance p. 60	61–62	Act. 3 Group and pair work (40 mins)	42–43	CR Poetry: A poem for South African youth p. 24 (20 mins)	LSC Individual work Act. 3 LB p. 62, TG p. 43				
5	R&V Reading for comprehension p. 60	63–64	Act. 4 (60 mins)	44						
Reflection										
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					HOD/Subject head:		Date:			



Note 1: During this week on Days 3 and 4, Act. 7 should be used for the **FAT 2 – Write a letter**. Since the learners have to focus on process writing the task has been split over two days. Remember to take in learners' drafts after Day 3 so that they do not get help at home in editing them. Hand back the drafts on Day 4 so that the revising and editing process can be completed.

Extra resources: Rubrics for FAT 2 TG p. xxvi.

Interactive English Week 8 Theme: Together										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
										Date completed
1	LSC Degrees of comparison p. 60 R&V Youth novel p. 62	64–65 58–59	Act. 5A – Adjectives (30 mins)	45	Discuss literature network (30 mins)	Continue reading literature network as directed by the teacher				
2	LSC Idioms and proverbs, simple present, simple past tenses p. 60	65–66	Act. 5B – Idioms and proverbs (30 mins) Act. 6 (30 mins)	45–46		LSC Complete Act. 6 – tenses				
3	Review homework (10 mins) W&P Write a letter p. 60	66–67, 277	Begin FAT 2 Act. 7 – Planning and drafting (50 mins)	46–47, xxvi		Continue reading literature network as directed by the teacher				
4	W&P Write a letter p. 60	66–67, 277	Continue FAT 2 Act. 7 – Revising and editing (40 mins) Act. 8 (20 mins)	46–47, xxvi		Continue reading literature network as directed by the teacher				
5	R&V Youth novel p. 62				Discuss literature network (60 mins)	Continue reading literature network as directed by the teacher				
Reflection										
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?					
					HOD/Subject head:		Date:			





Note 1: On Day 2, Act. 2 can be used for **Oral FAT – Group discussion**.

Note 2: In order to complete all the LSC activities before the **FAT 3 Test 1** takes place the order of activities has been changed.

Extra resources: Core Reader, rubrics for Oral FAT TG p. xxvii.

Interactive English Week 9 Theme: Celebrating US											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	L&S Listening comprehension p. 61	70	Act. 1 (40 mins)	49	Preparation for Act. 2: Read CR: Folktale <i>An elephant solves a quarrel</i> pp. 20–23 (20 mins)	Continue reading literature setwork as directed by the teacher					
2	R&V Reading for comprehension p. 61 L&S Group discussion p. 61	71– 73, 278	Act. 2 – Class and Group work FAT Act. 2 – Group work (60 mins)	50, xxvii		Continue reading literature setwork as directed by the teacher					
3	LSC Prefixes and suffixes, spelling p. 61	73 78–79	Act. 2 – Pair work (30 mins) Act. 6 (30 mins)	51 55		Continue reading literature setwork as directed by the teacher					
4	R&V Short stories – key features p. 61	74–75	Act. 3 (60 mins)	51–53		R&V CR: Short story <i>Penny and Puffy</i> pp. 8–12					
5	LSC Main clause and dependent clause p. 61 R&V Short stories – key features p. 61 R&V Youth novel p. 62	80	Act. 7	55–56	Final discussion literature setwork or Read and discuss CR: Short story <i>Penny and Puffy</i> pp. 8–12 (30 mins)	R&V – LSC Begin revising for FAT 3 Test 1 – review all previous LSC activities					





Reflection	
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>	<p>What will you change next time? Why?</p>
<p>HOD/Subject head: _____ Date: _____</p>	

Note 1: FAT 3 – Comprehension and language use: A sample task Act. 5 is provided on pp. 77–78. To prevent learners working out the test at home with the help of parents or caregivers it is advisable to use this test for homework practice. For the final FAT 3 use the test and memorandum that you will find in the final section of this tracker.

Note 2: On Days 4 and 5 use Act. 8 and Act. 9 for the **FAT – Descriptive essay**. Since the learners have to focus on process, writing the task has been split over two days. Remember to take in learners’ drafts after Day 4 so that they do not get help at home in editing them. Hand back the drafts on Day 5 so that the revising and editing process in Act. 9 can be completed.

Extra resources: Rubrics for FAT 2 TG p. xxv.

Interactive English Week 10 Theme: Celebrating US								
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class	
							Date completed	
1	R&V Poetry – key features, figurative meaning – alliteration and assonance p. 61	76	Act. 4 (50 mins)	53		Act. 5 – Use for practice for FAT 3 Test 1		
2	R&V Reading for comprehension p. 61	77–78	Review homework Act. 5 (60 mins)	53–54		Continue revising for FAT 3 Test 1		





Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class							
							Date completed							
3	R&V Reading for comprehension and language use		FAT 3 – Test 1 (60 mins)											
4	W&P Descriptive essay – focus on process writing p. 61	81–82, 276	Begin FAT 2 Act. 8 – Planning and drafting (60 mins)	56–57, xxv										
5	W&P Descriptive essay – focus on process writing p. 61 R&V Youth novel p. 62	83, 276	Complete FAT Act. 9 – Revising and editing (30 mins)	57, xxv	Final discussion literature setwork (30 mins)									
End-of-term reflection														
<p>Think about and make a note of:</p> <p>1. Was the learners' performance during the term what you had expected and hoped for? Which learners need particular support with EFAL in the next term? What strategy can you put in place for them to catch up with the class? Which learners would benefit from extension activities? What can you do to help them?</p> <p>2. With which specific topics did the learners struggle the most? How can you adjust your teaching to improve their understanding of this section of the curriculum in the future?</p>						<p>3. What ONE change should you make to your teaching practice to help you teach more effectively next term?</p> <p>4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back on track?</p>								
HOD/Subject head:							Date:							



4. Platinum English First Additional Language (Maskew Miller Longman)

Note 1: Extension and Remediation Worksheets (ERW) can be used for homework – see Extension and Remediation Worksheet Book and TG for answers.

Note 2: The **short story** *The day Jackal fooled Lion* required for Week 1 Act. 3 p. 3 of LB will be found in the TG p. xxxviii.

Note 3: On Day 2 use Act. 4 for **Oral FAT – Retell a story**. You will not have enough class time to do this so complete by taking time after school.

Note 4: Some ERW activities have been omitted in order to accommodate the short week.

Extra resources: Animal story books, dictionary and thesaurus.

Platinum Week 1 Chapter 1 Theme: Stories every day								
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class	
							Date completed	
1	L&S Talk about a photograph R&V Literary text – folklore p. 57 L&S Introductions: self and others p. 57 L&S Listen to a short story – take notes p. 57	2 3	Introduction and Act. 1 (15 mins) Act. 2 (15 mins) Act. 3 (30 mins)	2 3 xxxviii		LSC Act. 3 – Work with sentences LB p. 4		
2	Mark and discuss homework (5 mins) L&S Retell a story p. 57 R&V Recognise features of a text p. 57, Reading comprehension p. 60	4, 281 4–5	FAT Act. 4 (20 mins) Act. 5 (40 mins)	4–5, xxxiii		R&V Act. 6 LB pp. 6–7, TG p. 7		
3	Mark and discuss homework (5 mins) R&V Literary text – folklore p. 57 LSC Concrete and abstract nouns p. 57, Countable and uncountable nouns p. 57	8–10	Act. 7 (55 mins)	7 xxxv		LSC Act. 8 and 9 LB pp. 10–11 TG pp. 8–9		
Reflection								
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?			
					HOD/Subject head:		Date:	

Extra resources: Core Reader, ERW, rubrics and rating scales for Writing TG pp. xxix and xxxv.

Platinum Week 2 Chapter 1 Theme: Stories every day										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	Mark and discuss homework (10 mins) W&P Write a narrative paragraph – paragraph conventions p. 57	11–13	Act. 10 – Planning and drafting (50 mins)	9 xxix, xxxv		W&P Complete narrative paragraph – revising and editing Act. 10				
2	LSC Nouns p. 57 Verbs p. 58	14	Revision questions (60 mins)	10		L&S Prepare to tell the story from narrative paragraph Act. 11				
3	L&S Tell a story p. 57 R&V Short story p. 61	13	Act. 11 (40 mins)	10	Short story: <i>The Fight</i> CR p. 16–20 (20 mins)	R&V Continue reading short story: <i>The Fight</i> CR p. 16–20				
4	R&V Short story p. 57 LSC Nouns p. 57 Verbs p. 58		ERW Chap. 1 Worksheet A and B (10 mins)	222	Understand short story: <i>The Fight</i> CR pp. 21–22 (50 mins)	LSC Complete ERW worksheets				
5	Mark and discuss homework (30 mins) R&V Literary text – novel, pre-reading introduce text p. 62				Introduce literature setwork (30 mins)	R&V Continue reading literature setwork as directed by teacher				
Reflection										
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					HOD/Subject head:		Date:			

Note 1: The **poem** *New boy* required for Act. 3, 4 and 6 pp. 17, 18, 22 of LB will be found in TG p. xxxviii. You will need to make learners a copy so that they can complete Act. 6 p. 22.

Note 2: On Day 2 use Act. 3 Question 5 for **Oral FAT – Discuss a poem.**

Extra resources: Selection of poems and or anthologies of poetry, rubrics for Oral FAT TG p. xxiv and LB p. 281.

Platinum Week 3 Chapter 2 Theme: New experiences								
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class	
							Date completed	
1	L&S Introduction – self or others p. 57 LSC Antonyms p. 58 R&V Youth novel p. 62	16 17	Act. 1 (10 mins) Act. 2 (40 mins)	12 13	Discuss literature setwork (10 mins)	LSC Work with words LB p. 17, TG p. 13		
2	Mark and discuss homework (10 mins) L&S Listen to and discuss a poem p. 58	17–18, 281	FAT Act. 3 – Q.5 (50 mins)	14, xxxiv		R&V Continue reading literature setwork as directed by teacher		
3	L&S Read a poem aloud p. 58 LSC Similes, ideophones, idioms p. 58 R&V Youth novel p. 62	18	Act. 4 (45 mins)	14	Discuss literature setwork (15 mins)	LSC Work with words LB p. 19, TG p. 15		
4	Mark and discuss homework (10 mins) R&V Read a poem p. 58	19 – 21	Act. 5 (50 mins)	15–16		R&V Work with words LB p. 21, TG p. 16		
5	Mark and discuss homework (10 mins) W&P Stanza conventions p. 58 R&V Youth novel p. 62	22	Act. 6 (30 mins)	16	Read and discuss literature setwork with class (20 mins)	R&V Continue reading literature setwork as directed by teacher		
Reflection								
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?			
					HOD/Subject head:		Date:	



Note 1: Act. 7 p. 23 of LB: **Write a poem** needs 90 minutes, so it has been spread over Days 1 and 2.

Note 2: There is an error in the TG on p. 18: The answers for ERW Chapter 2 Worksheets A and B are on pp. 223–224 not on p. 222 of the TG.

Extra resources: Pronoun flashcards for Act. 8 LB p. 24, TG p. 17, ERW.

Platinum Week 4 Chapter 2 Theme: New experiences										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	W&P Creative writing – own poem p. 58	23–24	Act. 7 – Planning and drafting (60 mins)	16–17, xxxvi		R&V Continue reading literature setwork as directed by the teacher				
2	W&P Creative writing – own poem p. 58 R&V Youth novel p. 62	23	Continue Act. 7 – Editing (30 mins)	16–17, xxxvi	Discuss literature setwork (30 mins)	R&V Continue reading literature setwork as directed by the teacher				
3	LSC Pronouns p. 58	24	Act. 8 (30 mins)	24	Discuss literature setwork (30 mins)	R&V Continue reading literature setwork as directed by the teacher				
4	LSC Compound, complex nouns p. 58 LSC Revision R&V Youth novel p. 62	25	Act. 9 (30 mins)	19	Discuss literature setwork (10 mins)	LSC Complete revision LB p. 26				
		26	Begin revision (20 mins)							
5	LSC Mark and discuss revision homework (15 mins) R&V Youth novel p. 62	26	ERW Chap. 2 Worksheets A and B (30 mins)	18 19 223–224	Continue reading and discussing literature setwork (15 mins)	LSC Complete ERW Worksheets A and B				
Reflection										
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					HOD/Subject head:		Date:			



Note 1: Act. 4 must be used for **Oral FAT – Dialogue**. This will need either two periods, or you must call up pairs of learners to present their dialogues over the next few weeks.

