

**GRADE 8**

**English**

**First Additional Language**

**Teacher Toolkit: CAPS Planner and Tracker**

**2020 TERM 2**



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**This Planner and Tracker should be used with:**

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

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## A. ABOUT THE 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

In the introduction to the Term 1 Tracker you learnt that **to be on the right/wrong track** means to be doing something in a way that is likely to be successful/unsuccessful, while **to keep/lose track of something** means to know/not know the present state or position of something.

As was explained in Term 1, 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;
- what homework to set each day;
- 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.

Some weeks you may find it difficult to manage all the work that the CAPS and the textbook require you and the learners to do. 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, particularly those lasting more than half an hour, you are likely to work with two or more kinds of knowledge and skills in the same lesson time.

## 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 the 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. Assessment

This term, you will begin the lesson on Day 1 with feedback on the Term 1 Test, so that learners know what they did well and what they still need to improve on or understand more fully.

The Grade 8 EFAL Learner's Books provide many activities that you can use for informal assessment on a daily basis. In addition, they include activities for each formal assessment task that must be done during the term. For some of these you have a choice (e.g. writing an interview or a book review), and thus learners will do this task in the two-week teaching block in the CAPS that includes this task. Each Grade 8 EFAL Teacher's Guide provides some assessment rubrics for assessing both oral and written work.

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

This term, one of the tasks is an examination. As this is the Grade 8 learners' first experience of secondary school examination papers, you need to explain carefully how the marks are allocated to oral work, comprehension, language, literature and writing before the examinations begin. Show learners an example of each question paper, and discuss these with them. With the exception of *Clever English*, there is an example of a mid-year examination paper in each of the approved Learner's Books. In *Clever English* there is an example that you could photocopy in the Teacher's Guide.

Where the examination papers are not given in the Learner's Book, as in *Clever English*, you could use them for your mid-year examination if you feel they are appropriate, or you could set your own examination. We also provide exemplars for Papers 2 and 3, with memos and some guidelines on setting papers at the required levels. These resources can be found in Section F, and you can use the papers for your examination if you so wish.

## 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. five per week). If your school timetable allocates lesson times that vary from 30 to 45 minutes or that include both 30 minute and 60 minute lessons (double periods), then you will need to note in your copy of the tracker where you end one lesson and begin another.

Some lessons will require you to integrate two or more kinds of 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 the CAPS requires 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, so the tracker suggests alternative time allocations.

**Note 2:** This tracker has been designed for a second term that is ten full weeks long. There are four two-week teaching cycles in the first eight weeks. Week 9 is set aside for catch up, consolidation and revision of work, and Week 10 for examinations. If the term in which you use this tracker is of a different length, you should adjust the pace at which you work accordingly. It is important to check the length of the term 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 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 that have been designed to support learners in developing knowledge and skills related to various aspects of language and literacy. There are also 16 full-colour posters with information on aspects of grammar 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 you 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 you can do to extend advanced learners (*Independent Learning*) and what you 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 you and the learners, 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](http://www.education.gov.za), [www.thutong.doe.gov.za/InclusiveEducation](http://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](http://www.education.gov.za), [www.thutong.doe.gov.za/InclusiveEducation](http://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 that you can also use:

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

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. PLANNING FOR ASSESSMENT

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. For Term 2, there is one oral task and one writing task, both with a choice of activities. There are three examination papers.

- Paper 1 Oral: The mark for this is calculated by averaging the marks obtained by each learner for the Oral Formal Assessment Tasks completed during Terms 1 and 2.
- Paper 2 is a two-hour examination paper in three sections: (i) Comprehension (15 marks); (ii) Language use (15 marks); (iii) Literature (10 marks).
- Paper 3 is a one-hour examination paper in two sections: (i) Essay (20 marks) and (ii) Transactional writing (10 marks).

Exemplar papers 2 and 3, with marking memos and an analysis of cognitive levels where appropriate, are provided in Section F of this document. Exemplars provided in the LTSMs are shown in Table 2 below. You can use any of these papers, or set your own. You should not use papers in the Learner's Books for formal assessment as learners can prepare for them in advance. They can instead be used for revision, informal assessment and exam practice.

Table 2 gives a summary of the formal assessment tasks included in each of the eight sets of LTSMs, and the week in which they are scheduled in the tracker.

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

**Please note:** The DBE makes changes to the assessment requirements in the CAPS from time to time. It is possible that there will be such changes in response to Circular S1 of 2017. However, at the time of printing this tracker, there was no confirmed information of any changes for EFAL. Should you receive official notification of changes, please adjust the programme here and in the trackers accordingly.

**Table 1: Formal assessment tasks for Grade 8 EFAL**

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%
<b>Formal assessment tasks</b> <ul style="list-style-type: none"> <li>• 4 oral tasks</li> <li>• 3 writing tasks</li> <li>• 2 tests</li> <li>• 1 mid-year examination</li> </ul>	<b>Written examinations</b> Paper 2: Comprehension, language use and literature Paper 3: Writing	<b>Oral assessment tasks</b> Paper 1: Listening, speaking and reading The oral tasks undertaken during the course of the year constitute the end-of-year assessment

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

<b>FORMAL ASSESSMENT TASKS FOR TERM 2</b>		
<b>TASK 1: ORAL</b>	<b>TASK 2: WRITING</b>	<b>TASK 3: MID-YEAR EXAM</b>
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

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

<b>FORMAL AND END-OF-YEAR ASSESSMENT TASKS FOR TERM 4</b>	
<b>TASK 1: ORAL</b>	<b>TASK 2: END-OF-YEAR EXAMINATION</b>
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 2**

**Note:** Also see Section F for exemplar examination papers.

<b>LTSM</b>	<b>Task 1 Oral</b>	<b>Task 2 Writing</b>	<b>Task 3 Mid-year examination (exemplars)</b> * In the LB, so only suitable for revision/ practice, not for formal assessment
<b><i>Clever English First Additional Language</i></b>	Week 3: Participate in a debate LB 92-93; TG 84-85, 256	Week 6: Write an interview LB 114-115; TG 101, 260 <b>OR</b> Week 8: Write a review of a story LB 127-129; TG 113-114, 257	No examples in Learner's Book Paper 2 and memorandum in Teacher's Guide TG 128-132, 134-135 Paper 3 and rubrics in Teacher's Guide TG 132-133
<b><i>English Today First Additional Language</i></b>	Week 2: Give oral directions LB 79-80; TG 44, 201 <b>OR</b> Week 3: Participate in a panel discussion LB 83-85; TG 49, 201	Week 5: Write an interview LB 100; TG 60 <b>OR</b> Week 8: Write a review of a story LB 113-114; TG 72	* Paper 2 in Learner's Book and memorandum in Teacher's Guide LB 120-123; TG 183-184 * Paper 3 in Learner's Book Marking rubrics in Teacher's Guide LB 124; TG 185, 198-199
<b><i>Interactive English</i></b>	Week 3: Role play a panel discussion LB 116-118; TG 70 <b>OR</b> Week 7: Listen to an article, make notes and answer questions (listening comprehension) LB 152-154; TG 95-96	Week 2: Write a set of directions and instructions LB 113; TG 68, rubric xxviii <b>OR</b> Week 4: Write an interview in dialogue format LB 130-133; TG 77-78, rubric xxviii <b>OR</b> Week 6: Write an interview LB 148; TG 87, rubric xxviii <b>OR</b> Week 8: Write a book review LB 167-168; TG 95--96	* Two examples of June examination Papers 2 and 3 at back of Learner's Book and from p. 98 in Teacher's Guide (with memoranda and rubric)
<b><i>Platinum English First Additional Language</i></b>	Week 1: Ask for and give directions LB 70-72; TG 55-56 <b>OR</b> Week 3: Participate in a panel discussion LB 84-85, 267; TG 65, rubric xxxv	Week 6: Write an interview LB 102-105; TG 78-80, rubric/rating scale xxxi/xxxvi <b>OR</b> Week 8: Write a story review LB 119; TG 90	* Paper 2 in Learner's Book and memorandum in Teacher's Guide, but no questions on Literature Paper 3 in Learner's Book LB 121-122; TG 92 Memorandum and marking rubrics in Teacher's Guide LB 123-124; TG 93, xxx-xxxii

<b>LTSM</b>	<b>Task 1 Oral</b>	<b>Task 2 Writing</b>	<b>Task 3 Mid-year examination (exemplars)</b> * In the LB, so only suitable for revision/practice, not for formal assessment
<b>Spot On English First Additional Language</b>	Week 1: Listen to instructions LB 62; TG 115-116 <b>OR</b> Week 1: Make an unprepared speech LB 63; TG 118 <b>OR</b> Week 3: Participate in a forum discussion LB 79; TG 135-136	Week 6: Write an interview LB 94; TG 151-154 <b>OR</b> Week 7: Write a book review LB 103; TG 163, 290	One example of Paper 2 in Learner's Book, but no memorandum for it in Teacher's Guide LB 216-222 Another example of Paper 2 with memorandum in Teacher's Guide TG 169-172, memo 176-177 One example of Paper 3 in Teacher's Guide Marking rubrics in Teacher's Guide TG 173-175, marking rubric 289-290
<b>Successful English</b>	Week 2: Ask for and give directions LB 106-107; TG 76-77 <b>OR</b> Week 3: Participate in a forum discussion LB 115-117; TG 80 <b>OR</b> Week 7: Listen to a newspaper article, make notes and answer questions (listening comprehension) LB 153-154; TG 95	Week 6: Write an interview LB 146-147; TG 91-92 <b>OR</b> Week 8: Write a book review LB 161-162; TG 98-99	* Paper 2 in Learner's Book Memorandum in Teacher's Guide LB 167-173; TG 179-180 * Paper 3 in Learner's Book Marking rubrics in Teacher's Guide LB 174-176; TG 33-34
<b>Top Class English First Additional Language</b>	Week 5: Listen to an extract from an interview, make notes and answer questions (listening comprehension) LB 93-94; TG 59-60	Week 6: Write an interview LB 103; TG 64 <b>OR</b> Week 8: Write a book review LB 112; TG 73-74	* Paper 2 in Learner's Book and Teacher's Guide Memorandum in Teacher's Guide LB 116-119; TG 77-81 * Paper 3 in Learner's Book and Teacher's Guide Marking rubrics in Teacher's Guide LB 120-121; TG 82, 180-182, 124
<b>Via Afrika English First Additional Language</b>	Week 2: Give oral directions LB 76; TG 84 <b>OR</b> Week 3: Participate in a panel discussion LB 78-80; TG 90	Week 6: Write an interview LB 96; TG 106 <b>OR</b> Week 8: Write a book review LB 106-108; TG 116-117	* Paper 2 in Learner's Book Memorandum in Teacher's Guide LB 111-114; TG 123 Paper 3 in Learner's Book Marking rubrics in Teacher's Guide LB 115; TG 124, 235-236

## C. BROAD GUIDELINES FOR LESSON PLANNING AND PREPARATION

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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

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

### 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 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. 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 your work as an English teacher. 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 and usually in the first few minutes of a lesson.

## E. TRACKERS FOR EACH SET OF APPROVED LTSMs

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

**Note 2:** Please note the homework task for each day.

CLEVER ENGLISH Week 1 Theme: Just do it									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	Listen to your feedback on Term 1 Test (20 mins); L&S: <b>Listen to directions, make notes, answer questions</b> ; discuss and mark answers (35 mins); R&V: Listen to your introduction to literature set work for term (5 mins); <b>p. 81</b>	76-77 Act. 1	70-72	Literature set work	Begin reading literature set work				
2	R&V: Discuss literature set work (10 mins); <b>read a map and give directions</b> to a partner (30 mins); LSC: Read about using imperatives in instructions and do Act. 3, questions 1 to 4; <b>p. 81</b>	77-78 Act. 2 78-79 Act. 3	72-73 73	Literature set work	Practise your news report to present to a partner				
3	L&S: <b>Present news report with instructions</b> to a partner and assess each other (10 mins); R&V: <b>Read the first part of a story intensively, answer questions 1 to 5</b> , discuss and mark answers (40 mins); <b>make a mind map to use for writing a summary</b> of the story (10 mins); <b>p. 81</b>	79 Act. 3 79-81 Acts. 4 and 5 81 Act. 5	73 73-74 74		Use the mind map to write a summary of the story				
4	Discuss and mark summary (10 mins); R&V/L&S: <b>Read the next part of a story and discuss questions</b> on it with a partner and with your class (40 mins); listen to your introduction to next part of your literature set work (10 mins); <b>p. 81</b>	81 81-82 Act. 6	74 74-75	Literature set work	Continue reading literature set work				
5	Discuss literature set work (20 mins); R&V: <b>Read a drawing, and discuss the story it tells</b> (10 mins); R&V: Learn about the <b>internal and external structures of poems; read a poem, and discuss its structure and the punctuation</b> used in it (30 mins); <b>p. 81</b>	82 82	75 75	Literature set work	Continue reading literature set work				



Reflection	
<p><b>Think about and make a note of:</b> How well did learners listen to and give instructions? What could you do to assist any learners who found these tasks difficult? What pleased you about the way you introduced the literature set work to learners? Is there anything you would do differently next time you introduce this 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>HOD/Subject head: _____ Date: _____</p>	

**Note:** If your class does not have copies of the *Clever English Core Reader*, use Day 3 for class work on the literature set work.

CLEVER ENGLISH Week 2 Theme continued: Just do it										
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss literature set work (5 mins); discuss answers to questions 4-14 in Act. 7 (40 mins); W&P: Brainstorm ideas for party venue; <b>prepare mind map to organise directions to it</b> (15 mins); <b>p. 81</b>	83-84 Act. 7 84-85 Act. 8	75-76 76-77	Literature set work	LB p. 85 Write first draft of directions to party venue					
2	W&P: <b>Revise and edit first draft of directions; write and proofread final version</b> (60 mins); <b>p. 81</b>	84-85 Act. 8	76-77	Literature set work	Continue reading literature set work					
3	R&V: Discuss literature set work (10 mins); <b>read and discuss a poem; answer questions on its structure, tone and message</b> (50 mins); <b>p. 81</b>	79	<i>You can't be that</i> CR pp. 72-73 questions pp. 80-81	Continue reading literature set work						

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Date completed				
4	R&V: Discuss literature set work (10 mins); LSC: <b>Complete sentences using comparatives</b> (15 mins); <b>use language correctly</b> (15 mins); <b>organise information in a paragraph, and write compound sentences</b> (20 mins); <b>p. 81</b>	86 Act. 9 86 Act. 10 86-87 Act. 11	77 78 78	Literature set work	Continue reading literature set work					
5	R&V: Discuss literature set work (10 mins); W&P: <b>Plan and write a paragraph</b> about a person who has been influential in your life (50 mins); <b>p. 81</b>	88 Extra Act. 2	79	Literature set work	Continue reading literature set work					
<b>Reflection</b>										
<p><b>Think about and make a note of:</b> What were the strengths and weaknesses of learners' written directions? What could you do to assist learners who found this task difficult? How are learners managing 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:			

**CLEVER ENGLISH Week 3 Theme: Two heads are better**

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss literature set work (5 mins); L&S: <b>Learn about features of forums and panel discussions; listen to a panel discussion, take notes and answer questions (40 mins); listen to panel discussion and write down three facts and three opinions (15 mins); p. 82</b>	90-91 Act. 1 92 Act. 2	82-83 83		LB p. 92 Think about answers to Act. 2 questions 2-4					
2	L&S: Discuss Act. 2 questions 2-4, <b>express point of view and reach consensus (20 mins); understand the difference between a panel discussion and a debate; participate in a panel discussion; listen to classmates' panel discussions and evaluate them (40 mins); p. 82</b>	92 Act. 2 92 92-93 Act. 3	83 84	Literature set work	Continue reading literature set work					
3	R&V: Discuss literature set work (10 mins); <b>read and discuss instructions for a debate; be assigned to a team (10 mins); R&amp;V/L&amp;S: Read a panel discussion and, in a group of three, discuss how the drawing below it relates to the text; take turns to read aloud each of the three roles in a panel discussion (40 mins); p. 82</b>	92-93 Act. 3 question 6 93-95 Act. 4	84 85		Prepare to be speaker 1, 2 or 3 for or against					
4	<b>Term 2, Formal Assessment Task 1: Debate. Each two teams of three take turns to debate (60 mins); p. 82</b>		84-85 256	Literature set work	Continue reading literature set work					
5	R&V: Discuss literature set work (5 mins); R&V/L&S: <b>Discuss answers to comprehension questions on panel discussion (30 mins); R&amp;V: Read a poem; write answers to questions on its structure, punctuation and message (25 mins); p. 82</b>	95 Act. 5 95-97 Act. 6	86 86-87		LB pp. 95-97 Complete answers to Act. 6 questions 1-11					
<b>Reflection</b>										
<p><b>Think about and make a note of:</b> Learners were expected to do a great deal of listening and speaking work this week. How well did they manage the various activities? What were the strengths and weaknesses of the panel discussions and debates? Were you satisfied with the way in which you prepared learners for the debate? If not, what would you do differently next time? 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><b>HOD/Subject head:</b> _____ <b>Date:</b> _____</p>					

**Note:** If your class does not have copies of the *Clever English Core Reader*, continue reading and discussing the literature set work for Day 1 homework and Day 2 literature discussion.

CLEVER ENGLISH Week 4 Theme continued: Two heads are better									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss and mark homework (15 mins); <b>read a comic strip and answer questions on it</b> (40 mins); listen to instructions for homework tasks (5 mins); <b>p. 82</b>	95-97 Act. 6 97-98 Act. 7	86-87 91	<i>Rhinoceros</i> CR pp. 73-74	Read <i>Rhinoceros</i> CR pp. 73-74, and answer questions on p. 81				
2	R&V: Discuss poem and mark answers to questions (15 mins); W&P: <b>Understand how to write a dialogue; plan and begin to write first draft</b> (45 mins); <b>p. 82</b>	98-99 Act. 8	91 88		LB 98-99 Act. 8 <b>Complete first draft of dialogue</b>				
3	W&P: <b>Use the rubric you provided to revise, edit and proofread the dialogue</b> ; read the final version to a partner before submitting it for assessment (60 mins); <b>p. 82</b>	98-99 Act. 8	259	Literature set work	Continue reading literature set work				
4	R&V: Discuss literature set work (20 mins); LSC: <b>Learn vocabulary in context &amp; use it</b> (30 mins); <b>revise simple past tense</b> (10 mins); <b>p. 82</b>	100-101 Act. 9 101 Act. 10	88-89 89	Literature set work	Continue reading literature set work				
5	R&V: Discuss literature set work (10 mins); LSC: <b>revise sentence structure and write negative statements and questions</b> (45 mins); LSC: <b>learn a spelling rule</b> (5 mins); <b>p. 82</b>	101-102 Act. 11 103	90	Literature set work	Continue reading literature set work				
Reflection									
<p><b>Think about and make a note of:</b> How are learners responding to the literature set work? What can you do to assist them to understand it fully? What pleased you about learners' dialogues? What do they need to improve on next time they write a dialogue? 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: Face to face**

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss literature set work (10 mins); L&S: Understand how body language influences communication (30 mins); <b>listen to an article, make notes and answer questions 1-5 (20 mins); p. 83</b>	105-106 Act. 1 106-107 Act. 2	93 93-95		LB p. 107 Act. 2 Write answer to question 6					
2	Discuss and mark homework (5 mins); L&S: <b>Listen to a poem, make notes, and use them to write answers to questions (35 mins);</b> L&S: <b>Understand different types of interview questions; ask and answer closed and open questions (20 mins); p. 83</b>	107-108 Act. 3 108 Act. 4	95-96 96		LB p. 109 question 5 Prepare some questions to use with a partner					
3	L&S: With a partner, <b>plan an interview, and ask closed and open questions (30 mins);</b> R&V: <b>Read information and a cartoon about social media, and answer questions 1-3 in Act. 5 (30 mins); p. 83</b>	109 Act. 4 question 5 109-110 Act. 5	96-97 97-98		LB p. 110 Read article <i>What's up with Facebook?</i>					
4	R&V: Discuss questions about <i>What's up with Facebook?</i> (15 mins); <b>read an extract from a play, and answer questions on it (40 mins);</b> listen to your instructions for literature set work homework (5 mins); <b>p. 83</b>			Literature set work	Continue reading literature set work					
5	R&V: Discuss literature set work (15 mins); <b>understand narration, setting, theme, plot, conflict and climax in a play, and answer questions on an extract (40 mins);</b> listen to your instructions for literature set work homework (5 mins); <b>p. 83</b>			Literature set work	Continue reading literature set work					
<b>Reflection</b>										
<p><b>Think about and make a note of:</b> Learners read several different types of texts this week. Did they find any of the texts difficult? If so, what did you do to assist them? Do you think you were successful? How well did learners manage to ask open and closed interview 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:			

**Note:** If your class does not have copies of the *Clever English Core Reader*, continue reading and discussing the literature set work on Day 4.

