



GRADE 8

English
First Additional Language
Teacher Toolkit:
CAPS Planner and Tracker

2019 TERM 1





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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

As an English teacher, you probably know these two expressions:

- **to be on the right/wrong track** – this means doing something in a way that is likely to be successful or unsuccessful;
- **to keep/lose track of something** – this means knowing or not knowing the present state or position of something.

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 8 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 8 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 termed **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. It is very important that schools allocate five hours per week in the timetable to EFAL. In this tracker the CAPS for Grade 8 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 8 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 CAPS.

The lesson guidelines in each Grade 8 EFAL Teacher's Guide describe how to use the Grade 8 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 provides guidelines for teaching particular literature set works 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 which 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 Daily Lesson Planning and Preparation*) of this tracker.

5. Links to assessment

In addition to the many activities which you can use for informal assessment on a daily basis, the Grade 8 EFAL Learner's Book includes 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 narrative or a reflective essay) and thus learners will do this task in the two-week teaching block in the CAPS that includes this task. For some sets of LTSMs there are end-of-term tests for Term 1 and Term 3. These tests are either in the Learner's Book, with a memorandum in the Teacher's Guide, or both the test and the memorandum are in the Teacher's Guide. The Term 1 and Term 3 tests must be written at the end of the term. It is a good idea to discuss a testing timetable with colleagues in other subjects. If possible learners should not write several tests on the same day. This is one of the reasons why it is important to have a carefully drawn up school assessment plan.

Each Grade 8 EFAL Teacher's Guide provides some assessment rubrics for assessing both oral and written work.

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

6. Managing allocated time in the tracker

The tracker for each term outlines how to structure ten hours of teaching for each two-week block in the Grade 8 EFAL CAPS. Each lesson outline is for a daily lesson of one hour (i.e. 5 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. Should you miss a lesson for any reason, you should get back 'on track' as soon as possible so as not to fall too far behind. Never skip a lesson; always start from where you left off to be sure that you cover the specified curriculum.

Some lessons will require you to integrate two or more kinds of 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.

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: This tracker has been designed for a 10 week term, with five days per week for all 10 weeks. Should you use it in a year where the first term is shorter or longer than this, you will need to adjust the pace at which you work to accommodate the different time available. It is important that you check this at the start of the term.

7. Resources

For most lessons in the Grade 8 EFAL curriculum, the main resources required are the following:

- a well-prepared teacher;
- the languages, experiences, knowledge and skills that learners already have;
- the textbook (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 the learners to read.

As these resources are needed for all lessons, there is no column headed *Resources* in the Grade 8 EFAL tracker. Where an additional resource is necessary for, or would





enrich, one or more lessons in a two-week block, it is stated under the heading for the lesson outlines for the week.

If your school has computers and access to the internet, or if some learners have internet access via smart phones, encourage the 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 8 EFAL have approached extension and remediation work and support for literature teaching in different ways as listed below:

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. 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. Unlike the Core Readers for others series, the Core Reader for *Interactive English* has been prepared to be used in sequence from the first text to the last and the reader is divided into terms. The Learner's Book includes suggestions for using the internet for various kinds of extension activities.

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 extension (for strong/advanced learners). 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. There are 12 photocopiable resources in the Teacher's Guide which 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 and on 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 which 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. Material for some Listening and Speaking activities is supplied on a CD.

Via Afrika English First Additional Language (Via Afrika Publishers)

Each two-week unit in the Teacher's Guide ends with suggestions about what teachers can do to extend advanced learners (*Independent Learning*) and what teachers can do to support learners who need extra support (*Remedial Assistance*). 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 punctuation and spelling.





Note: It would be 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);
- The 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;
- Teacher's Guide pages;
- Core Reader/literature set work;
- 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 evaluating your lessons. Below are some general questions which 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?

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 required by the CAPS and when you will do the teaching and informal assessment that are linked to each formal assessment task. Section E (*Trackers for Each Set of Approved LTSMs*) of this tracker will help you to do this.

Table 1 gives a summary of the formal assessment tasks for Grade 8 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 included in each of the eight sets of LTSMs, and when they are scheduled in each tracker.

Notice that you have some choices within the oral and written tasks that learners must complete for oral and written school-based assessment (SBA).

TABLE 1: Formal assessment tasks for Grade 8 English First Additional Language

FORMAL ASSESSMENT		
DURING THE YEAR	END-OF-YEAR EXAMINATION	
40%	60%	
School-based assessment (SBA)	End-of-year exam papers	
40%	39.2%	20.8%
Formal assessment tasks <ul style="list-style-type: none"> • 4 oral tasks • 3 writing tasks • 2 tests • 1 mid-year examination 	Written examinations Paper 2: Comprehension, language use and literature Paper 3: Writing	Oral assessment tasks Paper 1: Listening, speaking and reading The oral tasks undertaken during the course of the year constitute the end-of-year assessment

FORMAL ASSESSMENT TASKS FOR TERM 1		
TASK 1: ORAL	TASK 2: WRITING	TASK 3: TEST 1
Group discussion – visual texts/listening comprehension/ (un)prepared speech/ forum group discussion/ interview	Narrative/reflective essay and newspaper report/ article	Language and comprehension

FORMAL ASSESSMENT TASKS FOR TERM 2		
TASK 1: ORAL	TASK 2: WRITING	TASK 3: TEST 2
Listening comprehension/giving directions/forum/panel discussion/debate	Interview/instruction and text/story review	Paper 1: Oral Paper 2: Comprehension, language use and literature Paper 3: Writing

FORMAL ASSESSMENT TASKS FOR TERM 3		
TASK 1: ORAL	TASK 2: WRITING	TASK 3: TEST 1
Dialogue/(un)prepared speech/story telling/ prepared reading	Descriptive/ argumentative essay and informal letter/dialogue	Comprehension and language use

FORMAL AND END-OF-YEAR ASSESSMENT TASKS FOR TERM 4	
TASK 1: ORAL	TASK 2: END-OF-YEAR EXAMINATION
Debate/conversation/group discussion/dialogue	Paper 1: Oral Paper 2: Comprehension, language and literature (2 hr) Paper 3: Writing (1 hr)

TABLE 2: Formal assessment tasks included in each set of LTSMs for Term 1

LTSM	Task 1 Oral	Task 2 Writing	Task 3 Test
<i>Clever English First Additional Language</i>	Week 3: Listening comprehension LB pp. 15-16; TG pp. 20-22 OR Week 7: Unprepared speech LB pp. 45-46; TG pp. 44-46	Week 2: Narrative essay LB pp. 8-9; TG pp. 9-10 AND Week 8: Magazine article LB pp. 54-56; TG pp. 51-52	No test provided
<i>English Today First Additional Language</i>	Week 4: Prepared speech LB p. 31; TG p. 15 OR Week 7: Unprepared speech LB pp. 49-50; TG p. 25 OR Week 9: Listening comprehension LB pp. 58-59; TG pp. 31-32	Week 2: Reflective essay LB pp. 17-18; TG pp. 6-7; Rubric p. 198 AND Week 8: Magazine article LB pp. 52-53; TG p. 27	Language and comprehension test LB pp. 69-70; TG p. 36 Suitable for revision, not formal assessment
<i>Interactive English</i>	Week 3: Prepared speech LB pp. 26-27; TG pp. 24-25; Rubric p. xxix OR Week 7: Unprepared speech LB pp. 60-61; TG p. 41	Week 2: Narrative essay LB pp. 19-21; TG pp. 17-20; Rubric p. xxvii AND Week 8: Magazine article LB pp. 75-78; TG p. 47	No test provided
<i>Platinum English First Additional Language</i>	Week 4: Prepared speech LB pp. 24-25; TG pp. 17-18 OR Week 5: Listening comprehension LB pp. 33-34; TG pp. 25-26 OR Week 7: Unprepared speech LB p. 47; TG p. 36; Rubric p. xxxiv	Week 2: Narrative essay LB pp. 9-11; TG pp. 7-8 AND Week 8: Newspaper article LB pp. 51-52; TG pp. 38-39	No test provided
<i>Spot On English First Additional Language</i>	Week 1: Listening comprehension LB p. 2; TG pp. 60-61 OR Week 4: Prepared speech LB p. 21; TG p. 73 OR Week 7: Unprepared speech LB p. 38; TG pp. 88-89	Week 2: Reflective essay LB pp. 8-9; TG pp. 65-66 AND Week 8: Magazine article LB pp. 44-45; TG pp. 94-95; Rubric p. 290	No test provided
<i>Successful English</i>	Week 4: Prepared speech LB pp. 42-43; TG p. 51 OR Week 7: Unprepared speech LB p. 68; TG p. 62	Week 2: Narrative essay LB pp. 22-24; TG p. 43; Rubric p. 33 AND Week 8: Magazine article LB pp. 70-72; TG pp. 62-63	Revision test for 15 marks LB pp. 91-92; TG p. 178 Suitable for revision, not formal assessment



LTSM	Task 1 Oral	Task 2 Writing	Task 3 Test
Top Class English First Additional Language	Week 4: Prepared speech LB p. 20; TG pp. 13-14; Rubric p. 14 OR Week 7: Unprepared speech LB p. 42; TG p. 29; Rubric p. 29	Week 2: Narrative essay LB pp. 8-9; TG p. 6 AND Week 8: Newspaper/magazine article LB p. 49; TG p. 33; Rubric p. 180	Language and comprehension test LB pp. 64-66; TG pp. 43-44 Suitable for revision, not formal assessment
Via Afrika English First Additional Language	Week 4: Prepared speech LB p. 25; TG p. 40 (Rubric) OR Week 5: Group discussion of a visual text LB pp. 29-30; TG pp. 47-48; Rubric p. 48 OR Week 7: Unprepared speech LB pp. 39-40; TG pp. 57-58	Week 2: Narrative essay LB p. 17; TG pp. 29-30; Rubric p. 235 OR Week 8: Reflective essay AND Newspaper article LB pp. 47-49; TG p. 62 (Rubric)	Language and comprehension test for revision but not for formal assessment LB pp. 62-63; TG pp. 72-73

C. BROAD GUIDELINES FOR DAILY 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 to 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 to the Grade 8 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 Reading and Viewing is described as a process in the CAPS. To become successful readers and viewers of a range of text types (e.g. graphs, 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

Teaching literature is part of teaching reading and it is compulsory in Grade 8. 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/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.

3. Teaching Writing and Presenting

Learners are expected to learn how to write texts in a range of genres (e.g. essays, reports, 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 Books 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 8 you will be revising and building on what learners have already learnt in the primary school by 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 a narrative essay or a newspaper article. 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 in the bottom right-hand corner.
- 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
- Where extra resources are necessary, or where they would enrich a lesson, they are listed under 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.



1. Clever English First Additional Language (Macmillan)

Note: L&S = Listening and Speaking; R&V = Reading and Viewing; W&P = Writing and Presenting; LSC = Language Structures and Conventions.

Extra resources: (i) A roll of toilet paper for Day 1 Activity 1; (ii) Examples of different kinds of books.

Note homework tasks.

CLEVER ENGLISH Week 1 – Theme: Breaking the ice									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	L&S: Write facts about self on sheets of toilet paper; read these to the class; listen to classmates' facts; summarise facts about six classmates in a friendship circle (share ideas and experiences); p. 76	2 Activity 1	2		Browse LB to become familiar with it				
2	L&S: Listen and take notes while teacher reads a poem; use notes to answer questions on the poem; discuss and mark answers; p. 76	3 Activity 2	3-5		Prepare for group discussion LB p. 4				
3	L&S: Participate in a group discussion and agree on ideas to report to class ; report to class; p. 76	4 Activity 3	5-6		Read about parts of a book LB pp. 4-5				
4	R&V: Identify parts of a book and answer Act. 4 (45 mins); read about and discuss features of a novel to prepare for reading an extract from a novel (15 mins); p. 76	4-5 Activity 4 5-6	6-7 7-8		Do activity about a glossary LB p. 13 Extra Activity 2				
5	Mark and discuss homework (10 mins); R&V: Read an extract from a novel; write answers to questions on setting, characters, plot and language use including figurative language (50 mins); p. 76	6-7 Act. 5	13 7-8	<i>I leave the narrow path</i> CR pp. 36-40	Read <i>I leave the narrow path</i> CR pp. 36-40				
Reflection									
<p>Think about and make a note of: You have been teaching learners who are likely to be new to you. What have you noticed about their knowledge and use of English? What were you pleased about in your lessons? What, if anything, would you like to improve on? Did you cover 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: In both the Learner's Book and Teacher's Guide the term **formal assessment** is often used incorrectly. Only the tasks listed under *TERM PLANNING* are formal assessment tasks.

CLEVER ENGLISH Week 2 – Theme continued: Breaking the ice									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss features of short story <i>I leave the narrow path</i> , and answer teacher's questions on it (40 mins); W&P: Prepare for writing a narrative essay by reading another short extract under the heading <i>Tick the boxes</i> and by writing headlines for it (20 mins); p. 76	8-10 Part of Act. 6	15-17 9-10	<i>I leave the narrow path</i> CR pp. 36-40	W&P: Plan narrative essay				
2	W&P: Write the first draft of a narrative essay; p. 76	8-9 Act. 6	9-10		W&P: Revise the first draft of the essay				
3	W&P: Write, edit and proof read the final version of the essay; Note: This narrative essay can be done for Term 1 Formal Assessment Task 2; p. 76	8-10 Act. 6	9-10 Rubric 255		Read about rules of subject-verb agreement LB p. 10; and read about sentence construction LB p. 12				
4	LSC: Understand subject-verb agreement and identify and use adverbs of place and degree; p. 76	10-11 Act. 7-8	11-12		LSC: Do activity to revise punctuation LB pp. 11-12 Act. 9				
5	Mark and discuss homework (10 mins); R&V: Introduce the literature set work and begin reading it (50 mins)				Read literature set work as directed by teacher				
Reflection									
<p>Think about and make a note of: How did learners respond to the short story? Were you satisfied with the questions you asked them about it? What did you notice about the ways in which learners responded to the process of writing their essay? Did you cover 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 3 – Theme: The gift of the gab

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	L&S: Prepare to listen to a speech by understanding the structure of a speech and key vocabulary in the speech to be listened to; listen to speech and answer questions on it (listening comprehension); Note: This can be done for Term 1 Formal Assessment Task 1; p. 77	14-15 15-16 Act. 1	20-22		Continue reading literature set work as directed by teacher					
2	Discuss literature set work (10 mins); L&S/W&P: Plan and write a speech to present to the class (50 mins); p. 77	16-17 Act. 2	22		Practise speech					
3	L&S: Present a prepared speech to class; p. 77				Continue reading literature set work as directed by teacher					
4	L&S: Rest of learners present their speeches to the class; p. 77				Read about emotive language and think of some examples LB p. 18					
5	R&V: Skim and scan a speech ; do LB p. 20 Act. 2 (20 mins); read the speech and begin answering questions on it, including questions on emotive language ; p. 77	18-20 Act. 3 19-21 Act. 4	22-23		Complete answers to questions LB pp. 20-21 Act. 4					
Reflection										
<p>Think about and make a note of: What did you notice about the differences between the speeches of the strongest and weakest learners? What could you do to assist those who experienced difficulties? Were you satisfied or dissatisfied with your explanation and examples of emotive language? Did you cover 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: There is an error in the Teacher's Guide. Act. 6 is not a narrative essay, it is a written speech.