Note 2: When a learner has been assessed for FAT 1 she/he may read the newspapers and magazine articles provided by the teacher.

Extra resources: Newspapers, magazine articles for information about soapies, schedules for current television programmes, or they may continue reading the literature setwork, rubrics and rating scales for Oral FAT TG pp. xxxiv, xxxv.

Platinum Week 5 Chapter 3 Theme: What's on television?									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	Mark and discuss homework (30 mins) L&S Conversation about drama (soapies) p. 59	28 29	Act. 1 (15 mins) Act. 2 (15 mins)	21–22		R&V Continue reading literature setwork as directed by teacher			
2	L&S Conversation about drama (soapies) p. 59 R&V Youth novel p. 62	29	Act. 3 (20 mins)	22	Discuss literature setwork and learners continue reading (40 mins)	R&V Continue reading literature setwork as directed by teacher			
3	L&S Take part in a dialogue p. 59	30–31	Begin FAT 1 Act. 4 (60 mins)	23 xxxiv, xxxv		R&V Continue reading literature setwork as directed by teacher			
4	L&S Take part in a dialogue p. 59	30–31	Continue FAT 1 Act. 4 (60 mins)	23 xxxiv, xxxv		R&V Continue reading literature setwork as directed by teacher			
5	R&V Read a drama script p. 59 R&V Youth novel p. 62	31–32	Act. 5 (50 mins)	24–25	Discuss literature setwork (10 mins)	LSC Work with words and sentences LB p. 34, TG p. 25			
Reflection									
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?				What will you change next time? Why?					
				HOD/Subject head:			Date:		



Note 1: On Day 1 the learners will have to do Act. 6 for their **FAT 2 – Write a dialogue**. As they will need time to focus on process writing (planning, drafting and editing) they might not finish on Day 1, so allow them to complete the task on Day 2. Make sure that you take in their drafts after Day 1 so that they do not take them home and get help in editing them.

Note 2: There is an error on p. xxiv of the TG: *Programme of Formal Assessment*. The writing FAT 2 is on p. 34 of the LB not p. 30.

Note 3: There is an error in the TG on p. 26: the answers for ERW Chapter 3 Worksheets A and B are on p. 224 not p. 225 of the TG.

Extra resources: ERW, rubrics for FAT 2 TG p. xxxvi and LB p. 278.

Platinum Week 6 Chapter 3 Theme: What's on television?										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	Mark and discuss homework (15 mins) W&P Write a dialogue p. 59	34–36, 278	FAT 2 Act. 6 – Planning and drafting (45 mins)	25–26, xxxi, xxxv		R&V Continue reading literature setwork as directed by the teacher				
2	W&P Write a dialogue p. 59	34–36, 278	Continue with FAT 2 Act. 6 – Drafting, revising and editing (60 mins)	25–26, xxxi, xxxv		R&V Continue reading literature setwork as directed by the teacher				
3	LSC Finite verbs, subject and predicate pp. 58 and 62 R&V Youth novel p. 62	36	Act. 7 (30 mins)	25–26, XXXVI	Discuss literature setwork (30 mins)	LSC Complete Act. 7 and ERW Chap. 3 Worksheet A and B TG p. 224				
4	Mark and discuss homework (25 mins) LSC Subject and predicate pp. 58 and 62 R&V Youth novel p. 62	37	Act. 8 (25 mins)	27	Discuss literature setwork (10 mins)	R&V Continue reading literature setwork as directed by the teacher				
5	R&V Read a poem p. 58	38–39 40	Act. 9 (45 mins) Begin revision (15 mins)			LSC Complete Revision LB p. 40				





Reflection	
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>	<p>What will you change next time? Why?</p>
<p>HOD/Subject head: _____ Date: _____</p>	

Note 1: The text for L&S Act. 2 *How the eagle brought the sun back* is on p. xxxix of the TG.

Note 2: In order to accommodate all the activities in this chapter the order of some of the activities has been changed.

Note 3: Use Act. 3 on Day 3 for **Oral FAT – Group discussion**. When learners have been assessed they must continue to work individually to do the *Work with words* activity in LB p. 44. If you cannot complete the Oral FAT use time after school.

Extra resources: Core Reader, anthology of myths and legends, world map, rubrics Oral FAT TG pp. xxxiv, xxxv.

Platinum Week 7 Chapter 4 Theme: Myths of the sun							
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class
							Date completed
1	Mark Revision LB p. 40 (20 mins) L&S Group discussion p. 61 LSC Plurals – nouns p. 59	40	Act. 1 (15 mins)	32		LSC Complete Act. 8	
		52	Act. 8 (20 mins)	38			
2	L&S Listen to a story/folklore p. 60	42–43	Act. 2 (60 mins)	32–33		R&V Myth: <i>Persephone</i> CR p. 46	





Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
3	L&S Group discussion myth p. 60	44	FAT Act. 3 (45 mins) Work with words (15 mins)	33–34, xxxiv, xxxv		R&V Continue reading Myth: <i>Persephone</i> CR p. 46					
4	R&V Reading for comprehension p. 63	45–46	Act. 4 (45 mins)	34–35	Discuss reading homework (15 mins)	R&V Work with words LB p. 46, TG p. 35					
5	Mark and discuss homework (10 mins) R&V Poetry p. 61	47	Act. 5 (50 mins)	35–36		Read Literature setwork					
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>					
HOD/Subject head:						Date:					



Note1: There is an error on TG p. 37: the answers for ERW Chapter 4 Worksheets A and B are on p. 225 not p. 222 of the TG.

Note 2: On Days 2 and 3 complete **FAT – Writing a review.**

Extra resources: Reviews from newspapers and magazines for Act. 7 – Write a review, ERW: Chap. 4 Worksheets A and B, rubrics for FAT – Writing a review LB p. 278, TG pp. xxxi and xxxv.

Platinum Week 8 Chapter 4 Theme: Myths of the sun									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	R&V Read a myth – Folklore p. 60	49–50	Act. 6 Work with words (60 mins)	36–37		ERW Chap. 4 Worksheet A TG p. 225			
2	Mark and discuss homework (20 mins) W&P Write a review p. 60	51–52, 278	Begin FAT Act. 7 – Planning and drafting (40 mins)	37–38, xxxi, xxxv		R&V Continue reading literature setwork as directed by the teacher			
3	W&P Write a review p. 60 R&V Youth novel p. 62	51–52, 278	Continue with FAT Act. 7 – Revising and editing (40 mins)	37–38, xxxi, xxxv	Discuss literature setwork (10 mins)	R&V Continue reading literature setwork as directed by the teacher			
4	R&V Read a myth – Folklore p. 60 LSC Adjectives – degrees of comparison p. 60	53	ERW Chap. 4 Worksheet B (45 mins) Act. 9 (15 mins)	225 39		R&V Continue reading literature setwork as directed by the teacher			
5	LSC Simple past tense p. 59 Adjectives – superlatives p. 60 R&V Youth novel p. 62	53–54	Act. 10 (20 mins) Revision (30 mins)	39–40	Discuss literature setwork (10 mins)	LSC Complete Revision LB p. 54			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		



Note 1: The text *Are you a cloud spotter?* for the listening comprehension for Act. 2 LB p. 70 is on p. xxxix of the TG.

Note 2: On Day 5 Act. 5 should be used for **Oral FAT – Group panel discussion.**

Extra resources: Rubrics and rating scales for Oral FAT – Group panel discussion LB p. 281 and TG pp. xxxiv, xxxv.

Platinum Week 9 Chapter 5 Theme: Pictures and words											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	L&S Group discussion on a photograph L&S Listening comprehension/written text/magazine article p. 63	56	Act. 1 (15 mins)	42		R&V Continue reading literature setwork as directed by the teacher					
		57	Act. 2 – Before listening (45 mins)	42 xxxix							
2	L&S Listening comprehension/written text/magazine article p. 63 LSC Prefixes, suffixes p. 61 Antonyms, homophones, finite verbs p. 59 Main seven dependent clauses p. 61	57	Act. 2 – While and after listening (30 mins) Act. 7	42–43		R&V Continue reading literature setwork as directed by the teacher					
		65		47–48							
3	Mark and discuss homework (15 mins) R&V Poetry p. 61	57	Act. 3 (45 mins)	43–44		LSC Work with words LB pp. 59–60					
4	Mark and discuss homework (10 mins) R&V Key features of short stories p. 61 R&V Youth novel p. 62	60–61	Act. 4 (40 mins)	44–45	Discuss literature setwork (10 mins)	LSC Work with sentences LB p. 62					
5	Mark and discuss homework (10 mins) R&V Key features of short stories p. 61 L&S Group discussion – specific ideas from short story p. 61 LSC Finite verbs p. 59 Main seven dependent clauses, antonyms p. 61	61–62, 281	FAT Act. 5 (50 mins)	45–46 xxxiv, xxxv		R&V Continue reading literature setwork as directed by the teacher					





Reflection	
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>	<p>What will you change next time? Why?</p>
<p>HOD/Subject head: _____ Date: _____</p>	

Note 1: On Days 2 and 3 use Act. 9 for **FAT – Write a descriptive essay**. This task requires 90 minutes so spread it over Days 2 and 3. Remember to take in the learners’ drafts on Day 2 so that they do not take them home and get help in editing them.

Note 2: FAT 3 – Comprehension and Language must be done this week. For the final FAT 3 use the test and memorandum that you will find in the final section of this tracker.

Extra resources: ERW Chapter 5 Worksheet A and B, rubrics for FAT: Descriptive essay TG pp. xxxi and xxxv and LB p. 276.

Platinum Week 10 Chapter 5 Theme: Pictures and words											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	R&V Key features short story – description p. 57 LSC Main clause, dependent clause p. 61	63 65	Act. 6 (45 mins) Act. 8 (15 mins)	46–47 48		LSC Work with words LB p. 64					
2	Mark and discuss homework (5 mins) W&P Write a descriptive essay p. 61	66–67, 276	Begin FAT Act. 9 – Planning and drafting (55 mins) Act. 9	48–49, xxxv		ERW Chap. 5 Worksheet A TG p. 226					





Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
3	Mark and discuss homework (20 mins) W&P Write a descriptive essay p. 61	66–67, 276	Continue FAT Act. 9 – Revising and editing (40 mins)	48–49, xxxv		R&V – LSC Revise for FAT 3 Test 1					
4	FAT 3 Test 1: Comprehension and Language Use p. 123 (60 mins)		FAT 3 – Test 1 at end of tracker (60 mins)			R&V – LSC Revise for FAT 3 Test 1					
5	R&V Youth novel p. 62				Final discussion of literature setwork (60 mins)						
End-of-term reflection											
<p>Think about and make a note of:</p> <p>1. Was the learners' performance during the term what you had expected and hoped for? Which learners need particular support with EFAL in the next term? What strategy can you put in place for them to catch up with the class? Which learners would benefit from extension activities? What can you do to help them?</p> <p>2. With which specific topics did the learners struggle the most? How can you adjust your teaching to improve their understanding of this section of the curriculum in the future?</p>						<p>3. What ONE change should you make to your teaching practice to help you teach more effectively next term?</p> <p>4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back on track?</p>					
HOD/Subject head:							Date:				



5. Spot On English First Additional Language (Heinemann)

Note 1: On Day 1 Unit 2 Act. 2.2 no. 4 should be used for **Oral FAT – Retell a story.**

Extra resources: Photocopies Day 4 – Singular and Plural Nouns TG p. 63, Day 5 books to illustrate content and index pages, posters to illustrate proper nouns and countable and uncountable nouns, Core Reader.

Spot On Week 1 Module 1 Theme: I see you									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	L&S Introductions: self or others p. 57	2	Unit 1 Act. 1.1 (15 mins) Act. 1.2 (15 mins)	58		R&V CR Short story: <i>The tap</i> CR p. 28–34			
	L&S Listen to a story p. 57	3	Unit 2 Act. 2.1 (10 mins) FAT Unit 2 Act. 2.2 (20 mins)	59–60					
2	R&V Literary text p. 57	3	Unit 3 Act. 3.1 (15 mins)	60		R&V Unit 3 Act. 3.2			
		5	Act. 3.3 (25 mins)	61		LB p. 5 TG p. 61			
3	LSC Nouns p. 57 LSC Simple present tense p. 57 R&V Pre-reading strategies – parts of a book p. 58	6	Unit 5 Act. 5.1 (30 mins)	62–64		LSC Unit 4 Act. 4.1			
		8–9	Unit 6 Act. 6.1 (30 mins)	65					
Reflection									
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?				
					HOD/Subject head:		Date:		

Note 1: On Day 2 Unit 7 Act. 7.2 should be used for **FAT – Descriptive essay**.