CLEVER ENGLISH Week 6 Theme continued: Face to face									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss literature set work (10 mins); <b>read a poem, answer questions on its message</b> , discuss and mark answers (40 mins); LSC: <b>Learn about euphemisms and puns</b> (10 mins); <b>p. 83</b>	112-113 Act. 9 113	99-100		Try to find examples of euphemisms or puns				
2	LSC: <b>Report examples of euphemisms or puns to the class</b> (5 mins); R&V: <b>Read an interview, and answer questions on the language and types of questions used in it</b> (40 mins); W&P: <b>Brainstorm and begin to plan for writing an interview</b> (15 mins); <b>p. 83</b>	113-114 Act. 10 114-115 Act. 11	100 101 260		Complete interview plan				
3	W&P: <b>Write first draft of interview; revise draft using rubric, and begin writing final version</b> (60 mins); <b>p. 83</b> <b>Note: The written interview is Term 2, Formal Assessment Task 2</b>	114-115	101 260		Complete final version of interview for assessment				
4	R&V: <b>Read and discuss the folktale <i>The miller, his son and the donkey</i>; complete the interview about the story</b> (55 mins); <b>p. 83</b> Listen to your instructions for literature set work homework (5 mins)		103-104	<i>The miller, his son and the donkey</i> CR pp. 8-11 p. 32 Literature set work	Continue reading literature set work				
5	R&V: Discuss literature set work (10 mins); LSC: <b>Use vocabulary correctly</b> (15 mins); <b>use punctuation correctly</b> ; learn some <b>abbreviations</b> ; <b>p. 83</b>				LB p. 117 LSC: Answer extra Act. 1 on <b>adverbs</b>				
Reflection									
<b>Think about and make a note of:</b> Many of the activities in Weeks 5 and 6 were designed to assist learners to write an interview. How well did they manage this task? Were you satisfied with what you did to assist them? Why or why not? 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:** Bring newspapers to class for discussion of the structure of newspaper articles.

**Note 1:** Learners are likely to find the extracts from a short story (Day 3) difficult to follow, so it is very important to give them the information on p. 111 of the Teacher's Guide.

**Note 2:** If your class does not have copies of the *Clever English Core Reader*, continue reading and discussing the literature set work on Day 5.

CLEVER ENGLISH Week 7 Theme: What a story!									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	LSC: Discuss and mark homework on adverbs (5 mins); L&S: <b>Learn about the structure of a newspaper article, listen to an article, take notes, and use these to answer questions</b> (55 mins); <b>p. 84</b>	117 118-120 Act. 1	103 107-108	Literature set work	Continue reading literature set work				
2	R&V: Discuss literature set work (10 mins); L&S: <b>With a partner, discuss issues raised in a newspaper article and in a budget</b> (40 mins); <b>revise rules for group discussion</b> (10 mins); <b>p. 84</b>	121 Act. 2 122	108-110		LB p. 122 Act. 3 Prepare ideas to use in group discussion				
3	L&S: <b>Participate in group discussion, and reach consensus on topic</b> (30 mins); R&V: Read two extracts from a short story, and listen to your explanation of background to the story; begin to <b>answer questions on conflict, setting and mood</b> in the extracts (30 mins); <b>p. 84</b>	122 Act. 3 123-125 Act. 4 123-125 Act. 5	110 110-111 111-112		Complete answers to LB pp. 123-125 Act. 5				
4	R&V: Discuss and mark homework (15 mins); <b>read a poem and answer questions on its theme and message</b> (45 mins); <b>p. 84</b>	125-126 Act. 6	112	Literature set work	Continue reading literature set work				
5	R&V: Discuss literature set work (10 mins); <b>read and discuss short story Zoo</b> (45 mins); <b>p. 84</b> R&V/W&P: Listen to your instructions for homework tasks (5 mins)		117	Zoo CR pp. 45-47 66-67	Choose a short story for writing a review				
Reflection									
<p><b>Think about and make a note of:</b> Learners may have found the topics and texts for this week's work to be quite adult and quite difficult. Were you satisfied with what you did to assist them? Why or why not? What did you notice about learners' participation in the group discussion? 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 examples of reviews of novels, plays or films, and read these to the class. You can find these in newspapers and magazines or on the internet.

**Note 1:** If your class does not have copies of the *Clever English Core Reader*, continue reading and discussing the literature set work on Day 4.

**Note 2:** Although the book review can be written for Term 2 Formal Assessment Task 2, it is probably better to choose the written interview, so that you have time to mark and return it to the learners before the mid-year examinations.

**Note 3:** It is important to conclude this week with a discussion on preparations for the mid-year examination papers.

CLEVER ENGLISH Week 8 Theme continued: What a story!									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	W&P: <b>Learn how to write a review; plan a review of a short story, and begin writing a first draft</b> (60 mins); <b>p. 84</b>	127-129 Act. 8	113-114		Complete first draft of review				
2	W&P: <b>Revise first draft using the rubric you provided; write, edit and proofread final version of review</b> (60 mins); <b>p. 84</b> <b>Note: This can be done for Term 2, Formal Assessment Task 2</b>	127-129	113-114 257	Literature set work	Complete reading literature set work				
3	R&V: Have final discussion of literature set work (10 mins); LSC: Learn some <b>proverbs and euphemisms</b> (15 mins); <b>revise verb tenses, prefixes and suffixes</b> , and rewrite some paragraphs (35 mins); <b>p. 84</b>	129 130 Act. 9	114 114-115	<i>How stories came into the world</i> CR pp. 12-16	Start reading <i>How stories came into the world</i> CR pp. 12-16				
4	R&V: Finish reading <i>How stories came into the world</i> , and discuss questions on p. 32 (40 mins); LSC: <b>Revise sentence types and begin writing questions, compound sentences and complex sentences</b> (20 mins); <b>p. 84</b>	130-131 Act. 10	116-117 115	<i>How stories came into the world</i> CR pp. 12-16	Complete answers to Act. 10 LB p. 131				
5	LSC: Discuss and mark homework (15 mins); <b>read and discuss information on pp. 133-134 of LB in preparation for mid-year examinations</b> (45 mins)	131 Act. 10 133-134	115 118-119		Revise Term 1 and 2 work for mid-year examination papers				
Reflection									
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?				
HOD/Subject head:					Date:				



**CLEVER ENGLISH Week 9 Catch up, consolidation and revision: Plan your week**

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1										
2										
3										
4										
5										

**Reflection**

**Think about and make a note of:** What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?

What would you change for next time? Why?

HOD/Subject head:

Date:

**CLEVER ENGLISH Week 10 Mid-year examinations: Plan your week**

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1										
2										
3										
4										
5										

**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:**

**Date:**

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

**Note 1:** L&S = Listening and Speaking; R&V = Reading and Viewing; W&P = Writing and Presenting; LSC = Language Structures and Conventions.

**Note 2:** Please note the homework task for each day.

ENGLISH TODAY Week 1 Theme: Nature gone wild									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	Listen to your feedback on Term 1 Test (20 mins); L&S: Discuss a photograph with a partner (3-5 mins); <b>listen to instructions and make notes; use notes to talk with a partner</b> about emergencies (30-32 mins); <b>p. 81</b> R&V: Listen to your introduction to literature set work for term (5 mins)	71-72 72-73 Act. 1 Act. 2	38 38 39	Literature set work	Begin reading literature set work				
2	R&V: Discuss literature set work (10 mins); LSC: <b>Revise pronouns, and use them in sentences</b> (15 mins); W&P: <b>Learn how to write instructions, plan and draft a set of instructions</b> (35 mins); <b>p. 81</b>	73 Act. 3 74 Act. 4	39 39-40		W&P: <b>Edit, revise and write final version of instructions</b>				
3	W&P: Discuss and mark instructions (10 mins); R&V: <b>Skim and scan an information text with visuals; read the text intensively</b> (30 mins); <b>begin to answer questions on the text</b> (20 mins); <b>p. 81</b>	74-75 Act. 5 75-76 Act. 6	39-40		LB pp. 75-76 Complete answers to questions in Act. 6				
4	R&V: Discuss and mark answers to Act. 6 (20 mins); R&V/W&P: <b>Learn to write a mind map summary</b> (40 mins); <b>p. 81</b>	75-76 76 Act. 7	40-41 41	Literature set work	Continue reading literature set work				
5	R&V: Discuss literature set work (10 mins); LSC: <b>revise and use noun and verb phrases; adjectives, nouns and conjunctions; proper nouns and conjunctions</b> (50 mins); <b>p. 81</b>	77 Acts. 8, 9 & 10	41-42	Literature set work	Continue reading literature set work				

Reflection	
<p><b>Think about and make a note of:</b> Writing instructions and using a mind map to make a summary may have been new tasks for some learners. What did they do well? What did they find difficult? What could you do to assist learners to overcome their difficulties? Were you pleased with the way in which you introduced the literature set work? If so, why, and if not, 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>
<p>HOD/Subject head: _____ Date: _____</p>	

**Note 1:** If your class does not have copies of the *English Today Core Reader*, continue reading and discussing the literature set work.

**Note 2:** The Revision activities for this two-week theme are set as homework activities for Days 2 and 3 of Week 3.

ENGLISH TODAY Week 2 Theme continued: Nature gone wild										
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss literature set work (10 mins); <b>give an unprepared news presentation to a partner, and listen to partner's presentation</b> (20 mins); W&P: <b>Learn how to give directions in writing; plan a set of directions</b> (30 mins); <b>p. 81</b>	78 Act. 11 78-79 Act. 12	42-43 43		LB pp. 78-79 Act. 12 <b>Write first draft of directions</b>					
2	W&P: <b>Work with a partner to edit and revise the directions; write final version</b> (50 mins); <b>p. 81</b> R&V: Listen to your introduction to <i>Stealing the sun</i> (10 mins)	78-79 Act. 12	43 42 165-166	<i>Stealing the sun</i> CR pp. 88-91	Read <i>Stealing the sun</i> , and prepare to discuss questions in Act. 1 p. 91					

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Date completed				
3	R&V: Discuss <i>Stealing the sun</i> (30 mins); L&S: <b>Learn how to give directions orally; plan a set of directions</b> (30 mins); <b>p. 81</b>	79-80 Act. 13	165-166		L&S: Practise giving the set of directions planned					
4	L&S: <b>Present directions to the class</b> (60 mins); <b>p. 81</b> <b>This can be done for Term 2, Formal Assessment Task One</b>	79-80 Act. 13	44 Rubric 201	<i>Ship of secrets</i> CR pp. 61-67	Begin reading <i>Ship of secrets</i> CR pp. 61-67					
5	R&V: <b>learn about rhythm, rhyme &amp; message in poetry; read a poem &amp; write answers to questions on it</b> (60 mins); <b>p. 81</b>	80-81 Acts.14 & 15	44-45	<i>Ship of secrets</i> CR pp. 61-67	Finish reading <i>Ship of Secrets</i> and prepare to discuss the questions on p. 67					
Reflection										
<p><b>Think about and make a note of:</b> What did you notice about learners' ability to give an unprepared speech and to give written and oral directions? What kinds of support do they still need? 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:** If your class does not have copies of the *English Today Core Reader*, continue reading and discussing the literature set work on Day 1 and Days 4 and 5.

ENGLISH TODAY Week 3 Theme: Teenagers									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss <i>Ship of secrets</i> and questions on the story (20 mins); L&S: talk about a photograph (5 mins); <b>learn about a panel discussion; listen to your reading of a panel discussion; prepare to take part in one</b> (35 mins); <b>p. 82</b>	83-84 84-85 Act. 1	164 48-49		LB p. 85 L&S: Practise your role as an expert panellist				
2	L&S: <b>In groups of five present panel discussion to the class</b> (55 mins) <b>Note: This can be done for Term 2, Formal Assessment Task 1; p. 82</b> Listen to instructions for homework tasks for days 2 and 3 (5 mins)	84-85 Act. 1 82 Revision Acts.	49 Rubric 201		LB p. 82 Revision Acts. 1,2 & 3				
3	L&S/R&V: <b>Learn about radio drama; read a radio drama and answer questions on it; if there is time, act it out</b> (60 mins); <b>p. 82</b>	85-87 Acts. 2 & 3	49-50		LB p. 82 Revision Acts. 4-10				
4	R&V/LSC: Discuss and mark Revision Acts. 1-10 (20 mins); LSC: <b>Revise tense and negation</b> (20 mins); <b>revise and practise direct and indirect speech</b> (20 mins); <b>p. 82</b>	82 88 Act. 4	45-46 51	<i>My house</i> CR pp. 19-21	Read <i>My house</i> pp. CR 19-21 and be prepared to discuss questions in class				
5	R&V: Discuss <i>My house</i> (20 mins); <i>learn about cartoons; read a cartoon and answer questions on it</i> (40 mins); <b>p. 82</b>	89 Acts. 6 & 7	162	Literature set work	Continue reading literature set work				
Reflection									
<p><b>Think about and make a note of:</b> What were the strengths and weaknesses in learners' contributions to the panel discussion? What could you do to assist learners who found it difficult to speak in role? Learners sometimes find it difficult to read cartoons. Were you pleased with what you did to assist them? Why or why not? 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:		

**Note:** If your class does not have copies of the *English Today Core Reader*, continue reading and discussing the literature set work on Days 1 and 2.

ENGLISH TODAY Week 4 Theme continued: Teenagers									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss literature set work (10 mins); <b>learn about mood and imagery in poetry; read a poem and answer questions on it</b> (45 mins); listen to your introduction to homework tasks (5 mins); <b>p. 82</b>	90-91 Acts. 8 & 9	52-53 53	<i>Poem for my mother</i> CR pp. 16-18	Read <i>Poem for my mother</i> CR pp. 16-18; Prepare to answer questions on it				
2	R&V: Discuss <i>Poem for my mother</i> (30 mins); LSC: <b>Learn about and use homophones and homonyms</b> (15 mins); W&P: <b>Learn about writing dialogue; begin planning a dialogue</b> (15 mins); <b>p. 82</b>	91 Act. 10 92 Act. 11	162 54 54	<i>Poem for my mother</i> CR pp. 16-18	W&P: LB p. 92; Finish plan and write first draft of dialogue				
3	W&P: Read dialogue to partner; <b>revise and edit, write and proofread final version</b> (60 mins); <b>p. 82</b>	92 Act. 11	54	Literature set work	Continue reading literature set work				
4	L&S: <b>Learn about debates; prepare and present a debate to the class</b> (60 mins); <b>p. 82</b>		55	Literature set work	Continue reading literature set work				
5	R&V: Discuss literature set work (15 mins); L&S/LSC: Do Revision Acts. on <b>panel discussions, debates, direct and indirect speech</b> , and discuss answers (45 mins); <b>p. 82</b>		55	Literature set work	Continue reading literature set work				
Reflection									
<p><b>Think about and make a note of:</b> This week learners read and discussed at least one poem and two if you used the Core Reader. Were you pleased with the way in which you guided them to understand and respond to the poem(s)? Why or why not? Would you teach poetry in the same way or differently next time? What were the strengths and weaknesses in the learners' written dialogues? 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>				

**ENGLISH TODAY Week 5 Theme: Our sports heroes**

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss literature set work (15 mins); L&S: Talk about a photograph (5 mins); <b>use a photograph to predict what a listening passage will be about; listen to a newspaper report and make notes; begin to write a response (40 mins); p. 83</b>	95-96 96 Act. 1 96 Act. 2 96 Act. 3	57 57 57 58		LB p. 96 Act. 3 Complete writing of message					
2	L&S/W&P: Read to a partner the message completed for homework (5 mins); R&V: <b>Learn about written interviews, skim an interview, and predict what it will be about; read the interview, and answer questions on it (55 mins); p. 83</b>	96 Act. 3 97 97-98 Act. 4 97-98 Act. 5	58 58 58-59		LB p. 99 Act. 6 LSC: <b>Revise punctuation marks, and write punctuation for an interview extract</b>					
3	LSC: Discuss and mark homework (10 mins); <b>understand and use correct question forms and word order (30 mins);</b> W&P: <b>Learn about writing an interview, and begin planning an interview (20 mins); p. 83</b>	99 Act. 6 99 Act. 7 100 Act. 8	59 59 60		LB p. 100 Act. 8 Complete planning of interview, and begin first draft					
4	W&P: <b>Complete first draft of interview (20 mins); read interview to partner, revise using partner's comments, edit and proofread final version (40 mins); p. 83</b> <b>Note: This can be done for Term 2, Formal Assessment Task 2</b>	100 Act. 8	60	Literature set work	Continue reading literature set work					
5	R&V: Discuss literature set work (10 mins); LSC: <b>Understand and identify subjects and predicates (25 mins); understand and order direct and indirect objects (25 mins); p. 83</b>	101 Act. 9 101 Act. 10	61 61	Literature set work	Continue reading literature set work					



Reflection	
<p><b>Think about and make a note of:</b> Most of this week's work has related to interviews. How well did learners manage the listening, reading and writing activities about interviews? What pleased you most about your teaching this week? What would you like to do differently next time 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>
<p>HOD/Subject head: _____ Date: _____</p>	

**Note:** The *Teacher's Guide* suggests reading a short play, *Lungile*, in the Core Reader. If your class does not have the Core Reader, then use the homework and class time allocated to *Lungile* to continue reading and discussing the literature set work or to do revision work that you think would benefit the learners.

ENGLISH TODAY Week 6 Theme continued: Our sports heroes										
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss literature set work (15 mins); L&S: With a partner, <b>plan an interview</b> (20 mins); LSC: <b>Learn about adverbs of frequency</b> to use in interview (5-10 mins); <b>learn about euphemisms and work out meanings</b> (15-20 mins); <b>p. 83</b>	102 Act. 11 103 Act. 12	62 63 63		LB pp. 102-103 Act. 11 Do research for interview and make notes to share with partner					
2	L&S: <b>Prepare interview with partner and practise it</b> (30 mins); <b>present it to a group of classmates</b> (30 mins); <b>p. 83</b>	103 Act. 12	63	Literature set work	Continue reading literature set work					
3	R&V: Discuss literature set work (10 mins); <b>read an extract from a play, and answer questions on setting and characters</b> (40 mins); <b>p. 83</b> ; listen to your introduction to <i>Lungile</i> , CR pp. 32-55 (10 mins)	104-105 Acts. 13, 14 & 15	63-64 64	<i>Lungile</i> CR pp. 32-54	Begin reading <i>Lungile</i> CR pp. 32-54					

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Date completed				
4	R&V: <b>Identify &amp; discuss figurative language in poetry</b> (15 mins); W&P: <b>Write an interview in correct format; continue the interview</b> (45 mins); <b>p. 83</b>	105 Act. 16 106 Revision	64	<i>Lungile</i> CR pp. 32-55	Continue reading <i>Lungile</i> CR pp. 32-54					
5	R&V: Finish reading <i>Lungile</i> in class, and begin to discuss questions on CR pp. 53-54 (60 mins); <b>p. 83</b>		64 163-164	<i>Lungile</i> CR pp. 32-55	Write answers to questions on theme and message in <i>Lungile</i>					
Reflection										
<p><b>Think about and make a note of:</b> How well did learners manage the preparation and presentation of the sports interview? Were you satisfied with what you did to support them? Why or why not? How are learners responding to literature (play, poem, set work)? What can you do to assist them to understand literary 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:			

**Extra resources:** Bring examples of book or film reviews from newspapers, magazines or the internet.

**Note:** If your class does not have copies of the *English Today Core Reader*, continue reading and discussing the literature set work on Day 4.

ENGLISH TODAY Week 7 Theme: The people of the Kalahari									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss and mark answers to questions on theme and message in <i>Lungile</i> (20 mins); L&S/R&V: Talk about a photograph (5-10 mins); R&V: <b>Predict the setting of a novel; read an extract from a novel, and begin to answer questions on mood and language choices</b> (30-35 mins); <b>p. 84</b>	107-108 108-110 Acts. 1 & 2	163-164 67-68 68		LB pp. 109-110 Act. 2 Complete answers to comprehension questions				
2	R&V: Discuss and mark homework (15 mins); R&V/W&P: <b>Choose words to describe the setting of a novel; write a paragraph to describe the setting;</b> share writing with class (45 mins); <b>p. 84</b>	108-110 110 Act. 3	68-69 69	Literature set work	Continue reading literature set work				
3	R&V: Discuss literature set work (10 mins); <b>listen to a speech, make notes and use them to answer questions on the speech</b> (50 mins); <b>p. 84</b>	111 Acts. 4, 5 & 6	69-70	Literature set work	Continue reading literature set work				
4	R&V: Discuss literature set work (10 mins); LSC: <b>Identify subject and predicate</b> (15 mins); <b>revise main and dependent clauses; identify main clauses</b> (20 mins); R&V: Begin work on <i>Young shepherd bathing his feet</i> , CR pp. 9-12 (15 mins); <b>p. 84</b>	112 Act. 7 112-113 Act. 8	71 71 70	<i>Young shepherd bathing his feet</i> CR pp. 9-12	Write answers to questions on <i>young shepherd bathing his feet</i> CR p. 11, Act. 1				
5	R&V: Discuss and mark homework (10 mins); W&P: <b>Learn about features of a review and read a review</b> (20 mins); <b>plan a book review and begin first draft</b> (30 mins); <b>p. 84</b>	113 Act. 9	161 71-72		Complete first draft of review				

Reflection	
<p><b>Think about and make a note of:</b> Learners read several different types of texts this week. Which did they understand most easily and why? Which did they find most difficult and why? Were you satisfied with the way you taught learners about the differences between main and dependent clauses? 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:

**Note 1:** Although the book review can be written for Term 2, Formal Assessment Task 2, it is probably better to choose the earlier formal assessment task on writing an interview, so that you have time to mark and return it to learners before the mid-year examinations.