CLEVER ENGLISH Week 4 – Theme continued: The gift of the gab									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	Mark and discuss homework (25 mins); LSC: Understand and use idioms (figurative language) (15 mins); revise topic sentences ; revise prepositions (20 mins); p. 77	19-21 Act. 5	23-24		Get ideas for writing a speech by reading LB pp. 22-23				
2	W&P: Plan and write the first draft of a speech; p. 77	22-24 Act. 6	Error on p. 25 – see note above		Revise first draft of speech				
3	W&P: Write, edit and proof read final version of speech; p. 77	23-24 Act. 6			Continue reading literature set work as directed by teacher				
4	Discuss literature set work (10 mins); LSC: Read about and do activity on abbreviations (20 mins); read about and do activity on nouns (30 mins); p. 77	24 Act. 7 25-26 Act. 8	25-26 26-27		Complete LB pp. 25-26 Act. 8; read about diminutives and augmentatives and do activity LB pp. 26-27 Act. 9				
5	Mark and discuss homework (20 mins); LSC: Revise finite and non-finite verbs and do Act. 10; understand types of clauses and do Act. 11 (40 mins); p. 77	27 Act. 10 28 Act. 11	26-27 27 27		LSC: Revise punctuation by doing LB p. 29. Act. 12				
Reflection									
<p>Think about and make a note of: This week learners have done a great deal of work on Language Structures and Conventions. What have they understood well and what do they need further help with? How can you give them such help? Did you cover 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 5 – Theme: Murder and mystery

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Mark and discuss homework on punctuation (5 mins); LSC/L&S: Understand vocabulary needed for tasks; in a group discuss a visual text (sketch of murder scene); agree on a report and present the report to class (55 mins); p. 78	29 31 31-32 Act. 1	28 30		Continue reading literature set work as directed by teacher					
2	Discuss literature set work (10 mins); LSC: Listen to story, take notes and use them to answer questions (listening comprehension) (30 mins); with a partner, do one of the role plays in Act. 3; p. 78	32 Act. 2 33 Act. 3	30-32 33		Read about the story genre LB p. 34; prepare for LB p. 34 Act. 4					
3	L&S/R&V: With a partner, tell each other a story and take notes on each other's setting, characters and plot (15 mins); R&V: Read an extract from a story and do reading comprehension tasks (45 mins); p. 78	34 Act. 4 34-36 Act. 5	33 33-34		Complete answers to LB pp. 34-36 Act. 5					
4	Mark and discuss answers to Act. 5 (10-15 mins); R&V: Scan and skim a report ; answer Q 1-2 in Act. 6; read the report and answer Q 3-11 in Act. 6; p. 78	34-36 36-37 Act. 6	34 35		Complete answers to LB pp. 36-37 Act. 6					
5	Mark and discuss answers to Act. 6 (15 mins); W&P: Plan and begin to write first draft of a friendly letter based on one of the photographs in Act. 7 (45 mins); p. 78	38-40 Act. 7-8	36-37		3 Complete and revise first draft of letter					
Reflection										
<p>Think about and make a note of: Learners have been required to do a great deal of reading for detail this week. How have they managed the various tasks? What could you do to assist any learners who found it difficult to read and answer questions on the various texts? Did you cover 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 6 – Theme continued: Murder and mystery

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	W&P: Write, edit (with a partner) and proof read final version of friendly letter; p. 78	38-40	36-37 40	<i>The waste land</i> CR pp. 41-44	Read <i>The waste land</i> CR pp. 41-44					
2	R&V: Discuss the short story and answer questions on p. 66 of CR; p. 78		40-41		Continue reading literature set work as directed by teacher					
3	Discuss literature set work (10 mins); LSC: Revise parts of speech and do Act. 9; mark answers (50 mins); p. 78	40-41 41-42 Act. 9	38		Continue reading literature set work as directed by teacher					
4	Discuss literature set work (10 mins); LSC: Read about negation , revise gerunds and infinitives ; do Act. 10; mark answers (50 mins); p. 78	40-43 Act. 10	38-39		LB p. 43 Act. 11					
5	Mark and discuss answers to Act. 11 (10 mins); W&P: Write a diary entry based on the murder story read in Week 5 and share with a partner – Extra Act. Task 1 (50 mins)	43 43 Extra Act.	39 39		Find meanings of idioms LB p. 43; Extra Act. Task 2					

Reflection

Think about and make a note of: What pleased you most about your teaching this week and why were you pleased? Did the content of the friendly letter (Act. 7) lead to interesting letters? Would you provide content for a friendly letter in the same way if you were teaching friendly letter writing again? Did you cover 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: As many newspapers and magazines as possible for learners to browse through.

CLEVER ENGLISH Week 7 – Theme: On your marks!									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	Discuss work on idioms (5-10 mins); L&S: Listen to a newspaper article; make notes on it and use these to give an unprepared speech (50-55 mins); speeches to continue in next lesson; p. 79	43 45-46 Act. 1	39-40 44-46		Continue reading literature set work as directed by teacher				
2	Complete speeches (50 mins); Discuss literature set work (10 mins); Note: Speeches can be done for Term 1 Formal Assessment Task 1; p. 79	45-46 Act. 1	44-46		Re-read notes made in Lesson 1; read the questions for LB p. 47 Act. 2				
3	L&S: After teacher reads newspaper article, set up groups and discuss questions on features and style of article (Act. 2) (40 mins); read about headlines and bylines ; answer Q 1 of Act. 3; p. 79	47 Act. 2 47-48	46-47 48 49		Answer LB p. 48 Act. 3 Q 2				
4	Discuss homework headlines (5-10 mins); R&V: Read a magazine article and answer questions on its content and features ; p. 79	49-50 Act. 4	49-50		Continue reading literature set work as directed by teacher				
5	Discuss literature set work (10 mins); R&V: Listen to and read a poem ; understand the rhyme scheme ; LSC: Understand denotative and connotative meanings of words in poem; write answers to questions on poem (50 mins); p. 79	51-52 Act. 5	50-51		Complete answers to questions in Act. 5, LB p. 52				
Reflection									
<p>Think about and make a note of: This week you read two articles and a poem to learners. How did you prepare for doing this? Were you satisfied with your preparations? Have learners understood the distinction between denotative and connotative meanings of words? If not, how could you assist them to do so? Did you cover 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 8 – Theme continued: On your marks!

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Mark and discuss answers to questions on poem (20 mins); R&V: Understand similarities and differences between newspaper and magazine articles ; W&P: Plan and begin first draft of magazine article (40 mins); p. 79	52 53-54 54-56 Act. 6	51-52		Complete first draft of magazine article					
2	W&P: Revise first draft, write, edit and proof read final version of article ; Note: This can be done for Term 1 Formal Assessment Task 2; p. 79	54-56 Act. 6	51-52 Rubric 260	<i>Parachute men say</i> CR p. 71	Read <i>Parachute men say</i> CR p. 71					
3	R&V: Discuss poem and answer questions CR p. 80 (40 mins); understand the terms bias, stereotypes, prejudice and ideophones (20 mins); p. 79	56	55-56	CR p. 80	Do language revision LB p. 57 Act. 7					
4	Mark and discuss homework (20 mins); LSC: Work in groups to identify stereotypes Act. 8 Parts 1-3 (40 mins); p. 79	57-58 Act. 8	53-54		LB pp. 57-58 Act. 8 Part 4					
5	LSC: Report examples of stereotypes found in magazine photographs (15 mins); revise punctuation marks (30 mins); do some activities on proverbs and idioms (15 mins); p. 79	58 58 Act. 9 58-59 Extra Act.	54 54-55 55		Continue reading literature set work as directed by teacher					
Reflection										
<p>Think about and make a note of: How well did learners manage to complete the writing of a magazine article? What could you do to assist learners who struggled with this activity? Were you satisfied with the ways in which you taught the concepts of bias, stereotyping and prejudice? Why or why not? Did you cover 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 9 – Theme: The Queen’s English

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Discuss literature set work (10 mins); L&S: Listening comprehension – record main and supporting details in a table and compare answers with others in a group in order to complete a questionnaire (50 mins); p. 80	61-62 Act. 1-2	58-61	<i>Out in the desert</i> CR p. 72; questions on CR p. 80	Read <i>Out in the desert</i> CR p. 72; answer the questions about it CR p. 80					
2	Group leaders report responses to questionnaire (15 mins); R&V: Re-read and discuss answers to questions on structure, language use and theme in a poem (45 mins); p. 80	62	61 68-69	<i>Out in the desert</i> CR p. 72; questions on CR p. 80	Read an investigative report to prepare for activity LB pp. 65 Act. 3					
3	R&V: Read an investigative report; understand its format and answer questions on it; p. 80	62-65 Act. 3	61-62		Complete activity LB p. 65 Act. 4					
4	Discuss answers to Act. 4 (10 mins); R&V: Read a poem and answer questions on structure, language use, mood and theme (50 mins); p. 80	65 Act. 5	63 63		Complete answers to questions on poem					
5	Mark and discuss questions on poem (20 mins); R&V: Read a passage and answer questions about the language used in it (35 mins); W&P: Prepare to conduct cell phone survey for investigative report (5 mins); p. 80	65 Act. 5 71 Act. 7 68-69 Act. 6	63 65-66 64-65		Conduct interviews to obtain information for report					
Reflection										
<p>Think about and make a note of: Has learners’ ability to listen and take notes developed during the term? How well do learners work together in groups? If some speak too much and other too little, what can you do about this? What have you noticed about learners’ responses to poetry? How will what you have noticed influence your teaching of poetry in future? Did you cover 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>			

CLEVER ENGLISH Week 10 – Theme continued: The Queen's English

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	W&P: Combine information collected by group members from interviews (20 mins); use the combined information to plan and begin to write first draft of investigative report (40 mins); p. 80	68 Act. 6	64-66		Complete first draft of investigative report					
2	W&P: Revise first draft, write, edit and proof read final version of investigative report; p. 80	68 Act. 6	64-66 Rubric 260		Read about royalty in South Africa LB p. 73					
3	Comment on article about SA royalty (10 mins); LSC: Revise verb forms and do a revision activity on verb forms, sentence structure and punctuation ; discuss and mark answers; p. 80	73 70 72-73 Act. 8	65-67		Continue reading literature set work as directed by teacher					
4	Discuss literature set work (20 mins); do further revision activity and prepare for term test (40 mins);	74 Act. 9	67		Revise for term test					
5	Term 1 Formal Assessment Task 3: Language and Comprehension Test									
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:				

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

Note 1: What learners listen to, read, discuss and write in Week 1 will help them with the main writing task in Week 2. This is a formal assessment task.

Note 2: L&S = Listening and Speaking; R&V = Reading and Viewing; W&P = Writing and Presenting; LSC = Language Structures and Conventions.

Extra resources: Additional books to demonstrate features of different kinds of books. **Note** homework tasks.

ENGLISH TODAY Week 1 – Theme: Everyone belongs									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	L&S: Listening comprehension – take notes and answer questions; R&V: Literary text – youth short story; p. 76	10 Act. 1-2	2-3 Text on p. 3	<i>Just like me</i> CR pp. 68-74	Begin reading <i>Just like me</i> CR p. 68				
2	R&V: Identify parts of a book; R&V: Literary text – youth short story; p. 76	11 Act. 3	3-4	<i>Just like me</i> CR pp. 68-74	Continue reading <i>Just like me</i> CR pp. 68-74				
3	R&V: Read an extract from a short story focusing on setting, characters, narrator and answer questions on it; p. 76	12-13 Act. 4	4		Complete answers for homework				
4	Mark and discuss answers completed for homework (10 mins); LSC: Identify figurative language and discuss answers to Act. 6 (25 mins); identify main and dependent clauses and discuss answers to Act. 7 (25 mins); p. 76	12-13 14 14	4 5 5	5	Complete reading <i>Just like me</i> CR pp. 68-74				
5	R&V: Literary text – discuss short story <i>Just like me</i> using information on p. 68 and questions on p. 74; p. 76		4 164-165		Read the article on LB p. 20 and answer the questions				
Reflection									
<p>Think about and make a note of: You have been teaching learners who are likely to be new to you. What have you noticed about their knowledge and use of English? What were you pleased about in your lessons? What, if anything, would you like to improve on? Did you cover 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:				



ENGLISH TODAY Week 2 – Theme continued: Everyone belongs									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	Mark and discuss homework (10 mins); L&S: Group discussion – share ideas and experiences and show understanding of concepts; p. 76	15 Act. 8	5		Extension or remediation work set by teacher				
2	LSC: Understand and use adverbs of place and degree ; understand and use pronouns; p. 76	16 Act. 9	6		Complete <i>English Today</i> Worksheet 3 on pronouns				
3	Mark and discuss homework on pronouns (10 mins); W&P: Write a reflective essay – plan and write first draft; p. 76	17-18 Act. 10			Complete work on revising first draft of essay. Refer to rubric on LB p. 253				
4	W&P: Write a reflective essay – work with a partner to comment on each other's revised first draft; write a final version; Note: This reflective essay can be done for Term 1 Formal Assessment Task 2; p. 76	17-18 Act. 10	6-7 Rubric for essays 198		Complete final version of essay for submission to teacher				
5	LSC: Practise subject-verb agreement ; discuss and mark answers; In class or for homework do Extra Act. on <i>English Today</i> Worksheet 14; p. 76	19 Act. 11	7		Complete <i>English Today</i> Worksheet 14				
Reflection									
<p>Think about and make a note of: Much of the work that learners did this week focused on the process of writing a reflective essay. What did they enjoy/do well? What did they find difficult? Were you satisfied with what you did to assist those learners who had difficulties? Did you cover 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:		



ENGLISH TODAY Week 3 – Theme: Speaking out

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	L&S: Discuss a photograph; listen to and discuss a prepared speech ; R&V: Read and respond to a poem; p. 77	22 Act. 1-2	10-11	<i>Housewives</i> CR pp. 13-15	Read the poem and write down what the women are doing					
2	Discuss women’s work based on homework; LSC: Identify nouns and prepositions ; p. 77	23 Act. 3	11 162 11	<i>Housewives</i> CR pp. 13-15	Do tasks on <i>English Today</i> Worksheet 1 (Nouns)					
3	Mark and discuss homework (5 mins); R&V: Read a speech and answer comprehension questions; p. 77	24-26 Act. 4-5			Complete answers to questions on speech					
4	Mark and discuss homework (15 mins); LSC: Understand and identify abbreviations and discuss answers in class (45 mins); p. 77	26 Act. 6	13		Find some examples of abbreviations to bring to class					
5	Discuss homework – examples of abbreviations (5 mins); LSC: Understand and identify phrases and clauses (35 mins); Listen to introduction to literature set work (20 mins); p. 77	27 Act. 7	13	Literature set work	Read set work as directed by teacher					
Reflection										
<p>Think about and make a note of: How did learners respond to the content of the speeches and to the activities based on them? What pleased you most about your teaching this week? What, if anything, would you like to improve on and what would help you to improve? Did you cover 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:			



ENGLISH TODAY Week 4 – Theme continued: Speaking out

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Discuss first reading of literature set work; and note what to read next (10 mins); R&V: Intensive reading, impact of font types and sizes, headings and captions on meaning – read a graph and answer questions on it (50 mins); p. 77	28 Act. 8	14	Literature set work	Read set work as directed by teacher					
2	W&P: Write a speech – plan and write first draft; p. 77	29-30 Act. 9	14-15		Improve first draft of speech					
3	W&P: Revise with a partner, edit and write final version of speech; p. 77	29-30 Act. 9	14-15		Do revision tasks on a speech LB p. 32					
4	Mark and discuss homework (15 mins); L&S: Present a prepared speech using the speech written in previous lessons – plan and practise (45 mins); p. 77	31 Act. 10	15		Practise speech for presentation in next lesson					
5	L&S: Present a prepared speech; Note: The speech can be done as a Term 1 Formal Assessment Task; p. 77	31 Act. 10	15	Literature set work	Read set work as directed by teacher					
Reflection										
<p>Think about and make a note of: Were learners able to follow and use the guidelines in the Learner's Book when preparing and presenting their speeches? Next time you teach learners to write and present speeches would you do anything differently? How are learners responding to the novel/play/short story that you have asked them to read? Did you cover 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:			



ENGLISH TODAY Week 5 – Theme: Pictures in our world

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Discuss a photograph with a partner (15 mins); L&S: Group discussion of the meaning of a visual text (graphic) in order to answer questions; p. 78	33-34 34-35 Act. 1	17 17		Complete written answers to questions					
2	Mark and discuss answers to questions (20 mins); R&V: Identify imagery in a poem – discuss metaphor and simile , talk about locusts, read <i>The locust</i> , identify images in this poem; p. 78	35 35-36 Act. 2	17	<i>The snake song</i> CR p. 22	Identify images in <i>The snake song</i> CR p. 22					
3	Discuss images in <i>The snake song</i> (5-10 mins); answer imagery and other questions on <i>The locust</i> ; LSC: Find synonyms and antonyms for words used in the poem (50-55 mins); p. 78	36 Act. 3	18	<i>The snake song</i> CR p. 22	Do tasks on <i>English Today</i> Worksheet 9					
4	Mark and discuss Worksheet 9 (15 mins); L&S: Listen to text and take notes (45 mins); p. 78	37-38 Act. 4	18-19	<i>The snake song</i> CR p. 22	Write answer to CR p. 24 Act. 1					
5	Mark and discuss answers to Act. 1 (15-20 mins); LSC: Write statements in the negative (40-45 mins); p. 78	38 Act. 5	162 19	Literature set work	Read set work as directed by teacher					
Reflection										
<p>Think about and make a note of: How did learners manage the tasks on the graphic and on imagery in two poems? Could you have done anything extra to support their learning? Did you cover 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:			



ENGLISH TODAY Week 6 – Theme continued: Pictures in our world

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Distinguish between fact and opinion – read, discuss and answer questions on two magazine articles; LSC: Understand how comparatives and superlatives express opinion; p. 78	38-40 Act. 6	19-20		Complete answers to questions on articles					
2	Mark and discuss answers to fact/opinion questions (20 mins); LSC: Identify and use adjectival and adverbial phrases and clauses (40 mins); p. 78	38-40 Act. 6 41 Act. 7-8	20 21		Answer Q a-g on <i>English Today</i> Worksheet 7					
3	L&S: Prepare and present a role play ; p. 78	42 Act. 9	21		Answer Q h-o on <i>English Today</i> Worksheet 7					
4	Mark and discuss answers to Worksheet 7 (15 mins); W&P: Write a friendly letter – plan and write a draft ; p. 78	43 Act. 10	21		Revise and edit letter to submit for marking					
5	Revise work on images and on language structures by writing and discussing answers to the revision tasks on p. 44 (do this in class rather than for homework); p. 78	44	22	Literature set work	Read set work as directed by teacher					
Reflection										
<p>Think about and make a note of: Did learners manage to identify language that was being used to express opinions? Were you pleased with how you organised the role play activity or would you do this differently next time? Did you cover all the work set for the week?</p>					<p>If not, how will you get back on track?</p>					
					HOD/Subject head:		Date:			



Extra resources: If possible, bring some magazines to class for learners to read through.