Extra resources: Posters to illustrate Parts of a story, The writing process, Writing a paragraph; rubric for FAT: Descriptive essay TG p. 291.

Spot On Week 2 Module 1 Theme: I see you									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	W&P Descriptive paragraph – focus on process writing p. 57	10–11	Unit 7 Act. 7.1 (60 mins)	66–67					
2	R&V Literary text – novel, pre-reading introduce text p. 62 W&P Descriptive essay – focus on process writing p. 61 R&V Youth novel p. 62	11	FAT Unit 7 Act. 7.2 – Planning (10 mins) Drafting (30 mins)		Introduce class literature setwork (20 mins)	R&V Read literature setwork as directed by the teacher			
3	W&P Descriptive essay – focus on process writing p. 57 R&V Youth novel p. 62	11	Unit 7 Act. 7.2 – Editing (30 mins)	67	Discuss literature setwork (30 mins)	R&V Read literature setwork as directed by the teacher			
4	LSC Countable and uncountable nouns p. 57 LSC Punctuation p. 57 R&V Youth novel p. 62	12	Revision Act. 1 Q. 1 and 2 (15 mins)	68	Read literature setwork with the class and discuss (45 mins)	R&V Read literature setwork as directed by the teacher			
5	Discuss literature setwork (30 mins) R&V Youth novel p. 62 LSC Simple present tense, punctuation p. 57 W&P Descriptive paragraph p. 57	12	Revision Act. 1 Q. 3 and 4 (30 mins)	68		R&V Read literature setwork as directed by the teacher			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		



Note 1: Unit 1 Act. 1.4 Prepared reading: Begin on Day 2 but in order to finish hearing all learners continue at the beginning of each lesson for the rest of the week. When a learner has read allow her/him to continue reading the literature setwork or continue with activities from the LB.

Note 2: On Day 2 Unit 1 Act. 1.3 should be used for **Oral FAT – Discuss a poem**. Since there will not be enough time in class to complete assessing all learners this might have to be finished on subsequent days after school.

Extra resources: Poster to illustrate figures of speech; Core Reader for examples of poems; anthologies of poetry.

Spot On Week 3 Module 2 Theme: Poetry fun							
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class
							Date completed
1	L&S Listen to and discuss the poem p. 58 R&V Youth novel p. 62	14	Unit 1 Act. 1.1 (45 mins)	70	Discuss literature setwork (15 mins)	L&S LB p. 15, TG p. 71 Prepare Act. 1.4	
2	L&S Listen to and discuss the poem, Prepared reading aloud p. 58	15	Unit 1 Act. 1.2 (10 mins) FAT Act. 1.3 (20 mins) Act. 1.4 (30 mins)	71		R&V Read literature setwork as directed by the teacher	
3	L&S Continue prepared reading aloud (20 mins) Listen to and discuss the poem p. 58	16	Unit 2 Act. 2.1 (20 mins) Act. 2.2 (30 mins)	72		LSC Learn spelling – Act. 2.2 LB p. 16	
4	L&S Continue prepared reading aloud (20 mins) LSC Spelling rules p. 57 R&V Poetry – rhyme p. 58	16 17	Spelling test based on Unit 2 Act. 2.2 (20 mins) Act. 2.3 (20 mins)	72 73		R&V Read literature setwork as directed by the teacher	
5	R&V Poetry – typography figures of speech, theme p. 58 R&V Youth novel p. 62	18–19	Unit 3 Act. 3.1 (45 mins)	74	Discuss literature setwork (15 mins)	R&V Poem: <i>Concrete mixers</i> CR p. 61	





Reflection	
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>	<p>What will you change next time? Why?</p>
<p>HOD/Subject head: _____ Date: _____</p>	

Note 1: There is an error in the note for the CR on LB p. 19. There is no poem entitled *Verbs* in the CR.

Extra resources: Poster to illustrate Figures of speech, Verbs, Nouns; Core Reader, photocopies of Resource 2 TG p. 75 *An alliterating poem*.

Spot On Week 4 Module 2 Theme: Poetry fun										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	R&V Poetry – figurative meaning p. 58 LSC Finite verbs, pronouns p. 58	19 20	Unit 3 Act. 3.2 (10 mins) Unit 4 Act. 4.1 (40 mins)	74–75 76	R&V Discuss similes and metaphors in poem: <i>Concrete mixers</i> CR p. 61 (10 mins)	LSC Complete Resource 2 TG pp. 74–75				
2	Mark and discuss homework (15 mins) W&P Creative writing – own poem p. 58	22	Unit 5 Act. 5.1 (45 mins)	77		R&V Read literature setwork as directed by the teacher				





Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
3	W&P Creative writing – own poem and focus on process writing p. 58	22	Unit 5 Act. 5.2 (60 mins)	77		R&V Read literature setwork as directed by the teacher					
4	LSC Punctuation pp. 57, 58, 59 R&V Youth novel p. 62	23	Unit 6 Act. 6.1 (20 mins)	78	Discuss literature setwork (40 mins)	R&V Read literature setwork as directed by the teacher					
5	LSC Finite verbs, nouns, p. 58 Alliteration p. 57 R&V Youth novel p. 62	24	Revision Act. 2 (45 mins)	79	Discuss literature setwork (15 mins)	R&V Read literature setwork as directed by the teacher					
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>						
					HOD/Subject head:		Date:				





Note 1: Use Act. 2.2 Drilling terminology to test drama vocabulary. You will also have to explain how crossword puzzles work.

Extra resources: Core Reader, photocopies of drama terms crossword puzzle TG p. 83 for test on Day 3, Poster to illustrate Subject-verb agreement.

Spot On Week 5 Module 3 Theme: To the rescue!									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	L&S Conversation about drama p. 59	26 27	Unit 1 Act. 1.1 (30 mins) Act. 1.2 (30 mins)	81		R&V Read literature setwork as directed by the teacher			
2	R&V Literary text – drama p. 59	28	Unit 2 Act. 2.1 (30 mins)	82	Read play: <i>Courage</i> CR pp. 85–89 (30 mins)	R&V Learn drama vocabulary			
3	R&V Literary text – drama, reading for comprehension p. 59	29 30	Unit 2 Act. 2.2 – Drama vocabulary test (30 mins) Unit 3 Act. 3.1 (30 mins)	82–83 84		R&V Read literature setwork as directed by the teacher			
4	LSC Simple sentences, subject–verb agreement p. 59	31–32	Unit 4 Act. 4.1 (60 mins)	85		LSC Complete Act. 4.1 LB p. 32			
5	LSC Discuss homework Act. 4.1 (10 mins) LSC Punctuation pp. 58–59 R&V Youth novel p. 62	33	Unit 5 Act. 5.1 (20 mins)	86	Discuss literature setwork (30 mins)	Read literature setwork as directed by the teacher			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		



Note 1: Oral FAT – Dialogue requires at least two days for you to have time to listen to every learner in the class. You should begin on Day 3 and complete on Day 4. When a learner has completed the task she/he can watch the other dialogues or continue reading the literature setwork.

Note 2: On Day 2 begin Unit **FAT – Write a dialogue** and complete on Day 3.

Extra resources: Poster to illustrate Adverbs, rubric for FAT – Write a dialogue LB p. 292.

Spot On Week 6 Module 3 Theme: To the rescue!									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	LSC Adverbs p. 64 R&V Youth novel p. 62	34	Unit 6 Act. 6.1 (20 mins)	87	Discuss literature setwork (40 mins)	R&V Continue reading literature setwork as directed by the teacher			
2	W&P Write a dialogue, focus on process writing p. 59	35, 292	FAT Unit 6 Act. 6.2 – Planning and drafting 1–3 (60 mins)	87		W&P Complete Act. 6.2 Draft of dialogue			
3	W&P Write a dialogue, focus on process writing p. 59 L&S Take part in a dialogue p. 59	35, 292	FAT Unit 6 Act. 6.2 – Revising and editing 4 (30 mins) Begin FAT 1 (30 mins)	87 88		Read literature setwork as directed by the teacher			
4	L&S Take part in a dialogue p. 59	35	Continue FAT 1 (60 mins)	88		LSC Revision Act. 3 LB p. 36			
5	Mark and discuss Revision Act. 3 (40 mins) LSC Nouns, antonyms, commas p. 59 Idioms p. 60 W&P Write a dialogue – focus on process writing p. 59 R&V Youth novel p. 62	36	Revision Act. 3	89	Discuss literature setwork (20 mins)	Read literature setwork as directed by the teacher			



Reflection	
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>	<p>What will you change next time? Why?</p>
<p>HOD/Subject head: _____ Date: _____</p>	

Note 1: On Day 4 begin Unit Act. 2.6 **FAT – Group Discussion**. Complete on Day 5.

Extra resources: Core Reader, copies of advertisements for Act. 3.1

Spot On Week 7 Module 4 Theme: Going to town											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	L&S Listening comprehension – identify main and supporting ideas, take notes, share ideas & experiences p. 60 R&V Youth novel p. 62	38	Unit 1 Act. 1.1 (10 mins) Act. 1.2 (35 mins)	91	Discuss literature setwork (15 mins)	R&V Continue reading literature setwork as directed by the teacher					
2	L&S Listening comprehension – listen to a short story p. 60 R&V Youth novel p. 62	39–40	Unit 2 Act. 2.1 (10 mins) Act. 2.2 (40 mins)	92	Discuss literature setwork (10 mins)	R&V Continue reading literature setwork as directed by the teacher					





Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
3	L&S Listening comprehension – listen to a short story p. 60 R&V Short story p. 60	40	Unit 2 Act. 2.3 (10 mins) Act. 2.4 (30 mins)	93	R&V Short story: <i>Errands</i> CR p. 45 (20 mins)	R&V Continue reading literature setwork as directed by the teacher					
4	R&V Short story p. 60 L&S Take part in a dialogue p. 59 Conversation about drama p. 59	40	Unit 2 Act. 2.5 (10 mins) Begin FAT Act. 2.6 (20 mins)	93		R&V Continue reading literature setwork as directed by the teacher					
		40		93							
5	L&S, Conversation about drama p. 59 R&V Reading for comprehension – Visual text – advertisement p. 62	40	Continue FAT Act. 2.6 (20 mins) Unit 3	93		R&V Continue reading literature setwork as directed by the teacher					
		41	Act. 3.1 (40 mins)	94							
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>					
<p>HOD/Subject head:</p>						<p>Date:</p>					



Note 1: On Day 4 prepare learners to plan and draft the friendly letter in Unit 6 Act. 6.3 for homework. Use this for FAT. The learners will complete this task in class on Day 5.

Extra resources: Poster to illustrate writing a paragraph, photocopies of Resource 4 TG p. 98, rubric for FAT: Friendly letter TG p. 291.

Spot On Week 8 Module 4 Theme: Going to town										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
										Date completed
1	LSC Adjectives p. 60 W&P Write descriptive paragraph p. 57 R&V Youth novel p. 62	42	Unit 4 Act. 4.1 (40 mins)	95	Discuss literature setwork (20 mins)	W&P Unit 4 Act. 4.2 LB p. 43				
2	Review homework – Take in, read out to class and discuss some paragraphs – Act. 4.2 (20 mins) LSC Homophones, homonym, polysemy p. 60	43	Unit 5 Act. 5.1 (40 mins)	95		R&V Continue reading literature setwork as directed by the teacher				
		44		96						
3	LSC Homophones, homonymy, polysemy p. 60 R&V Youth novel p. 62	45	Unit 5 Act. 5.2 (30 mins)	96–97	Discuss literature setwork (30 mins)	LSC Resource 4 TG p. 98				
4	Mark and discuss homework (20 mins) R&V Reading for comprehension p. 62	46	Unit 6 Act. 6.1 (25 mins) Unit 6 Act. 6.2 (15 mins)	99		W&P Plan and draft FAT friendly letter Act. 6.3 LB p. 47, TG p. 99				
		47								
5	W&P Write a letter – focus on process writing p. 60 R&V Youth novel p. 62	47	FAT Unit 6 Act. 6.3 (40 mins)	99	Discuss literature setwork (20 mins)	LSC Revision Act. 4 LB p. 48, TG p. 100				
Reflection										
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					HOD/Subject head:		Date:			

Extra resources: Photocopies of Resource 5 TG p. 103 for Act. 1.2, Core Reader

Spot On Week 9 Module 5 Theme: Please leave a message									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	LSC Mark and discuss homework (10 mins) L&S Listening comprehension p. 62	48 50	Unit 1 Act. 1.1 (10 mins) Act. 1.2 (40 mins)	100 102 103		R&V Continue reading literature setwork as directed by the teacher			
2	LSC Dictionary use p. 57 R&V Reading for comprehension p. 62	51 52–53	Unit 2 Act. 2.1 (20 mins) Act. 3.1 (15 mins) Unit 3 Act. 3.2 (25 mins)	104 105		R&V Complete Unit 3 Act. 3.2			
3	Mark and discuss homework R&V Reading for comprehension p. 62 R&V Folklore p. 60			105	Folktale: <i>The message</i> CR pp. 4–10 (60 mins)	R&V Answer questions CR p. 11			
4	Mark and discuss homework see CR p. 11, TG p. 293 (15 mins) LSC Prefixes and suffixes p. 61	54–55	Unit 4 Act. 4.1 and 4.2 (45 mins)	293 106		LSC Begin revising for FAT 3 Test 1			
5	LSC Prefixes and suffixes, finite verbs, main and dependent clauses p. 61 R&V Youth novel p. 62	60	Revision Act. 5 (40 mins)	110	Discuss literature setwork (20 mins)	LSC Continue revising for FAT 3 Test 1			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		



Note 1: During this week **FAT 2 – Writing** and **FAT 3 – Comprehension and language test** have to be completed.