**Note 2:** If your class does not have copies of the *English Today Core Reader*, continue reading and discussing the literature set work on Day 3.

**Note 3:** It is important to allocate time this week to the discussion of the structure of the examination papers, completion of the literature set work and revision of language work for the term.

ENGLISH TODAY Week 8 Theme continued: The people of the Kalahari										
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	W&P: <b>Use a checklist to edit and revise a review; write final version</b> (45 mins) <b>Note: This can be done for Term 2, Formal Assessment Task 2</b> LSC: <b>Learn about and identify paronyms</b> (15 mins); <b>p. 84</b>	114 Act. 9 114 Act. 10	72 72	Literature set work	Continue reading literature set work					
2	R&V: Discuss literature set work (10 mins); R&V: <b>Learn about free verse and enjambment; read a poem and answer questions on it, including questions on tone and figures of speech</b> (50 mins); <b>p. 84</b>	115-116 Acts. 11, 12 & 13	72-73		LB 115-116 Complete answers to Acts. 12 & 13					
3	R&V: Discuss and mark homework (20 mins); <b>read &amp; discuss poem My House</b> , CR pp. 19-21, <b>noting examples of comparisons and enjambment</b> (40 mins); <b>p. 84</b>	Acts. 12 & 13	73 72 162	Literature set work	Continue reading literature set work					

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Date completed				
4	R&V: Discuss literature set work (10 mins); L&S: <b>Learn how to take part in a group discussion; take turns to speak;</b> (30 mins); <b>reach consensus on feedback to class from each group</b> (20 mins); <b>p. 84</b>	116-117 Act. 14 117 Act. 15	73 74	Literature set work	Complete reading of literature set work					
5	R&V: Have final discussion of literature set work (15 mins); LSC: Do some revision exercises (20 mins); <b>read and discuss examination exemplars on LB pp. 119-124 in preparation for mid-year examinations</b> (25 mins)	118 Revision	74		Prepare for mid-year examinations					
Reflection										
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>					<p>What would you change for next time? Why?</p>					
					HOD/Subject head:		Date:			

**ENGLISH TODAY Week 9 Catch up, consolidation and revision: Plan your week**

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1										
2										
3										
4										
5										

**Reflection**

**Think about and make a note of:** What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?

What would you change for next time? Why?

HOD/Subject head:

Date:

**ENGLISH TODAY Week 10 Mid-year examinations: Plan your week**

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1										
2										
3										
4										
5										

**End-of-term reflection**

**Think about and make a note of:**

- |   |   |
|---|---|
| <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 <b>on track</b>?</p> |
|---|---|

**HOD:**

**Date:**

### 3. Interactive English (St Mary’s Interactive Learning Experience)

**Note 1:** L&S = Listening and Speaking; R&V = Reading and Viewing; W&P = Writing and Presenting; LSC = Language Structures and Conventions.

**Note 2:** If your class does not have copies of the *Interactive English Core Reader*, introduce the literature set work for the term on Day 2, and ask learners to read a specific number of pages for a discussion on Day 1 of Week 2.

**Note 3:** Please note the homework task for each day.

INTERACTIVE ENGLISH Week 1 Theme: The power of one									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	Listen to your feedback on Term 1 Test (20 mins) L&S: <b>Listen to a set of instructions; make notes in point form; rewrite notes as a summary; use notes to answer questions</b> (40 mins); <b>p. 81</b>	98 Act. 1 98 Act. 1	61-62 62-63		LB p. 99 Think about what to include in a motivational video presentation				
2	L&S: <b>In a group plan a motivational video presentation</b> (15 mins); <b>present video to classmates; give feedback on classmates’ presentations</b> (25 mins); <b>learn how to give directions, and practise giving some</b> (15 mins); R&V: Listen to your introduction to <i>Danie</i> , CR pp. 55-75 (5 mins); <b>p. 81</b>	99 Act. 1 100-101 Act. 2	62-63 63	<i>Danie</i> CR pp. 55-75	Begin reading <i>Danie</i> CR pp. 55-75				
3	R&V: <b>Read three visual texts to prepare for reading an information text</b> (15 mins); <b>discuss and write answers to question on this text</b> (45 mins); <b>p. 81</b>	102-103 Act. 3 104-105 Act. 3	64 64-65		LB pp. 104-105 Complete answers to Individual Work questions				
4	R&V: Discuss and mark homework (15-20 mins); <b>read five visual texts in preparation for reading a story</b> (10-15 mins); <b>read the story, and answer questions on it</b> (30 mins); <b>p. 81</b>	104-105 Act. 3 106-107 Act. 4 107-108 Act. 4	64-65 65 65		LB pp. 107-108 R&V/W&P: <b>Prepare a mind map summary of the story</b>				
5	R&V/ W&P: <b>Discuss mind map summaries</b> (10 mins); R&V: <b>read a poem; identify theme, message, structure, imagery and rhyming words</b> (50 mins); <b>p. 81</b>	108 109-110 Act. 5	65 66	<i>Danie</i> CR pp. 55-75	Complete reading <i>Danie</i> CR pp. 55-75 & be prepared to answer questions on the play				



Reflection	
<p><b>Think about and make a note of:</b> Many of the tasks that learners were asked to do this week may have been new to them. How well did they manage to present a motivational video? How well did they give directions? How well did they read the visual texts? For each type of activity, what could you do to assist any learners who found the activity 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>
	<p>HOD/Subject head: _____ Date: _____</p>

INTERACTIVE ENGLISH Week 2 Theme continued: The power of one								
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class		
						Date completed		
1	R&V: Discuss <i>Danie</i> , including the questions on <b>p. 75</b> (25 mins); LSC: <b>Understand and use a spelling pattern</b> (10-15 mins); <b>understand and identify different types of pronouns</b> (15 mins); R&V: Listen to your introduction to literature set work (5-10 mins); <b>p. 81</b>	110 Act. 6 111 Act. 6	Part 3, p. 4 67 67	<i>Danie</i> CR pp. 55-75 Literature set work	Begin reading literature set work			
2	R&V: Discuss literature set work (15 mins); LSC: <b>Learn about phrases &amp; clauses; use clauses in sentences</b> (45 mins); <b>p. 81</b>	111-112 Act. 7	67-68	Literature set work	Continue reading literature set work			
3	R&V: Discuss literature set work (15 mins); W&P: <b>Learn how to write instructions; plan and write first draft of a set of directions</b> (45 mins); <b>p. 81</b>	113 Act. 8	68	Literature set work	Continue reading literature set work			

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Date completed					
4	R&V: Discuss literature set work (15 mins); W&P: <b>Revise, edit and write final version of directions</b> (35 mins); <b>plan a set of instructions</b> (10 mins); <b>p. 81</b>	113 Act. 8 113 Act. 8	68		LB p. 114 Write first draft of instructions						
5	W&P: <b>Revise, edit and write final version of instructions</b> (35 mins); R&V: Continue reading and discussing literature set work (25 mins); <b>p. 81</b> <b>Note: The directions and instructions can be written for Term 2, Formal Assessment Task 2</b>	113 Act. 8	68 Rubric xxviii	Literature set work	Continue reading literature set work						
<b>Reflection</b>											
<p><b>Think about and make a note of:</b> What were the strengths and weaknesses of learners' written directions and written instructions? What could you do to assist learners who found these writing activities difficult? Were you satisfied with the way in which you introduced the literature set work? 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:		

**Note 1:** The folktale to be read and discussed on Day 1 is from the *Interactive English Core Reader*. If your class does not have this reader, spend more time discussing and reading the literature set work, and then have a discussion on the importance of 'doing good'.

**Note 2:** To break up the oral work, do Activity 3 before Activity 2.

**Note 3:** Pp. 71-72 of the *Teacher's Guide* suggest reading *Trees for Life* in the *Interactive English Core Reader* before reading the commentary from a television programme (Day 3). If your class has the Core Reader, ask learners to read this text for homework in Week 4.

INTERACTIVE ENGLISH Week 3 Theme: Do well by doing good									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss literature set work (10 mins); <b>read and discuss the message of the folktale</b> <i>The magic stone</i> , CR pp. 38-42 (50 mins); <b>p. 82</b>		70	<i>The magic stone</i> CR pp. 38-42 Literature set work	Continue reading literature set work				
2	L&S: <b>Listen to a panel discussion; identify speakers' attitudes and positions; in groups role play the same panel discussion</b> (60 mins); <b>p. 82</b> <b>The role-played panel discussion can be done for Term 2, Formal Assessment Task 1</b>	116-118 Act. 1	70	Literature set work	Continue reading literature set work				
3	R&V: <b>Read a commentary from a television programme and answer questions on it</b> (40 mins); LSC: Note how <b>logical connectors</b> are used in the commentary (5 mins); <b>learn how to summarise the commentary</b> (15 mins); <b>p. 82</b>	120-122	71 71 71		LB p. 122 R&V/W&P: <b>Write a summary of the television commentary</b>				
4	R&V/W&P: Discuss and mark summaries (10 mins); L&S: <b>Learn how to prepare for a debate; choose participants and conduct a debate</b> (50 mins); <b>p. 82</b>	118-119 Act. 2	70	Literature set work	Continue reading literature set work				
5	R&V: Discuss literature set work (10 mins); <b>read a poem and answer questions on rhythm, rhyme and language use</b> ; discuss and mark answers (50 mins); <b>p. 82</b>	123-124 Act. 4	73		LB pp. 123-124 LSC: Do <b>homophone</b> activity on poem				

Reflection	
<p><b>Think about and make a note of:</b> How well did learners understand how to participate in a panel discussion and a debate? Would you teach these lessons in the same way or differently next time? Give reasons for your answer. Were you pleased with the way you taught the poem and with learners' ability to answer the questions on it? 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>
	<p>HOD/Subject head: _____ Date: _____</p>

**Extra resources:** Extra examples of newspaper and magazine interviews would be useful to show learners before they write an interview.

**Note 1:** If your class does not have copies of the *Interactive English Core Reader*, instead of reading *Trees for Life* for homework and discussing this text in class, continue reading and discussing the literature set work for the term.

**Note 2:** There is an error on p. 129 of the Learner's Book. Most verbs are action words, but some are not (e.g. 'to be'; 'to have'; 'to appear'; 'to seem') and it is important for learners to know that some verbs do not indicate actions.

INTERACTIVE ENGLISH Week 4 Theme continued: Do well by doing good						
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class
						Date completed
1	LSC: Discuss and mark homework on homophones (5 mins); R&V: <b>Read a newspaper photograph and some headlines to predict what an article will be about</b> (15 mins); <b>read each paragraph of the article and discuss questions on it with a partner</b> (35 mins); listen to your introduction to <i>Trees for life</i> , and note homework tasks (5 mins); <b>p. 82</b>	124 125-127 Act. 5	73 74	<i>Trees for life</i> CR pp. 49-53	Begin reading <i>Trees for life</i> CR pp. 49-53	
2	R&V/LSC: <b>Write answers to comprehension and language questions on a newspaper article</b> ; discuss and mark answers (40 mins); LSC: <b>Learn spelling patterns and rules; build vocabulary</b> (20 mins); <b>p. 82</b>	125-127 Act. 5 128 Act. 6	74-75 75-76	<i>Trees for life</i> CR pp. 49-53	Finish reading <i>Trees for Life</i> CR pp. 49-53 and think about how to answer questions	

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Date completed				
3	R&V: Discuss <i>Trees for life</i> (15 mins); LSC: <b>Learn about finite verbs, and identify them in a text</b> (15 mins); <b>revise verb tenses, and use regular and irregular verbs in sentences</b> (30 mins); <b>p. 82</b>	129 Act. 7 129-130 Act. 7	76 77		LB p. 130 LSC: <b>Revise direct and indirect speech; punctuate sentences in direct speech; rewrite sentences in indirect speech</b>					
4	LSC: Discuss and mark homework; R&V/W&P: <b>Read an interview written as a dialogue; learn about writing an interview dialogue</b> (25 mins); <b>plan to write an interview in dialogue form, and begin first draft</b> (35 mins); <b>p. 82</b>	130 131-133 Act. 8	77 78 Rubric xxviii		W&P: LB pp. 131-133 <b>Complete first draft of interview</b>					
5	W&P: <b>Revise and edit first draft of dialogue; write and proofread final version</b> (55 mins); <b>p. 82</b> <b>Note: This written interview can be done for Term 2, Formal Assessment Task 2</b> R&V: Listen to your instructions for homework on literature set work (5 mins)			Literature set work	Continue reading literature set work					
<b>Reflection</b>										
<p><b>Think about and make a note of:</b> Were you pleased with the way you explained how to write an interview in dialogue form? Why or why not? What were the strengths and weaknesses of learners' written dialogues? How well did learners answer the questions on verb forms and on direct and indirect speech? Do their answers suggest they still need help, and if so, what will you do to 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:			

**Note 1:** If your class does not have copies of the *Interactive English Core Reader*, instead of reading *Eco-warrior* for homework and discussing this text in class, continue reading and discussing the literature set work for the term.

**Note 2:** Learners will use the interview questions and their notes on interviewees' responses to write an interview in Week 6.

INTERACTIVE ENGLISH Week 5 Theme: Earth matters										
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss literature set work (10 mins); L&S: <b>Listen to a poem, make notes, and use them to answer questions;</b> discuss and mark answers (40 mins); L&S/R&V: Listen to your introduction to <i>Eco-warrior</i> in the Core Reader (10 mins); <b>p. 83</b>	134-135 Act. 1	81 83	<i>Eco-warrior</i> CR pp. 43-48	Begin reading <i>Eco-warrior</i> CR pp. 43-48					
2	L&S: <b>Learn how to conduct an interview; prepare interview questions; take turns to interview learners in a small group, and make notes on their answers</b> (60 mins); <b>p. 83</b>	137 Act. 2	82	<i>Eco-warrior</i> CR pp. 43-48	Complete reading <i>Eco-warrior</i> CR pp. 43-48 and think about answers to the questions					
3	R&V: Discuss <i>Eco-warrior</i> (15 mins); <b>read a play and answer questions on its structure, stage directions, characters and setting</b> (45 mins); <b>p. 83</b>	138-140 Act. 3	82-83		LB pp. 138-140 Complete answers to Act. 3					
4	R&V: Discuss and mark homework (15 mins); <b>read a green poem and answer questions on it</b> (40 mins); LSC: <b>Learn about rhetorical questions</b> (5 mins); <b>p. 83</b>	138-140 Act. 3 141 Act. 4	82-83 83		LB pp. 141-142 Write answers to questions 1-4 on p. 142					
5	R&V: Discuss and mark homework (15 mins); <b>read an interview</b> (10-15 mins); L&S: <b>Role play the interview with a partner</b> (20 mins); LSC: <b>Learn and use environmental vocabulary</b> (10-15 mins); <b>p. 83</b>	142 143-144 Act. 5 143-144 Act. 5 145 Act. 5	84 84 84 84		LB p. 145 Write answers to questions A-D					

Reflection	
<p><b>Think about and make a note of:</b> Learners read several different kinds of texts this week. Which did they find most challenging? What did you do to assist them? How well did learners manage the interviewing task? What pleased you most about your teaching this week and why? What would you like to teach differently next time 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>
<p>HOD/Subject head: _____ Date: _____</p>	

INTERACTIVE ENGLISH Week 6 Theme continued: Earth matters										
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V/LSC: Discuss and mark homework (25 mins); LSC: <b>Learn about and use adverbs of place and frequency</b> (20 mins); <b>learn about euphemism, and match meanings to euphemisms</b> (15 mins); <b>p. 83</b>	145 146-147 Act. 6 147 Act. 7	85 85 86	Literature set work	Continue reading literature set work					
2	R&V: Discuss literature set work (10 mins); LSC: <b>Revise question marks and exclamation marks, and identify them in two texts</b> (15 mins); W&P: <b>Revise how to write an interview; review notes made in Week 5 from the interviews with learners in order to plan a written interview</b> (35 mins); <b>p. 83</b>	147 Act. 7 148 Act. 8	86 86-87		LB p. 148 W&P: <b>Begin first draft of interview</b>					
3	W&P: <b>Complete first draft of interview, revise and edit it, write and proofread final version</b> (60 mins); <b>p. 83</b> <b>Note: This can be done for Term 2, Formal Assessment Task 2</b>	148 Act. 8	87 Rubric xxviii	Literature set work	Continue reading literature set work					

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Date completed				
4	R&V: Discuss literature set work (20 mins); LSC: <b>Use editing skills to correct errors in two texts</b> ; discuss and mark corrections (40 mins); <b>p. 83</b>			Literature set work	Continue reading literature set work					
5	R&V: Discuss literature set work, and continue reading it in class (60 mins)			Literature set work	Continue reading literature set work					
Reflection										
<p><b>Think about and make a note of:</b> Were you pleased with what you did to assist learners to turn their interview notes into a written interview? Why or why not? This week learners spent considerable homework and some class time reading and discussing the literature set work. What have you noticed about their responses to this set work? What will you do to make sure that learners have completed reading it by the end of Week 8 and that they have understood 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:			



**INTERACTIVE ENGLISH Week 7 Theme: The big picture**

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	L&S/LSC: <b>Discuss an advertisement; learn new vocabulary, idioms and expressions</b> (15-20 mins); L&S: <b>Revise how to listen for information and read questions to be answered</b> (5-10 mins); <b>listen to a newspaper article &amp; make notes; begin to use notes to answer questions</b> (30-40 mins); <b>p. 84</b>	151 Act. 1 152 Act. 1 152 Act. 1	89 89 89	Literature set work	Continue reading literature set work					
2	L&S: <b>Complete answers to listening comprehension questions</b> (15 mins) <b>Note: This can be done for Term 2, Formal Assessment Task 1</b> R&V/L&S: <b>Read sections of a poem aloud in a group</b> (15 mins); <b>read a mind map based on the poem, and discuss questions based on the mind map</b> (30 mins); <b>p. 84</b>	152 Act. 1 153 Act. 2 154 Act. 2	89-90 90 90	Literature set work	Continue reading literature set work					
3	R&V: Discuss literature set work (15 mins); LSC: <b>Understand abbreviations &amp; acronyms</b> (10 mins); R&V: <b>Use skimming and scanning skills to get an overview of an extract from a youth novel, and discuss questions 1 and 2 on the extract</b> (35 mins); <b>p. 84</b>	155 156-158 Act. 3	90 91		LB p. 158 LSC: <b>Write answers to Question 3 on slang words and colloquialisms</b>					
4	LSC: Discuss and mark homework (5 mins); R&V: <b>Answer comprehension questions on extract from youth novel, and discuss answers</b> (35 mins); LSC: <b>Answer word study questions on extract</b> (20 mins); <b>p. 84</b>	158 Act. 3 159 Act. 3	91 92		LB p. 159 LSC: Complete answers to word study questions					
5	LSC: Discuss and mark answers to word study questions (15 mins); R&V: <b>Read a poem and discuss questions on structure, imagery, figures of speech and message</b> (45 mins); <b>p. 84</b>	159 160-161 Act. 4	92 92	Literature set work	Continue reading literature set work					

Reflection	
<p><b>Think about and make a note of:</b> How well did learners manage the listening comprehension task? What can you do to assist learners who find it difficult to listen, make notes and use their notes to answer questions? The mind map is quite challenging. How did learners respond to it? Were you pleased with what you did to assist them? 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>
<p>HOD/Subject head: _____ Date: _____</p>	

**Note 1:** Although the book review can be written for Term 2 Formal Assessment Task 2, it is probably better to choose the written interview task in Week 6, so that you have time to mark and return it to learners before the mid-year examinations.

**Note 2:** It is important to allocate time this week to a discussion of the structure of the examination papers, completion of the literature set work and revision of language work for the term.

INTERACTIVE ENGLISH Week 8 Theme continued: The big picture									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss literature set work (10 mins); <b>read an extract from a youth novel, and answer questions on it</b> (50 mins); <b>p. 84</b>	162-164 Act. 5	93	Literature set work	Continue reading literature set work				
2	R&V: Discuss literature set work (10 mins); LSC: <b>Learn about borrowed words; learn about and use prefixes and suffixes</b> (30 mins); <b>revise subject-verb agreement, and write sentences correctly</b> (20 mins); <b>p. 84</b>	164-165 Act. 6 165-166 Act. 7	94 95		LB p. 166 LSC: <b>Revise phrases and clauses, and divide sentences into phrases and clauses</b>				
3	LSC: Discuss and mark homework (5-10 mins); W&P: <b>Learn how to write a book review; plan a review, and begin first draft</b> (50-55 mins); <b>p. 84</b>	167-168 Act. 8	95 96		W&P: <b>Complete first draft of book review</b>				

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Date completed				
4	W&P: Revise and edit first draft; write and proofread final version of book review (50 mins); <b>p. 84</b> <b>Note: This can be done for Term 2, Formal Assessment Task 2</b> R&V: Listen to your instructions for final work on literature set work (10 mins)			Literature set work	Complete reading literature set work					
5	R&V: Final discussion of literature set work (15 mins); LSC: <b>Revise concord, and learn more about idiomatic expressions</b> (20 mins); <b>read and discuss June examination exemplars at the back of LB in preparation for mid-year examinations</b> (25 mins)	168-169 Act. 9	97		Prepare for mid-year examinations					
<b>Reflection</b>										
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>					<p>What would you change for next time? Why?</p>					
					HOD/Subject head:		Date:			

**INTERACTIVE ENGLISH Week 9 Catch up, consolidation and revision: Plan your week**

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1										
2										
3										
4										
5										

**Reflection**

**Think about and make a note of:** What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?

What would you change for next time? Why?