ENGLISH TODAY Week 7 – Theme: Smoke free is healthy										
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Discuss literature set work (10 mins); Talk to a partner about a photograph and ask questions on it (10 mins); R&V: Use the reading process to read and answer questions on a magazine article (40 mins); p. 79	45-46 46-47 Act. 1-2	24 24		Complete answers to questions on magazine article					
2	Mark and discuss answers to questions on magazine article (15 mins); LSC: Learn about and do activities on interjectives and ellipsis ; p. 79	46-47 48 Act. 3	24 24		Prepare for next lesson – ask a few people for their views on smoking					
3	L&S: Group discussion of magazine article ; LSC: Understand bias, prejudice and stereotypes ; p. 79	48-49 Act. 4	25		Find examples of bias, prejudice or stereotypes in newspaper or magazine articles					
4	Report and discuss examples of bias, prejudice or stereotyping (10 mins); L&S: Planning and presenting an unprepared speech (50 mins); p. 79	49-50 Act. 5	25	Literature set work	Read set work as directed by teacher					
5	L&S: Planning and presenting an unprepared speech (rest of class); Note: Unprepared speeches can be done as Term 1 Formal Assessment Task ; LSC: Discuss ideophones and do activity; p. 79	49-50 50 Act. 6	26		Find and write down more examples of ideophones					
Reflection										
<p>Think about and make a note of: How well did learners understand the concepts of bias, prejudice and stereotyping? What impressed you or concerned you about their presentation of unprepared speeches? What do your answers to these questions suggest to you about your teaching? Did you cover 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>					

ENGLISH TODAY Week 8 – Theme continued: Smoke free is healthy

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Report and discuss examples of ideophones (5 mins); LSC: Understand the difference between the denotative and connotative meanings of words ; do an activity and discuss it; p. 79	51 Act. 7 56	26		Prepare for writing a magazine article by doing the revision tasks LB p. 56					
2	Mark and discuss revision tasks (10-15 mins); W&P: Write a magazine article – plan and write first draft (45-50 mins); Note: Formal Assessment Task 2; p. 79	56 52-53 Act. 8	29 27		Complete and revise first draft					
3	W&P: Write a magazine article – revise and edit by discussing with a partner and then write final version for assessment; p. 79 Note homework task	52-53 Act. 8	27	Literature set work	Read set work as directed by teacher					
4	R&V: Use the reading process to understand the external structure of a poem and to answer questions on the poem; discuss answers in class; p. 79	54-55 Act. 9-10	28	<i>Insects</i> CR pp. 6-8	Read <i>Insects</i> CR pp. 6-7 and write answers to CR p. 8 Act. 1					
5	Mark and discuss answers to <i>Insects</i> Act. 1 (15 mins); LSC: Identify and use adjectives and adverbs (30 mins); Begin to write a shape poem (15 mins); p. 79	55 Act. 11	161 28	CR p. 8 Act. 2	Continue to experiment with shape poems					
Reflection										
<p>Think about and make a note of: What did you notice about the ways learners plan, draft, revise, edit and proof read? How well did you explain the differences between denotation and connotation? Were you satisfied with your teaching about the external structure of poems (line length/shape)? How did learners respond to the two poems? Did you cover 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:			

ENGLISH TODAY Week 9 – Theme: Food for health

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Discuss a photograph and questions with a partner (5 mins); L&S: Listening comprehension : listen to, make notes and answer questions on an article; Note: This can be Formal Assessment Term 1 Task 1; p. 80	57-58 58-59 60	31		Learn the past tense of irregular verbs LB p. 60					
2	Participate in quiz on past tense irregular verbs (5-10 mins); LSC: Understand and use correctly regular/irregular verbs, main/auxiliary verbs; p. 80	60 59-60 Act. 3-4	32-33	Literature set work	Read set work as directed by teacher					
3	Discuss literature homework (10 mins); R&V: Use the reading process to read and answer questions on an investigative report; p. 80	60-62 Act. 5-6	33		Complete answers to questions in Act. 6					
4	Mark and discuss answers to Act. 6 (15 mins); L&S: Prepare for an interview by drawing up a questionnaire (45 mins); p. 80	63-64 Act. 7	34		Conduct interviews LB p. 64 Act. 8					
5	L&S: Groups discuss information from interviews, combine it and draw conclusions; p. 80	65 Act. 9	35		Re-read information/ conclusions to prepare for report writing					
Reflection										
<p>Think about and make a note of: How well did learners manage the research? What pleased you most about the support you gave them? Could you improve on it? If you have marked the formal assessment task, what have you learned about the learners' ability to listen to a text, make notes and use these to answer questions? Did you cover 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:			



ENGLISH TODAY Week 10 – Theme continued: Food for health

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	W&P: Write an investigative report – plan and write first draft; p. 80	65-66 Act. 10	35		Revise first draft					
2	W&P: Revise and edit the report with a friend using questions on p. 66 of LB; begin to write final report; p. 80	66 Act. 10			Complete report					
3	R&V: Read a poem and answer questions on its theme and message; p. 80	66-68	35-36		Complete answers to questions					
4	Mark and discuss answers to questions on poem (20 mins); Revise for term test (40 mins)				Prepare for term test					
5	Term 1 Formal Assessment Task 3: Language and Comprehension	69-70	36							

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: L&S = Listening and Speaking; R&V = Reading and Viewing; W&P = Writing and Presenting; LSC = Language Structures and Conventions.

Extra resources: Additional books for learners to use for understanding the parts of a book. **Note** homework tasks.

INTERACTIVE ENGLISH Week 1 – Theme: Favourite stories									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	L&S/R&V: In a group read and discuss what children around the world say about stories; brainstorm titles for six stories; read a contents page , put titles in correct sequence and give a reason for sequence (60 mins); p. 76	4-6 Act. 1	6-7		Browse LB to become familiar with it				
2	L&S: Listen to a text, make notes on it and answer questions ; (40 mins); in a group discuss responses to the text and persuasive language in it (20 mins); p. 76	6-7 Act. 2	8-11	<i>Ali Baba and the forty thieves</i> CR pp. 8-13	Begin reading <i>Ali Baba and the forty thieves</i> and think about the questions on it CR pp. 8-13				
3	R&V: Read a folktale and answer questions about characters, plot, setting and theme in the story ; p. 76	8-10 Act. 3	11-12 and Part 3, p. 1 at back of TG	<i>Ali Baba and the forty thieves</i> CR pp. 8-13	Finish reading <i>Ali Baba</i> and answer the literature questions				
4	R&V: Discuss and mark answers to questions on <i>Ali Baba</i> (15 mins); LSC/R&V: Do language (adjective, adverbs and simile) and comprehension tasks on folktale (45 mins); p. 76	11 Act. 3 12-13 Act. 3	12-13	CR p. 13	LSC: Revise punctuation and parts of speech , and do tasks at bottom of LB p. 12				
5	Mark and discuss homework (10 mins); R&V: Skim and scan information about parts of a book ; study the parts of a book and begin to answer questions on it (50 mins); p. 76	12 13 Act. 4 14-15 Act. 4	13-14 Note – answers in LB		Complete answers to questions LB p. 16				
Reflection									
Think about and make a note of: You have been teaching learners who are likely to be new to you. What have you noticed about their knowledge and use of English? What were you pleased about in your lessons? What, if anything, would you like to improve on? Did you cover 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 2 – Theme continued: Favourite stories

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Check answers to questions on parts of a book (10 mins); LSC: Understand and use synonyms and antonyms ; understand and identify pronouns (45 mins); p. 76 R&V: Listen to introduction to literature set work and note homework task (5 mins)	16-17 Act. 5	15-16		Begin reading literature set work as directed by teacher					
2	Discuss literature set work (10 mins); LSC: Understand sentence structure, subject-verb agreement, main and dependent clauses and do activity; p. 76	17-18 Act. 6	16-17		Continue reading literature set work as directed by teacher					
3	Discuss literature set work (10 mins); L&S/W&P: Listen to a story, plan a narrative essay and begin writing first draft ; p. 76	19-21 Act. 7			Complete first draft of narrative essay					
4	W&P: Revise first draft, write, edit and proof read final version of essay ; Note: This can be done for Term 1 Formal Assessment Task 2; p. 76	19-21 Act. 7	17-20 Rubric xxvii	<i>The rose-red slipper</i> CR pp. 18-24	Read <i>The rose-red slipper</i> and think about the questions CR pp. 18-24					
5	R&V: Discuss and answer questions on <i>The rose-red slipper</i> including questions on key features of a short story ; p. 76		2 Part 3	<i>The rose-red slipper</i> CR pp. 18-24	Continue reading literature set work as directed by teacher					
Reflection										
<p>Think about and make a note of: How have learners responded to the short stories they have read during the first two weeks of term and to the literature set work that they have begun to read? What could you do to make reading enjoyable and interesting for them? Were you satisfied with the way you supported learners to plan and write a narrative essay? Did you cover 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:			





INTERACTIVE ENGLISH Week 3 – Theme: Storytellers									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	Discuss literature set work (10 mins); L&S: Prepare to listen to a speech by a famous storyteller (15 mins); listen to the speech and talk about its structure (15 mins); listen again and make notes about the speech (20 mins); p. 77	23-26 Act. 1	22-23	<i>The legend of the Arabian nights</i> CR pp. 14-16	Read a different perspective on <i>The legend of the Arabian nights</i> and prepare to answer questions on it CR pp. 14-16				
2	L&S/R&V: Discuss alternative version of a story and give opinion of preferred version (30 mins); L&S: Read about and discuss features of a prepared speech and language use in a speech; begin preparing own speech; p. 77	26-27 Act. 2	Part 3, p. 1 at back of TG 24	<i>The legend of the Arabian nights</i> CR pp. 14-16	L&S: Prepare and practise a speech				
3	L&S: Present a prepared speech to the class; Note: This can be done for Term 1 Formal Assessment Task 1; p. 77	26-27 Act. 2	24 Rubric xxix		Continue reading literature set work as directed by teacher				
4	L&S: The rest of the class presents a prepared speech to the class (45-50 mins); discuss literature set work (10-15 mins); p. 77	26-27 Act. 2	24 Rubric xxix		Read a speech by another story teller LB p. 28				
5	R&V: Identify features of a speech, including language use and answer questions about the speech; compare and contrast two speeches by well-known storytellers; p. 77	28-29 Act. 3	25		Continue reading literature set work as directed by teacher				
Reflection									
Think about and make a note of: What did you notice about the differences between the speeches of the strongest and the weakest learners? What could you do to assist those who experienced difficulties? How well did learners manage the comparing and contrasting activities (two version of the Arabian Nights story and two speeches)? Did you cover 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 continued: Storytellers

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Discuss literature set work (10 mins); R&V: Work in groups to skim and scan an Inuit myth and to answer questions ; individually, read and answer comprehension questions on an Inuit myth; p. 77	30-33 Act. 4	26-27		Complete answers to questions for individual work					
2	Mark and discuss homework (15 mins); LSC: Identify and use compound nouns, gerunds, comparative and superlative adjectives, diminutives (45 mins); p. 77	33-35 Act. 5	27-28		Complete answers to language questions					
3	Mark and discuss homework (10-15 mins); LSC: Distinguish between phrases and clauses; identify and use adjectival and adverbial clauses (30 mins); W&P: Plan and begin to write first draft of a speech (15-20 mins); p. 77	35 Act. 6 36 Act. 7	29		Complete first draft of speech					
4	W&P: Revise first draft; read to a partner, write, edit and proof read final version; p. 77	36 Act. 7	29		Complete written speech if unfinished					
5	R&V: Read a praise poem and answer questions on it; read about Credo Mutwa (structure, use of language, meaning, comprehension); L&S: Perform a praise poem; p. 77		Part 3, pp. 2-3 at back of TG	<i>Praise song to the leopard</i> CR pp. 32-33; <i>Who is Credo Mutwa?</i> CR pp. 34-35	Continue reading literature set work as directed by teacher					
Reflection										
<p>Think about and make a note of: If you were to teach this week's language work again, would you teach in the same way or would you make changes? How did learners respond to the Inuit myth and the leopard praise poem? What do their responses suggest about the way you worked on these texts with them? Did you cover 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: Various kinds of advertisements.

INTERACTIVE ENGLISH Week 5 – Theme: Laugh a while									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	Discuss literature set work (10 mins); L&S: Groups discuss photographs of sculptures and website comments on these (visual/multimedia texts) (20 mins); L&S: Listen to story about photographs, make notes (30 mins); p. 78	38-42 Act. 1 42	31-32		(i) Expand notes into full sentences (ii) Find examples of favourite print advertisements to bring to class and/ or think about how to describe favourite radio or TV advertisements				
2	In a group compare sentences (5-10 mins); as a class discuss favourite advertisements (10-15 mins); prepare for, listen to and do listening comprehension tasks on the sound track of a TV advertisement (multimedia text) (40-45 mins); p. 78	43-44 Act. 2	32-33 33-34		Think about how to retell the story in the advertisement and how to reconstruct the scene LB p. 44				
3	L&S: With a partner, retell and reconstruct the story in the ad; role play both versions (15-20 mins); R&V: Use reading process with an extract from a novel and answer comprehension questions (40-45 mins); p. 78	45-48 Act. 3			Complete answers to LB p. 48 Q A-D				
4	Mark and discuss homework (15 mins); R&V/LSC: Read a poem and note how idioms, slang, denotative and connotative meanings of words contribute to humour in it (45 mins); p. 78	49-52 Act. 4	35-36		Read the poem aloud LB pp. 50-51				
5	R&V/LSC: Answer language and comprehension questions on the poem and mark answers	49-53 Act. 4	36		Continue reading literature set work as directed by teacher				
Reflection									
Think about and make a note of: Learners engaged with many different kinds of texts this week. What did you notice about their responses to these texts? Were you pleased with how you introduced and used multimedia texts? Did you cover 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 6 – Theme continued: Laugh a while

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Discuss literature set work (10 mins); LSC: Understand and use prefixes and suffixes to build new words ; discuss and mark answers to Act. 5 (50 mins); p. 78	53-54 Act. 5	36-37		Continue reading literature set work as directed by teacher					
2	Discuss literature set work (10 mins); LSC: Understand and use conjunctions to build sentences ; understand and identify definite and indefinite articles in a text; discuss and mark answers to Act. 6 (50 mins); p. 78	54-55 Act. 6	37-38		Continue reading literature set work as directed by teacher					
3	Discuss literature set work (10 mins); R&V: Read and discuss a review of a novel; W&P: Plan and begin first draft of a friendly letter which describes the novel; p. 78	56-57 Act. 7	38		Complete first draft of letter					
4	W&P: Revise first draft, write, edit and proof read final version of friendly letter ; p. 78	56-57 Act. 7	38		Continue reading literature set work as directed by teacher					
5	Discuss literature set work (30 mins); LSC: Revise punctuation ; p. 78	58 Act. 8	39		Continue reading literature set work as directed by teacher					
Reflection										
<p>Think about and make a note of: This week most of the homework involved reading a literature set work. Were you satisfied with the ways in which you set homework reading and other tasks and with learners' discussions of the set work in class? If not, what could you do differently? Were learners able to use a book review to write a description of a novel in a friendly letter? Did you cover 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: Various kinds of advertisements.