Note 2: **FAT 2 – Writing a descriptive essay** requires 90 min so it has been spread over Days 4 and 5. Remember to take in the learners' drafts at the end of Day 4 so that they do not get help at home in editing. Hand back the drafts to complete on Day 5.

Note 3: **FAT 3 – Comprehension and language use.** A sample task is provided on TG pp. 111–113. This can be photocopied and used for revision and practice. For the final test use the one supplied at the end of the tracker.

Extra resources: Photocopies of FAT – Comprehension and language TG pp. 111–112, rubric for FAT 2 TG p. 291.

Spot On Week 10 Module 5 Theme: Please leave a message										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	LSC Simple sentences p. 59 Main clause and dependent clause p. 62	56–57	Unit 5 Act. 5.1 and 5.2 (60 mins)	107		LSC Continue revising for FAT 3 Test 1				
2			Revision for FAT 3 – Test 1 (60 mins)	111–113		Continue revising for FAT 3 Test: 1				
3	FAT 3 – Test 1: Comprehension and language use p. 123		FAT 3 Test 1 (60 mins)			R&V Continue reading literature setwork as directed by the teacher				
4	W&P Write a descriptive essay p. 57 – FAT 2	58–59	Begin FAT 2 Unit 6 – Planning and drafting essay (60 mins)	109 291		R&V Continue reading literature setwork as directed by the teacher				
5	W&P Write a descriptive essay p. 57 – FAT 2 R&V Youth novel p. 62	59	Complete FAT 2 – Editing essay (30 mins)	109 291	Final discussion literature setwork (30 mins)					





End-of-term reflection

Think about and make a note of:

1. Was the learners' performance during the term what you had expected and hoped for? Which learners need particular support with EFAL in the next term? What strategy can you put in place for them to catch up with the class? Which learners would benefit from extension activities? What can you do to help them?
2. With which specific topics did the learners struggle the most? How can you adjust your teaching to improve their understanding of this section of the curriculum in the future?
3. What ONE change should you make to your teaching practice to help you teach more effectively next term?
4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back on track?

HOD/Subject head:

Date:



6. Successful English (Oxford University Press)

Note 1: Use Act. 4 for **Oral FAT – Retell a Story**. It would be very boring for a class to listen to the same story over and over, so once a learner has been assessed she/he can begin the CR activity.

Note 2: The answers to the CR Literature Anthology activities can be found on pp. 166–175.

Errors: Act. 5 LB p. 14 While Reading: The answer for Q. 4a should be 'You can find out about abbreviations on p. 189.' On p. 12 LB the heading for point 3 should read 'While listening' not 'While reading'.

Extra resources: Teacher Resource CD (TRCD) for Act. 5 LB pp. 13–15; magazines and newspapers; Core Reader, rubric for Oral FAT: Retell a story TG pp. 29.

Successful English Week 1 Unit 1 Theme: Our stories										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	L&S Introductions p. 57 LSC Dictionary use p. 57 L&S Listen to a short story p. 57	8–9 11–12	Act. 1 (30 mins) Act. 3 (30 mins)	37–38 38,161 and TRCD		LSC Act. 2 LB pp. 10–11 TG p. 38				
2	L&S Listen to a short story, retell a story p. 57	12	FAT Act. 4 (60 mins)	38, 161 and TRCD	R&V CR Short story: <i>Leopard trail</i> p. 73	R&V Complete answers to Questions 1 and 3 pp. 75–76 of CR				
3	R&V Parts of a book p. 58 R&V Youth novel p. 62	13–15	Act. 5 (45 mins)	39–40	Introduce literature setwork (15 mins)	R&V Continue reading literature setwork as directed by the teacher				
Reflection										
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					HOD/Subject head:		Date:			

Extra resources: Library books, novels, short stories.

Successful English Week 2 Unit 1 Theme: Our stories									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	LSC Simple sentences, statements, simple present tense and simple past tense p. 57 R&V Youth novel p. 62	15–16	Act. 6 (50 mins)	40	Discuss literature setwork (10 mins)	R&V Continue reading literature setwork as directed by the teacher			
2	R&V Short stories p. 57	17–20	Act. 7 – Before, While and After reading questions 1 and 3 (60 mins)	40–41		R&V Complete Q. 2 Comprehension LB p. 19			
3	Mark homework (15 mins) W&P Narrative paragraph – focus on process writing p. 57	20–22	Act. 8 (45 mins)	41–42		L&S Practise telling the story you wrote in Act. 7			
4	L&S Tell story from own experience p. 57	22	Act. 9 (50 mins)		Discuss literature setwork (10 mins)	R&V Continue reading literature setwork as directed by the teacher			
5	LSC Common nouns, proper nouns, countable and uncountable nouns, spelling p. 57 R&V Youth novel p. 62	23	Act. 10, 11, 12 (50 mins)	42–43	Discuss literature setwork (10 mins)	R&V Continue reading literature setwork as directed by the teacher			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		



Note 1: Act. 3: Tell the learners that since the publication of the text book Christopher van Wyk died in October 2014.

Note 2: Use Act. 1 for **Oral FAT – Discuss a poem**.

Extra resources: Poetry anthologies, library books about poems, Core Reader, rubric for Oral FAT – Discuss a poem TG p. 29.

Successful English Week 3 Unit 2 Theme: The language of feelings											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	L&S Listen to and discuss poetry p. 58	26 27	1–2 Quick check (10 mins) FAT Act. 1 (55 mins)	45 45, 29		R&V Read literature setwork as directed by the teacher					
2	LSC Figurative language – simile, metaphor, idiom, personification, alliteration, onomatopoeia p. 58 R&V Short story p. 57	29–30	Act. 2 (40 mins)	45–46	Read notes from CR pp. 41–43 (20 mins)	R&V Read poem CR p. 44–45					
3	R&V Read a poem p. 58 LSC Compound and complex nouns p. 58	31 32–33	Act. 3 (30 mins) Act. 4 (30 mins)	46 47–48		LSC Complete Act. 4 R&V Continue reading Literature setwork as directed by the teacher					
4	R&V Read a poem p. 58			169	CR: Review After reading p. 46 and then read and discuss some of the poems in CR (60 mins)	R&V Continue reading Literature setwork as directed by the teacher					
5	R&V Recognise parts of a poetry book p. 58 R&V Youth novel p. 62	34–35	Act. 5 (40 mins)	47	Discuss literature setwork (20 mins)	R&V Continue reading Literature setwork as directed by the teacher					





Reflection	
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>	<p>What will you change next time? Why?</p>
<p>HOD/Subject head: _____ Date: _____</p>	

Note 1: Act. 6 – when a learner has finished his/her prepared reading of the poem aloud, allow him/her to continue to read the literature setwork as it is very boring for learners to listen to the same poem many times.

Extra resources: Poetry anthologies, library books about poems, examples of Haiku poems, Core Reader.

Successful English Week 4 Unit 2 Theme: The language of feelings											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	L&S Prepared reading aloud – poem p. 58 LSC Synonyms and antonyms p. 58 R&V Youth novel p. 62	35–36	Act. 6 (50 mins)	47–48	Teacher discusses literature setwork (10 mins), then learners continue own reading during poetry reading aloud	R&V Continue reading Literature setwork as directed by the teacher					
2	LSC Synonyms and antonyms p. 58 W&P Creative writing own poem – focus on process writing p. 58	36	Act. 7 (30 mins) Act. 8 – Planning (30 mins)	47–48 48		W&P Make a first draft of poem					





Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
3	W&P Creative writing own poem – focus on process writing p. 58	37–38	Act. 8 – Drafting, revising, editing and proofreading (60 mins)	48		R&V Continue reading Literature setwork as directed by the teacher					
4	LSC Remedial grammar from learners' writing, spelling p. 57 R&V Youth novel p. 62	39	Act. 9 (20 mins)	48	Discuss literature setwork (40 mins)	LSC Revise spelling rules: Act. 12 LB p. 24 and Act. 9 LB p. 39 for test					
5	LSC Spelling p. 57 – test (30 mins) W&P Creative writing own poem – focus on process writing p. 58 R&V Youth novel p. 62	39–40	Act. 10 (30 mins)	49	Discuss literature setwork (10 mins)	W&P Complete writing poem/ Continue reading literature setwork					
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>					
HOD/Subject head:						Date:					



Note 1: The text for the listening comprehension in Act. 1 is in the TG p. 161.

Note 2: Use Act. 1 on Day 1 for **Oral FAT – Dialogue**.

Extra resources: Drama/play scripts, magazines, newspapers, TRCD, rubric Oral FAT – Dialogue TG p. 29

Successful English Week 5 Unit 3 Theme: Speak about it!								
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class	
							Date completed	
1	L&S Conversation about drama and dialogues p. 59 R&V Youth novel p. 62	42–43	FAT Act. 1 (50 mins)	51–52, 29 161	Discuss literature setwork (10 mins)	R&V Continue reading literature setwork as directed by the teacher		
2	LSC Simple sentences, present and past tense, finite verbs p. 59	44	Act. 2 (40 mins)	52	Discuss literature setwork (20 mins)	R&V Continue reading literature setwork as directed by the teacher		
3	R&V Drama p. 59	44–47	Act. 3 (60 mins)	52–53		R&V Q. 3 LB p. 47		
4	Mark and discuss homework (20 mins) LSC Inverted commas, colons, question marks, exclamation marks p. 59	48	Act. 4 (40 mins)	53		LSC Complete Q. 2 Act. 4		
5	Mark and discuss homework (15 mins) Subject-verb agreement p. 59 R&V Youth novel p. 62	49	Act. 5 (35 mins)	53	Discuss literature setwork (10 mins)	R&V Continue reading literature setwork as directed by the teacher		
Reflection								
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>			
					<p>HOD/Subject head:</p>		<p>Date:</p>	

Note 1: On Day 3 begin Act. 9 for the **FAT – Write dialogue**. Since the learners have to focus on process writing, the task has been split over two days. Remember to take in learners' drafts after Day 3 so that they do not get help at home in editing them. Hand back the drafts on Day 4 so that the revising and editing process can be completed.

Extra resources: Poetry anthologies, play scripts, Core Reader, Rubric for FAT: Write a dialogue TG p. 34.

Successful English Week 6 Unit 3 Theme: Speak about it!										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
										Date completed
1	R&V Poetry p. 59 R&V Youth novel p. 62	50–53	Act. 6 (50 mins)	47	Discuss literature setwork (10 mins)	R&V CR: Read poem pp. 47–48				
2	Briefly discuss poem read for homework (10 mins) LSC Possessive pronouns and pronouns p. 59 Spelling pp. 57, 61	53–54 58	Act. 7 (30 mins) Act. 10 (20 mins)	54–55		LSC Act. 8 LB p. 54				
3	Discuss homework: Act. 8 (10 mins) LSC Possessive pronouns and pronouns p. 59 W&P Write a dialogue p. 59	55	Begin FAT 2 Act. 9 – Planning and drafting (50 mins)	55, 34		R&V Continue reading literature setwork as directed by the teacher				
4	W&P Write a dialogue p. 59 R&V Youth novel p. 62	55–57	Continue FAT 2 Act. 9 – Revising and editing (40 mins)	55, 34	Discuss literature setwork (20 mins)	R&V Continue reading literature setwork as directed by the teacher				
5	L&S Take part in a dialogue p. 59 R&V Youth novel p. 62	57	Act. 9 Act out the dialogue (50 mins)	55	Discuss literature setwork (10 mins)	R&V Continue reading literature setwork as directed by the teacher				
Reflection										
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					HOD/Subject head:		Date:			

Extra resources: Teacher Resource CD, Core reader – Literature Anthology.