HOD/Subject head:

Date:

**INTERACTIVE ENGLISH Week 10 Mid-year examinations: Plan your week**

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1										
2										
3										
4										
5										

**End-of-term reflection**

**Think about and make a note of:**

- |   |   |
|---|---|
| <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 <b>on track</b>?</p> |
|---|---|

**HOD:**

**Date:**

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

**Note 1:** L&S = Listening and Speaking; R&V = Reading and Viewing; W&P = Writing and Presenting; LSC = Language Structures and Conventions.

**Note 2:** Extra resources: further examples of information texts with visuals such as brochures and magazine articles.

**Note 3:** Please note the homework task for each day.

PLATINUM ENGLISH Week 1 Theme: Hiking in South Africa									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	Listen to your feedback on Term 1 Test (20 mins); L&S: In a group, discuss answers to questions on a photograph (5 mins); <b>listen to instructions, and take notes</b> (20 mins); R&V: Do <b>pre- and during-reading</b> tasks on <b>an information text with visuals</b> (15 mins); <b>p. 81</b>	67-68 Act. 1 68 Act. 2 69-70 Act. 3 (pre- and during-reading)	51-52 52-53 & text on p. xli 53-54		Work with words LB p. 71 LSC: <b>Comparative and superlative adjectives; vocabulary in context; proper nouns</b>				
2	LSC: Mark and discuss homework (5-10 mins); R&V: <b>Post-reading, write answers to questions on brochure</b> (30-35 mins); discuss and mark answers to questions (15-20 mins); <b>p. 81</b>	71 69-70 Act. 3	54-55 54 54-55		LB Act. 4 Read the map and dialogue on LB p. 71, and find the prepositions in the dialogue				
3	LSC: Mark and discuss prepositions homework (5 mins); L&S: <b>Ask for and give directions, using appropriate vocabulary and body language</b> (40 mins); <b>p. 81</b> <b>Note: Asking for and giving directions can be done for Term 2, Formal Assessment Task 1</b> R&V: Listen to your introduction to literature set work for Term 2 (10 mins)	71-72 70-72 Act. 5	55 55-56	Literature set work	Begin reading literature set work as per your instruction				
4	Discuss literature set work (5-10 mins); L&S: Work in groups to <b>make and listen to unprepared speeches</b> (40 mins); LSC: <b>Use pronouns and possessive adjectives in sentences</b> , and mark and discuss answers (10-15 mins); <b>p. 81</b>	72 Act. 6 72 Work with words	56 56	Literature set work	Continue reading literature set work				

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Date completed				
5	Discuss literature set work (10 mins); LSC: <b>Identify and use phrases and clauses; use topic and supporting sentences</b> (50 mins); <b>p. 81</b>	73 Act. 7 73-74 Act. 8	56-57	Literature set work	Continue reading literature set work					
<b>Reflection</b>										
<p><b>Think about and make a note of:</b> Learners engaged in several listening and speaking activities this week. How well did they manage these? What could you do to support learners who found the activities difficult? Were you pleased with the way in which you introduced learners to a new literature set work for this term? If yes, why were you pleased, and if no, what could you do better next time you introduce a 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:			

**Note:** If your class does not have copies of the *Platinum English Core Reader*, continue reading and discussing the literature set work for Day 3 homework and Day 4 literature discussion.

<b>PLATINUM ENGLISH Week 2 Theme continued: Hiking in South Africa</b>										
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Discuss literature set work (5 mins); LSC/W&P: Do Chapter 6 Worksheets A & B on <b>writing directions</b> , and discuss answers (55 mins); <b>p. 81</b>	Extension and Remediation Worksheet Book	58		Revise the directions given in Acts 4 & 5 to prepare for writing task					
2	W&P: Organise content, and plan and write first draft of set of directions (45 mins); exchange with a classmate and give feedback to each other (15 mins); <b>p. 81</b>	74 Act. 9	58		W&P: <b>Revise, edit and proofread set of directions</b>					

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Date completed				
3	R&V: <b>Read a poem, and answer questions on its structure, imagery and message</b> (50 mins); <b>p. 81</b> ; listen to your introduction to poem on p. 76 of Core Reader in preparation for homework tasks (10 mins)	75-76 Act. 10		<i>Peelin orange</i> CR pp. 76-77	Read <i>Peelin orange</i> , and think about how you would answer each question on p. 77					
4	R&V: Discuss answers to questions on <i>Peelin orange</i> (20 mins); <b>write a summary</b> (40 mins); <b>p. 81</b>	76-77 Act. 11	59		Revise, edit and proofread summary					
5	R&V/L&S: In small groups, read summaries to each other (15 mins); LSC/R&V: <b>Revise phrases and clauses; complete a summary table</b> (45 mins); <b>p. 81</b>	78 Revision	60	Literature set work	Continue reading literature set work					
Reflection										
<p><b>Think about and make a note of:</b> This week learners completed two writing tasks. What were the strengths and the weaknesses of the paragraphs in which they wrote directions? What were the strengths and weaknesses of their summaries? 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 examples of different kinds of masks to class.

**Note:** Most of the literature work for these two weeks is based on the play *The calf with no name* in the *Platinum Core Reader*. If learners do not have this reader, continue reading and discussing the literature set work begun in Week 1.

PLATINUM ENGLISH Week 3 Theme: Many masks										
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
										Date completed
1	Discuss literature set work (5-10 mins); L&S: In small groups, talk about photographs, <b>using appropriate language</b> (10-15 mins); R&V: Do <b>pre-, while- and post-reading activities on an information text</b> (40 mins); <b>p. 82</b>	80 Act. 1 80-82 Act. 2	61-63 63		LB pp. 80-82 Complete answers to Act. 2, questions 1-11					
2	R&V: Mark and discuss answers to Act. 2 (15 mins); R&V: <b>Read a poem, and answer questions on rhyme scheme and main ideas</b> (35-40 mins); L&S: Listen to your instructions for preparing to take part in a panel discussion (5-10 mins); <b>p. 82</b>	83 Act. 3 84-85 Act. 4	64 65		LB pp. 84-85 Prepare for panel discussion about traditions					
3	L&S: Participate in a panel discussion <b>Note: This can be done for Term 2, Formal Assessment Task 1; p. 82</b>	84-85 Act. 4 Rubric 267	65 Rubric xxxv		LB p. 82 LSC: Do <i>Work with words</i> on <b>homophones</b>					
4	LSC: Mark and discuss homework (5 mins); R&V: <b>Read the script of a radio play, answer questions</b> on it, mark and discuss the answers (55 mins); <b>p. 82</b>	82 85-87 Act. 6	64		LB pp. 85-87 Make a dragon mask, and collect props for performing the radio play					
5	L&S/R&V: <b>Perform the radio play in pairs using appropriate register</b> (15 mins); LSC: Choose <b>question words</b> to complete sentences, and mark and discuss answers (15 mins); <b>p. 82</b> R&V: Listen to your introduction to play <i>The calf with no name</i> , and begin reading on p. 84 of Core Reader (30 mins)	85-87 Act. 6 87	66 67	<i>The calf with no name</i> CR pp. 84-111	Continue reading <i>The calf with no name</i> CR pp. 84-111					

Reflection	
<p><b>Think about and make a note of:</b> This week learners did a great deal of oral work. When you assessed their contributions to the panel discussion, what impressed you, and what concerned you? How well did the pairs perform the radio play? What did you notice about the masks they made and the props they collected? Were you pleased with the way you introduced <i>The calf with no name</i>? If yes, why? If no, what could you do differently next time? 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>	

PLATINUM ENGLISH Week 4 Theme continued: Many masks										
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss reading of first part of <i>The calf with no name</i> (5-10 mins); L&S: <b>Prepare and present a debate</b> (50-55 mins); <b>p. 82</b>	85 Act. 5	65-66	<i>The calf with no name</i> CR pp. 84-111	Continue reading <i>The calf with no name</i> CR pp. 84-111					
2	R&V: Discuss reading of next part of <i>The calf with no name</i> (10 mins); LSC: Learn and use <b>spelling rules and conventions</b> , and mark and discuss answers (35 mins); learn about <b>complex and compound sentences</b> , and prepare for homework tasks (15 mins); <b>p. 82</b>	87-88 Act. 7 88 Act. 8	67 67-68		LSC: Do Act. 8, 1 & 2 LB pp. 88-89					
3	LSC: Discuss & mark homework (10 mins); learn about and write <b>negative sentences</b> , and mark and discuss answers (40 mins); <b>develop vocabulary by learning antonyms and synonyms</b> (10 mins); <b>p. 82</b>	89 Act. 9 90 Act. 10	68-69 69	<i>The calf with no name</i> CR pp. 84-111	Continue reading <i>The calf with no name</i> CR pp. 84-111					

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Date completed				
4	R&V: Discuss next part of <i>The calf with no name</i> (10 mins); LSC: <b>Identify emotive and manipulative language</b> (15 mins); W&P: <b>Plan to write a dialogue; p. 82</b>	90 Act. 11 91 Act. 12	69 69-70		LB p. 91 W&P: Write first draft of dialogue					
5	W&P: Work with a partner to <b>revise, edit, proofread and present dialogues</b> (55 mins); <b>p. 82</b> Listen to your instructions for homework tasks (5 mins)	91 Act. 12	69-70		Do Revision tasks, LB p. 92					
Reflection										
<p><b>Think about and make a note of:</b> This week learners worked on several aspects of language structures and vocabulary development. Did they find any of this work difficult? If so, what did you do to help them? Do you think you were successful? What were the strengths and weaknesses of learners' dialogues? Is there anything you could do to assist them to improve their writing of dialogues? 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:** See suggestions on p. 72 of *Platinum English Teacher's Guide* for creating interest in careers and interviews.

**Note 1:** On Day 2, if the class has not been reading *The calf with no name* but instead has been reading a short story, novel or a different play, set your own questions, and have a class discussion on key features of this set work.

**Note 2:** On Day 5, if you do not have the photocopyable *Platinum English Extension and Remediation Worksheet Book*, set your own homework tasks on active and passive voice.

PLATINUM ENGLISH Week 5 Theme: Interviews										
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	LSC: Discuss and mark Revision homework (10 mins); L&S: Talk about a photograph of an interview (5-10 mins); <b>learn about features of an interview</b> ; in a group, <b>plan interview questions, and take turns to ask interview questions</b> ; peer assess how well interview guidelines were followed (45 mins); listen to instructions for homework tasks (2 mins); <b>p. 83</b>	92 93-94 Act. 1 94-95 Act. 2	70 73 73	<i>The calf with no name</i> CR pp. 84-111	Complete reading <i>The calf with no name</i> CR pp. 84-111					
2	R&V: Discuss questions on <i>The calf with no name</i> , including <b>key features of a play</b> (55 mins); LSC: Listen to instructions for homework task; work on <b>question forms and adverbs of frequency</b> (5 mins); <b>p. 83</b>	96	Answers 227-228 74	CR pp. 108-111	LB p. 96 LSC: Write answers to <i>Work with words</i> and sentences					
3	LSC: Discuss and mark homework (5-10 mins); L&S: <b>Listen to an autobiography; make notes, and use these to answer comprehension questions</b> ; discuss and mark answers (40 mins); R&V: Listen to instructions for homework tasks (5 mins); <b>p. 83</b>	96 95 Act. 3	74 74	Literature set work	Continue reading literature set work					
4	R&V: Discuss literature set work (10-15 mins); R&V: <b>Scan and then read intensively a radio interview; answer questions and discuss answers</b> (43-48 mins); LSC: Listen to instructions for homework tasks on <b>vocabulary and abbreviations</b> (2 mins)	96-98 Act. 4 98	75 74		LB p. 98 LSC: Write answers to <i>Work with words</i>					
5	LSC: Discuss and mark homework (5-10 mins); LSC: <b>Revise sentence structure; use active and passive voice</b> ; discuss and mark sentences (43-48 mins); <b>p. 83</b> LSC: Listen to instructions for homework tasks from <i>Remediation &amp; Extension Worksheet Book</i> (2 mins)	98 99 Act. 5 & Act. 6	74 76-77		Do tasks in Ch. 8 Worksheet A or B or tasks you set on active and passive voice					

Reflection	
<p><b>Think about and make a note of:</b> How well did learners manage the interviewing task and the listening comprehension task? What could you do to assist learners who found either of these tasks difficult? Did you and the learners enjoy reading and discussing The calf with no name (or other literature set work)? If yes, what made this enjoyable? If no, what could you do differently next time? 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>	

**Note:** If your class does not have copies of the *Platinum English Core Reader*, continue reading and discussing the literature set work for Day 4 homework and Day 5 literature discussion.

PLATINUM ENGLISH Week 6 Theme continued: Interviews									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	LSC: Discuss and mark homework on active and passive voice (10 mins); R&V: <b>Read a play script, understand its key features, answer questions on the script</b> , discuss and mark answers (50 mins); <b>p. 83</b>	100-102 Act. 7	235-236 77-78	Literature set work	Continue reading literature set work				
2	R&V: Discuss literature set work (10 mins); <b>read a poem, note its structure and typography</b> , answer questions on it, discuss and mark answers (48 mins); LSC: Listen to instructions for homework tasks on <b>conjunctions</b> and <b>question forms</b> (2 mins); <b>p. 83</b>	103-104 Act. 8 102 104	78-79 78-79		<i>Work with words</i> LB p. 102 <i>Work with sentences</i> LB p. 104				
3	LSC: Discuss and mark homework (10 mins); W&P: <b>Choose a person to interview, and prepare interview questions</b> (25-30 mins); <b>p. 83</b> LSC: Do tasks 1-5 on Revision page, and mark answers (20-25 mins)	102 104 105 Act. 9	78-79 79-80		L&S/W&P: <b>Conduct an interview, and record answers</b>				

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Date completed				
4	W&P: <b>Write first draft of an interview using correct format; revise, edit and proofread</b> (60 mins); <b>p. 83</b> <b>Note: This can be done for Term 2, Formal Assessment Task 2</b>	105 Act. 9	80 Rubric or Rating Scale xxxi or xxxvi	<i>Why bat hangs upside down</i> CR pp. 34-38	Begin reading <i>Why bat hangs upside down</i> CR pp. 34-38					
5	R&V: Complete reading <i>Why bat hangs upside down</i> , and <b>discuss questions on story, language and literary devices</b> (60 mins); <b>p. 83</b>		Answers 220	Literature set work	Continue reading literature set work					
<b>Reflection</b>										
<p><b>Think about and make a note of:</b> This week learners learnt about the format and features of a play script, an interview and an unusual poem. What pleased you about how you taught these lessons? What would you do differently if you were teaching the same lessons again? How well are learners managing the homework reading of 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:			

**Note:** If your class does not have copies of the *Platinum English Core Reader*, continue reading the literature set work for Day 4 and 5 homework.

PLATINUM ENGLISH Week 7 Theme: Laugh out loud									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss literature set work (10 mins); L&S: Talk about a photograph (5 mins); <b>listen to, and make notes and answer questions on a news article</b> ; mark the answers (45 mins); <b>p. 84</b>	107-108 Act. 1 108 Act. 2	83-84 84	Literature set work	Continue reading literature set work				
2	R&V: Discuss literature set work (5 mins); L&S: <b>In a group, read aloud and discuss jokes, and reach consensus on best joke</b> (55 mins); <b>p. 84</b>	109 Act. 3	84-85		LSC: Do <i>Work with words – acronyms</i> LB p. 110				
3	LSC: Discuss and mark homework (5 mins); R&V: <b>Read a short story; answer questions on characters, setting, narration and plot, fact and opinion</b> ; discuss and mark answers (45 mins); LSC: Write sentences as <b>commands or instructions</b> , and mark them (10 mins); <b>p. 84</b>	109 112	85-86 86	Literature set work	Continue reading literature set work				
4	R&V: Discuss literature set work (10 mins); <b>in a group, read two poems, and discuss how irony is used in them</b> (35 mins); LSC: Write sentences using <b>idioms</b> , and mark them (15 mins); <b>p. 84</b>			<i>The sacrifice</i> CR pp. 15-20	Begin reading <i>The sacrifice</i> CR pp. 15-20				
5	LSC: <b>Understand and use homonyms; understand and use prefixes &amp; suffixes; use subject-verb agreement correctly</b> (60 mins); <b>p. 84</b>			<i>The sacrifice</i> CR pp. 15-20	Finish reading <i>The sacrifice</i> and prepare to discuss the questions on pp. 19-20.				
Reflection									
<p><b>Think about and make a note of:</b> Much of this week’s work focused on humour. How did learners respond to jokes, amusing poems and ironic language? Were you satisfied with what you did to assist them to understand the humour? If not, how could you improve your teaching of these lessons? 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:** If your class does not have copies of the *Platinum English Core Reader*, discuss the literature set work on Day 1.

**Note 2:** Although the book review can be written for Term 2, Formal Assessment Task 2, it is probably better to choose the written interview in Week 6, so that you have time to mark and return it to learners before the mid-year examinations.

**Note 3:** It is important to allocate time this week to discussion of the structure of the examination papers, completion of the literature set work and revision of language work for the term.

PLATINUM ENGLISH Week 8 Theme continued: Laugh out loud									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss the questions on <i>The sacrifice</i> (40 mins); do <b>pre-reading and while-reading activities on a book review</b> (20 mins); <b>p. 84</b>	117-118 Act. 9	218 89	<i>The sacrifice</i> CR pp. 15-20	R&V: Write answers to questions on book review LB pp. 117-118				
2	R&V: Discuss and mark homework (15 mins); W&P: <b>arrange sentences into structured paragraphs</b> , discuss and mark answers (45 mins); <b>p. 84</b>	118-119 Act. 10	90	Literature set work	Continue reading literature set work				
3	R&V: Discuss literature set work (10 mins); W&P: <b>Plan a review of a story; draft the review</b> (50 mins); <b>p. 84</b> <b>Note: This can be done for Term 2, Formal Assessment Task 2</b>	119 Act. 11	90		W&P: <b>Revise, edit, proofread and present final review</b>				
4	LSC: Write answers to the questions on the Revision page, discuss and mark answers (30 mins); listen to information about mid-year examination papers, and read examples (30 mins)	120 121-124	91	Literature set work	Finish reading literature set work				
5	R&V: Write answers to your questions on literature set work in preparation for mid-year exam; discuss and mark answers (30 mins); LSC: Revise language by doing exercises in the <i>Platinum Remediation and Extension Worksheets Book</i> or the Revision page at the end of chapters 6 to 9.				<b>Prepare for mid-year examinations</b>				
Reflection									
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?				
					HOD/Subject head:				



**PLATINUM ENGLISH Week 9 Catch up, consolidation and revision: Plan your week**

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1										
2										
3										
4										
5										

**Reflection**

**Think about and make a note of:** What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?

What would you change for next time? Why?

HOD/Subject head:

Date:

**PLATINUM ENGLISH Week 10 Mid-year examinations: Plan your week**

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1										
2										
3										
4										
5										

**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:**

**Date:**

## 5. Spot On First Additional Language (Heinemann)

**Note 1:** L&S = Listening and Speaking; R&V = Reading and Viewing; W&P = Writing and Presenting; LSC = Language Structures and Conventions.

**Note 2:** If your class does not have copies of the *Spot On Core Reader*, give homework on the literature set work on Day 3 and discuss it on Day 4.