INTERACTIVE ENGLISH Week 7 – Theme: Stereotypes										
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Discuss literature set work (10 mins); L&S/LSC/R&V: Read and discuss an article about prejudice; identify proverbs in a magazine article (50 mins); p. 79	59-61 Act. 1	41		Revise guidelines for planning and making a speech LB p. 27					
2	L&S: Make an unprepared speech on a magazine article; Note: This can be done for Term 1 Formal Assessment Task 1; p. 79	60-61 Act. 1	41		Continue reading literature set work as directed by teacher					
3	L&S: The rest of the class makes an unprepared speech on a magazine article (45 mins); Discuss literature set work (15 mins); p. 79	61 Act. 1	41		Re-read and understand information on stereotyping and LB p. 59 and 62; think about answers to Act. 2 B-C					
4	L&S: In a group, discuss questions about stereotypes (15 mins); Read an online magazine and identify its features and style – answer post-reading questions (45 mins); p. 79	62-64 Act. 2	41-42		Complete answers to questions in Section A LB p. 64					
5	Discuss answers to homework questions (10 mins); L&S: In a group, talk about gender stereotyping (10 mins); R&V: Use the reading process and the guide questions (LB p. 65) to read a book review; W&P: Participate in a class discussion of answers to questions (LB p. 65 Section C); p. 79	65-67 Act. 3	41-42 43-44		LSC: Complete the comparative and superlative adjectives table LB p. 67; R&V: Write answers to comprehension questions					
Reflection										
<p>Think about and make a note of: Were you satisfied with the ways in which you taught the concepts of prejudice and stereotyping? Why or why not? What did you notice about the best and weakest unprepared speeches? What could you do to assist learners to improve their speech making? Did you cover 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: Examples of magazine articles for learners to consult.

INTERACTIVE ENGLISH Week 8 – Theme continued: Stereotypes						
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class
						Date completed
1	Discuss answers to homework questions (15 mins); R&V: Read and answer questions about the external and internal structure, language use and message in a nursery rhyme (45 mins); p. 79	68 Act. 4	43-44 44		Prepare for next lesson by reading and thinking about the poem <i>Stereotyped teen</i> LB p. 69	
2	R&V/LSC: Participate in class discussion about the form, language use, imagery and message in a poem ; W&P: Use the points discussed to write a review of the poem; p. 79	69-70 Act. 4	44-45		Complete review of poem	
3	Read review to members of a group (5-10 mins); LSC: Understand proverbs and idioms (30 mins); LSC: Simple sentences and simple past, present and future tenses (20-25 mins); p. 79	71 Act. 5 72-73 Act. 6	45-46		LSC: Read about subject-verb agreement and do individual task LB p. 74	
4	Mark and discuss homework (5-10 mins); W&P: Plan and begin first draft of a magazine article (50-55 mins); p. 79	75-78 Act. 7	45-46 47		Complete first draft of article	
5	W&P: Revise first draft, write, edit and proof read final version of article ; Note: This can be done for Term 1 Formal Assessment Task 2; p. 79	75-78 Act. 7	47		Revise subject-verb agreement LB p. 78 Act. 8	
Reflection						
<p>Think about and make a note of: How did learners respond to the content and features of two very different poems? Is there anything you would like to improve about your teaching of poetry? How well did learners manage the process of writing a magazine article? Did you cover 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:	

INTERACTIVE ENGLISH Week 9 – Theme: Libraries, books and stories

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Mark and discuss homework (5 mins); L&S: Prepare for a research project on library use by discussing questions about libraries, reading slogans about library week and designing interview questions (55 mins); p. 80	78 80-83 Act. 1	50		Conduct some interviews					
2	L&S: Listening comprehension – listen to a factual text, make notes in a table and use table to answer questions; p. 80	83-84 Act. 2	50-51		Conduct more interviews					
3	L&S: Organise interview material – prepare introduction and conclusion (30 mins); Present a 2-3 minute oral group report (30 mins); p. 80	82-83 Act. 1	50		Prepare for next lesson by reading about features of investigative reports LB p. 85					
4	R&V: Skim and scan an investigative report and answer Section B (LB p. 85); Read the report, identify its features and answer questions about it; p. 80	85-87 Act. 3	52-53		Complete answers to questions LB p. 87					
5	Mark and discuss homework (15 mins); R&V: Read and respond to the language and message in a poem ; answer questions on it (45 mins); p. 80	88-89 Act. 4	53-54		Continue reading literature set work as directed by teacher					
Reflection										
<p>Think about and make a note of: What did you do to assist learners to use the information collected from interviews to prepare their oral reports? Would you teach these challenging activities in the same way or differently in future? How well are learners managing listening and note taking? Is there anything you could do to help them to improve? Did you cover 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:			

INTERACTIVE ENGLISH Week 10 – Theme continued: Libraries, books and stories

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Discuss literature set work (30 mins); LSC: Revise verb forms and use in sentences, discuss and mark answers (30 mins); p. 80	90-91 Act. 5	54-55	<i>I love reading books</i> CR p. 25-26	Read <i>I love reading books</i> and answer questions CR p. 25-26					
2	R&V: Discuss answers to questions on poem; complete work on literature set work for Term 1; p. 80		Part 3, p. 2 at back of TG	<i>I love reading books</i> CR p. 25-26	Revise for term test					
3	W&P: Plan and write first draft of investigative report; p. 80	92-93 Act. 5	56		Revise first draft					
4	W&P: Read revised draft to a partner and use feedback to write, edit and proof read final version; p. 80	92-93 Act. 5	56		Revise for term test					
5	Term 1 Formal Assessment Task 3: Language and Comprehension Test									
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: What learners listen to, read, discuss and write in Week 1 will help them with the main writing task in Week 2. This is a formal assessment task.

Note 2: L&S = Listening and Speaking; R&V = Reading and Viewing; W&P = Writing and Presenting; LSC = Language Structures and Conventions.

Extra resources: Additional books to demonstrate features of different kinds of books. **Note** homework tasks.

PLATINUM ENGLISH Week 1 – Theme: Let's play! (females in sport)									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	L&S: Group discussion: brainstorm, select and sequence ideas; p. 76	1-2 Act. 1-2	2-3		Browse LB to become familiar with it				
2	L&S: Listening comprehension – record ideas and answer questions; p. 76	2-4 Act. 3	3-4 Text on p. xxxix		LSC: <i>Work with words</i> LB p. 4				
3	Mark and discuss homework (5 mins); R&V: Identify and use parts of a book (55 mins); p. 76	5 Act. 4	4 4-5		Complete answers to Act. 4 LB p. 5				
4	R&V: Discuss answers to homework (20 mins); LSC: Sentence structure – identify subject and predicate (20 mins); identify main and dependent clauses (20 mins); p. 76	5 12-13 Act. 7-8	5 8-9		LSC: <i>Work with words</i> and <i>Work with sentences</i> LB p. 8				
5	Mark and discuss homework (5 mins); R&V: Use reading process to read a short story and answer questions (55 mins); p. 76	6-8 Act. 5	5-6		Complete answers to questions on short story				
Reflection									
<p>Think about and make a note of: You have been teaching learners who are likely to be new to you. What have you noticed about their knowledge and use of English? What were you pleased about in your lessons? What, if anything, would you like to improve on? Did you cover 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:		



PLATINUM ENGLISH Week 2 – Theme continued: Let's play! (females in sport)

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Mark and discuss homework on story (15 mins); W&P: Write a narrative essay – brainstorm and plan (45 mins); p. 76	9-10 Act. 6 Step 1-2	7-8		Review and improve plan for narrative essay					
2	Write a narrative essay – write the first draft and then revise it; p. 76	10-11 Act. 6 Step 3-4	7-8		Complete revisions and editing of first draft of essay					
3	Work with a partner to comment on each other's revised first draft; write a second draft; p. 76	11 Act. 6 Step 5-6	7-8		Proof read second draft of essay LB p. 11 Act. 6 Step 7					
4	Write final version of the narrative essay in class; Note: This narrative essay can be done for Term 1 Formal Assessment; p. 76	11 Act. 6 Step 8	7-8		LSC: Language revision exercises LB p. 14					
5	Discuss and mark homework (15 mins); R&V: Read a short story and answer questions on its plot, language and literary devices (45 mins); p. 76			<i>Loyalties</i> CR pp. 5-9	Complete answers to questions on <i>Loyalties</i> CR pp. 5-9					
Reflection										
<p>Think about and make note of: Much of the work that learners did this week focused on the process of writing a narrative essay. What did they enjoy/do well? What did they find difficult? Were you satisfied with what you did to assist those learners who had difficulties? Did you cover 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: If possible, bring some picture stories (e.g. comic books) to class for learners to enjoy.

PLATINUM ENGLISH Week 3 – Theme: Science around us										
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Mark and discuss homework (15 mins); L&S: Talk about a photograph (2 mins); listen to a prepared speech (40 mins); Listen to teacher introduce literature set work (3 mins); p. 77	16-17 Act. 1-2	217 12-13	Literature set work	Begin reading literature set work as directed by teacher					
2	R&V: Read a speech using reading strategies and answer questions on it; Note homework task on LSC: Figurative language and abbreviations ; p. 77	17-19 Act. 3	13-14		<i>Work with words</i> LB p. 19					
3	Mark and discuss homework (5 mins); R&V: Read a picture story for written/visual comprehension and answer questions on it (55 mins); p. 77	20-22 Act. 4	14-15		Complete answers to Act. 4; LSC: <i>Work with words and Work with sentences</i> LB pp. 22-23					
4	Mark and discuss homework (15 mins); W&P: Write a speech – plan and draft a speech (45 mins); p. 77	23-24 Act. 5	16-17		Revise written speech					
5	W&P: Further revise and edit written speech with a partner; present final written version; p. 77	24 Act. 5	16-17	Literature set work	Read part of literature set work as directed by teacher					
Reflection										
<p>Think about and make a note of: What did learners' answers to questions on the picture story and the speeches they wrote suggest about their knowledge and skills? Are learners responding positively to the literature set work? If they are not, what could you do to increase their interest in reading it? Did you cover 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:					

PLATINUM ENGLISH Week 4 – Theme continued: Science around us

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Review reading of set work (20 mins); L&S: Presenting a prepared speech – make preparations and practise by presenting to a partner (40 mins); Note: The prepared speech could be done as a Term 1 Formal Assessment Task; p. 77	24-25 Act. 6	17-18		Further practising of speech					
2	L&S: Present the prepared speech to the class; p. 77	25 Act. 6	17-18 Rubric xxxiv	<i>In the shacks of Inanda</i> CR pp. 10-14	Read <i>In the shacks of Inanda</i> CR pp. 10-14					
3	Complete presentation of speeches if not finished in previous lesson; R&V: Do activities on <i>In the shacks of Inanda</i> as directed by teacher; p. 77			<i>In the shacks of Inanda</i> CR pp. 10-14	Complete activities on short story					
4	Discuss and mark activities on short story (15 mins); LSC: Use subjects and auxiliary verbs; use verbs as verbs or nouns; use suffixes (45 mins); p. 77	25-27 Act. 7-9	217-218 18-19		Complete any unfinished work LB pp. 25-27 Act. 7-9; Do language revision LB p. 28 Tasks 1-3					
5	Mark and discuss homework (30 mins); R&V: Do activities on literature set work (30 mins); p. 77		19	Literature set work	Read part of literature set work as directed by teacher					
Reflection										
<p>Think about and make a note of: How well did learners present their speeches? What kinds of support do the weakest learners need in order to do better next time? Next time you use the same literature texts would you ask learners to do the same or different activities? Did you cover 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: The suggested poem from the Core Reader differs from the one listed in the Teacher's Guide because it is more compatible with the theme of the chapter.

PLATINUM ENGLISH Week 5 – Theme: Learning about the past									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	L&S: Talk about a photograph (10-15 mins); R&V: Read and answer questions on key features of a drama script and on what happens in the script (45-50 mins); p. 78	29-30 Act. 1 30-32 Act. 2	22 22-23		Complete written answers to play script				
2	Mark and discuss homework (10 mins); L&S: Discuss a multimedia text (a play script) in groups (20 mins); reconstruct a scene and act it (10 mins); write a short, new scene and act it (20 mins); p. 78	30-32 30-33 Act. 3 Act. 4 Part 1 Act. 4 Part 2	22-23 24-25		Manipulative and figurative language – write answers to <i>Work with words</i> and <i>Work with sentences</i> LB p. 32				
3	Mark and discuss homework (5-10 mins); L&S: Listening comprehension – listen to teacher read, make notes and write answers to questions (50-55 mins); Note: This could be done for Term 1 Formal Assessment Task; p. 78	33-34	25-26		Do the before-reading task; make notes to bring to class; LB p. 34 Act. 6;				
4	Report to class about findings from talking to an older person (10 mins); R&V: Read, discuss and answer questions on key features and message of a poem (50 mins); p. 78	34 Act. 6	26-27		<i>Work with words</i> LB p. 36				
5	LSC: Write sentences with adjectival phrases; identify and use adverbial clauses; p. 78	36-37 Act. 7-8	27	<i>To my little girl</i> CR pp. 82-83	Read and answer questions on <i>To my little girl</i> CR pp. 82-83				
Reflection									
Think about and make a note of: What did learners do well this week? What do some learners need help with? What did you notice when they worked in small groups? How well did learners manage the language work on phrase and clauses? Did you cover 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:		

PLATINUM ENGLISH Week 6 – Theme continued: Learning about the past

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Mark and discuss homework on poem (20 mins); W&P: Write a friendly/informal letter based on visual stimulus and plan and begin the draft letter (40 mins); p. 78	38-39 Act. 9	226-227 28-29		Complete the draft letter					
2	W&P: Revise and edit the draft; write and edit the final version of the letter; p. 78	38-39 Act. 9	29	Literature set work	Read part of literature set work as directed by teacher					
3	R&V: Intensive reading/viewing of a cartoon – read, discuss ideas and write answers to questions; p. 78	40-41 Act. 10	29-30		Complete written answers to Act. 10; do <i>Work with words</i> LB p. 41					
4	Mark and discuss homework (15 mins); Discuss and write answers to Q 1-3 on the revision page and mark these in class (45 mins)	40-41 42	29-30 30-31		Write answers to Q 3 on revision page LB p. 42					
5	R&V: Read and do activities on literature set work			Literature set work	Do task on literature set work as directed by teacher					
Reflection										
<p>Think about and make a note of: Much of the content and the activities in Week 5 and Week 6 are based on events that occurred before the learners in your classes were born. How did they respond to the theme? From assessing learners' letters, what have you noticed about the following: content, layout, vocabulary, language structures? What were you most and least satisfied about in your teaching? How are learners responding to the literature set work? Did you cover 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: Bring some newspapers to class for learners to page through.