Errors: In the unit Overview on TG p. 57 Act. 5 indicates homophones, yet in the LB pp. 66–67 Act. 5 concerns idioms and proverbs.

Successful English Week 7 Unit 4 Theme: Voices from Africa									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	R&V Short stories p. 60 LSC Spelling p. 57	60–63	Act. 1 (60 mins)	58 59		LSC Act. 2			
2	Mark and discuss homework (10 mins) L&S Listen to a story – Folklore p. 60 R&V Short story p. 60	64–65	Act. 3 (50 mins)	59	Begin reading CR: Short story: <i>A matchbox full of scorpions</i> CR p. 77–80 (10 mins)	R&V Complete reading <i>A matchbox full of scorpions</i> CR p. 77–80			
3	LSC Simple present and simple past tenses p. 60 R&V Short story p. 60	65	Act. 4 (40 mins)	59–60	Discuss CR: Short story: <i>A matchbox full of scorpions</i> CR p. 80–81 (20 mins)	R&V Continue reading literature setwork			
4	LSC Idioms and proverbs p. 60 R&V Youth novel p. 62	66–67	Act. 5 (40 mins)	60	Discuss literature setwork (20 mins)	R&V Continue reading literature setwork			
5	R&V Youth novel p. 62				Discuss literature setwork (60 mins)	R&V Continue reading literature setwork			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		



Note 1: On Day 1 begin Act. 7 for **FAT – Friendly letter**.

Note 2: On Day 4 begin Act. 9 **Oral FAT – Group discussion** has to be conducted. In order to assess every learner you will need two days. When a group has been assessed allow the learners to complete the Support Activities 10 and 11.

Note 2: CAPS suggest that L&S – Discussion of a poem take place in Weeks 3–4.

Extra resources: Checklist for Oral FAT: Group discussion TG p. 29, rubric for FAT: Friendly letter TG p. 34.

Successful English Week 8 Unit 4 Theme: Voices from Africa										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	LSC Adjectives, degrees of comparison p. 60 W&P Friendly letter – focus on process writing p. 60 R&V Youth novel p. 62	68–69 69–70	Act. 6 (20 mins) Begin FAT Act. 7 – Planning (30 mins)	60 60–61	Discuss literature setwork (10 mins)	W&P Draft friendly letter				
2	W&P Friendly letter – focus on process writing p. 60 R&V Youth novel p. 62	69–70	Complete FAT Act. 7 – Revising, editing (40 mins)	60–61	Discuss literature setwork (20 mins)	R&V Continue reading literature setwork				
3	R&V Poetry p. 71 R&V Youth novel p. 62	71	Act. 8 (50 mins)	61	Discuss literature setwork (10 mins)	R&V Continue reading literature setwork				
4	L&S Group discussion and role play poetry p. 60 LSC Dictionary usage, spelling patterns and rules p. 61	71–74 74	Begin FAT 1 Act. 9, 10 and 11 (60 mins)	62, 29		R&V Continue reading literature setwork				
5	L&S Group discussion and role play poetry p. 58 LSC Dictionary usage, spelling patterns and rules p. 61	71–74 74	Complete FAT 1 Act. 9, 10 and 11 (60 mins)	62, 29 62		R&V Continue reading literature setwork				





Reflection	
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>	<p>What will you change next time? Why?</p>
<p>HOD/Subject head: _____ Date: _____</p>	

Note 1: During this week the learners should start revising for the **FAT 3 Test 1: Comprehension and language use**. Use Act. 3 LB pp. 81–83 and the Revision Test LB pp. 93–94 for classwork, or homework practice. You cannot use these as the formal test as learners may have worked out the answers in advance. Use the sample test and memorandum supplied at the end of the tracker in Week 10 for FAT 3.

Note 2: On Day 1 use Act. 1 no. 3 for **Oral FAT – Group discussion**.

Error: Act. 3 indicates that this task is for formal assessment, however, there is no formal R&V assessment task required for Grade 7 in Term 1 (see CAPS p. 123). Use this task for revision for the formal comprehension (FAT 3) in Week 10.

Extra resources: TRCD rubric for Oral FAT TG p. 29.

Successful English Week 9 Unit 5 Theme: Friends and relationships matter											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	L&S Listening comprehension – group discussion p. 62	76–77	FAT Act. 1 no. 3 (60 mins)	64 162		R&V Begin revising for FAT 3 Revision Test – Section A LB pp. 93–94, TG p. 176					
2	R&V Review and mark Revision test – Section A (20 mins) LSC Subject and predicate, subject-verb agreement, main clause, dependent clause p. 61	78–79	Act. 2 (40 mins)	65		LSC Complete Revision test – Section B LB p. 94, TG p. 176					





Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
3	LSC Review and mark Revision test – Section B (15 mins) R&V Short story p. 61	80–83	FAT Act. 3 (45 mins)	65–66		R&V continue reading the literature setwork					
4	LSC Synonyms and antonyms pp. 59, 61 Prefixes and suffixes p. 61 R&V Youth novel p. 62	84–85	Act. 4 (40 mins)	66	Discuss literature setwork (20 mins)	R&V Continue reading literatures setwork					
5	R&V Short story p. 61 R&V Youth novel p. 62	85–87	Act. 5 (40 mins)	66–67	Discuss literature setwork (20 mins)	LSC Revise for FAT 3					
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>					
HOD/Subject head:						Date:					





Note 1: This week you must conduct the **FAT 3 Test 1: Comprehension and language use**. Use the sample test and memorandum supplied at the end of the tracker.

Note 2: On Day 4 begin **FAT – Descriptive essay**. This task is spread over two days so that learners can focus on process writing. Take in learners' drafts after Day 4 so that they do not get help at home in revising and editing. On Day 5 hand back the drafts to the learners so that they can complete the process.

Successful English Week 10 Unit 5 Theme: Friends and relationships matter									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	W&P Friendly letter p. 60 LSC Finite verbs and auxiliary verbs p. 61	87 87–88	Act. 6 (30 mins) Act. 7 (30 mins)	67		Revise for FAT 3 Test 1			
2	R&V Poetry p. 61 L&S Group discussion p. 61	88–89 89	Act. 8 (30 mins) Act. 9 (30 mins)	67 68		Revise for FAT 3 Test 1			
3	FAT 3 Test 1 Comprehension and language use (60 mins)		FAT 3 Test 1			R&V Continue reading literature setwork			
4	W&P Descriptive essay – focus on process writing p. 123	91–92	Begin FAT 2 Act. 10 – Planning & drafting (60 mins)	68		R&V Continue reading literature setwork			
5	W&P Descriptive essay – focus on process writing p. 123 LSC Spelling p. 61 R&V Youth novel p. 62	91–92	Continue FAT 2 Act. 10 – Revising and editing (30 mins) Act. 11 (10 mins)	68	Final discussion literature setwork (20 mins)				





End-of-term reflection

Think about and make a note of:

1. Was the learners' performance during the term what you had expected and hoped for? Which learners need particular support with EFAL in the next term? What strategy can you put in place for them to catch up with the class? Which learners would benefit from extension activities? What can you do to help them?
2. With which specific topics did the learners struggle the most? How can you adjust your teaching to improve their understanding of this section of the curriculum in the future?
3. What ONE change should you make to your teaching practice to help you teach more effectively next term?
4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back on track?

HOD/Subject head:

Date:



7. Top Class English First Additional Language (Shuter & Shooter)

Note 1: On Day 1 you may have to omit some of the questions for Act. C: Listening to a story in order to accommodate the short week.

Note 2: On Day 2 use Act. D for **Oral FAT – Retell a Story**. When a learner has been assessed she/he can begin reading the CR.

Extra resources Week 1: Core Reader, Your Guide to Literature Studies – Analysing a short story or folktale pp. 9–10, CD.

Top Class Week 1 Unit 1 Theme: Gather round the fire							
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class
							Date completed
1	L&S Introductions: Self or others p. 57 L&S Listen to a short story – folklore p. 57	1–2 2–4	Act. A and B (30 mins) Act. C (30 mins)	1–2 2–3		L&S Prepare a story to tell the class	
2	L&S Tell own story p. 57	4	FAT Act. D (60 mins)	4	Folklore: <i>How fire came to earth</i> CR pp. 1–5 (45 mins)		
3	R&V Recognise parts of a book R&V Folklore p. 57	5 5–8	Act. E (15 mins) Act. F, G, H (45 mins)	4–5 5–6			
Reflection							
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>				<p>What will you change next time? Why?</p>			
				HOD/Subject head:		Date:	



Note 1: Time allocation for Act. L – **FAT – Narrative essay**. This task is spread over two days so that learners can focus on process writing. Begin on Day 3 and take in learners' drafts after the first day so that they do not get help at home in revising and editing. On Day 4 hand back the drafts to the learners so that they can complete the process.

Extra resources: To assist the learners in doing Act. O LB pp. 11–12, make photocopies for them of the *Common irregular verb* table TG pp. 9–10, rubric for FAT – Narrative essay TG p. 165.

Top Class Week 2 Unit 1 Theme: Gather round the fire										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	R&V Reading comprehension p. 5 LSC Nouns – common, countable, uncountable, abstract p. 57	9	Act. I (40 mins) Act. J – Discuss (20 mins)	6–7		LSC Complete Act. J LB p. 9				
2	Mark and discuss homework (10 mins) W&P Descriptive paragraph – focus on process writing p. 57	9	Act. K – Planning (20 mins)	7–8	Introduce literature setwork (40 mins)	R&V Read literature setwork as directed by the teacher				
3	W&P Narrative essay – focus on process writing p. 61	10	Act. L – Practice for FAT – Planning and drafting (60 mins)	8, 165						
4	W&P Narrative essay – focus on process writing p. 61 LSC Simple sentences p. 59	10	Act. L continued: Practice for FAT – Revising and editing (30 mins) Act. N (30 mins)	8, 165		LSC Act. M LB p. 10				
5	LSC Simple present and simple past tenses, spelling and punctuation pp. 57, 58, 59 R&V Youth novel p. 62	10–12	Act. M, N, O, P and Q (50 mins)	9–10	Discuss literature setwork (10 mins)	R&V Read literature setwork as directed by the teacher				
Reflection										
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?					
					HOD/Subject head:		Date:			



Note 1: Use Act. A for **FAT – Discuss a poem** on Day 1.

Note 2: Prepared reading – Poem (Act. B LB p. 14). If you are not able to complete listening to all learners read their poem out loud on Day 2, it is suggested that you take a few minutes before classes begin on Days 3–5 until each learner has had a chance to read.

Extra resources: Poetry anthologies, Core Reader, Your Guide to Literature Studies – Analysing a poem pp. 11–13.

Top Class Week 3 Unit 2 Theme: The sun, the moon and the stars										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
										Date completed
1	L&S Listen to and discuss a poem p. 58 R&V Youth novel p. 62	13–14	FAT Act. A (40 mins)	11–12	Discuss literature setwork (20 mins)	R&V Prepare reading – poem Act. B				
2	L&S Prepared reading aloud p. 58	14–15	Act. B (60 mins)	12		R&V Read literature setwork as directed by the teacher				
3	R&V Recognise parts of a book p. 58 R&V Reading a poem p. 58	15 16	Act. C (30 mins) Act. D (30 mins)	13 13		R&V Read literature setwork as directed by the teacher				
4	R&V Reading a poem p. 58 Figurative meaning pp. 59–61 R&V Youth novel p. 62	17–20	Act. E, F, G, H (50 mins)	13–15	Discuss literature setwork (10 mins)	R&V Complete activities (E, F, G, H)				
5	Discuss homework (15 mins) R&V Poetry p. 61			15	CR pp. 6–7 (45 mins)	R&V Read literature setwork as directed by the teacher				
Reflection										
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					HOD/Subject head:		Date:			



Top Class Week 4 Unit 2 Theme: The sun, the moon and the stars										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	W&P Creative writing – own poem p. 58 LSC Compound and complex nouns p. 58 R&V Youth novel p. 62	20–21	Act. I (40 mins)	15	Discuss literature setwork (20 mins)	LSC Act. J LB p. 21, TG pp. 15–16				
2	Mark and discuss homework (15 mins) LSC Compound and complex nouns, revision on verbs, finite verbs p. 58	21–22	Act. J, K, L (45 mins)	15–16		R&V Read literature setwork as directed by the teacher				
3	LSC Pronouns – personal and possessive, synonyms, antonyms, punctuation p. 58	23–24	Act. M, N (60 mins)	16–17		LSC Act. O Punctuation				
4	Mark and discuss homework (10 mins) LSC Idioms and proverbs p. 58 R&V Youth novel p. 62	24–25	Act. P, Q (40 mins)	17–18	Discuss literature setwork (10 mins)	R&V Read literature setwork as directed by the teacher				
5	LSC Ideophones, articles, compound nouns p. 58	26–27	Act. R, S, T (60 mins)	18		R&V Read literature setwork as directed by the teacher				
Reflection										
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
HOD/Subject head:					Date:					



Note 1: Use Act. E on Day 3 for **Oral FAT – Dialogue**. You will need at least 120 mins to complete assessing all the learners in the class.