**Note 3:** Please note the homework task for each day.

SPOT ON Week 1 Theme: Get cooking!										
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Listen to your feedback on Term 1 Test (20 mins); L&S: <b>Understand the difference between instructions and directions; listen to instructions, and answer questions on them</b> (35 mins); <b>p. 81</b> <b>Note: This can be done for Term 2, Formal Assessment Task 1</b> R&V: Listen to your introduction to literature set work (5 mins)	62 Act. 1.1	115-116	Literature set work	Begin reading literature set work					
2	L&S: <b>Make an unprepared speech to the class</b> (60 mins); <b>p. 81</b> <b>Note: This can be done for Term 2, Formal Assessment Task 1</b>	63 Act. 2.2	118	Literature set work	Continue reading literature set work					
3	L&S: Learn about and practise giving directions (25 mins); LSC: <b>Learn about, identify and use conjunctions</b> (30 mins); <b>p. 81</b> R&V: Listen to your introduction to poem <i>Portrait of a loaf of bread</i> (5 mins)	63 Act. 2.1 64-65 Act. 3.1 Act. 3.2	117 119	<i>Portrait of a loaf of bread</i> CR pp. 80-82	Read <i>Portrait of a loaf of bread</i> & think of answers to questions on p. 82					
4	R&V: Discuss answers to questions on poem (20 mins); LSC: <b>Learn about and identify sentence types</b> (20 mins); LSC/W&P: <b>Learn about, write and discuss topic sentences</b> (20 mins); <b>p. 81</b>	65-66 Act. 3.3 66 Act. 3.4	303-304 120 120	Literature set work	Continue reading literature set work					
5	R&V: Discuss literature set work (10 mins); LSC: <b>Learn a spelling pattern, and write a dictation using words with this spelling pattern</b> (25 mins); R&V: <b>Use pre-reading strategies to answer questions on an information text with visuals</b> , and discuss these with a group (25 mins); <b>p. 81</b>	67 Act. 4 68-69 Act. 5.1	121 122		LB pp. 68-69 R&V: Write answers to Act. 5.2 on reading a visual text					

Reflection	
<p><b>Think about and make a note of:</b> How well did learners listen to instructions? What were the strengths and weaknesses of learners' unprepared speeches? What could you do to assist learners to improve their listening skills and their speech making? Were you pleased with the way in which you introduced the literature set work? 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>
<p>HOD/Subject head: _____ Date: _____</p>	

SPOT ON Week 2 Theme continued: Get cooking!										
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss and mark answers to homework tasks (10-15 mins); <b>answer comprehension questions on a visual text</b> , and mark and discuss answers (45-50 mins); <b>p. 81</b>	68-69 Act. 5.2 68-69 Act. 5.3	123 123	Literature set work	Continue reading literature set work					
2	R&V: Discuss literature set work (10 mins); <b>read and answer questions on a cartoon</b> (30 mins); <b>summarise content of the cartoon in a mind map</b> (20 mins); <b>p. 81</b>	70 Act. 6.1 Act. 6.2 70 Act. 6.3	125-126 126 mind map on 127		LB p. 70 Complete mind map summary					

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Date completed				
3	R&V: Discuss and mark mind maps (15 mins); W&P: <b>Learn about writing instructions and directions; plan and begin writing first draft of instructions or directions</b> (45 mins); <b>p. 81</b>	71 Act. 7.1	128		LB p. 71 W&P: <b>Complete writing first draft of instructions or directions</b>					
4	W&P: <b>Revise and edit first draft; write and proofread final version of directions or instructions</b> (60 mins); <b>p. 81</b>	71 Act. 7.1	128 Rubric 290	Literature set work	Continue reading literature set work					
5	R&V: Discuss literature set work (15 mins); L&S: <b>Listen to a text, take notes, and answer questions on it</b> (45 mins); <b>p. 81</b>	72 Revision Act. 6	129-130	Literature set work	Continue reading literature set work					
Reflection										
<p><b>Think about and make a note of:</b> This week learners read two types of visual text. How well did they comprehend the information in each text? What could you do to assist any learners who found these texts difficult to read? What were the strengths and weaknesses of learners' written instructions or directions? What could you do to help them to improve their writing of instructions or directions? 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:** If your class does not have copies of the *Spot On Core Reader*, give homework on the literature set work on Day 4, and discuss it on Day 5.

SPOT ON Week 3 Theme: Branding South Africa									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss literature set work (10 mins); <b>read a television forum discussion, and answer questions on it</b> (50 mins); <b>p. 82</b>	74-75 Act. 1.1	133		LB pp. 74-75 Complete answers to Act. 1.1				
2	R&V: Discuss and mark answers to Act. 1.1 (20 mins); <b>learn about figurative language in poetry; read a poem, and answer questions on its features</b> (40 mins); <b>p. 82</b>	76-77 Act. 2.1	134		LB pp. 76-77 Complete answers to Act. 2.1				
3	R&V: Discuss and mark Act. 2.1 (20 mins); <b>read bar charts in preparation for a forum discussion</b> (10 mins); L&S: <b>learn about roles in a forum discussion; in a group, plan a forum discussion to present to the class</b> (30 mins); <b>p. 82</b>	78 Act. 3.1 78 79 Act. 3.2	134 135 135		LB p. 79 Complete preparations for role in forum discussion				
4	L&S: <b>In groups, present forum discussion to class</b> (50 mins) <b>Note: This can be done for Term 2, Formal Assessment Task 1</b> R&V: <b>Listen to your explanation of onomatopoeia</b> and introduction to the poem <i>Firebowl</i> , CR pp. 92-94 (10 mins); <b>p. 82</b>	79 Act. 3.2	135-136	<i>Firebowl</i> CR pp. 92-94	Read <i>Firebowl</i> and think about how to answer questions on the poem				
5	R&V: Discuss questions on <i>Firebowl</i> (30 mins); L&S: <b>Organise a class debate</b> (10 mins); R&V: <b>Skim and scan a visual text and answer questions</b> (20 mins); <b>p. 82</b>	79 Act. 3.3 80 Act. 4.1	306 136		LB p. 79 <b>Prepare for role as speaker, chairperson, judge or floor member in class debate</b>				
Reflection									
<b>Think about and make a note of:</b> What were the strengths and weaknesses of learners' contributions to the forum discussion? What could you do to assist learners who found this activity difficult? Were you satisfied with your explanation of onomatopoeia/an aspect of the literature set work? Why or why not? 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:	

**SPOT ON Week 4 Theme continued: Branding South Africa**

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	L&S: <b>Participate in a class debate</b> (45 mins); R&V: <b>Begin answering comprehension questions on a visual text</b> (15 mins); <b>p. 82</b>	79 Act. 3.3 80 Act. 4.2	136-138		LB p. 80 Complete answers to Act. 4.2					
2	R&V: Discuss & mark answers to Act. 4.2 (20 mins); W&P: <b>Learn about dialogues; plan and begin writing first draft of a dialogue</b> (40 mins); <b>p. 82</b>	80 Act. 4.2 81 Act. 5.1	139 140		LB p. 81 Complete first draft of dialogue					
3	W&P: <b>Revise and edit first draft of dialogue; write and proofread final version; p. 82</b>	81 Act. 5.1	140	Literature set work	Continue reading literature set work					
4	R&V: Discuss literature set work (20 mins); LSC: <b>Revise question forms, and write questions</b> (20 mins); <b>convert statements to questions</b> (20 mins); <b>p. 82</b>	82 Act. 6.1 82 Act. 6.2	141 141	Literature set work	Continue reading literature set work					
5	R&V: Discuss literature set work (10 mins); LSC: <b>Learn about and use homophones and homonyms</b> (40 mins); begin Revision Activity 7 (10 mins); <b>p. 82</b>	83 Acts. 7.1 & 7.2 84	142		LB p. 84 Complete Revision Activity 7					
Reflection										
<p><b>Think about and make a note of:</b> How well did learners answer questions on a cartoon? What could you do to assist learners who find it difficult to comprehend cartoons? What strengths and weaknesses did you notice in learners' written dialogues? What will you do to build on learners' strengths and to assist them to overcome the weaknesses in their writing of dialogue? 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>					

**SPOT ON Week 5 Theme: The chat room bully**

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	LSC: Discuss and mark Revision Act. 7 (20 mins); L&S: <b>Listen to a text, make notes and use these to answer questions about the text</b> (40 mins); <b>p. 83</b>	84 86 Act. 1.1 Act. 1.2	143 145-146		LB p. 86 Act. 1.3 Write some advice					
2	W&P: Discuss advice written for homework (10 mins); L&S: <b>Learn about interviewing; plan an interview with a partner</b> (20 mins); LSC: <b>Revise active and passive voice, and use them correctly</b> (30 mins); <b>p. 83</b>	86 Act. 1.3 87 Act. 2.1 88-89 Act. 3.1	146 147 148		LB p. 87 L&S: Do research in preparation for interview					
3	L&S: <b>Complete preparation for interview</b> (30 mins) <b>in pairs, and present interview to two other pairs</b> (30 mins); <b>p. 83</b>	87 Act. 2.1	147	Literature set work	Continue reading literature set work					
4	R&V: Discuss literature set work (15 mins); R&V: <b>Understand the elements of a play; read an extract from a play, and begin to answer questions on it</b> (45 mins); <b>p. 83</b>	90 Act. 4.1	149-150		LB pp. 90-91 Complete answers to questions on extract from play					
5	R&V: <b>Discuss and mark answers to questions on characters, stage directions, language and punctuation in the extract from a play</b> (40 mins); LSC: <b>Understand and use word order correctly</b> (20 mins); <b>p. 83</b>	88 Act. 3.2	148	Literature set work	Continue reading literature set work					
<b>Reflection</b>										
<p><b>Think about and make a note of:</b> How well did learners manage the interviewing activity? Were you pleased with your teaching of the elements of a play? Why or why not? What progress are you and the learners making with 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:			



**SPOT ON Week 6 Theme continued: The chat room bully**

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss literature set work (15 mins); R&V/LSC: <b>Read an interview text intensively, and answer comprehension and language questions on it</b> (45 mins); <b>p. 83</b>	92-93 Act. 5.1	151		LB pp. 92-93 Complete answers to Act. 5.1					
2	R&V/LSC: Discuss and mark comprehension and language questions (30 mins); W&P: <b>Plan an interview, draw up interview questions, and imagine the interviewee's responses</b> (30 mins); <b>p. 83</b>	92-93 Act. 5.1 94 Act. 6.1	151-152 153-154		LB p. 94 Act. 6.1 W&P: <b>Write first draft of interview</b>					
3	W&P: <b>Revise and edit first draft of interview, and write and proofread final version</b> (60 mins); <b>p. 83</b> <b>Note: This can be done for Term 2, Formal Assessment Task 2</b>	94 Act 6.1	153-154	Literature set work	Continue reading literature set work					
4	R&V: Discuss literature set work (15 mins); LSC: <b>Learn about and identify euphemisms</b> (30 mins); LSC/R&V: <b>Comment on euphemism and figurative language in a cartoon</b> (15 mins); <b>p. 83</b>	95 Act. 7.1 95 Act. 7.2	155 155	Literature set work	Continue reading literature set work					
5	R&V: Discuss literature set work (10 mins); LSC: <b>Identify and use active and passive voice in sentences</b> (35 mins); <b>identify grammatical errors in sentences, and correct each sentence</b> (15 mins); <b>p. 83</b>	96 Revision Activity 8	156 156	Literature set work	Continue reading literature set work					
Reflection										
<p><b>Think about and make a note of:</b> What did you notice about the ways in which learners planned for the written interview? Does what you noticed suggest that you should make any changes to the ways in which you teach learners to plan their writing? Euphemism and figurative language can be difficult for additional language learners. Were you satisfied with what you did to assist learners to identify euphemisms and to replace them with more direct language? 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:			

**Note 1:** Much of this week's homework requires learners to read the play *Daddy comes tonight* from the *Spot On Core Reader*. If your class does not have this reader, then continue reading and discussing the literature set work for the term.

**Note 2:** Although the book review can be written for Term 2, Formal Assessment Task 2, it is probably better to choose the written interview in Week 6, so that you have time to mark and return it to learners before the mid-year examinations.

SPOT ON Week 7 Theme: My 21 <sup>st</sup> century family										
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss literature set work (15 mins); L&S: <b>Listen to an article, take notes, and use them to answer questions</b> (45 mins); p. 84	98 Act. 1.1 Act. 1.2	158-159		LB p. 98 L&S: Complete answers to listening activity					
2	L&S: Discuss and mark answers to listening activity (10 mins); <b>learn about participating in group discussions, and take part in one</b> (35 mins); R&V: Begin reading <i>Daddy comes tonight</i> , CR pp. 107-124 (15 mins); p. 84	99 Act. 2.1	160	CR pp. 107-124 <i>Daddy comes tonight</i>	Begin reading <i>Daddy comes tonight</i>					
3	R&V: <b>Revise the types of narrators in stories, and apply pre-reading skills to an extract from a youth novel</b> (30 mins); R&V/LSC: <b>Read the extract carefully, and begin to answer comprehension and language questions on it</b> (30 mins); p. 84	100 Act. 3.1 101-102	161 161	CR pp. 107-124 <i>Daddy comes tonight</i>	Continue reading <i>Daddy comes tonight</i>					
4	R&V: Complete answers to questions, and discuss and mark these answers (30 mins); W&P: <b>Learn about writing book reviews; plan a book review, and begin writing first draft</b> (30 mins); p. 84	101-102 103	161 163 Rubric 290		LB p. 103 W&P: <b>Complete first draft of book review</b>					
5	W&P: <b>Revise and edit first draft of book review; write and proofread final version</b> (60 mins); p. 84 <b>Note: This can be done for Term 2, Formal Assessment Task 2</b>	103	163 Rubric 290	CR pp. 107-124 <i>Daddy comes tonight</i>	Complete reading <i>Daddy comes tonight</i> ; prepare to answer the Activity questions on pp. 123-124					

Reflection	
<p><b>Think about and make a note of:</b> Did all learners participate in the group discussions? If they did, what enabled them to participate? If they did not, what could you do to help them to participate? Were you pleased with the way(s) you taught learners to write a book review? 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>
<p>HOD/Subject head: _____ Date: _____</p>	

**Note 1:** It is important to allocate time this week to the discussion of the structure of the examination papers, completion of the literature set work and revision of language work for the term.

**Note 2:** If your class does not have the *Spot On Core Reader*, then continue reading and discussing the literature set work for the term, or do some language revision work on Days 2 and 3.

SPOT ON Week 8 Theme continued: My 21 <sup>st</sup> century family									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss <i>Daddy comes tonight</i> , and answer the Activity questions on pp. 123-124 (40 mins); LSC: <b>Understand and use abbreviations</b> (20 mins); <b>p. 84</b>	104 Act. 5.1	309 164	CR pp. 107-124 <i>Daddy comes tonight</i> Literature set work	Continue reading literature set work				
2	R&V: Discuss literature set work (10 mins); LSC: <b>Understand and use acronyms</b> (20 mins); <b>understand and use prefixes and suffixes</b> (25 mins); R&V: Listen to your introduction to <b>folktale</b> <i>The song of the tree</i> , CR pp. 18-21 (5 mins); <b>p. 84</b>	105 Act. 5.2 106 Act. 6.1	165 166	<i>The song of the tree</i> CR pp. 18-21	Read <i>The song of the tree</i> and prepare to answer the questions on p. 21				

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Date completed				
3	R&V: Discuss <b>folktale</b> <i>The song of the tree</i> and the questions on this story (30 mins); LSC: <b>Learn about proverbs, and understand their meanings</b> (30 mins); <b>p. 84</b>	107 Act. 7.1	295-296 167	Literature set work	Complete reading of literature set work					
4	R&V: Final discussion of literature set work (20 mins); LSC: Do Revision Act. 9 and discuss answers (40 mins)	108	168		Read and think about how to answer the practice examination papers on LB pp. 217-222					
5	Discuss the structure of mid-year examination papers 2 and 3; work through the example of Paper 2 on pp. 217-222	217-222			Prepare for mid-year examinations					
Reflection										
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>					<p>What would you change for next time? Why?</p>					
					HOD/Subject head:		Date:			

**SPOT ON Week 9 Catch up, consolidation and revision: Plan your week**

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1										
2										
3										
4										
5										

**Reflection**

**Think about and make a note of:** What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?

What would you change for next time? Why?

HOD/Subject head:

Date:

**SPOT ON Week 10 Mid-year examinations: Plan your week**

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1										
2										
3										
4										
5										
End-of-term reflection										
<p><b>Think about and make a note of:</b></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 <b>on track</b>?</p>				
<b>HOD:</b>						<b>Date:</b>				

## 6. Successful English (Oxford University Press)

**Note 1:** L&S = Listening and Speaking; R&V = Reading and Viewing; W&P = Writing and Presenting; LSC = Language Structures and Conventions.

**Note 2:** There is an error at the bottom of p. 101 in the Learner's Book. Instruction 2 should read 'Join the simple sentences with the conjunctions given in brackets in order to make compound or complex sentences. When learners use subordinating conjunctions such as 'because', they are writing complex sentences. Only the co-ordinating conjunctions 'and' and 'but' are used for writing compound sentences.

**Note 3:** Please note the homework task for each day.

SUCCESSFUL ENGLISH Week 1 Theme: Getting there										
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
										Date completed
1	Listen to your feedback on Term 1 Test (20 mins); L&S: <b>With a partner, give and respond to instructions (5 mins); listen to instructions, take notes, and use them to answer questions (35 mins); p. 81</b>	94 94-95 Act. 1	72 72-73 164		LB p. 95 Act. 1 Complete answers to questions					
2	L&S: Discuss and mark homework (10 mins); LSC: <b>Learn about and identify comparative and superlative adjectives (20 mins); R&amp;V: Learn how to read an information text with visuals (map); begin to answer questions 1(a)-(i) (30 mins); p. 81</b>	96 Act. 2 97-99 Act. 3	73 73-74		LB pp. 97-99 Complete answers to questions 1(a)-(i)					
3	R&V: Discuss and mark answers to Question 1 (15 mins); in groups, discuss answers to Question 2 (15 mins); R&V/W&P: <b>Write a point form summary of the information on the map (25 mins); R&amp;V: Listen to your introduction to literature set work (5 mins); p. 81</b>	97-99 Act. 3	73-74 74	Literature set work	Begin reading literature set work					
4	R&V: Discuss literature set work (10 mins); LSC: <b>Revise noun clauses, adjectival clauses and adverbial clauses, and identify examples in a text (20 mins); learn about co-ordinating and subordinating conjunctions, and use them to join sentences (30 mins); p. 81</b>	100 Act. 4 100-102 Act. 5	74 74	Literature set work	Continue reading literature set work					
5	R&V: Discuss literature set work (10 mins); <b>learn about figures of speech and imagery, sound devices, rhyme and rhythm in a poem; read a poem, and begin to answer questions on it (50 mins); p. 81</b>	102-104 Act. 6	75		LB. 103-104 Complete answers to questions on poem					

Reflection	
<p><b>Think about and make a note of:</b> How well did learners manage the listening comprehension activity? What could you do to support any learners who found it difficult to listen, take notes and use them to answer questions? Were you pleased with the way you explained the language structures (clauses and conjunctions) to learners? Why or why not? Were you pleased with the way you introduced the literature set work? 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>
<p>HOD/Subject head: _____ Date: _____</p>	

**Note:** If your class does not have the *Successful English Literature Anthology Core Reader*, on Day 1 continue reading and discussing the literature set work for the term.

SUCCESSFUL ENGLISH Week 2 Theme continued: Getting there							
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class	
						Date completed	
1	R&V: Discuss and mark answers to questions on poem (15 mins); <b>learn about punctuation in poetry, read another poem, and answer questions on punctuation, structure, rhythm and message</b> (35 mins); W&P: With a partner, discuss ideas for writing a short poem (10 mins); <b>p. 81</b>	102-104	75	<i>Chameleon</i> CR pp. 59-61	Write a short poem about the way an animal moves		



Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Date completed				
2	W&P: In groups read poems to each other (5 mins); LSC: <b>Revise pronouns, and use them correctly</b> (25 mins); <b>learn spelling patterns, and spell words correctly</b> (25 mins); listen to instructions for homework tasks (5 mins); <b>p. 81</b>	104-105 Act. 7 105-106 Act. 8-9	76 76		LB p. 106 Correct punctuation and spelling errors in a text					
3	L&S: <b>In pairs, role play asking for and giving directions; present role play to the class</b> (60 mins); <b>p. 81</b> <b>Note: This can be done for Term 2, Formal Assessment Task 1</b>	106-107 Act. 10	76-77	Literature set work	Continue reading literature set work					
4	R&V: Discuss literature set work (15 mins); W&P: <b>Learn how to write directions; plan and begin to write first draft of directions</b> (45 mins); <b>p. 81</b>	107-110 Act. 11	77		LB pp. 108-110 W&P: <b>Complete first draft of directions</b>					
5	W&P: <b>Revise and edit first draft; write and proofread final version</b> (60 mins); <b>p. 81</b>			Literature set work	Continue reading literature set work					
<b>Reflection</b>										
<p><b>Think about and make a note of:</b> How well did learners manage to give directions (i) orally and (ii) in writing? What could you do to assist learners who found either of these tasks difficult? Were you pleased with the way you taught poetry this week? 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:			

**SUCCESSFUL ENGLISH Week 3 Theme: Language helps to overcome barriers**

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	L&S: <b>Participate in a class discussion</b> (5-10 mins); R&V: <b>Learn about features of a television play script; read an extract from a script, and answer questions on it</b> (50-55 mins); <b>p. 82</b>	112 112-114 Act. 1	79 79	Literature set work	Continue reading literature set work					
2	R&V: Discuss literature set work (10 mins); LSC: <b>Revise and use homophones and homonyms</b> (25 mins); L&S: <b>Learn how to participate in a forum discussion; organise roles, and decide on how to collect information for the discussion</b> (25 mins); <b>p. 82</b>	114-115 Act. 2 115-117 Act. 3	80 80		LB p. 116 Find information to use in forum discussion					
3	L&S: <b>Present panel discussion to class</b> (60 mins); <b>p. 82</b> <b>Note: This can be done for Term 2, Formal Assessment Task 1</b>	115-117 Act. 3	80	Literature set work	Continue reading literature set work					
4	R&V: Discuss literature set work (10 mins); LSC: <b>Revise and use direct and indirect speech</b> (35 mins); <b>write questions in direct speech</b> (15 mins); <b>p. 82</b>	117-118 Act. 4 119 Act. 5	81 81	Literature set work	Continue reading literature set work					
5	R&V: <b>Read a comic strip, and answer questions on it</b> (50 mins); LSC: <b>Practise using verb tenses and concord correctly</b> (10 mins); <b>p. 82</b>	119-120 Act. 6 120-121 Act. 7	81-82 82		LB pp. 120-121 Act. 7 Complete sentences on verb tenses and concord					

**Reflection**

**Think about and make a note of:** Did learners experience any difficulties in reading and understanding the play script and the cartoon? If so, what were these, and what could you do to assist them to comprehend these texts? What were the strengths and weaknesses of learners' contributions to the forum discussion? In future would you make any changes to the way in which you prepared learners for this discussion? Why or why not? 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:

**SUCCESSFUL ENGLISH Week 4 Theme continued: Language helps to overcome barriers**

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	LSC: Discuss and mark homework on tenses and concord (10 mins); W&P: <b>Learn how to write a dialogue; plan a dialogue, and begin writing first draft</b> (50 mins); p. 82	120-121 121-123 Act. 8	82 82		LB pp. 121-122 W&P: <b>Complete first draft of dialogue</b>					
2	W&P: <b>Revise and edit first draft with a partner; write and proofread final version</b> (60 mins); p. 82	121-123 Act. 8	82	Literature set work	Continue reading literature set work					
3	R&V: Discuss literature set work (10 mins); LSC: <b>Revise and use question forms</b> (15 mins); L&S: <b>Learn how to participate in a debate; work in a team to prepare for a debate</b> (35 mins); p. 82	123 Act. 9 124-125 Act. 10	82 83		LB pp. 124-125 Complete preparations for role in debate					
4	L&S: In teams of seven, <b>present debate to class</b> (60 mins); p. 82	124-125 Act. 10	83		LB p. 126 Act. 11 LSC: <b>Practise writing sentences in negative form</b>					
5	LSC: Discuss and mark homework (15 mins); R&V: <b>Read a poem, and discuss answers to questions on it with a partner</b> (45 mins); p. 82	126 Act. 11 127-128 Act. 12	83 84	Literature set work	Continue reading literature set work					
<b>Reflection</b>										
<p><b>Think about and make a note of:</b> What were the strengths and weaknesses of learners' dialogues? What could you do to help them build on the strengths and overcome the weaknesses? The rules of debating are quite complex. Were you satisfied with the way you taught the lesson on debating? 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>					
					<p>HOD/Subject head: _____ Date: _____</p>					

**Note:** If your class does not have the *Successful English Literature Anthology Core Reader*, for Day 5 homework continue reading and discussing the literature set work for the term.