PLATINUM ENGLISH Week 7 – Theme: So many ways to speak										
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Talk about and demonstrate body language (20 mins); R&V: Use the reading process to read and answer Q 1-6 on a newspaper article; p. 79	43-44 Act. 1 44-46 Act. 2	33-34 34-35		Complete answers for LB pp. 44-46 Act. 2					
2	Mark and discuss homework (10 mins); R&V: Write and discuss a summary of the newspaper article (40 mins); L&S: Begin preparations in order to make an unprepared speech on a newspaper or magazine article (10 mins); p. 79	44-46 44-46 47	34-35 35 36		Find a newspaper/ magazine article about animals LB p. 47 Act. 3					
3	L&S: Make an unprepared speech on a newspaper or magazine article; Note: The unprepared speech could be done as a Term 1 Formal Assessment Task; p. 79	47	36 Rubric xxxiv		Write answers to <i>Work with words</i> and <i>Work with sentences</i> LB p. 46					
4	Mark and discuss homework (15 mins); L&S: Groups discuss newspaper article and information on body language and use body language for communication (45 mins); p. 79	46 47	35	Literature set work	Read set work as directed by teacher					
5	R&V: Read, discuss and write answers to questions on a poem (including structure, figurative meaning and message); p. 79	48-50	37		Complete answers to questions on poem LB p. 50					
Reflection										
<p>Think about and make a note of: How did learners respond to the article about how apes communicate and to the poem about bats? How well could they communicate without using words? What were the strengths and weaknesses of their unprepared speeches? Did you cover 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>					

PLATINUM ENGLISH Week 8 – Theme continued: So many ways to speak

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Mark and discuss homework (20 mins); W&P: Write a newspaper article – plan the article and begin writing first draft (40 mins); Note: This can be done for Term 1 Formal Assessment Task 2; p. 79	48-50 51 Act. 6	38-39		Complete first draft of newspaper article					
2	W&P: Partners give each other feedback on first draft; each learner revises, edits and proof reads final version of article; p. 79	51-51	38-39 xxxi or xxxvi for assessment	<i>We real cool</i> CR p. 72	Read the information about <i>We real cool</i> and read the poem aloud CR p. 72					
3	R&V: Discuss and answer questions on <i>We real cool</i> CR pp. 72-73;		224	Literature set work	Read set work as directed by teacher					
4	Discuss homework reading (10 mins); LSC: Understand and do tasks on differences between denotation and connotation ; discuss answers in class (50 mins); p. 79	52-53 Act. 7	39-40		LSC: Identify ideophones and interjections in a text LB p. 53 Act. 8					
5	Mark and discuss homework (5 mins); Do language revision tasks and discuss answers (55 mins)	53 54	40 41	Literature set work	Read set work as directed by teacher					
Reflection										
<p>Think about and make a note of: What have you noticed about the ways in which learners plan, draft, revise, edit and proof read? How well did they use the checklist for writing newspaper articles? How do you feel about the way you explained the differences between denotative and connotative meanings of words? Did you cover 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:			

PLATINUM ENGLISH Week 9 – Theme: Alcohol and teenagers

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Discuss a photograph (10 mins); L&S: Work with a partner to conduct an interview and fill in a questionnaire report (50 mins); p. 80	55-56 Act. 1 56-57 Act. 2	43 44		Use synonyms to write sentences LSC: <i>Work with words</i> LB p. 58					
2	Mark and discuss homework (5 mins); L&S: Listening comprehension – listen to an article, make notes and answer questions (55 mins); p. 80	58 57-58 Act. 3	45 44-45	Literature set work	Read set work as directed by teacher					
3	Discuss literature set work (10 mins); R&V: Use the reading process to read and answer questions on an investigative report (50 mins); p. 80	58-60 Act. 4	45-46		Complete written answers LB p. 60					
4	Mark and discuss answers to Act. 4 (20 mins); R&V: Read, discuss and answer questions on features, mood and theme in a poem (40 mins); p. 80	58-60 63-64 Act. 6	45-46 48	<i>Dance</i> CR pp. 74-75	Read <i>Dance</i> and prepare to discuss questions on it					
5	Discuss questions on <i>Dance</i> (20 mins); LSC: Revise verbs in past tense by doing <i>Work with words</i> LB p. 60 (10 mins); W&P: Write an investigative report – read example report, decide on topic, think of questions for research (30 mins); p. 80	60 61	225 46 47	<i>Dance</i> CR pp. 74-75	Do research to get information for report					
Reflection										
<p>Think about and make a note of: How well did learners manage all the activities that required them to listen and make notes? What could you do to assist any learners who found these activities difficult? Did you cover 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:			

PLATINUM ENGLISH Week 10 – Theme continued: Alcohol and teenagers

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	W&P: Plan and write first draft of investigative report; p. 80	61-62	47		Revise and edit first draft of report					
2	W&P: Proof read and present final version of report (30 mins); LSC: Do <i>Work with words</i> on examples of bias and use conjunctions to link ideas in sentences ; discuss answers (30 mins); p. 80	62 62	47 Rubric xxxi 47		LSC: Revise last chapter's language (denotation and connotation) LB p. 66 Q 1-2					
3	Mark and discuss homework (5-10 mins); LSC: Discuss the forms and functions of auxiliary verbs and modal verbs ; use these verbs in sentences; mark and discuss sentences; p. 80	64-65 Act. 7-8	48-49 49		Answer revision task on modal verbs LB p. 66 Revision Task 2					
4	Mark and discuss homework (5-10 mins); LSC: Write sentences in past tense including irregular verbs and discuss them; do Revision Task 1 on past tense verbs; p. 80	65 66	50 50		Revise term's work for language and comprehension test					
5	Term 1 Formal Assessment Task 3: Language and Comprehension Test									
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 pages 42-57 in the TG, the Annual Teaching Plan incorrectly allocates eight hours instead of ten to each two-week block. This means that teachers and learners have more time for activities than the time indicated in the LB and the TG.

Note 2: L&S = Listening and Speaking; R&V = Reading and Viewing; W&P = Writing and Presenting; LSC = Language Structures and Conventions. **Note** homework tasks.

SPOT ON Week 1 – Theme: Loving the land									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	L&S/LSC: Groups discuss literal and figurative meanings of a title (5 mins); L&S: Listen to a passage and take notes (15 mins); use notes to write answers to questions (40 mins); p. 76 Note: This could be done as a Term 1 Formal Assessment Task 1	2 Act. 1.1 Act. 1.2 Act. 1.3	60-61		Browse LB to become familiar with it				
2	Mark and discuss answers to Act. 1.3 (10 mins); write down proper nouns to learn to spell and punctuate correctly (5-10 mins); R&V: Identify and use parts of a book (40 mins); p. 76	2 3 Act. 2.1	61 61 62		Learn spelling and punctuation for a quiz				
3	Quiz on proper nouns learned for homework (5 mins); R&V: Read and answer comprehension and language questions on a speech (55 mins); p. 76	4-6 Act. 3.1-3.2	63		Complete answers to questions				
4	Mark and discuss homework (20 mins); LSC: Understand pronouns (20 mins); R&V: Begin reading <i>The old woman</i> (20 mins); p. 76	4-6 7	63 64	<i>The old woman</i> CR pp. 36-38	Complete reading <i>The old woman</i> and study new vocabulary				
5	R&V: Answer questions orally (CR pp. 38-39) on characters, setting, plot, literal and figurative language (50 mins); listen while teacher introduces literature set work (10 mins); p. 76		298	<i>The old woman</i> CR pp. 36-39	Begin reading literature set work as directed by teacher				
Reflection									
<p>Think about and make a note of: You have been teaching learners who are likely to be new to you. What have you noticed about their knowledge and use of English? What were you pleased about in your lessons? What, if anything, would you like to improve on? Did you cover 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:				

SPOT ON Week 2 – Theme continued: Loving the land

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Discuss reading of literature set work (15 mins); W&P: Plan and begin writing first draft of a reflective essay (45 mins); Note: This can be done for Term 1 Formal Assessment Task 2; p. 76	8-9	65-66		Complete first draft of essay					
2	W&P: Revise and edit first draft of essay; get feedback from a partner; p. 76	8-9	65-66		Read literature set work as directed by teacher					
3	Discuss literature set work (10-15 mins); W&P: Write and proof read final version of reflective essay for assessment; p. 76	8-9	65-66 Rubric 289		Read literature set work as directed by teacher					
4	LSC: Revise subject-verb agreement ; distinguish between phrases and clauses; p. 76	10-11 Act. 6.1 Act. 6.2			Read literature set work as directed by teacher					
5	Discuss literature set work (20 mins); LSC: Do revision activity	12	68		Read literature set work as directed by teacher					
Reflection										
<p>Think about and make a note of: Were you satisfied with your teaching of the features of a reflective essay (Why/why not)? What did you notice about the learners' ability to plan, draft, revise, edit and proof read their essays? This week's homework mainly involved reading the set work that you chose for the class. Are learners keeping up with the reading that you direct them to do? How are they responding to the set work? Did you cover 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>What will you change next time? Why?</p>					

SPOT ON Week 3 – Theme: So to speak

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Discuss literature set work (30 mins); L&S/LSC: Discuss features of a prepared speech including emotive and manipulative language (30 mins); p. 77	14-15	70-71		Read questions for Act. 1.2 to prepare for next lesson					
2	L&S: Listen to and make notes on a prepared speech in order to answer questions (15 mins); answer questions on the speech (45 mins); p. 77	15 Act. 1.1 and 1.2	70-71 70-71		Read literature set work as directed by teacher					
3	Discuss and mark Act. 1.2 (20 mins); R&V: Understand skimming and scanning and answer Q 1-4 in Act. 2.2 (20 mins); read the speech and begin answering Q 5-16; p. 77	15 16-18 Act. 2.1-2.2	71 72		Complete answers to Q 5-16					
4	Discuss and mark answers to questions 5-16 (40 mins); LSC: Answer and discuss Q 17-18 on comparative and superlative adjectives (20 mins); p. 77	16-18	72		Read literature set work as directed by teacher					
5	Discuss literature set work (15 mins); LSC: Revise punctuation (45 mins); p. 77	22 Act. 4.1			Read literature set work as directed by teacher					
Reflection										
<p>Think about and make a note of: What could you do to assist any learners who found it difficult to listen, make notes and answer questions from their notes? How well did learners answer the questions about language use in Act. 2.2? Did any of their answers suggest that you need to do some revision work on emotive language, audience, etc.? Did you cover 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: The LB and TG are incorrect about the formal assessment task. Only oral presentation of a prepared speech is a Term 1 formal assessment task. The written version is for informal assessment and for preparation for the oral speech.

SPOT ON Week 4 – Theme continued: So to speak							
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class	
						Date completed	
1	Discuss literature set work (15 mins); W&P: Plan and begin first draft of a speech (45 mins); p. 77	19-20			Do any research needed for speech and complete first draft		
2	W&P: Revise, edit and proof read speech (45 mins); L&S: Read about how to present a speech and begin practising (15 mins); p. 77	20 21	73		Practise speech		
3	L&S: Present a prepared speech to the class; Note: This can be done for Term 1 Formal Assessment Task 1; p. 77	21	73				
4	L&S: Present a prepared speech to the class (45 mins); mark and discuss homework on punctuation; p. 77	21	73 74		Read literature set work as directed by teacher		
5	Discuss literature set work (15 mins); LSC: Understand and use finite and non-finite verbs (45 mins); p. 77	23-24 Revision Act. 2 Q 1-2	75 77		Do revision LB p. 24 Revision Act. 2 Q 3-4		
Reflection							
<p>Think about and make a note of: What strengths and weaknesses did you notice in learners' speeches? Would you change anything about the ways in which you helped them to prepare for writing and presenting their speeches? Did you cover 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:	

SPOT ON Week 5 – Theme: For the love of sport

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Mark and discuss homework (5-10 mins); R&V: Use skimming and scanning strategies to read and answer Q 1-6 in Act. 1.1; discuss answers (50-55 mins); p. 78	24 26-29	77 79		LSC: Answer questions on adjectives, adverbs and present participles LB p. 28 Q 7-9					
2	Mark and discuss homework (10 mins); LSC: Answer word meaning Q 10-13 in Act. 1.1; discuss answers (40 mins); R&V: Listen to teacher introduce poem (CR p. 77) (10 mins) p. 78	26-29	79	<i>The high jump</i> CR pp. 76-79	Re-read the poem and learn the vocabulary CR p. 78					
3	R&V: Understand key features of a poem (language use, structure and theme) ; answer question on poem; p. 78		303	<i>The high jump</i> CR pp. 76-79	Use ideas on CR p. 76 to write a sport poem					
4	Share sport poems with class (15 mins); LSC: Revise parts of speech – adjectives, adverbs, adjectival and adverbial phrases , and articles; answer questions; p. 78	30-31	80		Do revision LB p. 36 Revision Act. 3 Q 1-2					
5	Mark and discuss homework (15 mins); L&S: Listening comprehension – record main ideas and discuss answers (40 mins); p. 78	32 Act. 3.1	81-82		Read literature set work as directed by teacher					
Reflection										
<p>Think about and make a note of: How did learners respond to the poem and to the questions on it? Would you do anything differently if you were teaching this poem again? Did learners manage to write their own sports poems and if so, what did you notice about their poems? Did you cover 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: As many examples of magazine covers as possible.

SPOT ON Week 6 – Theme continued: For the love of sport									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	Discuss literature set work (10 mins); R&V: In groups discuss a multimedia text (a magazine cover) and answer questions on it to show understanding of its message; p. 78	32-33	82		LSC: Literal and figurative language – write two examples of puns				
2	Share examples of puns (10 mins); R&V: Read the multimedia text (cartoon) on p. 36 and discuss in a group; give answers to Revision Act. Q 3 (20 mins); start reconstructing scenes in pairs as instructed by teacher (20 mins); p. 78	36 Q 3	85 83		Read literature set work as directed by teacher				
3	Discuss literature set work (15 mins); L&S: Perform role plays prepared in previous lesson (45 mins); p. 78		83		Read literature set work as directed by teacher				
4	W&P: Plan and write first draft of a friendly letter; p. 78	35 Act. 4.1			Revise first draft				
5	W&P: Write, edit and proof read final version of letter; p. 78	35 Act. 4.1	84 Rubric 290		Read literature set work as directed by teacher				
Reflection									
<p>Think about and make a note of: How did learners respond to the reading of two multimodal texts (magazine cover and cartoon)? How well did they work in groups and pairs? Is there anything you could do to improve learners' participation in group or pair work? Did you cover 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:		

SPOT ON Week 7 – Theme: Dare to be wise

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Discuss literature set work (10 mins); L&S: Listen to three short articles read by teacher and choose one as a stimulus for an unprepared speech ; organise thoughts; make speech; Note: This can be done for Term 1 Formal Assessment Task 1; p. 79	38 Act. 1	88 89							
2	L&S: Make unprepared speech (rest of class); p. 79	38 Act. 1.1	89		Prepare for panel discussion by reading LB p. 39					
3	L&S: Participate in a panel discussion ; listen to other groups' panel discussions; p. 79	39 Act. 2.1			Read literature set work as directed by teacher					
4	Discuss literature set work (10 mins); LSC: Understand bias, stereotyping, prejudice and identify examples (50 mins); p. 79	40 Act. 3.1	91	<i>Words can take root too</i> CR pp. 32-33	Read <i>Words can take root too</i> CR pp. 32-33					
5	R&V/LSC: Understand vocabulary, literary language and theme in a folk tale and answer questions on it; p. 79		297	<i>Words can take root too</i> CR pp. 32-34	Read literature set work as directed by teacher					
Reflection										
<p>Think about and make a note of: What did you notice about the unprepared speeches and the contributions to the panel discussion of the strongest and the weakest speakers? What could you do to assist the weaker speakers? Is there anything you could improve about the ways you explained bias, stereotyping and prejudice to learners? Did you cover 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: Magazines for learners to read to get ideas about writing articles.

SPOT ON Week 8 – Theme continued: Dare to be wise							
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class	
						Date completed	
1	Discuss literature set work (10 mins); LSC: Understand and identify denotative and connotative meanings of words; discuss answers to Act. 4.1 (50 mins); p. 79	41 Act. 4.1	92		LSC: The apostrophe – read about and answer Act. 7.1 LB p. 46		
2	Mark and discuss homework (10 mins); R&V: Read a newspaper article, identify its key features and answer questions on it (50 mins); p. 79	46 42-43 Act. 5.1	96 93		Complete answers to Act. 5.1		
3	Mark and discuss homework (20 mins); W&P: Plan and begin first draft of a magazine article (40 mins); p. 79	44-45	94		Complete and revise first draft of article		
4	W&P: Write, edit and proof read final version of article; Note: This can be done for Term 1 Formal Assessment Task 2; p. 79	44-45	94 Rubric 290		Read about limericks to prepare for next lesson LB p. 47		
5	LSC: Identify stereotyping, bias and prejudice in limericks by doing Act. 8.1 Q 1-2 (30 mins); do Revision Act. 4 (30 mins); p. 79	47 48 Revision Act. 4	97-98		Write a limerick LB p. 47 Act. 8.1.3; Continue reading literature set work		
Reflection							
<p>Think about and make a note of: This week learners have been ‘playing’ with different kinds of language. How well have they understood the complex concepts you have taught? What else could you do to assist them? How well did learners manage the writing of a magazine article? Did you cover 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:	

SPOT ON Week 9 – Theme: Asking the right questions

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Read limericks to class (10 mins); Discuss literature set work (10 mins); R&V: Read and understand key features of an investigative report; answer questions on a report (40 mins); p. 80	50-51 Act. 1.1	101		Complete answers to Act. 1.1 LB p. 50					
2	Mark and discuss homework (30 mins); LSC: Read information on verb tenses and regular/irregular verbs and begin answering Act. 2.1, 3.1 and 3.2 (30 mins); p. 80	50-51 52-53 Act. 2.1, 3.1 and 3.2	101 102-103		Complete answers to activities LB pp. 52-53					
3	Mark and discuss homework activities (20 mins); LSC: Understand and use active and passive voice; write answers to Act. 4.1 (40 mins); p. 80	52-53 54-55 Act. 4.1	102-104 105		Complete answers Act. 4.1 LB p. 54					
4	Mark and discuss homework activity (10-15 mins); L&S: Listen to an interview, make notes and answer questions (45-50 mins); p. 80	55 56 Act. 5.1- 5.2	105 106-107		Prepare for next lesson by reading LB pp. 57-58					
5	L&S/W&P: Write an investigative report; choose a topic and draw up interview questions; with a partner, practise asking the questions; p. 80	57-59 Act. 6.1- 6.2	108		L&S: Conduct interviews and record information to use in report					
Reflection										
<p>Think about and make a note of: What pleased you about your teaching of verb tenses, verb forms and active and passive voice? Could you improve on any aspect of your teaching about verbs and voice and if so how could you do this? How successfully did you prepare learners for the interviewing task? Did you cover 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:		



SPOT ON Week 10 – Theme continued: Asking the right questions

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	W&P: Use information from interviews to plan and write first draft of investigative report; p. 80	59 Act. 6.3	108		Revise first draft of report					
2	W&P: Write, edit and proof read final version of investigative report; p. 80	59 Act. 6.3	108		Practise presenting the report to the class					
3	L&S: Take turns to present report to a group of class members; p. 80	59 Act. 6.4	108		Do LB p. 60 Revision Act. 5					
4	LSC: Discuss and mark answers to Revision Act. on verbs and active/passive voice (30 mins); R&V: Participate in class discussion about literature set work (30 mins); p. 80	60	109		Revise for term test					
5	Term 1 Formal Assessment Task 3: Language and Comprehension Test									

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: L&S = Listening and Speaking; R&V = Reading and Viewing; W&P = Writing and Presenting; LSC = Language Structures and Conventions.