Note 2: When a group has been assessed for the **Oral FAT – Dialogue** allow the learners to begin Act. F **FAT – Writing a dialogue**. Remember to take in learners' drafts at the end of the lesson so that they do not get help at home in editing them. Hand back the drafts on the next day so that the revising and editing process can be completed.

Extra resources: Core Reader, rubric for FAT: Writing a Dialogue TG p. 166.

Top Class Week 5 Unit 3 Theme: Acting the part									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	L&S Conversation about drama p. 59 R&V Youth novel p. 62	28	Act. A (30 mins)	19–20	Discuss literature setwork (30 mins)				
2	R&V Drama p. 59 LSC Synonyms, antonyms, proverbs, idioms p. 59	29	Act. Ba–e Act. C, Act. D (60 mins)	20–21	CR Drama: <i>Return of the wattled cranes</i> p. 69	Act. Bg, h, i, j, k LB p. 31, TG pp. 20–21			
3	Mark and discuss LSC homework (15 mins) L&S Dialogue p. 59 W&P Write a dialogue, enacting drama p. 59	33	Begin FAT 1 Act. E (45 mins) Begin Act. F – Planning and drafting (60 mins)	22					
4	L&S Dialogue p. 59 W&P Write a dialogue, enacting drama p. 59 LSC Subject–verb agreement p. 59	33	Continue FAT 1 Act. E Begin Act. F – Planning and drafting (60 mins)	29		LSC Act. G LB p. 33, TG pp. 22–23			
5	L&S Dialogue p. 59 W&P Write a dialogue, enacting drama p. 59 LSC Check homework – Act. G (10 mins)	33	Complete FAT 1 Act. E Complete Act. F – Revising and editing (50 mins)	29		R&V Read literature setwork as directed by the teacher			



Reflection	
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>	<p>What will you change next time? Why?</p>
<p>HOD/Subject head: _____ Date: _____</p>	

Note 1: Act. H – Reading the one act play will probably need more than one 60 min period.

Extra resources: CR: Short story – *Nongqawuse's dream* pp. 8–10.

Top Class Week 6 Unit 3 Theme: Acting the part										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	R&V Drama p. 59	34	Act. H (60mins)	23–24	CR Drama: <i>Return of the wattled cranes</i> p. 69	R&V Complete reading CR p. 69 Act. H				
2	Mark and discuss homework (10 mins) R&V Drama, Poetry, LSC nouns, pronouns p. 59	35	Act. I (40mins)	24–25		LSC Act. L – revising nouns and pronouns LB p. 37, TG p. 26				





Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
3	Mark and discuss LSC homework (15 mins) R&V Poetry 59 Short story p. 60	35–36	Act. I (40 mins)	24–25	CR: Short story <i>Nongqawuse's dream</i> pp. 8–10 (20 mins)	R&V Complete CR Short story p. 11					
4	R&V Short story p. 60 LSC Finite verbs p. 59	36	Act. J (20 mins)	25–26	Review answers to questions in CR p. 11 (40 mins)	R&V Read literature setwork as directed by the teacher					
5	LSC Simple present, simple past tenses p. 60 Possessive nouns, pronouns, complex nouns p. 59 R&V Youth novel p. 62	37–38	Act. K, M, N, O (45 mins)	26–28	Discuss literature setwork (15 mins)	R&V Read literature setwork as directed by the teacher					
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>						
					HOD/Subject head:		Date:				



Extra resources: Core Reader

Top Class Week 7 Unit 4 Theme: Friends false and true									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	L&S Folklore p. 60 R&V Youth novel p. 62	39	Act. A (40 mins)	30	Discuss literature setwork (20 mins)	Continue reading literature setwork			
2	L&S Listening comprehension p. 60	40	Act. B, C (60 mins)	30–31		Continue reading literature setwork			
3	L&S Poetry p. 58 R&V Youth novel p. 62	40	Act. D (30 mins)	31–32	Discuss literature setwork (30 mins)	Continue reading literature setwork			
4	R&V Reading comprehension – folklore p. 57	41–42	Act. E, F (60 mins)	32–33		R&V CR Folklore: <i>Buck and hare go farming</i> pp. 12–15			
5	R&V Post reading – compare and contrast p. 57 LSC Degrees of comparison p. 60 R&V Folklore p. 57	43	Act. G (40 mins)	33–34	Discuss CR pp. 12–15	Continue reading literature setwork			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
HOD/Subject head:					Date:				

Note 1: Use Act. I for **FAT – Informal Letter** on Day 2. Since the learners have to focus on process writing the task has been split over two days. Remember to take in learners’ drafts after Day 2 so that they do not get help at home in editing them. Hand back the drafts on Day 3 so that the revising and editing process can be completed.

Extra resources: Make photocopies for learners of homophone table TG pp. 37–38, rubric for FAT: Informal Letter TG p. 166

Top Class Week 8 Unit 4 Theme: Friends false and true									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	R&V Poetry p. 58	44	Act. H (60 mins)	34		Continue reading literature setwork			
2	W&P Informal letter – focus on process writing p. 60 FAT 2	46	FAT 2 Act. I – Planning and drafting (60 mins)	34–35, 166		Continue reading literature setwork			
3	W&P informal letter – focus on process writing p. 60 FAT 2 R&V Youth novel p. 62	46	Continue FAT 2 Act. I – Revising and editing (30 mins)	34–35, 166	Discuss literature setwork (30 mins)	Continue reading literature setwork			
4	LSC Plurals – nouns p. 59 Proverbs p. 60 R&V Youth novel p. 62	47–48	Act. J Act. K (40 mins)	35,38	Discuss literature setwork (20 mins)	LSC Act. N			
5	Mark and discuss LSC homework (10 mins) LSC Homonyms, homophones p. 60 R&V Youth novel p. 62	48	Act. L Act. M (20 mins)	36–38	Discuss literature setwork (30 mins)	Continue reading literature setwork			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		



Note 1: FAT 3 Test 1: Comprehension and language use. A sample task is provided in Act. E in LB pp. 51–53. To prevent learners working out the test at home with the help of parents or caregivers it is advisable to use this test for class practice. For the final FAT 3 in Week 10 use the test and memorandum that you will find in the final section of this tracker.

Note 2: Use Act. C for **Oral FAT – Group discussion** on Day 1.

Note 3: On Day 5 begin **FAT – Descriptive essay**. Take in learners’ drafts after Day 5 so that they do not get help at home in revising and editing. On Day 1 of Week 10 hand back the drafts to the learners so that they can complete the process.

Extra resources: Rubric for descriptive essay TG p. 165.

Top Class Week 9 Unit 5 Theme: the power of nature								
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class	
							Date completed	
1	L&S Short story p. 60	49–50	Act. A, B FAT Act. C (60 mins)	40–41		LSC Begin revising for FAT 3		
2	R&V Pre-reading short story p. 60	51 51–53	Act. D FAT 3 Act. E – Practice (60 mins)	41–42		Continue revising FAT 3		
3	Review answers to Act. E (20 mins) R&V Key features p. 60	54	Act. F (40 mins)	42–43		R&V CR short story: <i>The hen’s safari</i> pp. 16–19		
4	R&V Compare, contrast, poetry p. 60,	54 55	Act. G (30 mins) Act. H (30 mins)	40, 43 44		Continue revising FAT 3		
5	W&P Descriptive essay – focus on process writing p. 61	56–57	Begin FAT Act. I Planning and drafting (60 mins)	44–45 165		Continue revising FAT 3		
Reflection								
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?			
					HOD/Subject head:		Date:	





Note 1: During this week the learners have to do **FAT 3 Test 1: Comprehension and language use**. Use the sample test and memorandum supplied at the end of the tracker.

Note 2: On Day 1 complete Act. I **FAT – Descriptive essay**.

Note 3: Work through all the LSC Act. J–Q as revision before you conduct the test.

Extra resources: Rubric for descriptive essay TG p. 165.

Top Class Week 10 Unit 5 Theme: the power of nature									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	W&P complete FAT 2 LSC Finite verbs p. 59 Auxiliary verbs p. 61	56 57	Continue FAT Act. I – Editing and revising (30 mins) Acts. J–K (30 mins)	44 165 45		LSC Revise for FAT 3			
2	LSC Spelling p. 57 Subject and predicate p. 59 Subject-verb agreement p. 59	58–59	Acts. L, M, N (60 mins)	46		LSC Revise for FAT 3			
3	LSC Main and dependent clauses, prefixes and suffixes p. 61	59–61	Acts. O, P, Q (60 mins)	46–47		LSC Revise for FAT 3			
4	FAT 3 Test 1: Comprehension and language p. 123 (60 mins)					R&V Continue reading literature setwork			
5	R&V Youth novel p. 62				Final discussion of literature setwork (60 mins)				





End-of-term reflection

Think about and make a note of:

1. Was the learners' performance during the term what you had expected and hoped for? Which learners need particular support with EFAL in the next term? What strategy can you put in place for them to catch up with the class? Which learners would benefit from extension activities? What can you do to help them?
2. With which specific topics did the learners struggle the most? How can you adjust your teaching to improve their understanding of this section of the curriculum in the future?
3. What ONE change should you make to your teaching practice to help you teach more effectively next term?
4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back on track?

HOD/Subject head:

Date:



8. Via Afrika English First Additional Language (Via Afrika Publishers)

Note 1: Some activities have been omitted in order to accommodate the short week.

Via Afrika Week 1 Unit 1 Theme: Meet and greet									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
1	L&S Introductions self or others, listen to a short story p. 57 L&S Listen to a short story p. 57	7 8 9	Act. 1 (10 mins) Act. 2 (15 mins) Act. 3 (35 mins)	23 23–24 24–25					
2	R&V Short story p. 57	10–12 12	Act. 5 (30 mins) Act. 6 (30 mins)	26–27 27		R&V Complete Post-reading Act. 7 LB p. 13 TG p. 28			
3	Discuss homework (15 mins) L&S Story telling p. 57 R&V Descriptive paragraph p. 57 LSC Revision nouns p. 57	14	Act. 9 (30 mins)	29–30		LSC Act. 10 LB pp. 14–15 TG pp. 30–31 Act. 11 LB p. 16 TG p. 31			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>				<p>What will you change next time? Why?</p>					
				<p>HOD/Subject head:</p>			<p>Date:</p>		

Note 1: Use Act. 13 on Days 4 and 5 for **FAT – Narrative essay**. Begin on Day 4 and take in drafts at the end of the day to prevent learners getting help at home in revising and editing. On Day 5 hand out the drafts to complete the task.

Extra resources: Core Reader, rubric FAT: Narrative essay TG p. 259.

Via Afrika Week 2 Unit 1 Theme: Meet and greet							
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class
							Date completed
1	W&P Descriptive paragraph – focus on process writing p. 57 R&V Youth novel p. 62	16–17	Act. 12 Planning and drafting (40 mins)	31–32	Introduce literature setwork (20 mins)	R&V Continue reading literature setwork as directed by the teacher	
2	W&P Descriptive paragraph – focus on process writing p. 61 R&V Youth novel p. 62	16–17	Continue Act. 12 Revising and editing (30 mins)	31–32	Discuss literature setwork (30 mins)	R&V Continue reading literature setwork as directed by the teacher	
3	R&V Short story p. 57			34–35	CR Short story: <i>The umbrella man</i> p. 27 (60 mins)	R&V CR p. 33 Answer questions	
4	W&P Descriptive essay – short story; Focus on process writing p. 61	17	FAT Act. 13 – Planning and drafting (30 mins)	32–34, 259	Mark and discuss homework CR p. 33 (30 mins)	R&V Continue reading literature setwork as directed by the teacher	
5	W&P Descriptive essay – short story; Focus on process writing p. 61 R&V Youth novel p. 62	17	Continue FAT Act. 13 – Revising and editing (50 mins)	32–34, 259	Discuss literature setwork (10 mins)	R&V Continue reading literature setwork as directed by the teacher	
Reflection							
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>				<p>What will you change next time? Why?</p>			
				HOD/Subject head:		Date:	

Note 1: Prepared reading – Poetry Day 2: while the learners are reading for informal assessment the rest of the class will continue with Act. 4 – Punctuation.