SUCCESSFUL ENGLISH Week 5 Theme: Questions and answers									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss literature set work (10 mins); <b>learn about key features of drama; read two scenes from a play; answer questions on these</b> (50 mins); <b>p. 83</b>	130-132 Act. 1	86		LB p. 133 LSC: <b>Revise question forms and word order</b> and answer Act. 2				
2	LSC: Discuss and mark homework (10 mins); L&S: <b>Listen to a text, make notes, and use these to answer listening comprehension questions</b> (50 mins); <b>p. 83</b>	133 Act. 2 134-135 Act. 3	87 87-88 164	Literature set work	Continue reading literature set work				
3	R&V: Discuss literature set work (10 mins); L&S: <b>Learn about features of interviews; with a partner, plan how to conduct an interview, practise doing so, and present to two other pairs</b> (50 mins); <b>p. 83</b>	136-137 Act. 5	88		LB p. 135 Act. 4 LSC: <b>Identify and use adverbs of place and frequency</b>				
4	LSC: Discuss and mark homework (5 mins); L&S/LSC: <b>Discuss style and register in an interview</b> (15 mins); LSC: <b>Learn about mood, and practise using different moods</b> (40 mins); <b>p. 83</b>	135 Act. 4 137 Act. 6 137-139 Act. 7	88 88-89	Literature set work	Continue reading literature set work				
5	R&V: Discuss literature set work (10 mins); revise key features of poetry; read a poem, and answer questions on it (45 mins); p. 83 R&V: Listen to your introduction to homework poetry activity (5 mins)		89	<i>I wish I could sing</i> CR pp. 65-67	Read <i>I wish I could sing</i> , and think about how to answer the questions on p. 67				
Reflection									
<b>Think about and make a note of:</b> This week learners listened or read and responded to texts in several different genres. Were you satisfied with what you did to teach them key features of different types of texts? Why or why not? 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:		

**Note:** It is not necessary for learners to write an interview with one of the sports stars in the photographs on p. 146 of the Learner's Book. They could choose any sports star whom they know about.

SUCCESSFUL ENGLISH Week 6 Theme continued: Questions and answers										
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss the poem <i>I wish I could sing</i> and answer questions on it (15 mins); LSC: <b>Understand and identify literal and figurative language and euphemisms</b> (15 mins); R&V: <b>Skim, scan and read an interview in depth; begin to answer questions on it</b> (30 mins); <b>p. 83</b>	141-142 Act. 9 142-144 Act. 10	172 90 90-91	CR pp. 65-67	LB pp. 142-144 Act. 10 Complete answers to questions on interview					
2	R&V: Discuss and mark homework (20 mins); LSC: <b>Revise active and passive voice, and use them correctly</b> (40 mins); <b>p. 83</b>	144-145 Act. 11 Act. 12	91	Literature set work	Continue reading literature set work					
3	R&V: Discuss literature set work (15 mins); W&P: <b>Plan to write an interview with a sports star, and begin writing first draft</b> (45 mins); <b>p. 83</b>	146-147 Act. 13	91-92		LB pp. 146-17 W&P: <b>Complete first draft of interview</b>					
4	W&P: <b>Revise and edit first draft; write and proofread final version</b> (60 mins); <b>p. 83</b> <b>Note: This can be done for Term 2, Formal Assessment Task 2</b>	146-147 Act. 13	91-92	Literature set work	Continue reading literature set work					
5	R&V: Discuss literature set work (20 mins); LSC: <b>Learn about puns; find and explain puns in texts</b> (40 mins); <b>p. 83</b>	147-148 Act. 14	92	Literature set work	Continue reading literature set work					
Reflection										
<p><b>Think about and make a note of:</b> Figurative language, euphemisms and puns can be quite difficult for additional language learners. Were you satisfied with what you did to help learners to understand the examples in the activities? Why or why not? How well did learners manage the written interview? 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>					

**Note:** If your class does not have the *Successful English Literature Anthology Core Reader*, for Day 5 homework continue reading and discussing the literature set work for the term.

SUCCESSFUL ENGLISH Week 7 Theme: Words of advice									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: <b>Do pre-reading activities to prepare for reading a short story</b> (20 mins); <b>read a short story; discuss answers</b> to Question 1 <b>in a group</b> (40 mins); <b>p. 84</b>	150-153 Act. 1	94-95		LB pp. 151-152 R&V: Write answers to Question 2				
2	R&V: Discuss and mark homework (15 mins); L&S: <b>Listen to a newspaper article, make notes, and use these to answer questions</b> (45 mins); <b>p. 84</b> <b>Note:</b> This can be done for Term 2 Formal Assessment Task 1	150-153 153-154 Act. 2	94-95 95 165		LB p. 154 Act. 3 LSC: <b>Learn about and identify acronyms</b>				
3	LSC: Discuss and mark homework (5-10 mins); L&S: <b>Participate in a group discussion, and aim to reach consensus on the topic</b> (30 mins); LSC: <b>Practise identifying subject and predicate</b> (20 mins); <b>p. 84</b>	154 Act. 3 154-155 Act. 4 155-156 Act. 5	96 96 96-97	Literature set work	Continue reading literature set work				
4	R&V: Discuss literature set work (15 mins); LSC: <b>Revise subject-verb agreement, and write sentences correctly</b> (20 mins); R&V: <b>Read a poem, and discuss answers</b> to questions 1(a)-(g) <b>in a group</b> (25 mins); <b>p. 84</b>	156-157 Act. 6 157-159 Act. 7	97 97-98		LB pp. 158-159 Act. 7 Write answers to questions 2(a)-(f)				
5	R&V: Write answers to questions 2(g)-(l) (25 mins); <b>discuss answers to all questions on the poem</b> (25 mins); listen to your introduction to short story <i>In memorium</i> (10 mins); <b>p. 84</b>	157-159 Act. 7	97-98 174	<i>In memorium</i> CR pp. 88- 92	Read a short story, and think about how to answer the questions on p. 88				
Reflection									
<b>Think about and make a note of:</b> What did you notice about learners' ability to read and respond to a short story and to a poem? Do you think you need to make any changes to the ways in which you teach literary texts (such as short stories or poems)? If so, what changes would you make and why? How well did learners manage the group discussion? Were you pleased with what you did to support learners while they were participating in the discussion? Why or why not? 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:		

**Note 1:** Although the book review can be written for Term 2, Formal Assessment Task 2, it is probably better to use the interview task in Week 6, so that you have time to mark and return it to learners before the mid-year examinations.

**Note 2:** In Sample Examination Paper 2 in the Learner's Book there are literature questions on two texts. This does not have to be the case. For example, all the questions could be on one literature set work studied by the class or on one unseen poem.

SUCCESSFUL ENGLISH Week 8 Theme continued: Words of advice										
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: <b>Discuss questions on a short story</b> (20 mins); LSC: <b>Revise main and dependent clauses, and identify sentence types; write sentences with main and dependent clauses</b> (40 mins); <b>p. 84</b>	159-160 Act. 8 Act. 9	174 98	<i>In memorium</i> CR pp. 88-92 Literature set work	Continue reading literature set work					
2	R&V: Discuss literature set work (15 mins); W&P: <b>Learn about writing a review; plan and begin first draft of a review of a short story</b> (45 mins); <b>p. 84</b>	161-162 Act. 10	98-99		LB p. 161 Act. 10 W&P: <b>Complete first draft of story review</b>					
3	W&P: <b>Revise and edit first draft; write and proofread final version</b> (60 mins); <b>p. 84</b> <b>Note: This can be done for Term 2, Formal Assessment Task 2</b>	161-162 Act. 10	98-99	Literature set work	Complete reading of literature set work					
4	R&V: Final discussion of literature set work for Term 2 (25 mins); LSC: <b>Learn more about prefixes and suffixes, add them to root words</b> (20 mins); <b>revise homonyms, paronyms, synonyms and antonyms</b> (15 mins); <b>p. 84</b>	163-164 Act. 11			LB pp. 164-166 Act. 12 LSC: Do tasks 2 to 5 on <b>homonyms, paronyms, synonyms and antonyms</b>					
5	LSC: Discuss and mark homework (15-20 mins); discuss the structure of mid-year examination papers 2 and 3 using example papers on LB pp. 167-176 (45 mins)	167-176	Memo 179-180		Prepare for mid-year examination papers					
Reflection										
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?					
					HOD/Subject head:		Date:			

**SUCCESSFUL ENGLISH Week 9 Catch up, consolidation and revision: Plan your week**

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1										
2										
3										
4										
5										

**Reflection**

**Think about and make a note of:** What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?

What would you change for next time? Why?

HOD/Subject head:

Date:



**SUCCESSFUL ENGLISH Week 10 Mid-year examinations: Plan your week**

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1										
2										
3										
4										
5										

**End-of-term reflection**

**Think about and make a note of:**

- |   |   |
|---|---|
| <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 <b>on track</b>?</p> |
|---|---|

**HOD:**

**Date:**

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

**Note 1:** L&S = Listening and Speaking; R&V = Reading and Viewing; W&P = Writing and Presenting; LSC = Language Structures and Conventions.

**Note 2:** If your class does not have the *Top Class Core Reader*, for Day 5 homework continue reading and discussing the literature set work for the term.

**Note 3:** Please note the homework task for each day.

TOP CLASS Week 1 Theme: Proud to be South African										
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Listen to your feedback on Term 1 Test (20 mins); L&S: <b>Listen to instructions, take notes, and use notes to answer questions</b> ; discuss and mark answers (35 mins); <b>p. 81</b> R&V: Listen to your introduction to literature set work (5 mins)	67-68 Act. A Act. B	45-46 47	Literature set work	Begin reading literature set work					
2	L&S: <b>Work with a partner, and give each other instructions</b> for drawing the SA flag (30 mins); display flag to class (5 mins); R&V: <b>Read a visual text (coat of arms); identify symbols on it; read information about it; begin adding notes to explain symbols</b> (25 mins); <b>p. 81</b>	68 Act. C 69 Act. D	47		R&V: Complete notes on symbols LB p. 69					
3	R&V: Discuss and mark notes on symbols (15 mins); R&V: <b>Read a table, diagrams and paragraphs</b> about SA languages, <b>and answer questions</b> (45 mins); <b>p. 81</b>	70-72 Act. E	47-48	Literature set work	Continue reading literature set work					
4	R&V: Discuss literature set work (15 mins); LSC: <b>Learn how to compare and contrast; use comparative and superlative adjectives to make comparisons</b> (35 mins); <b>learn about topic and supporting sentences; begin to identify topic and supporting sentences in a text</b> (10 mins); <b>p. 81</b>	72 Act. F 72-73 Act. G	48 48		LB pp. 72-73 Act. G Finish identifying topic and supporting sentences in an article					
5	LSC: Discuss and mark homework (5-10 mins); R&V: <b>Scan a poem for information</b> (5 mins); <b>read a poem and answer comprehension and language questions</b> (5-13) on it (40 mins); listen to your introduction to a folktale story for homework (5 mins); <b>p. 81</b>	73-74 Act. H	48-49	<i>Words as sweet as honey</i> CR pp. 35-38	Read <i>Words as sweet as honey</i> and think about how to answer the questions on p. 38					

Reflection	
<p><b>Think about and make a note of:</b> Learners needed to work with several visual texts (a coat of arms, a table, a diagram). How well did they notice details? What could you do to assist any learners who found it difficult to read information in visual form? Were you pleased with the way in which you introduced the literature set work? 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>
<p>HOD/Subject head: _____ Date: _____</p>	

TOP CLASS Week 2 Theme continued: Proud to be South African						
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class
						Date completed
1	R&V: <b>Discuss folktale <i>Words as sweet as honey</i> and questions on it</b> (40 mins); <b>revise clauses, and write complex sentences with main and subordinate clauses</b> (20 mins); <b>p. 81</b>	75 Act. I	49 50	Literature set work	Continue reading literature set work	
2	R&V: Discuss literature set work (20 mins); W&P: <b>Plan a celebration, and prepare the first draft of an invitation, which includes instructions and directions</b> (40 mins); <b>p. 81</b>	75-77 Act. J Act. K	50		LB p. 77 LSC: <b>Use conjunctions to join sentences</b>	
3	LSC: Discuss and mark homework (5 mins); W&P: <b>Revise and edit invitation; write and proofread final version</b> (55 mins); <b>p. 81</b>	77 Act. L 75-77 Act. J Act. K Act. M Act. N	50 50-51	Literature set work	Continue reading literature set work	

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Date completed				
4	R&V: Discuss literature set work (20 mins); LSC: <b>Learn about and use verb phrases, noun phrases and pronouns</b> (40 mins); <b>p. 81</b>	78-79 Act. O	51	Literature set work	Continue reading literature set work					
5	R&V: Discuss literature set work (20 mins); LSC: <b>Learn spelling of words ending in -cial and -tial; practise using conjunctions</b> (40 mins); <b>p. 81</b>	79 Act. P 79 Act. Q	51 51	Literature set work	Continue reading literature set work					
Reflection										
<p><b>Think about and make a note of:</b> How are learners responding to the literature set work? Some of this week's language work should have assisted learners with their writing task. How well did they manage the language exercises and the writing of an invitation that included instructions and directions? 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:** If your class does not have the *Top Class Core Reader*, for Day 5 classwork continue reading and discussing the literature set work for the term.

TOP CLASS Week 3 Theme: Let's talk about it										
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	L&S: <b>Learn about the role of a chairperson at a meeting; learn the meaning of consensus and how it can be reached</b> (20 mins); <b>hold a forum discussion</b> (40 mins); <b>p. 82</b>	80 Act. A 81 Act. B	52 52	Literature set work	Continue reading literature set work					
2	R&V: Discuss literature set work (15 mins); LSC/L&S: <b>Practise forming questions and using question tags</b> (20 mins); R&V: <b>Scan a cartoon strip for particular information</b> (5 mins); <b>read cartoon strip intensively, and begin answering questions on it</b> (20 mins); <b>p. 82</b>	81-82 Act. C 82-83 Act. D	52 53-54		LB pp. 83-84 Act. D R&V: Complete answers to questions 3-10					
3	R&V: Discuss and mark answers to homework tasks (20 mins); <b>read an emotive image, and answer questions about it</b> (15 mins); <b>scan the transcript of a radio panel discussion to find particular information</b> (10 mins); R&V/LSC: <b>find examples of manipulative techniques used by speakers</b> (Question 3) (15 mins); <b>p. 82</b>	84-85 Act. E 85-87 Act. F 85-86 Act. F	53-54 54 55 55		LB p. 87 Answer questions 4-5					
4	R&V: Discuss & mark answers to questions 4-5 (10 mins); L&S: <b>In a small group, discuss views</b> on genetic modification (25 mins); W&P: <b>Write views</b> on GM crops, and <b>exchange these with a partner</b> (25 mins); <b>p. 82</b>	87 Act. F 87 Act. F	55 55 55	Literature set work	Continue reading literature set work					
5	R&V: Discuss literature set work (15 mins); <b>read a folktale, and discuss questions on it</b> (45 mins); <b>p. 82</b>		56	<i>How the birds and the insects fell out</i> CR pp. 39-41 Literature set work	Continue reading literature set work					

Reflection	
<p><b>Think about and make a note of:</b> How well did learners manage the forum discussion and small group discussion tasks this week? There is a great deal of detail in the cartoon strip. How well did learners understand this detail? Were you satisfied with what you did to assist them to read the strip? 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>	

TOP CLASS Week 4 Theme continued: Let's talk about it							
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class	
						Date completed	
1	R&V: Discuss literature set work (15 mins); <b>read a poem, and answer questions on structure, figures of speech and mood</b> (45 mins); <b>p. 82</b>	88-89 Act. G	55-56	Literature set work	Continue reading literature set work		
2	L&S: <b>Learn about rules of debating; prepare for and hold a class debate</b> (60 mins); <b>p. 82</b>	89 Act. H	56	Literature set work	Continue reading literature set work		
3	R&V: Discuss literature set work (15 mins); W&P: <b>Plan a dialogue, and begin writing first draft</b> (45 mins); <b>p. 82</b>	90 Act. I	57		LB p. 90 W&P: <b>Complete first draft of dialogue</b>		

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Date completed				
4	W&P: <b>Revise and edit first draft with a partner; write and proofread final version of dialogue</b> (60 mins); <b>p. 82</b>	90 Act. I	57	Literature set work	Continue reading literature set work					
5	R&V: Discuss literature set work (15 mins); LSC: <b>Revise direct and indirect speech, and use both correctly</b> (30 mins); <b>understand and practise using subject-verb agreement</b> (15 mins); <b>p. 82</b>	91 Act. J 91 Act. K	57 57		LB p. 92 Write answers to Act. L on a <b>spelling rule</b> and Act. M on <b>homophones</b>					
Reflection										
<p><b>Think about and make a note of:</b> Were you satisfied with the way you prepared learners for taking part in a debate? Why or why not? What were the strengths and weaknesses of learners' dialogues? How could you help them to build on their strengths and to overcome their 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:			

**Note 1:** The interview notes that learners make during Week 5 will be used for a writing activity in Week 6.

**Note 2:** If your class does not have the *Top Class Core Reader*, for Day 4 homework and Day 5 classwork continue reading and discussing the literature set work for the term.