Extra resources: Additional books for identifying features of books. **Note** homework tasks.

SUCCESSFUL ENGLISH Week 1 – Theme: Negotiating your way									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	L&S: Talk with a partner about a <i>negotiation</i> (5 mins); listen and take notes of main and supporting ideas; discuss these ideas in groups (55 mins); p. 76	8-9 Act. 1	37-38		Browse LB to become familiar with it				
2	LSC: Revise punctuation marks (30 mins); R&V: Practise before-, during- and after-reading strategies ; read a story (30 mins); p. 76	10 Act. 2 11-12 Act. 3	38-39 39-40		Write answers to LB p. 12 Act. 3 Q 1a-1k				
3	Mark and discuss homework (15 mins); discuss Act. 3 Q 2-3 (15 mins); understand and identify main and dependent clauses (30 mins); p. 76	11-12 13 Act. 4	39-40 40		Read about text features and parts of a book LB pp. 13-15				
4	R&V: Identify text features and parts of a book and answer questions about them; LSC: Note homework task on pronouns ; p. 76	13-15 Act. 5 17	40		Read about pronouns LB p. 17; Answer Act. 7				
5	Mark and discuss homework (10 mins); L&S: Participate in a group discussion (50 mins); p. 76	16-17	40-41		Punctuation and spelling practice LB p. 26 Act. 14				
Reflection									
<p>Think about and make a note of: You have been teaching learners who are likely to be new to you. What have you noticed about their knowledge and use of English? What were you pleased about in your lessons? What, if anything, would you like to improve on? Did you cover all the work set for the week? If not, how will you get back on track?</p>					What will you change next time? Why?				
					HOD/Subject head:				Date:

SUCCESSFUL ENGLISH Week 2 – Theme continued: Negotiating your way

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Mark and discuss homework (10 mins); R&V: Understand key features of a short story ; read a story and answer questions on it (50 mins); p. 76	18-20 Act. 8	41-43		Complete answers to question in Act. 8					
2	Mark and discuss homework (15 mins); LSC: Distinguish between literal and figurative language (30 mins); understand and use adverbs of place and degree (15 mins); p. 76	21 Act. 9 21-22 Act. 10	43 43		Complete answers to Act. 10					
3	Mark and discuss homework (10 mins); W&P: Plan and write first draft of a narrative essay (50 mins); p. 76	22-23 Act. 11	43		Revise and edit first draft of the essay					
4	W&P: Write, edit and proof read final version of narrative essay ; Note: This narrative essay can be done for Term 1 Formal Assessment Task 2; p. 76	22-24 Act. 11	43 Rubric 33		LSC: Read about subject-verb agreement and do LB pp. 24-25 Act. 12					
5	Mark and discuss homework (10 mins); LSC: Understand and use synonyms and antonyms (30 mins); R&V: Listen to introduction to literature set work (20 mins); p. 76	25-26	43-44 44		Begin reading literature set work as directed by teacher					
Reflection										
<p>Think about and make a note of: Did you and the learners manage to complete all the work listed in the lesson outlines? If yes, what helped you to do so? If no, what made it difficult to complete all the work? How will you get back on track? What do you think learners enjoyed most and why?</p>					<p>What will you change next time? Why?</p>					
					HOD/Subject head:		Date:			

SUCCESSFUL ENGLISH Week 3 – Theme: The power of speech

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	L&S: Choose an opening for a speech (5 mins); Listen to a prepared speech; take note of features and language use; in groups discuss and answer questions on the speech (55 mins); p. 77	28-29 Act. 1	46-47		Read about abbreviations LB p. 30; bring own examples of abbreviations to class					
2	LSC: Understand and use acronyms and abbreviations (45 mins); p. 77 Discuss literature set work and note homework task (15 mins)	30-31 Act. 2-3			Read literature set work as directed by teacher					
3	Discuss literature set work (10 mins); R&V: Read a speech and identify its key features , particularly emotive language ; answer questions on the speech (50 mins); p. 77	31-32 Act. 4	47-48		Read literature set work as directed by teacher					
4	LSC: Revise nouns, verbs and adjectives ; p. 77	33-34 Act. 5	48		Read literature set work as directed by teacher					
5	Discuss literature set work (10 mins); R&V: Use the before-, during- and after-reading process to read an article and answer comprehension questions on it (50 mins); p. 77	34-37 Act. 6	48-49		Complete answers to questions					
Reflection										
<p>Think about and make a note of: What did you notice about learners' ability to take notes while listening and their ability to participate in a group discussion? How are learners responding to the literature set work? What pleased you about your teaching week and what do you think you could improve? Did you cover 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:			



SUCCESSFUL ENGLISH Week 4 – Theme continued: The power of speech

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Mark and discuss homework (15 mins); LSC: Revise sentence structure: phrases, clauses and conjunctions (45 mins); p. 77	37-39 Act. 7	50		Write a few ideas for a speech LB p. 39					
2	W&P: Plan and write first draft of a speech; revise with a partner; p. 77	39-40 Act. 8	50-51		Write, edit, and proof read final version of speech					
3	LSC: Understand and use prepositions (30 mins); L&S: Plan a prepared speech (30 mins); p. 77	43 Act. 11 42	51 51		Practise prepared speech					
4	L&S: Present a prepared speech; Note: This can be done as Term 1 Formal Assessment Task 1; p. 77	42 Act. 11	51		LSC: Revise punctuation LB p. 41 Act. 9					
5	L&S: Present prepared speech (rest of class) (50 mins); Mark and discuss homework (10 mins); p. 77				Read literature set work as directed by teacher					
Reflection										
<p>Think about and make a note of: Much of this week’s work has focused on writing and presenting speeches. What did the learners do well? What do some or all of them need help with? How can you assist them? Did you cover 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:			



SUCCESSFUL ENGLISH Week 5 – Theme: Roles we play in life

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Talk with a partner about roles at school (5 mins); L&S: Listen to an extract from a story, make notes to record main and supporting ideas, write a summary (55 mins); p. 78	47-49 Act. 2	53-54		Write a summary					
2	L&S: With a partner, use summary to agree on version of the story (reconstruct the scene) (15 mins); tell the story to another partner using own words (paraphrasing) (15 mins); LSC: Use adverbs of time and manner (30 mins); p. 78	47-49 Act. 2 46-47 Act. 1	53-54		Read literature set work as directed by teacher					
3	Discuss literature set work (10 mins); LSC: Work out word meanings in context (30 mins); R&V: Begin the process of reading a short story by doing the before-reading tasks (20 mins); p. 78	49 Act. 3 50-52 Act. 4	54 55		Read the story LB p. 51-52; do the while-reading task LB p. 51					
4	R&V: Discuss features of short story and write answers to questions on it; p. 78	50-52 Act. 4	55	CR pp. 80-84	Read more about the features of short stories					
5	Mark and discuss homework (15 mins); LSC: Identify and use adjectival and adverbial phrases and clauses (45 mins); p. 78	52-53 Act. 5-6	56	<i>I thought drunkards were never heroes</i> CR pp. 85-87	Read <i>I thought drunkards were never heroes</i> CR pp. 85-87; Answer Q 2, 3 and 5					
Reflection										
<p>Think about and make a note of: What pleased you about your teaching of features of short stories? What could you improve on? Did you cover 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: Examples of multimodal texts such as comic strips and advertisements to show learners how words, images and their layout on the page contribute to meaning.

SUCCESSFUL ENGLISH Week 6 – Theme continued: Roles we play in life										
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
										Date completed
1	Mark and discuss homework (10 mins); L&S: In groups discuss a multimodal text and role play scenes from a comic (50 mins); p. 78	54-55 Act. 8	173-4 56-57	<i>I thought drunkards were never heroes</i> CR pp. 85-87	LSC: Read about infinite verbs and gerunds ; and do LB p. 54 Act. 7					
2	Mark and discuss homework (5 mins); R&V: Read a poem, understand key features of it (structure, figurative language rhyme and rhythm) ; answer questions on it; p. 78	56-58 Act. 9	57	<i>Watching TV</i> LB pp. 56-58	Complete answers to questions on poem					
3	Mark and discuss homework (15 mins); LSC: Learn more about comparative and superlative adjectives and about using definite and indefinite articles (45 mins); p. 78	56-58 58-59 Act. 11 59 Act. 12	57 58 58		LSC: Read about writing statements in negative form; do LB p. 62 Act. 14					
4	Mark and discuss homework (5-10 mins); W&P: Plan and write first draft of a friendly letter (50 -55 mins); p. 78	60-62 Act. 13	58		Revise first draft of the letter					
5	W&P: Write final version of letter, edit and proof read it ; p. 78	60-62 Act. 13	58		Read literature set work as directed by teacher					
Reflection										
<p>Think about and make a note of: Were you satisfied with your explanations and examples of multimodal texts (Why/why not)? What did you notice when learners role played scenes from the comic? What did you notice about learners' answers to questions on the poem? How will what you noticed affect your teaching of role playing and poetry in future? Did you cover 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: To assess the Formal Assessment Task on unprepared speeches, use the rubric on p. 32 of the Teacher's Guide but ignore the *Research Skills* column.

Extra resources: Magazines to consolidate learning about features of magazines.

SUCCESSFUL ENGLISH Week 7 – Theme: Language in the media						
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class
						Date completed
1	Discuss literature set work (10 mins); L&S: Talk in groups about favourite magazines (5-10 mins); R&V: Use the reading process to read a magazine article, understand how it is structured and answer questions on it (40-45 mins); p. 79	64-66 Act. 1 Q 1	60 60-61		Complete answers to LB p. 65 Q 1a-1h	
2	Mark and discuss homework (10 mins); LSC: Identify correct forms of verb tenses, nouns, adverbs and adjectives in a magazine article (30 mins); L&S: Prepare to participate in a group discussion (20 mins); p. 79	66 Act. 1 Q 2-3 66 Act. 2 before-speaking	61 61		Prepare for while-speaking LB p. 67 by thinking about roles people play in families	
3	L&S: Participate in a group discussion, agree on summary of discussion (45 mins); LSC: Revise simple sentences and simple tenses (15 mins); p. 79	67 Act. 2 69	61 62		LSC: Do LB p. 69 Act. 5	
4	Mark and discuss homework (10 mins); LSC: Recognise bias and stereotypes (30 mins); L&S: Make an unprepared speech on a magazine article; p. 79	67 Act. 3 68 Act. 4	61 62		Read literature set work as directed by teacher	
5	L&S: Make an unprepared speech on a magazine article (rest of class); Note: This unprepared speech can be done for Term 1 Formal Assessment Task 1; p. 79	68 Act. 4	62		Read literature set work as directed by teacher	
Reflection						
<p>Think about and make a note of: Were you satisfied with your teaching of Language Structures and Conventions this week? Why or why not? What impressed you or concerned you about learners' unprepared speeches? Did you cover 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:	



SUCCESSFUL ENGLISH Week 8 – Theme continued: Language in the media

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Discuss literature set work (15 mins); W&P: Learn about features and language use in magazine articles, plan and begin to write first draft of magazine article (45 mins); p. 79	70-72 Act. 6	62-63		Complete first draft of magazine article					
2	W&P: Write, edit and proof read final version of magazine article; This magazine article can be done for Term 1 Formal Assessment, Task 2; p. 79	70-72 Act. 6	62-63		LSC: Revise punctuation and do LB p. 72 Act. 7					
3	Mark and discuss homework (5-10 mins); LSC: Understand the meaning and use of proverbs (30 mins); R&V: Do pre-reading activity for a poem (15 mins); p. 79	72 73 Act. 8 73-74 Act. 9 Task 1	63 63		R&V: Do while-reading task LB p. 74 Act. 9 Task 2					
4	R&V: Discuss answers to after-reading questions (45 mins); LSC: Revise adverbs of place and degree (15 mins); p. 79	75 Act. 9 Task 3 75 Act. 10	63 64		Complete Act. 10 and do Act. 11 on using adjectives					
5	Mark and discuss homework (10 mins); LSC: Learn about and recognise ideophones and interjectives (35 mins); R&V: Read about free verse and read a poem; p. 79	76 Act. 12	64	<i>Not him</i> CR pp. 53-55	Read <i>Not him</i> CR pp. 53-55; Answer Q 1-2					
Reflection										
<p>Think about and make a note of: What pleased you about the way you taught learners to write a magazine article? What do you think you could improve on? How did learners respond to the poetry in this unit? What have you noticed about learners' vocabulary? What could you do to help them to extend their vocabulary? Did you cover 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:			

SUCCESSFUL ENGLISH Week 9 – Theme: Language for different purposes

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Mark and discuss homework from CR (5-10 mins); Talk with a partner about an invention (5 mins); L&S: Listen for main and supporting ideas (listening comprehension) and answer questions (45-50 mins); p. 80	78 Quick check 78-79 Act. 1	171 66 66-67		Read literature set work as directed by teacher					
2	Discuss literature set work (10 mins); R&V: Use the reading process to read and answer questions on an investigative report (50 mins); p. 80	79-81 Act. 2	67 67-68		Complete answers to questions LB p. 80-81 Act. 2					
3	Mark and discuss homework (10-15 mins); LSC: Recognise and use regular and irregular verbs and main and auxiliary verbs (45-50 mins); p. 80	81-82 Act. 3-4	67 67-68	<i>Friendship</i> CR pp. 56-58	R&V: Read about poetic messages CR p. 56 and read <i>Friendship</i> CR p. 57					
4	R&V: Understand key features of poetry ; discuss answers to question on CR p. 58; work in a group to perform the poem as a rap; p. 80		171		Reread the article LB p. 80; Think about questions to ask in an interview with Sagi or Ntombi					
5	L&S: Prepare questions and answers and role play an interview (45 mins); p. 80 Discuss literature set work and note homework task	83-84	68		Read literature set work as directed by teacher					
Reflection										
<p>Think about and make a note of: What did learners enjoy most this week? What did they find most difficult? What do your answers to these questions suggest to you about your teaching? Did you cover 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: The *Revision Test* on pages 91-92 is not long enough and not for sufficient marks to be used for Term I Formal Assessment Task 3: Language and Comprehension Test.

SUCCESSFUL ENGLISH Week 10 – Theme continued: Language for different purposes									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	Discuss literature set work (10 mins); W&P: Plan and write first draft of an investigative report (50 mins); p. 80	84-86 Act. 6	68-69		Revise first draft				
2	W&P: Edit, write and proof reads final version of investigative report; p. 80	84-86 Act. 6	68-69		R&V: Read about figures of speech and imagery in poetry, and read poem LB p. 87				
3	R&V: Discuss a poem and answer questions on figures of speech and theme of poem; p. 80	86-88 Act. 7			LSC: Read about declarative and exclamatory statements and answer questions LB p. 89 Q 2-3				
4	Mark and discuss homework (10 mins); Work through revision test to prepare for term test (50 mins);	91-92			Revise for term test				
5	Term 1 Formal Assessment Task 3: Language and Comprehension Test								
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:			

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

Note 1: What learners listen to, read, discuss and write in Week 1 will help them with the main writing task in Week 2. This is a formal assessment task.

Note 2: L&S = Listening and Speaking; R&V = Reading and Viewing; W&P = Writing and Presenting; LSC = Language Structures and Conventions.

Extra resources: Additional books to demonstrate parts of different kinds of books. **Note** homework tasks.