Note 2: On Day 1 begin **FAT – Discuss a poem**. Use Act. 1. As you may not complete the assessment in class take some time after school for the next few days to do this.

Extra resources: Core Reader, anthologies of poetry, a selection of novels, dictionaries and textbooks for Act. 5, rubric for FAT: Discuss a poem TG p. 257.

Via Afrika Week 3 Unit 2 Theme: My dream								
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class	
							Date completed	
1	L&S Listen to and discuss the poem p. 58	20 21	FAT Act. 1 (30 mins) Act. 2 (30 mins)	39–40, 257 41–42		L&S Read poem LB p. 22 and prepare to read aloud to the class		
2	R&V/L&S Prepared reading aloud p. 58 LSC Punctuation p. 58	22 23	Act. 3 Act. 4 (60 mins)	42 43		R&V Continue reading literature setwork		
3	Mark and discuss Act. 4 – punctuation (15 mins) R&V Recognise parts of a book p. 57 LSC Similes, metaphors p. 58	23 24	Act. 5 (30 mins) Begin Act. 6 (20 mins)	43 44		R&V Continue reading literature setwork		
4	LSC Similes, metaphors p. 58 R&V Youth novel p. 62	24	Complete Act. 6 (20 mins)	44	Discuss literature setwork (40 mins)	LSC Act. 7 LB p. 25, TG pp. 44–45		
5	Mark and discuss homework (20 mins) R&V Imagery in poetry p. 58	25	Act. 8 (40 mins)	45–46		R&V Continue reading literature setwork		
Reflection								
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?				What will you change next time? Why?				
				HOD/Subject head:		Date:		

Extra resources: Photocopies of *Mood Worksheet* TG p. 48 for Act. 10 LB p. 27; examples of poems for Act. 11 LB p. 28; Core Reader; photocopies of Remedial Language Activity TG pp. 52–54

Via Afrika Week 4 Unit 2 Theme: My dream									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	R&V Rhyme, rhythm, mood, theme in poetry p. 58 R&V Youth novel p. 62	26 27	Act. 9 Act. 10 (50 mins)	46 47	Discuss literature setwork (10 mins)	R&V Continue reading literature setwork as directed by the teacher			
2	W&P Creative writing: own poem p. 58 LSC Idioms and proverbs p. 58	28 29–30	Act. 11 (20 mins) Act. 12 (40 mins)	48–49		W&P Complete creative writing–own fun poem			
3	W&P Write a poem – focus on process writing p. 58	30	Act. 13 (60 mins)	50		R&V Continue reading literature setwork as directed by the teacher			
4	LSC Pronouns, finite verbs p. 58		Remedial Language Activity (60 mins)	52–53		LSC Revise pronouns and finite verbs for language test			
5	LSC Language test: pronouns and finite verbs (30 mins) R&V Poetry p. 58			51–52	CR Poetry: <i>A newly-born calf</i> p. 64 (30 mins)	R&V Complete questions CR p. 65			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		

Note 1: During this week the **Oral FAT – Dialogue** has to be conducted. Begin on Day 2 and complete on Day 3.

Extra resources: Rubric for FAT: Dialogue TG p. 257.

Via Afrika Week 5 Unit 3 Theme: Lights, camera, action!									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	L&S Conversation about drama p. 59 R&V Youth novel p. 62	31–32	Act. 1 (30 mins)	57–58	Discuss literature setwork (30 mins)	R&V Continue reading literature setwork as directed by the teacher			
2	L&S FAT 1: Group discussion – dialogue p. 59	32–33	Begin FAT 1 (60 mins)	58–59, 257		R&V Act. 2 Read one act from a play			
3	R&V Drama one act p. 59	32–33 36	Continue FAT 1 (30 mins) Act. 3 (30 mins)	58–59, 257 59–61		LSC Act. 4			
4	Mark and discuss homework (15 mins) W&P Dialogue, enacting drama – focus on process writing p. 59	36 37	Act. 5 – Planning, drafting (45 mins)	61 61–62		W&P Complete Act. 5 Revising and editing			
5	R&V Poetry p. 59 R&V Youth novel p. 62	38	Act. 6 (45 mins)	62–63	Discuss literature setwork (15 mins)	R&V Continue reading literature setwork as directed by the teacher			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		

Extra resources: Core Reader.

Via Afrika Week 6 Unit 3 Theme: Lights, camera, action!									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	R&V Poetry p. 59 R&V Youth novel p. 62	39	Act. 7 (50 mins)	63–64	Discuss literature setwork (10 mins)	R&V Continue reading literature setwork as directed by the teacher			
2	LSC Nouns, pronouns, verbs, synonyms, antonyms p. 59 R&V Youth novel p. 62	40	Act. 8 (40 mins)		Discuss literature setwork (20 mins)	R&V Continue reading literature setwork as directed by the teacher			
3	LSC Punctuation, parts of speech, subject p. 59 Revision	40–41	Act. 9 (60 mins)	65–66		Act. 10			
4	Mark homework (10 mins) R&V Drama one-act p. 59			66 66–67	CR Drama: <i>Happy days for Mr Harrison Gumede</i> p. 69 (50 mins)	R&V Continue reading literature setwork as directed by the teacher			
5	R&V Drama one-act p. 59			66–67	Continue CR Drama: <i>Happy days for Mr Harrison Gumede</i> p. 69 (50 mins)	R&V Continue reading literature setwork as directed by the teacher			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		

Note 1: CAPS advises that **FAT 3 Test1: Comprehension and language use** should take place during Weeks 9–10 not during Week 7. Use The FAT 3 on LB p. 47 as practice. During Week 10 use the sample test and memorandum supplied at the end of the tracker.

Note 2: Use Act. 4 on Day 3 for **Oral FAT – Retell a story**. As there is not enough class time for this task use time after school for the next few days until you have assessed all the learners.

Note 3: On Day 4 begin **FAT – Informal letter**. Use Act. 5. Take in the first draft on Day 4 to prevent learners getting help at home in revising and editing. Hand back the drafts on Day 5 to complete the task.

Extra resources: Rubric for Oral FAT: Retell a story TG p. 257, rubric for FAT: Informal letter TG p. 260.

Via Afrika Week 7 Unit 4 Theme: Telling stories											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	L&S Folklore p. 60	42–43	Act. 1 (40 mins)	71–72		LSC Complete Act. 2					
	LSC Degrees of comparison, superlatives p. 60	44	Act. 2 (20 mins)	72							
2	Mark and discuss homework (10 mins) R&V Folklore p. 60	44	Act. 3 (50 mins)	72		R&V FAT 3 practice Section A LB p. 47 TG p. 74					
		45–46		73							
3	Mark and discuss homework FAT – 3 Section A (45 mins) L&S Retell a story p. 62	47	FAT Act. 4 (15 mins)	73–74		LSC FAT 3 practice Section B LB p. 47 TG p. 74					
		48		75, 257							
4	Mark and discuss homework FAT – 3 Section B (30 mins) W&P Letter p. 60	47–48	Begin FAT Act. 5 – Planning and drafting (30 mins)	74		L&S Find out about folktales from parents or grandparents and prepare to share with the class TG p. 81					
		48–50		75, 260							
5	W&P Letter p. 60 L&S Retell a story p. 57	48–50	Complete FAT Act. 5 – Revising and editing (30 mins)	75–76, 260	Learners tell folktales to the class TG p. 81 (30 mins)	R&V Continue reading literature setwork as directed by the teacher					



Reflection	
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>	<p>What will you change next time? Why?</p>
<p>HOD/Subject head: _____ Date: _____</p>	

Extra resources: Core Reader, books of folktales

Via Afrika Week 8 Unit 4 Theme: Telling stories										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	R&V Poetry p. 61 R&V Youth novel p. 62	51	Act. 6 (40 mins)	76–77	Discuss literature setwork (20 mins)	R&V Discuss literature setwork as directed by the teacher				
2	R&V Poetry p. 61 R&V Youth novel p. 62	52	Act. 7 (40 mins)	77	Discuss literature setwork (20 mins)	Discuss literature setwork as directed by the teacher				





Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
3	LSC Homophones, homonyms, polysemy, riddles p. 60	53	Act. 8 Act. 9 (60 mins)	78–79		Discuss literature setwork as directed by the teacher					
4	R&V Short story p. 60			79–80	Read a story – CR Short story: <i>The gift</i> p. 34	R&V Q. 1–4 TG pp. 79–80					
5	R&V Short story p. 60 R&V Youth novel p. 62			79–80	Answer questions on story CR Short story: <i>The gift</i> pp. 37–38 (40 mins) Discuss literature setwork (20 mins)	R&V Continue reading literature setwork as directed by the teacher					
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>					
						HOD/Subject head:		Date:			



Note 1: On day 1 use Act. 2 for **Oral FAT – Group Discussion**. If you only have time to assess half the class, use Act. 4 on Day 3 to assess the rest of the class.

Note 2: W&P Act. 8: Summary of a poem is not required by CAPS in Grade 7, rubric for Oral FAT: Group Discussion TG p. 257

Extra resources: Core Reader

Via Afrika Week 9 Unit 5 Theme: Paws and claws												
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class					
							Date completed					
1	L&S Listen to a short story p. 60 Group discussion on story p. 61	54 56	Act. 1 FAT Act. 2 (60 mins)	85–86, 257		LSC Review all previous activities Units 1–3 for revision for FAT 3 Test 1						
2	R&V Short story p. 61 L&S Group discussion – short story p. 61	56–58	Act. 3 (30 mins) FAT Act. 4 (30 mins)	87–88, 257		LSC Continue revising for FAT 3 Test 1						
3	LSC Prefixes, suffixes, roots p. 61 R&V Youth novel p. 62	58–59	Act. 5 Act. 6 (40 mins)	88–89	Discuss literature setwork (20 mins)	LSC Continue revising for FAT 3: Test 1						
4	R&V Poetry p. 59	60	Act. 7 (40 mins)	90 96	R&V CR: Poetry Snake pp. 54–55	R&V Complete questions CR: Poetry Snake pp. 54–55 TG pp. 96–97						
5	Mark and discuss homework (20 mins) LSC Subject, predicate, auxiliary verbs p. 61	62	Act. 9 Act. 10 (40 mins)	96–97 91		R&V Continue reading literature setwork as directed by the teacher						
Reflection												
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?				What will you change next time? Why?								
				HOD/Subject head:		Date:						

Note 1: During this week the learners should continue revising for the **FAT 3 Test 1 Comprehension and language use**. Use Act. 13 on LB pp. 65–67 for homework practice and mark in class the following day. You cannot use this as the formal test as learners may have worked out the answers in advance. Use own test or the sample test and memorandum supplied at the end of the tracker.

Note 2: Time allocation for **FAT 2 – Descriptive essay**. This task is spread over two days so that learners can focus on process writing. Take in learners’ drafts after Day 1 so that they do not get help at home in revising and editing. On Day 2 hand back the drafts to the learners so that they can complete the process.

Note 3: Act. 11 LB p. 63 and TG p. 92 main and dependent clauses: The answers given in TG p. 92 do not clearly distinguish between the main and dependent clauses. The conjunctions *and* and *but* separate two main clauses not a main and dependent clause. Only sentences 1, 2, 5 and 6 are examples of main and dependent clauses. Sentences 3, 4, 7, 8, 9 and 10 are examples of sentences with two main clauses. **Leave this activity out.**

Via Afrika Week 10 Unit 5 Theme: Paws and claws										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	W&P FAT 2 – Descriptive essay p. 61	63–64	Begin FAT 2 – Planning and drafting (60 mins)	92–93, 259		Revise for FAT 3 Test 1 Act. 13 Section A				
2	W&P FAT 2 – Descriptive essay p. 61 Mark and discuss	63–64 65–67	Continue FAT 2 – Revising and editing (30 mins) Act. 13 – Go through answers for Section A (30 mins)	92–93, 259 95		Revise for FAT 3 Test 1 Act. 13 Section A				
3	R&V Youth novel p. 62	67	Act. 13 – Go through answers for Section B (20 mins)	95	Discuss literature setwork (40 mins)	R&V Continue reading literature setwork as directed by the teacher				
4			FAT 3 Test 1 (60 mins)			R&V Continue reading literature setwork as directed by the teacher				
5	R&V Youth novel p. 62				Final discussion literature setwork (30 mins) CR Poetry: <i>Snake</i> p. 54 (30 mins)					



End-of-term reflection

Think about and make a note of:

1. Was the learners' performance during the term what you had expected and hoped for? Which learners need particular support with EFAL in the next term? What strategy can you put in place for them to catch up with the class? Which learners would benefit from extension activities? What can you do to help them?
2. With which specific topics did the learners struggle the most? How can you adjust your teaching to improve their understanding of this section of the curriculum in the future?
3. What ONE change should you make to your teaching practice to help you teach more effectively next term?
4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back on track?