TOP CLASS Week 5 Theme: Women we admire										
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	LSC: Discuss and mark homework on a spelling rule and homophones (10 mins); L&S: <b>Listen to an extract from an interview, make notes, and use them to answer listening comprehension questions</b> (50 mins); <b>p. 83</b> <b>Note: This can be done for Term 2, Formal Assessment Task 1</b>	92 93-94 Act. A	58 59-60	Literature set work	Continue reading literature set work					
2	R&V: Discuss literature set work (20 mins); L&S: <b>Learn about interviewing; plan interview questions</b> (30 mins); LSC: <b>Learn some abbreviations to use in note making during interview</b> (10 mins); <b>p. 83</b>	94-95 Act. B 95 Act. C	61 61		LB. pp. 93-94 L&S: <b>Conduct an interview and make notes</b>					
3	R&V: <b>Understand features of a play; read an extract from a play, and answer questions on setting, characters, theme and conflict</b> (60 mins); <b>p. 83</b>	96-99 Act. D	61-62	Literature set work	Continue reading literature set work					
4	R&V: Discuss literature set work (15 mins); <b>read the rest of the interview, and answer questions on it</b> (40 mins); listen to your introduction to folktale (5 mins); <b>p. 83</b>	99-100 Act. F	62-63 63	<i>The leper princess</i> CR pp. 42-46	Read <i>The leper princess</i> and think about how to answer the questions on p. 46					
5	R&V: Discuss <i>The leper princess</i> and <b>questions on theme and message</b> (60 mins); <b>p. 83</b>		63	Literature set work	Continue reading literature set work					
Reflection										
<p><b>Think about and make a note of:</b> How well did learners manage the listening comprehension task? How well did they manage the interview task? Is there anything you could have done to prepare them more fully for both tasks? 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: Women we admire**

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss literature set work (15 mins): <b>read a poem, and answer questions on figures of speech, theme and message</b> (45 mins); <b>p. 83</b>	101-102 Act. G	63	Literature set work	Continue reading literature set work					
2	W&P: <b>Learn how to write an interview; plan the written interview and begin writing first draft</b> (60 mins); <b>p. 83</b>	103 Act. H	64		LB p. 103 W&P: <b>Complete first draft of interview</b>					
3	W&P: <b>Revise and edit first draft; write and proofread final version of the interview</b> (60 mins); <b>p. 83</b> <b>Note: This can be done for Term 2, Formal Assessment Task 2</b>	103 Act. H	64	Literature set work	Continue reading literature set work					
4	R&V: Discuss literature set work (20 mins); LSC: <b>Practise structuring sentences correctly</b> (20 mins); <b>learn about euphemisms, and match them to more direct expressions</b> (20 mins); <b>p. 83</b>	103 Act. I 104 Act. J	64 64	Literature set work	Continue reading literature set work					
5	LSC: <b>Revise and use adverbs of frequency and place</b> (15 mins); <b>learn about the mood of the verb, and identify mood in sentences</b> (20 mins); <b>learn about puns, and identify different meanings of puns</b> (15 mins); <b>practise identifying the meanings of euphemisms</b> (10 mins); <b>p. 83</b>	104 Act. K 104 Act. L 105 Act. M 105 Act. N	64-65 65 65 66		LB pp. 104-105 Complete for homework any parts of Acts. J-N not completed in class					
<b>Reflection</b>										
<p><b>Think about and make a note of:</b> What are the strengths and weaknesses of learners' written interviews? What could you do to help learners build on the strengths and overcome the weaknesses? Were you satisfied with your explanations of euphemisms and puns? 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>					
					<p><b>HOD/Subject head:</b> _____ <b>Date:</b> _____</p>					

**Note:** If your class does not have the *Top Class Core Reader*, for Day 5 homework continue reading and discussing the literature set work for the term.

TOP CLASS Week 7 Theme: Family matters										
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	L&S/LSC: <b>Learn vocabulary about families; learn about formal reports; listen to a report; make notes, and use these to answer questions (60 mins); p. 84</b>	106 Act. A	67-68	Literature set work	Continue reading literature set work					
2	R&V: Discuss literature set work (15 mins); L&S: <b>Learn about language, style and register for group discussions; participate in a group discussion on families; reach consensus on qualities of happy families (45 mins); p. 84</b>	107 Act. B	68-69	Literature set work	Continue reading literature set work					
3	R&V/LSC: <b>Read an extract from a youth novel, and answer questions (a)-(h), including questions on synonyms, antonyms and paronyms (60 mins); p. 84</b>	107-109 Act. C	69-71		LB p. 109 Question (j) Write two diary entries					
4	R&V/W&P: Read diary entries to a partner (5 mins); R&V: <b>Learn about features of book reviews; read a book review, and answer questions on it (55 mins); p. 84</b>	110-111 Act. D	71	Literature set work	Continue reading literature set work					
5	R&V: Discuss literature set work (15 mins); <b>read a poem, and answer questions on its structure and theme (45 mins); p. 84</b>	111-112 Act. E	71-72	<i>Distant relative</i> CR p. 47	Read the poem <i>Distant relative</i> , and think about how to answer the questions on it					
Reflection										
<p><b>Think about and make a note of:</b> This week learners read several different kinds of texts. Were you satisfied with the way you explained the features of each kind? Why or why not? Are learners making progress with their listening and note making skills? What could you do to 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>					
					<p>HOD/Subject head: _____ Date: _____</p>					

**Note 1:** Although the book review can be written for Term 2, Formal Assessment Task 2, it is probably better to use the interview task in Week 6, so that you have time to mark and return it to learners before the mid-year examinations.

**Note 2:** If your class does not have the *Top Class Core Reader*, for Days 3 and 4 homework give learners some revision activities to do in preparation for the mid-year examinations.

TOP CLASS Week 8 Theme continued: Family matters									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: <b>Discuss the poem <i>Distant relative</i> and the questions on literal and figurative meanings</b> on CR p. 48 (30 mins); W&P: <b>Plan a book review, and begin writing first draft</b> (30 mins); <b>p. 84</b>	112 Act. F	73 74		LB p. 112 W&P: <b>Complete first draft of book review</b>				
2	W&P: <b>Revise and edit first draft of book review; write and proofread final version</b> (60 mins); <b>p. 84</b> <b>Note: This can be done for Term 2, Formal Assessment Task 2</b>	112 Act. F	74	Literature set work	Complete reading of literature set work				
3	R&V: Final discussion of literature set work (30 mins); LSC: <b>Revise prefixes and suffixes, and identify and use them for vocabulary development</b> (25 mins); R&V: Listen to your introduction to folktale in CR (5 mins); <b>p. 84</b>	112-113 Act. G	74 73	<i>The nagging husband</i> CR pp. 49-54	Begin reading <i>The nagging husband</i> CR pp. 49-54				
4	LSC: <b>Revise subject-verb agreement, and write sentences correctly</b> (30 mins); <b>revise clauses and subject and predicate; write sentences correctly</b> (30 mins); <b>p. 84</b>	113-114 Act. H 114-115 Act. I	75 75	<i>The nagging husband</i> CR pp. 49-54	Finish reading <i>The nagging husband</i> and think about answers to questions on p. 54				
5	R&V: Discuss <i>The nagging husband</i> (15 mins) and the structure of mid-year examination papers 2 and 3 using example papers on LB pp. 116-121 (45 mins)	116-121	73-74 77-82		Prepare for mid-year examinations				
Reflection									
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?				
					HOD/Subject head:		Date:		

**TOP CLASS Week 9 Catch up, consolidation and revision: Plan your week**

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1										
2										
3										
4										
5										

**Reflection**

**Think about and make a note of:** What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?

What would you change for next time? Why?

HOD/Subject head:

Date:

**TOP CLASS Week 10 Mid-year examinations: Plan your week**

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1										
2										
3										
4										
5										

**End-of-term reflection**

**Think about and make a note of:**

- |   |   |
|---|---|
| <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 <b>on track</b>?</p> |
|---|---|

**HOD:**

**Date:**

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

**Note 1:** L&S = Listening and Speaking; R&V = Reading and Viewing; W&P = Writing and Presenting; LSC = Language Structures and Conventions.

**Note 2:** If your class does not have the *Via Afrika Core Reader*, for Day 5 classwork and homework read and discuss the next section of the literature set work that you are using this term.

**Note 3:** Please note the homework task for each day.

VIA AFRIKA Week 1 Theme: Celebrate South Africa									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	Listen to your feedback on Term 1 Test (20 mins); L&S: <b>Listen to an information text with instructions and directions; make notes, and use these to answer questions</b> (35 mins); R&V: Listen to your introduction to literature set work (5 mins); <b>p. 81</b>	66 Act. 1 67-68 Act. 2	78-79 79-80	Literature set work	Begin reading literature set work				
2	LSC: Learn about comparative and superlative adjectives; learn about determiners; complete an advertisement using adjectives and determiners (25 mins) R&V/W&P: <b>Use a mind map to plan a summary; write a summary</b> (35 mins); <b>p. 81</b>	68 69 Act. 3	80 81	Literature set work	Continue reading literature set work				
3	R&V: Discuss literature set work (10 mins); <b>read an information text with visuals; answer questions</b> 1-9 on the text (50 mins); <b>p. 81</b>	70-72 Act. 4	81-82		LB p. 72 Act. 4 Question 10 Write a summary				
4	R&V: Discuss and mark summaries (5 mins); LSC/R&V: <b>Learn about figures of speech</b> (10-15 mins); R&V: <b>Read a poem, and begin to answer questions</b> on it (40-45 mins); <b>p. 81</b>	72 72-73 74-75	82 82 82-83		LB pp. 74-75 Complete answers to questions on poem				
5	R&V: Discuss and mark answers to questions on poem (20 mins); LSC: <b>Learn spelling patterns</b> (5 mins); R&V: <b>Read another poem, and begin to answer questions</b> on it (35 mins); <b>p. 81</b>	74-75 75	82-83 83 85-86	<i>Joal</i> CR pp. 108-109	Complete answers to questions on <i>Joal</i> CR pp. 108-109				

Reflection	
<p><b>Think about and make a note of:</b> How well did learners manage the listening comprehension task? What could you do to assist those who found it difficult? The information text with visuals is quite complex. Were you satisfied with what you did to assist learners to read it? 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>
<p>HOD/Subject head: _____ Date: _____</p>	

VIA AFRIKA Week 2 Theme continued: Celebrate South Africa							
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class	
						Date completed	
1	R&V: Discuss and mark homework on poem (20 mins); L&S: <b>Learn how to give an unprepared speech; make a short unprepared speech to the class</b> (40 mins); <b>p. 81</b>	76 Act. 6	85-86 84	Literature set work	Continue reading literature set work		
2	L&S: <b>Rest of the class makes unprepared speeches</b> (20-30 mins); <b>learn how to give directions</b> ; begin preparing for Formal Assessment Task (30-40 mins); <b>p. 81</b>	76 Act. 6 76	84 84		Prepare to give directions		
3	L&S: <b>Take turns to give directions</b> (60 mins); <b>p. 81</b> <b>Note: This can be done for Term 2, Formal Assessment Task 1</b>	76	84	Literature set work	Continue reading literature set work		

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Date completed				
4	L&S: If not finished on Day 3, rest of class gives directions (20 mins); LSC: <b>Learn more about adjectival and adverbial clauses</b> (5 mins); W&P: <b>Plan and begin writing first draft of directions</b> (35 mins); <b>p. 81</b>	76-77 77 Act. 7	84 85		LB. p. 77 W&P: <b>Complete first draft of written directions</b>					
5	W&P: <b>Revise and edit first draft; write and proofread final version of directions</b> (50 mins); R&V: Discuss literature set work (10 mins); <b>p. 81</b>	77 Act. 7	85	Literature set work	Continue reading literature set work					
Reflection										
<p><b>Think about and make a note of:</b> This week learners did a great deal of oral work. Which did they manage better: the unprepared speech or the prepared set of directions? Why do you think this was the case? What are the strengths and weaknesses of their written directions? What can you do to help learners build on the strengths and overcome 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:		



**Note:** Part of the lesson on Day 5 involves preparation for a debate. To give the two teams of speakers time to prepare, the debate is scheduled for Day 4 of Week 4.

VIA AFRIKA Week 3 Theme: Home is where the heart is									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss literature set work (15 mins); R&V/L&S: <b>Read a poem, and discuss it in group of four; decide on roles for a panel discussion on a topic based on the poem (45 mins); p. 82</b>	78-80	90		LB pp. 79-80 Act. 1 L&S: <b>Prepare contribution to panel discussion</b>				
2	L&S: In groups of four, <b>present panel discussion to class (60 mins); p. 82</b> <b>Note: The panel discussion can be done for Term 2, Formal Assessment, Task 1</b>	78-80 Act. 1	90	Literature set work	Continue reading literature set work				
3	LSC: <b>Discuss and learn some idiomatic expressions (30 mins);</b> W&P: Work with a partner to <b>plan and write a short dialogue in which an idiomatic expression is used (30 mins); p. 82</b>	80-81 80-82 Act. 2	90-91 91		LB pp. 81-82 W&P: <b>Revise dialogue</b>				
4	W&P: With a partner, <b>compare two versions of the dialogue, and decide on final version; read dialogue to the class (60 mins); p. 82</b>	80-82 Act. 2	91	Literature set work	Continue reading literature set work				
5	R&V: Discuss literature set work (15 mins); L&S: <b>Learn the procedures for debating;</b> decide on a topic for a debate in Week 4; decide on two teams of speakers (15 mins); R&V: <b>Learn about cartoons; read a cartoon strip, and begin to answer questions on it (30 mins); p. 82</b>	82-83 83-85	91-92 92-93		Six debaters prepare for Week 5 debate LB pp. 84-85 R&V: <b>Complete answers to questions on cartoon</b>				
Reflection									
<p><b>Think about and make a note of:</b> What did you notice about learners' participation in the panel discussion? How will you use what you noticed when learners participate in future group or class discussions? Idiomatic expressions can be difficult for additional language learners to understand. Were you satisfied with the way you taught these expressions? 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>				
					<p>HOD/Subject head: _____ Date: _____</p>				

**Note:** If your class does not have the *Via Afrika Core Reader*, for Days 1 & 2 homework and Day 3 class work discussion continue with the next section of the literature set work that you are using this term. Also set reading of the literature set work for homework on Day 5.

VIA AFRIKA Week 4 Theme continued: Home is where the heart is									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss and mark homework (20 mins); LSC: <b>Learn about dialogue tags and words to use in such tags</b> (15 mins); <b>learn about punctuation and tenses in dialogue</b> (15 mins); R&V: Listen to your introduction to the folktale <i>The lion's pool</i> (10 mins); <b>p. 82</b>	83-85 85 86	92-93 94 94 97-98	<i>The lion's pool</i> CR pp. 16-22	Begin reading <i>The lion's pool</i>				
2	W&P: <b>Use everything learnt about writing dialogue to improve the dialogue</b> written with a partner in Week 3 (work individually this time) (60 mins); <b>p. 82</b>	86 Act. 5		<i>The lion's pool</i> CR pp. 16-22	Complete reading <i>The lion's pool</i> and think about answers to questions on p. 22				
3	R&V: Discuss <i>The lion's pool</i> and the questions on it (30 mins); LSC: <b>Learn about puns; read three cartoons, and decide on what kind of pun has been used in each one</b> (30 mins); <b>p. 82</b>	87	97-98 94	Literature set work	Continue reading literature set work				
4	L&S: <b>Participate in a class debate as a speaker or audience member</b> (60 mins); <b>p. 82</b>	82-83 Act. 3	91-92	Literature set work	Continue reading literature set work				
5	R&V: Discuss literature set work (10 mins); LSC/W&P: <b>Rewrite a paragraph as a dialogue</b> ; discuss and mark the dialogue (40 mins); R&V: Listen to your introduction to the poem <i>Macavity</i> and <b>read the poem</b> (10 mins); <b>p. 82</b>	87 Act. 6	95 95-96	<i>Macavity</i> CR pp. 91-93	Re-read <i>Macavity</i> , and think about answers to questions on pp. 92-93				
Reflection									
<p><b>Think about and make a note of:</b> Were learners able to make improvements to their dialogues after learning more about dialogue writing? What are the strengths and weaknesses of learners' final dialogues? What could you do to build on these strengths and overcome these weaknesses? Are you satisfied with the way you have been leading the discussion of the literature set work? Why or why not? 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:	

**VIA AFRIKA Week 5 Theme: Back in the day**

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss <i>Macavity</i> and questions on this poem (20 mins); L&S: <b>Listen to an interview, make notes, and answer questions on it</b> (40 mins); <b>p. 83</b>	88-89 Act. 1	95-96 101	Literature set work	Continue reading literature set work					
2	R&V: Discuss literature set work (15 mins); L&S: <b>Plan an interview by drawing up a list of questions; learn how to conduct an interview</b> (45 mins); <b>p. 83</b>	89-90	101-102		LB pp. 89-90 L&S: Act. 2 <b>Conduct an interview, and make notes on answers</b>					
3	LSC: <b>Learn how to form different tenses and how different forms create meaning; practise using different tenses</b> (40 mins); <b>learn about adverbs of frequency and place, and use them correctly in sentences</b> (20 mins); <b>p. 83</b>	90 91 Act. 3 91-92 Act. 4	103 103-104		LB pp. 91-92 LSC: Complete Act. 4 Writing sentences with adverbs					
4	LSC: Discuss and mark homework (10 mins); R&V: <b>Read a transcript of an interview, and begin answering questions on it</b> (50 mins); <b>p. 83</b>	93-94 Act. 5	104 104		LB pp. 93-94 R&V: Complete answers to Act. 5					
5	R&V: Discuss and mark homework (15 mins); R&V: <b>Learn about mood in poetry; read a poem, and begin to answer questions on it</b> (45 mins); <b>p. 83</b>	94 95 Act. 6	104 105		LB p. 95 R&V: Complete answers to Act. 6					
Reflection										
<p><b>Think about and make a note of:</b> What pleased you about the way you prepared learners for the interviewing activity? Is there anything you could have improved on? How well did learners manage the language activities (verb tenses/adverbs)? 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>					

**Note:** If your class does not have the *Via Afrika Core Reader*, for some of the classwork time on Days 3 and 4 and homework on Day 3 continue with reading and discussion of the literature set work for the term.

VIA AFRIKA Week 6 Theme continued: Back in the day									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss and mark homework (15 mins); W&P: <b>Use interview notes from Act. 2 to plan a written interview and begin writing first draft</b> (45 mins); <b>p. 83</b>	95 96 Act. 7	105		LB p. 96 W&P: <b>Complete first draft of written interview</b>				
2	W&P: <b>Revise and edit first draft; write and proofread final version</b> (60 mins); <b>p. 83</b> <b>Note: This can be done for Term 2, Formal Assessment Task 2</b>	96 Act. 7	106	Literature set work	Continue reading literature set work				
3	R&V: Discuss literature set work (15 mins); <b>read the poem <i>As I grew older</i>, and begin to answer questions on mood, climax and message</b> (45 mins); <b>p. 83</b>		107-108	<i>As I grew older</i> CR pp. 94-96	Complete answers to questions on <i>As I grew older</i>				
4	R&V: Discuss <i>As I grew older</i> , and mark answers to questions on it (30 mins); <b>learn how to read a play, including instructions for set design and stage directions; read and discuss a description of a set design</b> (30 mins); <b>p. 83</b>	96-97 Act. 8	107-108 106-107	Literature set work	Continue reading literature set work				
5	R&V: Discuss literature set work (20 mins); <b>respond to instructions for a set design by working with a partner to draw or make a model of a set</b> (40 mins); <b>p. 83</b>	96-97 Act. 8		Literature set work	Continue reading literature set work				
Reflection									
<p><b>Think about and make a note of:</b> Did learners find it easy or difficult to use their interview notes as a basis for writing an interview? Were you satisfied with what you did to support learners? Responding to a written text with a drawing or a model is a somewhat unusual activity. How well did learners manage 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:		

VIA AFRIKA Week 7 Theme: Stories we love

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss literature set work (15 mins); L&S: <b>Listen to a newspaper article, make notes, and use these to answer questions on it</b> (45 mins); <b>p. 84</b>	98 Act. 1	113	Literature set work	Continue reading literature set work					
2	L&S: Learn about a makeover for a character; <b>participate in a group discussion</b> that results in a makeover for a fictional character; <b>report consensus</b> on makeover to the class (60 mins); <b>p. 84</b>	99 99 Act. 2	113 113-114	Literature set work	Continue reading literature set work					
3	R&V: Discuss literature set work (10 mins); <b>learn about sound imagery in a narrative poem; read a poem, and answer questions on it</b> (50 mins); <b>p. 84</b>	100 101-103 Act. 3	114	Literature set work	Continue reading literature set work					
4	R&V: <b>Learn about setting in a novel; read an extract about setting, and answer questions on it</b> (60 mins); <b>p. 84</b>	103 103-104 Act. 4	115	Literature set work	Continue reading literature set work					
5	R&V: <b>Learn about mood in a novel; read an extract about mood, and answer questions on it</b> (60 mins); <b>p. 84</b>	105 105-106 Act. 5	115-116	Literature set work	Continue reading literature set work					
Reflection										
<p><b>Think about and make a note of:</b> This week learners learnt about sound imagery in poetry and setting and mood in novels. How well did they understand each of these? What could you do to assist them to understand these concepts more fully? Are you pleased with learners' responses to the literature set work? 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:			

**Note:** Although the book review can be written for Term 2, Formal Assessment Task 2, it is probably better to use the interview task in Week 6, so that you have time to mark and return it to learners before the mid-year examinations.

VIA AFRIKA Week 8 Theme continued: Stories we love									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss literature set work (15 mins); <b>learn how to plan a book review and to write varied sentences</b> (15 mins); <b>plan and begin to write first draft of book review</b> (30 mins); <b>p. 84</b>	106-108	116		LB 108 W&P: <b>Complete first draft of book review</b>				
2	W&P: <b>Revise and edit first draft; write and proofread final version of book review</b> (60 mins); <b>p. 84</b> <b>Note: This can be done for Term 2, Formal Assessment Task 2</b>	106-108	116-117	Literature set work	Complete reading of literature set work				
3	R&V: Final discussion of literature set work (30 mins); LSC: <b>Understand the formation and use of synonyms and antonyms; practise using antonyms; practise using homonyms</b> (30 mins); <b>p. 84</b>	108-109	117 118		Prepare for the examination papers				
4	Discuss the structure and question types in mid-year examination Paper 2, using the example paper on pp. 111-114	111-114	122-123		Prepare for the examination papers				
5	Discuss the structure of mid-year examination Paper 3 using the example paper on p. 115. Revise features of different types of essays and different types of transactional writing	115	124		Prepare for the examination papers				
Reflection									
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?				
HOD/Subject head:					Date:				

**VIA AFRIKA Week 9 Catch up, consolidation and revision: Plan your week**

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1										
2										
3										
4										
5										

**Reflection**

**Think about and make a note of:** What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?

What would you change for next time? Why?