TOP CLASS Week 1 – Theme: Food for thought										
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	L&S: Group (pair) discussion select and sequence relevant ideas to introduce a partner to the class (20 mins); L&S: Listen to a short story and make notes (15 mins); read information on emotive language and answer questions orally (25 mins); p. 76	1 Act. A 1-2 Act. B	1 1-2 2-3		Browse LB to become familiar with it					
2	L&S: Groups share and assess ideas on food stories (20 mins); R&V: Identify parts of a book and answer questions on these parts (40 mins); p. 76	3 Act. C 3-4 Act. D	3 3-4	<i>Dragon curry</i> CR pp. 1-7	Begin reading <i>Dragon curry</i> in CR					
3	R&V: Read an extract from a short story and answer questions on key features of short stories ; LSC: Answer questions on synonyms and antonyms in the story; p. 76	4-7 Act. E	4-5	<i>Dragon curry</i> CR pp. 1-7	Finish reading <i>Dragon curry</i> in CR					
4	R&V: Discuss the short story and answer the questions on setting, characters and plot in CR pp. 6-7; p. 76		5	<i>Dragon curry</i> CR pp. 1-7	Revise parts of a book by identifying these in CR					
5	Discuss homework (5 mins); R&V: Compare and contrast features of two stories (25 mins); LSC: Identify examples of literal and figurative language (20 mins); listen to introduction to literature set work (5 mins); p. 76	7 Act. F 7-8 Act. G	5 6	Literature set work	Begin reading literature set work					
Reflection										
<p>Think about and make a note of: You have been teaching learners who are likely to be new to you. What have you noticed about their knowledge and use of English? What were you pleased about in your lessons? What, if anything, would you like to improve on? Did you cover 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 2 – Theme continued: Food for thought

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Discuss first reading of literature set work (10 mins); LSC: Understand and use adverbs of place and degree (30 mins); W&P: Plan a narrative essay (20 mins); p. 76	8 Act. H 8-9	6 6		Begin writing first draft of narrative essay					
2	W&P: Complete first draft and revise using guidelines in LB p. 9; p. 76	9 Act. H	6		Complete revisions to essay					
3	Write and proof read final version of essay; Note: This narrative essay can be done for Term 1 Formal Assessment Task 2; p. 76	9 Act. H	6 Rubric 180	Literature set work	Read literature set work as directed by teacher					
4	Discuss set work (10 mins); LSC: Revise parts of speech (40 mins); understand pronouns in preparation for homework task; p. 76	10-11 Act. J 11 Act. K 12	7 7		Write paragraph using pronouns LB p. 12					
5	Mark and discuss homework (10 mins); LSC: Understand sentence structure ; write subjects and predicates (20 mins); understand and use clauses in sentences (30 mins); p. 76	12 12-13 Act. L 13 Act. M			Do LB p. 13 Act. N					
Reflection										
<p>Think about and make a note of: Much of the work that learners did this week focused on the process of writing a narrative essay. What did they enjoy/do well? What did they find difficult? Were you satisfied with what you did to assist those learners who had difficulties? Did you cover 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 3 – Theme: Words with wings

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Mark homework (5 mins); L&S: Listen to a speech and answer questions on it (35 mins); LSC: Understand and answer questions on language used in inspirational speeches (20 mins); p. 77	13 14-15 Act. A 15-16 Act. B	8 9-10		Complete written answers to LB p. 16 Act. B					
2	Mark and discuss homework (10 mins); L&S and LSC: Understand and answer questions on features of inspirational speeches (emotive and manipulative language) (15 mins); R&V: Read and answer questions about a speechmaker; skim and scan a speech and answer questions on it (35 mins); p. 77	16 Act. C 16-18 Act. D Q 1-4	10 10-11 11		Read a speech and answer LB pp. 18-19 Q 5 (a-k)					
3	Mark and discuss homework (30 mins); R&V: Discuss text features (fonts, headings, captions); Discuss word meanings (antonyms, synonyms, literal and figurative language) (30 mins); p. 77	18-19 19 Act. D Q 6-7	12 12 12		Read and think about poem <i>Midway</i> CR pp. 8-10					
4	R&V: Read and answer questions on a poem; p. 77		13	<i>Midway</i> pp. 8-11	Choose speech topic LB p. 20					
5	W&P: Plan, draft, revise, edit and proof read a speech ; p. 77	20	13		Prepare to present speech to class LB p. 20					
Reflection										
<p>Think about and make a note of: This week learners listened to and read powerful speeches and a powerful poem in preparation for writing their own speeches. How did they respond to the speeches and poem? What pleased you most about your teaching this week? What, if anything, would you like to teach differently? Did you cover 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>		

TOP CLASS Week 4 – Theme continued: Words with wings

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	L&S: Present prepared speech to the class; Note: This can be done as Term 1 Formal Assessment Task 1; p. 77	20	13-14 Rubric 14	Literature set work	Read literature set work as directed by teacher					
2	L&S: Present prepared speech to the class; p. 77	20	13-14 Rubric 14	Literature set work	Read literature set work as directed by teacher					
3	Discuss literature set work (10 mins); LSC: Extend knowledge of nouns and verbs ; p. 77	21-22 Act. G-I	14-15	Literature set work	Read literature set work as directed by teacher					
4	Discuss literature set work (5 mins); LSC: Revise prepositions and use them to play a game (25 mins); understand and use comparative and superlative adjectives (30 mins); p. 77	23 Act. J	15 15		Revise punctuation and do LB p. 25 Act. M					
5	Mark and discuss homework (5 mins); LSC: Understand more about clauses (25 mins); learn about abbreviations ; p. 77	25 24 Act. L 26 Act. N	16		Do LB p. 26 Act. O					
Reflection										
<p>Think about and make a note of: What did you learn from assessing learners' speeches? What do you plan to do to assist learners who did not present their speeches well? Did you and the learners enjoy the prepositions game? If you used this game again, would you do anything differently? How are learners responding to their literature set work? Did you cover 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: If possible bring examples of cartoon strips for learners to enjoy.

TOP CLASS Week 5 – Theme: The magic of everyday life									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	Mark and discuss homework; L&S: Discuss, record and share ideas about a multimedia text (cartoon); reconstruct and act a scene (based on cartoon or other text); p. 78	27-28 Act. A-B	17 18-19		Watch a TV drama and decide what to re-enact from it				
2	L&S: In groups prepare and then act scene from TV programme (20 mins); L&S: Listen to information and make notes (40 mins); p. 78	28 Act. B 28-29 Act. C	19 19-20		Read about paraphrasing and do LB p. 29 Task 3				
3	Mark and discuss homework (5 mins); R&V: Do pre-, during- and after-reading activities on an extract from a novel (55 mins); p. 78	29-31 Act. D	20-21		Complete answers to Act. D				
4	Discuss and mark Act. D (15 mins); L&S: Extend knowledge of comparative and superlative adjectives and of phrases and clauses (45 mins); p. 78	29-31 31-32 Act. E 32-33 Act. F	20-21 21-22 22		Language revision: LB pp. 33-34 Act. G-H				
5	Mark and discuss homework (10 mins); R&V: Read a poem and answer/discuss questions on its features and theme (50 mins); p. 78	34 Act. I	21-22 23	Literature Set work	Read literature set work as directed by teacher				
Reflection									
<p>Think about and make a note of: Learners worked with many different kinds of texts this week (cartoon, TV drama, novel, poem). Which did they find most challenging and why? What could you do to help them to read and respond to this kind of text more confidently and competently? Did you cover 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 6 – Theme continued: The magic of everyday life

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Discuss literature set work (10 mins); R&V: Read a short story and discuss questions on it; p. 78		23-24	<i>The silence of owls</i> CR pp. 12-17	Write answers to any questions not completed in class CR p. 17					
2	Discuss answers to homework questions on p. 17 of CR (10 mins); R&V: Read a poem from CR and discuss questions on it (50 mins); p. 78		23-24	<i>Sun</i> CR pp. 18-19	Write own poem about the sun					
3	Read own poem to classmates (5-10 mins); LSC: Understand and use adverbs of manner and time (20-25 mins); W&P: Understand features, plan and begin first draft of a friendly letter ; p. 78	35 Act. J 36-37 Act. K	25 25		Complete first draft					
4	W&P: Revise, edit and proof read friendly letter ; p. 78		Rubric 25	Literature set work	Read literature set work as directed by teacher					
5	Discuss literature set work (10 mins); LSC: Understand and use definite and indefinite articles ; understand how to form negative statements (50 mins); p. 78	37-38 Act. L 38 Act. M			Answer LB p. 39 Act. N					
Reflection										
<p>Think about and make a note of: What is your response, so far, to the texts, information and activities in the Core Reader? What did you notice about learners' letters while they were revising and editing them? Having answered the first two questions, is there anything that you think you should change about the way you use the Core Reader with the learners and the ways you teach writing a friendly letter? Did you cover all the work set for the week? If not, how will you get back on track?</p>						What will you change next time? Why?				
						HOD/Subject head:				Date:

Extra resources: Newspapers for learners to page through.

TOP CLASS Week 7 – Theme: Multicultural moments									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	Mark and discuss homework (Act. N); R&V: Understand features of different kinds of newspaper articles ; L&S: Listen to, discuss and answer questions on features of a newspaper article ; p. 79	39 40-41 Act. A	26 27-28		Make some notes on what could interest tourists in your area				
2	L&S: Give an unprepared speech ; Note: This can be done as Term 1 Formal Assessment Task 1 ; p. 79	42 Act. B	29 Rubric 29	Literature set work	Read literature set work as directed by teacher				
3	L&S: Give unprepared speeches (rest of class); p. 79			Literature set work	Read literature set work as directed by teacher				
4	Discuss literature set work (10 mins); R&V and LSC: Read a newspaper article ; identify and discuss bias, prejudice and stereotypes (50 mins); p. 79	42-44 Act. C	30		Do Act. E on punctuation marks LB pp. 45-46				
5	Mark and discuss homework (10 mins); LSC: Understand words in context (35 mins); R&V: Read a poem and begin to answer questions on it (15 mins); p. 79	45-46 44-45 47-48	31 30-31 31		Complete answers to questions on poem LB pp. 47-48				
Reflection									
<p>Think about and make a note of: How well did learners present their unprepared speeches? What can you do to support those who found this activity difficult? How did learners respond to the newspaper article and to the tasks about bias, prejudice and stereotypes? Were you pleased with your teaching of these three concepts? Why or why not? Did you cover 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 8 – Theme continued: Multicultural moments

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Read and answer questions on a short story and then on a poem ; p. 79		32	<i>The rainbow bird and the crocodile</i> CR pp. 20-25	Read <i>People ask</i> CR pp. 26-27					
2	R&V: Re-read poem and discuss questions (CR pp. 28-29) on literal and figurative language (40 mins); LSC: Identify ideophones (20 mins); p. 79	48 Act. G	32-33 33	<i>People ask</i> pp. 26-29						
3	W&P: Plan and write first draft of a newspaper/magazine article ; Note: This can be done for Term 1 Formal Assessment Task 2; p. 79	49 Act. H	33 Rubric 180		Complete writing of first draft of article					
4	W&P: Revise, edit and write final version of article; p. 79	49 Act. H	33		Revise tenses and simple sentences LB p. 50 Act. I					
5	Mark and discuss homework (10 mins); LSC: Revise adverbs; understand and use interjections (50 mins); p. 79	50 50-51 Act. J 51 Act. K	33		Language revision LB p. 51 Act. L					
Reflection										
<p>Think about and make a note of: What progress are learners making with writing longer texts? How do you assist them to extend their vocabulary? Did anything concern you about this week's lessons? If it did, could you do something to improve what you were concerned about? Did you cover 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 9 – Theme: Become a first class investigator

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Mark and discuss homework (5 mins); L&S: Organise group members' opinions into categories (15 mins); listen to an article, make notes and answer questions (40 mins); p. 80	52-53 Act. A	36-37	Literature set work	Read literature set work as directed by teacher					
2	Discuss literature set work (15 mins); L&S: Understand and identify persuasive/manipulative techniques (45 mins); p. 80	53-54 Act. B	37-38		Skim the report and identify key features LB pp. 55-56					
3	R&V: Read an investigative report ; discuss features identified from skimming it (5-10 mins); read the report again and answer the questions about format and language use that follow it; p. 80	55-57 Act. C 57-58 Act. D	38-39 39		Complete answers LB pp. 57-58 Act. D					
4	Mark and discuss homework (10 mins); R&V and LSC: Read a poem , answer questions on rhyme, mood and connotative language (50 mins); p. 80	57-58 58-59 Act. E	39-40	<i>Fashion fizz</i> CR pp. 29-33	Read <i>Fashion fizz</i> CR pp. 29-33					
5	R&V: Discuss the story <i>Fashion fizz</i> and orally answer questions CR p. 34 (30 mins); W&P: Prepare questionnaire for interviews (30 mins); p. 80	60 Act. F	40 41	<i>Fashion fizz</i> CR pp. 29-34	Conduct interviews					
Reflection										
<p>Think about and make a note of: Were you satisfied or dissatisfied with the way you taught the lessons on format and language in an investigative report? Think about why. How did learners respond to <i>Fashion fizz</i>? In general, how do learners respond to homework tasks? If some of them don't do their homework, what can you do to encourage them? Did you cover 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 10 – Theme continued: Become a first class investigator

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	W&P: Write an investigative report – discuss interview data with group and analyse findings in order to plan first draft; p. 80	60-61 Act. F	41		Write first draft of report					
2	W&P: Revise, edit and write final version of investigative report; p. 80	60-61 Act. F	41 Rubric 41	Literature set work	Read literature set work as directed by teacher					
3	Discuss literature set work (20 mins); LSC: Revise verbs , revise statement sentences (40 mins); p. 80	61-63 Act. G-H	42		Do activity LB p. 66 Act. L					
4	Mark and discuss homework (5-10 mins); LSC: Revise sentence structure and punctuation (50-55 mins); p. 80	63 Act. I 64 Act. J	42 43		Revise for term test					
5	Term 1 Formal Assessment Task 3: Language and Comprehension Test	64-66 Act. K	43-44							
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:				



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

Extra resources: Additional books for identifying features of books; newspapers for Day 5.

Note: L&S = Listening and Speaking; R&V = Reading and Viewing; W&P = Writing and Presenting; LSC = Language Structures and Conventions. **Note** homework tasks.

VIA AFRIKA Week 1 – Theme: New beginnings									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	L&S: Share ideas about two advertisements and summarise the group's answers to questions ; p. 76	6-7 Act. 1	23-24		Complete the summary LB p. 7				
2	Discuss and mark summaries of group discussion (15 mins); R&V: Identify parts of a book and use a dictionary to look up the meanings of words (45 mins); p. 76	8-9 Act. 3 Task 1	25-26		Find examples of parts of books using textbooks or other books				
3	Discuss findings from homework task (10 mins); R&V: Understand the structure of a short story, do pre-, during- and after-reading tasks (50 mins); p. 76	9-10 Act. 4	26-27		Complete activity LB pp. 9-10 Act. 4				
4	Mark and discuss homework (10 mins); LSC: Revise parts of speech and identify them in sentences (40 mins); R&V: Listen to introduction to <i>Charles</i> in CR (10 mins); p. 76	11-12 Act. 5	27	<i>Charles</i> CR pp. 51-57	Begin reading <i>Charles</i>				
5	R&V: Identify and discuss features of a news story , read a news story and answer questions on it; p. 76	12-14 Act. 6	28		Complete answers to questions on news story				
Reflection									
<p>Think about and make a note of: You have been teaching learners who are likely to be new to you. What have you noticed about their knowledge and use of English? What were you pleased about in your lessons? What, if anything, would you like to improve on? Did you cover 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:				

VIA AFRIKA Week 2 – Theme continued: New beginnings

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Mark and discuss questions on news story (15 mins); L&S: Listen to a story, make notes on it and use the notes to answer questions (45 mins); p. 76	8 Act. 2	24-25 CD 30-31	<i>Charles</i> CR pp. 51-57	Complete reading <i>Charles</i> and write answers to questions CR p. 57					
2	Mark and discuss homework questions (20 mins); LSC: Understand sentence structure, phrases and clauses in sentences and punctuation ; write sentences correctly (40 mins); p. 76	15-16	30-31 28-29 CD		Complete Act. 7					
3	Mark and discuss homework (10 mins); W&P: Plan and write first draft of narrative essay (50 mins); Note: This narrative essay can be done for Term 1 Formal Assessment Task 2; p. 76	17 Act. 8	29-30 CD Rubric 235 and on CD		Revise first draft of essay					
4	W&P: Edit, write final version and proof read narrative essay; p. 76	17 Act. 8	29-30 CD	<i>in Just</i> CR pp. 89-90	Read poem <i>in Just</i> and think about how to answer the questions on it					
5	R&V: Discuss the unusual structure and typography in the poem and answer questions (50 mins); p. 78 Listen to introduction to literature set work (10 mins)		31-32	Literature set work	Begin reading literature set work as directed by teacher					
Reflection										
<p>Think about and make a note of: How did learners respond to the literary texts (short story, poem, introduction to set work)? What could you do to assist learners who find reading difficult? Did you cover 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:		