HOD/Subject head:

Date:



F. ASSESSMENT RESOURCES

1. Information from the CAPS on cognitive levels of question types

In all subjects formal assessment tasks must include questions that are set at a range of cognitive levels. For English First Additional Language questions can be set at various levels for the Comprehension section of Paper Two and for the Literature questions in Paper Four.

On pages 121 and 122 of the Curriculum and Assessment Policy Statement (CAPS) for English First Additional Language Grades 7–9 there is very useful information about cognitive levels and the kinds of questions that ‘match’ each level. Notice that the percentage of questions in a test or examination paper is specified for each level, although it is not always possible to follow this exactly, as you will see from the example examination papers below. The information from the CAPS is reproduced, in a slightly adapted form, in the table below. You may find it useful as a guide when you are setting questions.

COGNITIVE LEVEL	ACTIVITY	PERCENTAGE OF TASK
Literal (Level 1)	Questions that deal with information explicitly stated in the text. The following are examples: <ul style="list-style-type: none"> • Name the things/people/places/elements ... • State the facts/reasons/points/ideas ... • Identify the reasons/persons/causes ... • List the points/facts/names/reasons ... • Describe the place/person/character ... • Relate the incident/episode/experience ... 	Levels 1 and 2: 40%
Reorganisation (Level 2)	Questions that require analysis, synthesis or organisation of information explicitly stated in the text. The following are examples: <ul style="list-style-type: none"> • Summarise the main points/ideas/pros/cons ... • Group the common elements/factors ... • State the similarities/differences ... • Give an outline of ... 	

COGNITIVE LEVEL	ACTIVITY	PERCENTAGE OF TASK
Inference (Level 3)	Questions that require a candidate to use his or her personal experience/general knowledge to engage with information stated in a text. In other words, not all the information that a candidate needs is in the text itself. The following are examples: <ul style="list-style-type: none"> • Suggest why X (a character in a story) acted in this way. • What is the likely outcome of X’s actions? • What do X’s comments reveal about her attitude to ...? • Is the situation described in the text similar to or different from what people experience in South Africa? 	Level 3: 40%
Evaluation (Level 4)	These questions deal with judgements concerning value and worth. These include judgements regarding reality, credibility, facts and opinions, validity, logic and reasoning, and issues such as the desirability and acceptability of decisions and actions in terms of moral values. The following are a few of many possible examples: <ul style="list-style-type: none"> • Do you think that what happens is realistic/likely/possible? • Is the character’s attitude/behaviour/action justifiable or acceptable to you? Give reasons for your answer. • Is the writer justified in suggesting that ...? Give a reason for your answer. • Does the writer provide a coherent argument to support her views? • Through his choice of words what does the writer want you to believe/do? Are you persuaded by these words? Give a reason for your answer. 	Levels 4 and 5: 20%



COGNITIVE LEVEL	ACTIVITY	PERCENTAGE OF TASK
Appreciation (Level 5)	<p>These questions focus on a candidate's personal response (including emotional and aesthetic responses) to a text. The following are a few of many possible examples:</p> <ul style="list-style-type: none">• Discuss/comment on the writer's use of language/imagery/metaphors ...• Discuss your response to the incident/situation/conflict/dilemma ...• Do you empathise with character X? What action/decision would you have taken if you had been in the same situation?	

Note 1: After the example of FAT 3 Test 1 and the memorandum for this paper, there is information about the cognitive levels of the various Reading comprehension questions.

Note 2: There is no information about cognitive levels of the Language in context questions because these test knowledge of correct answers to vocabulary and grammar questions, though some of the questions are easier or more difficult than others.



2. English First Additional Language Grade 7: Formal Assessment Task 3 Test 1

This test consists of TWO sections:

Section A: Reading comprehension (15 marks)

Section B: Language in context (15 marks)

Total: 30 marks

Suggested Time: 1.5 hours

Instructions

1. Read through the test carefully before you begin to answer the questions.
2. Look at the mark allocation for each question to help you know how long your answer must be.
3. Write all the answers in full sentences unless you are asked to only give one word.
4. Leave a line free between each answer.
5. Number the answers in the same way as the questions.

Section A Reading comprehension 15 marks

Read the text below and then answer the questions that follow it. The meanings of the words in bold are given at the end of the passage.

KZN singing star Bernelee heads for Los Angeles again

Adapted from *The Mercury* 23 April 2015

by Nokuthula Ntuli

- 1 A STAR in the making, Umhlanga's Bernelee Frick, 15, has been selected again to represent South Africa in this year's World Performing Arts Championships to be held in Los Angeles in the US in July. The young vocalist represented her country in the same competition last year and came fourth among juniors from around the world who took part. 'Last year I entered eight of the 14 categories and in three of them I sang duets with my friend Mariath Panas, and we were selected to go to the world champs,' said Bernelee.
- 2 The Grade 9 pupil at Crawford College La Lucia said she was excited to crack the nod again for the national team during this year's SA Performing Arts Championships in Rustenburg earlier this month. 'This year I was on my own, so I challenged myself and took part in 12 categories. I won four gold medals, three silver and one bronze.' She **conceded** that balancing academics, sport and her budding musical career was not easy. She praised her family and teachers for their continuous support.
- 3 'Preparing for the competitions is hard work. It's not just **rehearsal** – I have to get the costume, finalise the make-up and get studio time to cut the songs. My dad really took a brave stand because the expenses just keep on piling.' For the national championships, songs had to be cut to 90 seconds and 60 seconds for the world championships.
- 4 Bernelee is confident that she will do better than last year because of her previous experience. 'I really enjoy singing, but the preparations for the world champs have to be done in June and that's when I'm writing my exams. I really want to do well at school because I'm on a musical scholarship.' She relied on her mother, Deidre, to help with time management, especially now that she had been cast to play the teenage Fiona in the musical *Shrek*. This will be showing at the Elizabeth Sneddon Theatre in Durban later this year.
- 5 'I want to make a name for myself in the music industry, but I'm not **naive** about how tough the industry, is so I'm going to study towards a degree in music education so that I can become a music teacher as well,' said Bernelee.

Glossary:

conceded (para. 2) = agreed
rehearsal (para. 3) = practice
naive (para. 5) = unaware

Questions

1. How many times has Bernelee taken part in the World Performing Arts Championships in Los Angeles? (1)
2. Why does she say that in the SA Performing Arts Championship this year she was on her own? (2)
3. What were some of the challenges that Bernelee faced in achieving her success? (2)
4. What challenges did her father face? (1)
5. Who do you think was more supportive of Bernelee in helping her achieve her success – her family or her teachers? Give a reason for your answer. (2)
6. In addition to taking part in the world championships, what other exciting event will she take part in later this year? (1)
7. What might happen to Bernelee if she does not do well in school? (2)
8. What are Bernelee's plans for her future? (2)
9. Do you agree that she is making good choices for her future? Support your answer. Say why you agree or not. (2)

Total (15)

Section B Language in context 15 marks

Most of the questions in this section are based on the article that you have just read.

1. Provide a synonym for each of the underlined words in the sentences below. Write the word only.
 - 1.1 She relied on her mother to help her. (para. 4) (1)
 - 1.2 The young vocalist represented her country. (para. 1) (2)
2. Find and copy a phrase or sentence from the passage that means the same as the sentence below.

Bernelee wants to be a famous singer. (2)
3. Write the underlined verb in brackets using the correct form of the tense that is indicated. Write the word only.
 - 3.1 The singer (represent – simple present) her country in the championships (2)
 - 3.2 Last year Bernelee (succeed – simple past) in the championships. (2)
4. Rewrite the following sentence beginning with 'she' instead of 'we.' Make the necessary changes to the sentence.

We were selected to go to the world championships. (1)
5. **A STAR in the making.**
 - 5.1 What figure of speech has been used in the phrase given above? Choose from the list below. Write the letter only. (1)
 - A. Simile
 - B. Metaphor
 - C. Personification
 - 5.2 What does the phrase mean? (1)
 - 5.3 Choose the correct word. Write the word only. (1)

Star can have two meanings so we call it a homophone/homonym. (1)

6. Read the following sentence and find:

My dad took a brave stand because the expenses keep on piling up.

- 6.1 the main clause (2)
- 6.2 the dependent clause. (2)
7. Find an idiom from the passage that means that Bernelee was pleased to have another opportunity to be in the national team. (1)
8. Say what kind of nouns the words from the passage shown in 8.1 and 8.2 are; choose from the list below. Write the answer only.
- A. Proper
- B. Countable
- C. Uncountable
- 8.1 Education (2)
- 8.2 University of KwaZulu-Natal (2)

Total (15)

3. Memorandum for Formal Assessment Task 3 Test 1

A. Reading comprehension

1. Once (1)
2. Last year she sang a duet with a friend, but this year she has to sing on her own. (2)
3. She had to manage her time to balance academics, sports and music. (2)
4. Her father had financial challenges as he had many expenses. (1)
5. Family because her father had to pay and her mother had to help her manage her time OR Teachers because she would not have been a good singer without their training. (2)
6. She has a part in the musical *Shrek*. (1)
7. She might fail and she would probably lose her music scholarship and she will not be able to study for her music degree. (2)
8. She wants to be a successful singer and she also plans to study for a degree in music education so that she can become a music teacher. (2)
9. Yes. She is being very practical because she can teach and still make a living, if she does not make a success as a singer. (2)

Total (15)

B. Language in context

- 1.1 Depended (1)
- 1.2 Singer (1)
- 2 She wants to 'make a name for herself in the music industry'. (2)
- 3.1 represents – simple present (1)
- 3.2 succeeded – simple past (1)
4. She was selected to go to the world championships. (1)
- 5.1 (B) Metaphor (1)
- 5.2 It means that she has the potential to be a success. (1)
- 5.3 Homonym (1)
- 6.1 Main clause: My dad took a brave stand
- 6.2 Dependent clause: because the expenses keep on piling up. (2)
7. She was excited to *crack the nod again*. (1)
- 8.1 (C) Uncountable
- 8.2 (A) Proper (2)

Total (15)

4. Comments on the cognitive levels of the reading comprehension questions in Formal Assessment Task 3

1. **How many times has Bernelee taken part in the World Performing Arts Championships in Los Angeles?** 1
This is a Level 1 (Reorganisation) question as the learners have to list the number of times which are given in the text.
2. **Why does she say that in the SA Performing Arts Championship this year she was on her own?** 1
This is a Level 1 (Literal) question as the learners have to state the fact provided in the text that this year she is singing on her own whereas last year she sang a duet with her friend.
3. **What were some of the challenges that Bernelee faced in achieving her success?** 3
This is a Level 1 (Literal) question as the learners have to identify the challenges given in the text.
4. **What challenges did her father face?** 1
This is a Level 3 (Inference) question as the learners have to explain the effect of the expenses on her father. This explanation is not given in the text.
5. **Who do you think was most supportive to Bernelee in helping her achieve her success – her family or her teachers? Give a reason for your answer.** 2
This is a Level 4 (Evaluation) question as learners have to make a judgement according to the value and worth of people's support to Bernelee. Learners are free to write their own choice because it is possible to justify (give a reason for) either response.
6. **In addition to taking part in the world championships, what other exciting event will she take part in later this year?** 1
This is a Level 1 (Literal) question as learners have to identify the event which is named in the text.
7. **What might be the consequences for Bernelee, if she did not do well in school?** 2
This is a Level 3 (Inference) question as learners have to explain that if she does not pass the effect will be that she could lose her scholarship.
8. **What are Bernelee's plans for her future?** 2
This is a Level 2 (Reorganisation) question because the learners have to summarise all her plans.
9. **Do you agree that she is making good choices for her future?** 2
This is a Level 5 (Appreciation) question as it focuses on a candidate's personal response (including emotional and aesthetic responses) to the text. Note that they must express their position clearly.