HOD/Subject head:

Date:

VIA AFRIKA Week 10 Mid-year examinations: Plan your week

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1										
2										
3										
4										
5										

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:

Date:



## F. ASSESSMENT RESOURCES

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

In all subjects formal assessment tasks must include questions that are set at a range of cognitive levels. For EFAL, questions can be set at various levels for the Comprehension and Literature sections of Paper Two.

On pp. 121 and 122 of the CAPS for EFAL Grades 7-9 there is very useful information about cognitive levels and the kinds of questions that 'match' each level. Notice that the percentage of questions in a test or examination paper is specified for each level, although it is not always possible to follow this exactly, as you will see from the example examination papers below. The information from the CAPS is reproduced, in a slightly adapted form, in the table below. You may find it useful when you are setting questions.

COGNITIVE LEVEL	ACTIVITY	PERCENTAGE OF TASK
<b>Literal (Level 1)</b>	<p>Questions that deal with information explicitly stated in the text. The following are examples:</p> <ul style="list-style-type: none"> <li>• Name the things/people/places/elements ...</li> <li>• State the facts/reasons/points/ideas ...</li> <li>• Identify the reasons/persons/causes ...</li> <li>• List the points/facts/names/reasons ...</li> <li>• Describe the place/person/character ...</li> <li>• Relate the incident/episode/experience ...</li> </ul>	<b>Levels 1 &amp; 2: 40%</b>
<b>Reorganisation (Level 2)</b>	<p>Questions that require analysis, synthesis or organisation of information explicitly stated in the text. The following are examples:</p> <ul style="list-style-type: none"> <li>• Summarise the main points/ideas/pros/cons ...</li> <li>• Group the common elements/factors ...</li> <li>• State the similarities/differences ...</li> <li>• Give an outline of ...</li> </ul>	
<b>Inference (Level 3)</b>	<p>Questions that require a candidate to use his or her personal experience/general knowledge to engage with information stated in a text. In other words, not all the information that a candidate needs is in the text itself. The following are examples:</p> <ul style="list-style-type: none"> <li>• Suggest why X (a character in a story) acted in this way.</li> <li>• What is the likely outcome of X's actions?</li> <li>• What do X's comments reveal about her attitude to ...?</li> <li>• Is the situation described in the text similar to or different from what people experience in South Africa?</li> </ul>	<b>Level 3: 40%</b>

COGNITIVE LEVEL	ACTIVITY	PERCENTAGE OF TASK
<b>Evaluation (Level 4)</b>	<ul style="list-style-type: none"> <li>• These questions deal with judgements concerning value and worth. These include judgements regarding reality, credibility, facts and opinions, validity, logic and reasoning, and issues such as the desirability and acceptability of decisions and actions in terms of moral values. The following are a few of many possible examples:</li> <li>• Do you think that what happens is realistic/likely/possible?</li> <li>• Is the character's attitude/behaviour/action justifiable or acceptable to you? Give reasons for your answer.</li> <li>• Is the writer justified in suggesting that ...? Give a reason for your answer.</li> <li>• Does the writer provide a coherent argument to support her views?</li> <li>• Through his choice of words what does the writer want you to believe/do? Are you persuaded by these words? Give a reason for your answer.</li> </ul>	<b>Levels 4 &amp; 5: 20%</b>
<b>Appreciation (Level 5)</b>	<p>These questions focus on a candidate's personal response (including emotional and aesthetic responses) to a text. The following are a few of many possible examples:</p> <ul style="list-style-type: none"> <li>• Discuss/comment on the writer's use of language/imagery/metaphors ...</li> <li>• Discuss your response to the incident/situation/conflict/dilemma ...</li> <li>• Do you empathise with character X? What action/decision would you have taken if you had been in the same situation?</li> </ul>	

**Note:** Below the example of Paper 2 on the following pages, there is information about the cognitive levels of the various Reading comprehension and Literature questions. Note that there is no information about the cognitive levels of most of the

Language in context questions, because these test knowledge of correct answers to vocabulary and grammar questions. There is a brief comment on the cognitive levels of the questions on the cartoon.

## 2. Mid-year examination Paper 2

This examination consists of THREE sections:

Section A: Reading comprehension (15 marks)

Section B: Language in context (15 marks)

Section C: Response to literature (10 marks)

Total: 40 marks

Time: 2 hours

### A. Reading comprehension (15 marks)

Read the text, and answer the questions that follow it.

#### **Obesity: a health problem throughout the world**

- 1 Researchers have found that in the last 33 years no country has succeeded in reducing the number of people who are so overweight that their health is in danger – a condition known as **obesity**. These people risk developing serious illnesses and conditions such as diabetes, heart disease, arthritis and depression. Researchers have also found that obese workers are less productive and competent in the workplace than those who are not overweight.
- 2 An indicator (sign) of healthy body mass is the Body Mass Index (BMI). It is a measurement of body fat in relation to an adult person's height and weight. According to the World Health Organisation, a BMI of 18.5 to 24.9 is healthy, 25 to 29 is overweight and 30+ is obese. Studies have shown that in South Africa, the average BMI increased from 23.1 in 2000 to 26.8 in 2008 in men, while in women it increased from 27 to 29.5 during the same period. Today, one in two South African women and one in three South African men are overweight.
- 3 Some researchers suggest that 'modern living' is having a negative effect on our bodies. Rather than cooking the meals that our parents cooked, many South Africans who are employed pick up 'takeaways' on the way home from a long day at work while the unemployed buy what is cheapest and most filling. As a result we are eating too many processed foods that are high in sugar, salt and fat and that are bad for us. We are also not getting enough of the fresh fruit and vegetables that are good for us. The average South African diet includes only about 50% of the World Health Organisation's recommended daily amount of 400 grams of fresh fruit and vegetables. This limited eating of fresh foods could be partly related to their cost. An investigation into why shoppers buy particular foods found the following: 64.5% gave price as their main reason, followed by taste (17.5%) and health (14.3%).
- 4 Several suggestions have been made for dealing with the obesity crisis: (i) finding ways to make healthy food cheaper; (ii) making it more difficult for consumers to buy foods that are bad for their health; (iii) providing public education on healthy eating; (iv) limiting the salt and sugar content of manufactured foods; (v) providing more facilities in schools and communities for exercise and sports.

Many South Africans need to do some load shedding!

(Based on an article by Sandie Cormie in *The Sunday Times Health Supplement*, 28 December 2014)

### Questions

1. Give two reasons why obesity is considered to be a problem. (2)
2. 'Many countries have made good progress in dealing with the problem of obesity.' Write TRUE or FALSE, and use information from the article to support your answer. (1+1=2)
3. 'In 2000 the average body mass of South African men was within healthy limits'. Write TRUE or FALSE, and use information from the article to support your answer. (1+1=2)
4. Would the World Health Organisation be concerned about the average body mass of South African women? Write YES or NO, and give a reason for your answer. (2)
5. Suggest why many people buy takeaways on their way home from work rather than cook fresh food, as is suggested in paragraph 3. (2)
6. What is one possible reason why many South Africans eat less fresh fruit and vegetables than they should? (1)
7. Re-read the list of suggestions given in paragraph 4 for dealing with the obesity crisis. Write down the one you think is the most likely to be successful, and give a reason for your answer. (2)
8. Explain why many readers are likely to be amused by the final sentence of the article. (2)

**Total marks: 15**

### B. Language in context (15 marks)

1. Write the abbreviation for World Health Organisation. (1)
2. Use a prefix to write the antonym for each of the following words used in the article:
  - 2.1 healthy (1)
  - 2.2 competent (1)
3. Change the sentence below into **indirect speech**. Begin with the words in brackets. 'I like to cook at weekends,' Mrs Dlamini explained. (Mrs Dlamini explained that ... ) (2)
4. In the sentence below, the verbs are written in the simple present tense. Rewrite it so that the verbs are in the **simple past tense**.  
Our family usually eats fruit in the mornings, but my brother doesn't like many kinds of fruit. (2)
5. Rewrite the two sentences below as one sentence.  
Obesity is a worldwide problem. Obesity is also a problem in South Africa. (2)
6. Rewrite the sentence below in passive voice. Begin with the words in brackets  
Mr Dlamini grows many different kinds of vegetables. (Many different kinds of vegetables...) (2)

7. Read the cartoon, and answer the questions below it.



(published in *The Sowetan*, 12 August 2013)

**Notes:**

1. To be 'morbidly obese' means to be so fat that one is at risk of dying. 2. A personal trainer helps people to become fit. (1)
- 7.1 Describe the expression on the face of the man who is holding a milkshake. (1)
- 7.2 Explain why he has this expression on his face. (2)
- 7.3 The small man is holding a board labelled 'Tests'. Suggest what sort of tests these are likely to have been. (1)

**Total marks: 15**

**C. Response to literature (10 marks)**

Read the poem and the explanation of key words. Then answer each question.

*Not at all!* by Nasabanji E Phiri published on [www.kubetana.net](http://www.kubetana.net)

- 1 My grandmother, you seem puzzled,  
You liken it to influenza.  
Influenza was better,  
It came and went.
- 2 You say, how come my daughter?  
Not at all, my granny.  
It is not like the great drought,  
For the drought was and is no more.
- 3 What then is it like, my daughter?  
Is it like the smallpox, which took  
Your grandfather in his youthful days?  
Not at all, grandmother.  
Smallpox is no more.
- 4 Listen old one, this one is like a fire  
That burns intently in the depths of hell,  
Yes, burning slowly with its heat  
Burning the cursed in its chambers.
- 5 It is like a thorn that pricks continuously,  
Piercing the flesh and not regressing.
- 6 It is like the mamba, whose deadly strike  
Paralyzes the heart instantly.  
Yes – old one, it is called AIDS.  
Look at your grandchildren,  
Where are their mothers?  
The mamba struck once,  
Without sympathy,  
Leaving great sorrow behind it.

**Explanation of vocabulary**

- puzzled:** not able to understand
- influenza:** 'flu; severe 'flu can lead to death
- drought:** when there is no rain and crops fail
- smallpox:** infectious disease; often causing death
- intently:** steadily, with a purpose
- chambers:** rooms
- regressing:** becoming less
- paralyzes:** makes unable to move
- sympathy:** pity
- yesteryear:** in years gone by; in the past

7 Tell the world, wise grandmother  
That it is not at all like yesteryear  
When the medicine man could rush to the rescue.  
It is AIDS, grandmother,  
Not like any other sicknesses,  
Not at all.

1. This poem is a conversation. Who are the two speakers? (1+1=2)
2. The older speaker compares HIV/AIDS to three things. Name two of these three things. (2)
3. The younger speaker uses three similes to describe what AIDS is like. State the simile that you find the most frightening, and explain why you find it the most frightening. (2)
4. Explain why it is not possible for 'the medicine man' to 'rush to the rescue', as is suggested in stanza 7. (2)
5. Write the phrase that is repeated several times in this poem, and suggest why it is repeated. (1+1=2)

**Total marks: 10**

### 3. Memorandum for mid-year examination Paper 2

#### A. Comprehension (15 marks)

1. Obesity increases people's risk of developing a range of serious illnesses. (1)  
Research has shown that obese people are less productive and less competent at work. (1)  
**Note:** These two ideas could be expressed in slightly different words.
2. FALSE (1)  
The article states that in the last 33 years no country has succeeded in reducing the number of obese people in its population. (1)
3. TRUE (1)  
In 2000 the average body mass of South African men was 23.1, and this is within the healthy limit. (1)
4. YES (1)  
This body mass is on the border between overweight and obese, and as a result many women are likely to suffer health problems. (1)
5. People are tired after a long day at work and a long journey home, so they would rather eat immediately than spend time and energy cooking. (2)

**Note:** This idea can be expressed in different ways.

6. It seems that fresh fruit and vegetables are more expensive than some other foods. (1)
7. Learners could choose any of the six suggestions. The important point is that they must give a justification (reason) for their choice. (2)
8. South Africans are likely to find the final sentence amusing because we are used to hearing and reading about and experiencing load shedding when electrical power is shut off, but in the article the writer is stating that many of us need to lose weight or body mass. She is making a serious point in a light-hearted way. (2)  
Note: Learners could express this idea in several different ways.

**Total: 15 marks**

#### B. Language in context (15 marks)

1. WHO (1)
- 2.1 unhealthy (1)
- 2.2 incompetent (1)
3. Mrs Dlamini explained that she liked (1)  
to cook at weekends. (2)
4. Our family usually ate fruit in the mornings, but my brother didn't like many kinds of fruit. (1)  
(1) (2)
5. Obesity, which is a worldwide problem, is also a problem in South Africa. (2)  
OR  
Obesity, a worldwide problem, is also a problem in South Africa (2)  
OR  
Obesity is a worldwide problem and also a problem in South Africa. (2)
6. Many different kinds of vegetables are grown by Mr Dlamini. (2)

- 7.1 The man looks unimpressed/uninterested/bored (any word or words that show that the learner realises that the man on the left does not think that the personal trainer will be of much use to him) (1)
- 7.2 The personal trainer is as fat as the man who needs to get fit/lose weight so he is probably not much good at his job (1)  
(1)
- Note:** These ideas could be expressed in several different ways.
- 7.3 They are likely to have been tests to do with health and body mass/weight and fitness. (1)

**Total: 15 marks**

### C. Response to literature (10 marks)

1. A granddaughter (1) and her grandmother (1). (1+1=2)
2. influenza (1); the great drought (1); smallpox (1) (Any two of these = 2)
3. Candidates could choose any one of the following for 1 mark:  
(i) like a fire that burns intently in the depths of hell  
(ii) like a thorn that pricks continuously, piercing the flesh and not regressing  
(iii) like the mamba whose deadly strike paralyses the heart instantly

For the second mark they must clearly explain why they find this simile frightening. They can give a personal response such as *Once I was badly burnt, and it was very painful* or a more general one such as *People almost always die from the bite of a mamba.* (1+1=2)

4. Candidates could express their answer in several ways but should explain that as yet there is no cure for AIDS (although ARVs help people who are HIV positive to stay healthy). (2)
5. 'Not at all' It is repeated to emphasise that HIV/AIDS is not at all like other diseases or times of trouble, which come and go, because, according to the younger speaker, HIV/AIDS is here to stay. (2)

**Total: 10 marks**



#### 4. Cognitive levels of questions

##### Comments on cognitive levels of the questions on the newspaper article

1. Give two reasons why obesity is considered to be a problem. (2)

This is at the lowest level of cognitive demand – Level 1, the literal. All the information needed is in the first paragraph of the article. (2 marks for 2 items of information)

2. 'Many countries have made good progress in dealing with the problem of obesity.' Write TRUE or FALSE, and use information from the article to support your answer. (1+1=2)

This question is at Level 2, reorganisation because candidates have to reorganise the information that is given in the article in order to answer it.

3. 'In 2000 the average body mass of South African men was within healthy limits.' Write TRUE or FALSE, and use information from the article to support your answer. (1+1=2)

This is also a Level 2 question for the same reason as question 2.

Note: 6/15 marks (40%) are for Level 1 & 2 questions

4. Would the World Health Organisation be concerned about the average body mass of South African women? Write YES or NO, and give a reason for your answer. (2)

This is a Level 3, inferential question because learners need to understand that 29.3 is on the border between overweight and obese, and with such a high BMI, women's health is likely to be at risk.

5. Suggest why many people buy takeaways on their way home from work rather than cooking fresh food. (2)

This is also a Level 3, inferential question. The words 'long day' in the article suggest that workers are likely to be too tired to cook, and learners are also likely to have experience of family members working long hours and travelling long distances to get home.

6. What is one possible reason why many South Africans eat less fresh fruit and vegetables than they should? (1)

This is also a Level 3, inferential question, because it can be inferred from the article that fresh fruit and vegetables are probably quite expensive.

Note 5/15 (33.3%) of the marks are for Level 3 questions.

7. Re-read the list of suggestions for dealing with the obesity crisis. Write down the one you think is the most likely to be successful, and give a reason for your answer (2)

This is a Level 4, evaluation question. Learners are asked to make a judgement about which suggestion is likely to work best and to give a reason (justification) to support their judgement.

8. Explain why many readers are likely to be amused by the final sentence of the article. (2)

This is a Level 5, appreciation, question because learners have to think about the writer's words and another context in which the expression is used.

Note: 4/15 (26.7%) of the marks are for Level 4 & 5 questions

*Comments on the cognitive level of Question 7 (based on a cartoon) of Language in context*

**7.1 Describe the expression on the face of the man who is holding a milkshake. (1)**

This is a **Level 1** question because the information is in the drawing. However, learners need to know how to read drawings, so this is not necessarily an easy question for them to answer correctly.

**7.2 Explain why he has this expression on his face. (2)**

This is a **Level 3, inferential** question because the answer is not directly stated in the cartoon. Learners need to look carefully at the drawings of the two men and at the information in the speech bubble and also use their general knowledge to answer this question

**7.3 The small man is holding a board labelled 'Tests'. Suggest what sort of tests these are likely to have been. (1)**

This is also a **Level 3, inferential** question because the answer is not stated in the cartoon. As for 7.2, learners need to look carefully at the drawings of the two men and at the information in the speech bubble and also use their general knowledge to answer this question

*Comments on cognitive levels of the questions on the poem*

**1. This poem is a conversation. Who are the two speakers? (1+1=2)**

This is at **Level 1**, the lowest level of cognitive demand – **the literal**. The information is in the poem.

**2. The older speaker compares HIV/AIDS to three things. Name two of these three things. (2)**

This is also at **Level 1, the literal** level of cognitive demand because candidates just have to find the examples in the poem.

**Note: 4 marks out of 10 (40%) are Level 1**

**3. The younger speaker uses three similes to describe what AIDS is like. State the simile that you find the most frightening, and explain why you find it the most frightening. (2)**

This is a **Level 5, appreciation** question because candidates have to explain the effect that a particular simile has on them.

**Note: 2 marks out of 10 (20%) are at Level 5.**

**4. Explain why it is not possible for 'the medicine man' to 'rush to the rescue'. (2)**

This question is at **Level 3, the inferential** level. It requires candidates to relate what is stated in the poem to their knowledge and experience of treatment of HIV/AIDS.

**5. Write the phrase that is repeated several times in this poem, and suggest why it is repeated. (1+1=2)**

This question is a combination of **Level 2 (reorganisation)** and **Level 3 (inferential)**. Candidates have to identify the phrase that is repeated throughout the poem and notice where in the poem it is repeated (reorganisation). They also have to use their personal experience and general knowledge about HIV/AIDS to decide why the phrase is repeated (inferential).

**Note: A total of 3 marks out of 10 (30%) are at Level 3, and 1 mark is at Level 2 (10%).**

## 5. Mid-year examination Paper 3

This examination consists of TWO sections:

Section A: Essay (20 marks)

Section B: Transactional writing (10 marks)

Total: 30 marks

Time: 1 hour

### Section A: Essay writing (20 marks)

Choose one of the following topics, and write an essay of 180–210 words in response to it. Your essay should be carefully planned and should have at least four paragraphs.

1. Write a **reflective** essay on a special celebration that you have shared with your family or other people who are important to you. Remember to describe what happened and also to express your feelings or ideas about what you describe. Give your essay a title.  
OR
2. Write a **reflective** essay on the best sports game you have ever played or watched. Remember to describe what happened and also to express your feelings or ideas about what you describe. Give your essay a title.  
OR
3. Think about your experiences in Grade 8 this year. Write a **narrative** essay in which you tell the story of your first few months at high school. Give your essay a title.  
OR
4. *It was the most exciting day of my life!* Write a narrative essay in which your story begins or ends with this sentence. It does not have to be a true story, so use your imagination if you wish. Give your essay a title.

### Section B: Transactional writing (10 marks)

Choose one of the following topics, plan your report or interview or review, and write 120–140 words on it.

1. Write a **newspaper report** on an event that recently took place at your school or in your community.  
OR
2. Write an **interview** between yourself and the person in the world whom you would most like to interview. Remember to write this in the form of interviewer question followed by interviewee answer. Write four or five questions and answers.  
OR
3. Write a **review of a book or story** that you really enjoyed reading and would like to recommend to others.

## 6. Memorandum for mid-year examination Paper 3

Use the rubrics for essays and for transactional texts that you will find in the Teacher's Guide to the Learner's Book that you are using.

Note the following regarding the content and style required for each topic:

### Section A: Essays

1. The content must focus on a celebration of some kind (e.g. a wedding, a graduation or a birthday party) and must not be purely descriptive. In a reflective essay there must be information about how the writer felt about the celebration and/or what ideas it gave the writer (e.g. about the value or importance of celebrations).
2. The content must focus on a sports game that the writer participated in or watched and must not be purely descriptive. In a reflective essay there must be information about how the writer felt about the sports game and/or what ideas it gave the writer (e.g. about the value or importance of sport).
3. This essay must tell a story about things that have happened to the writer in the first half of her or his Grade 8 year.
4. This essay must also tell a story, but it can be a story about anything that the writer found exciting or that the writer has imagined as being exciting.

### Section B: Transactional writing

1. A news report usually begins with information about 'who, what, where and when' and continues with supporting details.
2. The interview should be set out in the form of question and answer, question and answer, etc.
3. A book review must include the title of the book or story and the name of the author. It must summarise the story, and, because it is about a book that the reviewer enjoyed, the review must explain why the writer enjoyed it.