VIA AFRIKA Week 3 – Theme: Play the game

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	L&S: Discuss bloopers and why they are amusing; contribute own examples (15 mins); R&V: Read and answer questions about theme, message and language use in a poem; p. 78	18 19 Act. 1	36 36-37	Literature set work	Continue reading literature set work as directed by teacher					
2	Discuss literature set work (15 mins); L&S: Listen to a prepared speech and answer questions on it (45 mins); p. 77	20 Act. 2	7 CD	Literature set work	Continue reading literature set work as directed by teacher					
3	LSC: Understand and use correct sentences structures ; understand and use comparative and superlative adjectives; p. 77	20-22 Act. 3	38-39		R&V: Read an example of a good speech and commentary on it					
4	Discuss features of a good speech (15 mins); W&P: Plan a speech and begin writing first draft (45 mins); p. 77	22-24 Act. 4	39-40 CD		Complete first draft of speech					
5	W&P: Edit, write and proof read final version of speech; p. 77		39-40 Rubric 236 and on CD	Literature set work	Continue reading literature set work as directed by teacher					
Reflection										
<p>Think about and make a note of: Much of this week’s work has focused on speeches. What do you think learners have learned and what do they still need to learn? Do they find any of the language work difficult? If so, what is difficult and how can you assist them? Did you cover 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:			

VIA AFRIKA Week 4 – Theme continued: Play the game

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Discuss literature set work (10 mins); R&V: Understand the features of procedures; read a written and visual text and answer comprehension questions (50 mins); p. 77	25-26 Act. 6	41		Practise speech using speech written last week					
2	L&S: Present a prepared speech to the class; Note: This can be done as Term 1 Formal Assessment Task 1 instead of the group discussion in Week 5; p. 77	25 Act. 5	40 Rubric	Literature set work	Continue reading literature set work as directed by teacher					
3	L&S: Present a prepared speech (rest of class); p. 77 Listen to introduction to <i>The white tiger</i> and note homework task	25 Act. 5	40 Rubric	<i>The white tiger</i> CR pp. 36-43	Begin reading <i>The white tiger</i> CR pp. 36-43					
4	LSC: Understand and use conjunctions ; R&V: Understand a visual and written text (cartoon); use conjunctions in answers to questions about a cartoon; p. 77	27 27 Act. 7	41-42		Complete reading <i>The white tiger</i> CR pp. 36-43					
5	R&V: Discuss short story <i>The white tiger</i> and answer questions on it; p. 76		42-43		Continue reading literature set work as directed by teacher					
Reflection										
<p>Think about and make a note of: By now you should have marked two pieces of writing from each learner (narrative essay and speech). What have you noticed about the learners' strengths and weaknesses as writers? What could you do to address the weaknesses? Did you cover 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: Access to encyclopaedias or the internet would assist learners to find out about the countries in which particular proverbs originated.

VIA AFRIKA Week 5 – Theme: Birds of a feather									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	Discuss literature set work (10 mins); R&V: Understand characterisation ; read and answer questions on an extract from a novel (50 mins); p. 78	30-32 Act. 1 Q 1	49-50		LB pp. 30-32 Act. 1 Q 2				
2	Mark and discuss homework (10 mins); R&V: Use the reading strategies of skimming and scanning and then read the article using word attack strategies (50 mins); p. 78	32-34	50 50 and on CD		Answer questions LB p. 35 Act. 2				
3	Mark and discuss homework (20 mins); L&S: Begin to prepare for Formal Assessment Task 1 (group discussion) by understanding what proverbs are and what group members need to find out to answer questions on a proverb	35 28-30	50 47-48		Find information needed to answer questions on proverb				
4	L&S: Participate in a group discussion in order to answer Q 1-8; Note: This can be done for Term 1 Formal Assessment Task 1 (group discussion)	28-30	48 Rubric	<i>The day the tails were given out</i> CR pp. 9-15	Start reading <i>The day the tails were given out</i>				
5	R&V: Read and answer questions on features and theme of a folktale ; p. 78		52-53	<i>The day the tails were given out</i> CR pp. 9-15	Continue reading literature set work as directed by teacher				
Reflection									
Think about and make a note of: What did you notice about each learner's participation in the group discussion? What will you do in response to what you noticed? Did you cover 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: _____				

VIA AFRIKA Week 6 – Theme continued: Birds of a feather

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Discuss literature set work (20 mins); LSC: Understand adjectival and adverbial clauses and add these to sentences (40 mins); p. 78	35-36 Act. 3	51	Literature set work	Continue reading literature set work as directed by teacher					
2	W&P: Plan and begin first draft of friendly letter; p. 78	36-37 Act. 4	51-52		Complete first draft of letter					
3	W&P: Revise and edit letter using LSC information on sentence types, etc. (LB p. 38); p. 78	38	51-52 Rubric 52 and on CD		Write final version of letter					
4	R&V: Do activities on literature set work designed by teacher			Literature set work	Continue reading literature set work as directed by teacher					
5	Discuss literature set work (10 mins); W&P/LSC: Do language activities given by teacher to address errors in narrative essay and written speech			Literature set work	Continue reading literature set work as directed by teacher					
Reflection										
<p>Think about and make a note of: This week you were expected to plan, without direct guidance from the LB or TG, one lesson on the literature set work that learners are reading and one to assist learners to understand errors or weaknesses in their writing. Were you pleased with these two lessons? Why or why not? For this two-week block, did the way in which the lessons were divided up give you and the learners too much/sufficient/not enough time for each activity? Which, if any, time allocations would you change and why? Did you cover 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:			

VIA AFRIKA Week 7 – Theme: Things that matter

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	L&S: In groups discuss questions about responsibilities of pet owners and about a picture of a cat (15 mins); R&V: Read a scrambled article and use key features of magazine articles to unscramble it (45 mins); p. 79	39 40 Act. 1	57 57-58		Re-read the article and think about how to make a speech about the object described in it					
2	L&S: Make an unprepared speech to members of a small group about the object read about in the article (30 mins); LSC: Understand information about persuasion and negotiation skills including interjections ; decide who will argue for/against for Act. 2 (30 mins); p. 79 Note: This can be done as Term 1 Formal Assessment Task 1	40 Act. 1	57-58 58		Prepare arguments LB p. 41 Act. 2					
3	L&S: Use persuasion and negotiation to reach a decision in group discussion (30 mins); LSC: Read and discuss information on punctuation (30 mins); p. 79	41 Act. 2 43	58 58		Read the extract from a magazine article for next lesson LB p. 43					
4	R&V: Discuss and answer questions on features and message in a magazine article (45 mins); listen to introduction to short story <i>One of these days</i> ; p. 79	43 Act. 3	59-60 63	<i>One of these days</i> CR pp. 44-50	Read <i>One of these days</i> CR pp. 44-50					
5	R&V: Discuss a short story (<i>One of these days</i>) and answer questions on it; p. 78		63-64		Revise punctuation LB p. 42					
Reflection										
<p>Think about and make a note of: How well did learners make unprepared speeches to members of a group and how well did they negotiate a decision? If some learners dominate discussions and others do not participate, what can you do about this? Did you cover 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 *Via Afrika* LB and TG state that both a newspaper article and a reflective essay are required for Formal Assessment Task 2. This is not correct. Learners must write any ONE of the following for formal assessment: (i) a narrative essay (ii) a reflective essay (iii) a newspaper/magazine article. The other TWO are written for informal assessment.

VIA AFRIKA Week 8 – Theme continued: Things that matter							
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class	
						Date completed	
1	R&V: Understand and answer questions on sound effects, punctuation and message in a poem; p. 79	44-45 Act. 4	60-61		Read about denotation and connotation LB pp. 46-47		
2	LSC: Discuss denotation and connotation and write texts with positive and negative meanings; p. 79	46-47	61 CD		Read about writing a reflective essay LB pp. 47-49		
3	W&P: Plan and write first draft of a newspaper article ; Note: This article can be done for Term 1 Formal Assessment Task 2; p. 79	47-49	62		Revise first draft of article		
4	W&P: Edit, write and proof read final version of newspaper article; plan and begin first draft of reflective essay; p. 79	49 48-49	62 Rubric for newspaper article		Complete and revise first draft of essay		
5	W&P: Edit, write and proof read final version of reflective essay ; Note: This essay can be done for Term 1 Formal Assessment Task 2; p. 79	48-49	62 Rubric p. 235 for essay	Literature set work	Continue reading literature set work as directed by teacher		
Reflection							
<p>Think about and make a note of: How did learners respond to your teaching of denotation and connotation? Would you change anything next time you introduce these concepts to learners? The designers of the <i>Via Afrika</i> LB and TG required learners to do writing tasks in two different genres on consecutive days. If you use the same textbook next year, would you keep these writing tasks together or would you separate them? Give reasons for your decision. Did you cover 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:	

VIA AFRIKA Week 9 – Theme: R-E-S-P-E-C-T

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	L&S: Listen and make notes on a story; share notes with a group and answer questions; p. 80	50-52 Act. 1	67-68		Read about formal reports LB pp. 52-56					
2	R&V: Identify features of research done for an investigative report; identify features, format and language in an investigative report; answer questions; p. 80	52-57 Act. 2	68-69	<i>There's somethin'</i> CR pp. 102-105	Read <i>There's somethin'</i> and answer the questions CR pp. 102-105					
3	R&V: Discuss the message of the poem and answer questions on it; L&S: Perform the poem; p. 80	57-58 Act. 3		<i>There's somethin'</i> CR pp. 102-105	Continue reading literature set work as directed by teacher					
4	Discuss literature set work (15 mins); L&S: Make notes on presentation made by a group (45 mins); p. 80			Literature set work	Continue reading literature set work as directed by teacher					
5	W&P: Begin preparations for writing an investigative report by understanding how to find information for the report and understand format and language use in such reports; p. 80	58-60 Act. 4 Task 1	70-71 CD		Draw up questions and do interviews for Act. 4 next week LB p. 60					
Reflection										
<p>Think about and make a note of: How did learners respond to the theme of respectful behaviour? Have there been any positive or negative changes in the ways learners have worked in groups this term? If so, what do you think has caused these changes? How well did learners manage the tasks based on three different texts (Act. 2)? Did you cover 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:			

VIA AFRIKA Week 10 – Theme continued: R-E-S-P-E-C-T

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	W&P: Analyse interview findings, plan investigative report and begin writing first draft; p. 80	60 Act. 4 Tasks 2-4	70-71		Complete first draft of report					
2	W&P: Revise first draft, edit and write final version of investigative report; p. 80	60 Act. 4 Task 5	70-71 Rubric 71	Literature set work	Continue reading literature set work as directed by teacher					
3	Discuss literature set work and do activities as directed by teacher				Revise for term test					
4	LSC: Read a poem and answer language questions on it in preparation for term test	60-61 Act. 5	72		Revise for term test					
5	Term 1 Formal Assessment Task 3: Comprehension and Language Test	62-63	72-73							
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:				

F. ASSESSMENT RESOURCES

1. Grade 8 Term 1 Formal Assessment Task 3

EFAL Grade 8

Term 1 Formal Assessment Task 3

Comprehension and Language Test

Read what two people wrote about photographs that are important to them and then answer Questions 1 to 20.

A few years ago I found a photograph of a woman I didn't recognise, tucked away in the drawer next to my parents' bed. The photograph was a bit faded and clearly quite old. It showed a woman painting a picture, although it's not clear exactly what she was painting. My mother explained that this woman was my paternal grandmother – someone neither my mother nor I had ever met. My father's mother had died when he was about twelve and he never spoke about her to me, perhaps because her death was too painful. The photograph is one of only two that he has of his parents. My mother explained that my grandmother liked to paint, and even though this woman was a stranger, I felt a kinship with her. I love to paint and whenever I look at the photo I like to imagine that I received my talent from her. Some photographs, like this one, create a link to our past. I'll never know who took that particular picture of my grandmother, but even though she and I will never meet, we have a bond created by the click of a camera.

(Andrea van Wyk, slightly adapted from an article in Your Family, April 2014, p. 23.)

Those days were fun. There's nothing like dashing about a piece of grass with your mates, kicking a ball around for the pure joy of it. I recall football matches taking place in any free time we had before school, at breaks (with pauses to retrieve balls from trees) and long after official practices had ended. Match day was always special. We took real pride in our uniforms, whether playing for the school or for the local club. From war cries to adventures on tour this was how best buddies were made. In the photo that I'm writing about I was about six years old and it was only when I was in high school that I picked it up and realised that some of my soccer pals were still in my circle of friends. We've mostly grown apart now, but the life lessons learned from kicking a ball around – how to deal with victory and loss – will never leave me.

(Ian Macleod, slightly adapted from an article in Your Family, April 2014, p. 23.)

1. Where did Andrea van Wyk find the photograph of the woman painting a picture? (1)
2. Use information from the paragraph to suggest why it was difficult for Andrea to see what the woman was painting. (2)
3. Who was this woman? (1)
4. Why didn't Andrea recognise her? (2)
5. **Andrea's father has many photographs of his parents.**
Write TRUE or FALSE and give a reason for your answer. (2)

6. Write the letter of the statement which best completes the sentence. (1)
The statement **I felt a kinship with her.** means that:
A. The writer felt the woman in the photograph was very kind;
B. The writer felt strongly connected to the woman in the photograph;
C. The writer felt very sad about the woman in the photograph.
7. Quote the word which tells readers that Andrea thinks she is good at painting. (1)
8. Explain why Andrea is grateful to the person who photographed the woman. (2)
9. Andrea uses the adjective **paternal** to describe her father's mother.
What adjective would be used to describe her mother's mother? (1)
10. Write one sentence which contains all the information in these two sentences:
Andrea van Wyk found a photograph of her grandmother. Her grandmother was a painter. (2)
11. There are two errors in this sentence. Write it correctly.
Andrea and her mother was pleased to find the photograph and enjoyed looking at them. (2)
12. Rewrite sentences A and B with the correct punctuation:
A. how exciting (2)
B. the photograph which my father kept hidden for many years has now been placed in a silver frame (4)
13. Ian Macleod **recalls** playing a lot of football. Write a synonym for **recalls**. (1)
14. List three different times during the day when Ian and his friends played soccer. (3)
15. **Ian Macleod and his friends played soccer for two different teams.**
Write TRUE or FALSE and give a reason for your answer. (2)
16. Apart from playing soccer matches, what else does Ian recall doing with his primary school friends? (2)
17. Write three words used by Ian which all have the same meaning as **friends**. (3)
18. Suggest why learning how to deal with victory and loss is an important life lesson. (2)
19. Rewrite this sentence so that the verbs are in the present tense:
From war cries to adventures on tour this was how best buddies were made. (2)
20. **Match day was always special.** What emotion is Ian Macleod expressing in this sentence? (2)

Total marks: 40

2. Grade 8 Term 1 Formal Assessment Task 3: Memorandum

EFAL Grade 8

Term 1 Formal Assessment Task 3: Memorandum

Comprehension and Language Test

1. She found it in the drawer next to her parents' bed. (1)
2. The photograph was faded and old. (1 + 1)
3. She was Andrea's/the writer's grandmother or Andrea's/the writer's father's mother. (1)
4. Andrea had never met/seen her grandmother because she had died when Andrea's father was still young. (2)
5. FALSE. Andrea writes that her father has only two photographs of his parents. (2)
6. B (1)
7. talent (1)
8. The photograph of her grandmother painting has enabled Andrea to feel connected to her grandmother even though she would never have a chance to meet her. (2)
9. maternal (1)
10. Andrea van Wyk found a photograph of her grandmother who was a painter. (2)
11. Andrea and her mother **were** pleased to find the photograph and enjoyed looking at **it**. (1+1)
12. A. How exciting! (1+1)
B. The photograph, which my father kept hidden for many years, has now been placed in a silver frame. (1+1+1+1)
13. remembers (1)
14. The boys played soccer before school, at breaks and after they had finished their official practices in the afternoons. (1+1+1)
15. TRUE. The boys played for a school team and for a club team. (2)
16. He recalls taking part in war cries and in adventures when the team went on tour. (1+1)
17. mates, buddies, pals (1+1+1)
18. Throughout life people have to learn to cope with both success and failure. (This idea could be expressed in several different ways.) (2)
19. From war cries to adventures on tours this **is** how best buddies **are** made. (2)
20. He is expressing pleasure/enjoyment/approval that match days are important. (Any appropriate positive response is acceptable.) (2)

Total marks: 40





