

**GRADE 9**

**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)

## 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 learned 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 9 English First Additional Language (EFAL).

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

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

The tracker column headed *CAPS content and activities* briefly outlines what learners are expected to do in each one-hour lesson and states the page number in the CAPS for Grade 9 EFAL.

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

Thinking about and evaluating the lessons you have taught is important for your professional development as a teacher. Such thinking and evaluation is often termed **reflection**. At the end of each week there is space in the tracker for you to reflect briefly on what you were pleased about in the week's lessons (e.g. what the learners achieved; how well you explained something) and what you think could be improved on (e.g. learners' participation in a particular discussion). You can also note any learning that still needs to be consolidated because learners have found particular content or skills

quite difficult. At department meetings, by sharing some of your reflections with your colleagues and listening to or reading theirs, all of you will have opportunities to learn from each other's successes and difficulties.

## 3. Links to the CAPS

The CAPS states that where EFAL is the language of learning and teaching (LoLT) in a school, EFAL as a subject should be taught for five hours per week. In this tracker the CAPS for Grade 9 EFAL is divided into two-week teaching blocks throughout each of the four terms.

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

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

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

## 4. Links to approved EFAL materials and additional literature texts

As the approved EFAL materials (Learner's Book, Core Reader and Teacher's Guide) follow the CAPS document, they also divide the Grade 9 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 9 EFAL Teacher's Guide describe how to use the Grade 9 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 of Term 2 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 9 EFAL Learner's Books provide many activities which you can use for informal assessment on a daily basis. In addition, they include activities for each formal assessment task which must be done during the term. For some of these you have a choice (e.g. writing a review or writing an agenda and minutes) and thus learners will do this task in the two-week teaching block in the CAPS that includes this task. Each Grade 9 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 formal assessment tasks is an examination. Before the examinations begin, explain carefully how the marks are allocated to oral work, comprehension, language, summary, literature and writing. Show learners an example of each question paper and discuss these papers 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 in the Teacher's Guide which you could photocopy. **Remind learners that they will be examined on what they have learned during Terms 1 and 2.** For example, this means that they need to revise the features of the essays and transactional texts that they wrote during both terms.

**As this is the first time that learners will be writing a separate Literature paper (Paper 4) remind them of the types of questions they answered during Terms 1 and 2 when they studied poems or short stories or folk tales or novels or plays.**

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 time allocated in the tracker

The tracker for each term outlines how to structure ten hours of teaching for each two-week block in the Grade 9 EFAL CAPS. It is very important that schools allocate five hours per week in the timetable to EFAL. Each lesson outline is for a daily lesson of one hour (i.e. five per week). If your school timetable allocates lesson times that vary from 30 to 45 minutes or that include both 30 minute and 60 minute lessons (double periods), then you will need to note in your copy of the tracker where you end one lesson and begin another.

Some lessons will require you to integrate two or more kinds of the knowledge and skills listed above in *Links to the CAPS*. The tracker also suggests which tasks can be done for homework in order to assist you and the learners to complete what is required by the CAPS each fortnight.

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

**Note 2:** This tracker has been designed for a 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 9 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 9 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 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 9 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. The Core Reader for *Interactive English* has been divided into terms.

### ***Platinum English First Additional Language* (Maskew Miller Longman)**

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

### ***Spot On English First Additional Language* (Heinemann)**

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

### ***Successful English* (Oxford University Press)**

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

### ***Top Class English First Additional Language* (Shuter & Shooter)**

In the Learner's Book there is an extra practice activity at the end of each two-week unit. There is a separate booklet titled *Your Guide to Literature Studies* for teachers to



use when planning classwork or homework on novels, short stories, folktales, plays or poems. The Core Reader has been divided into terms. 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 inclusive teaching and learning. There is a Teacher Toolkit CD attached to the Teacher's Guide. It contains a question bank, formal assessment tasks, marking memoranda, rubrics and additional support material. There is also a poster with information on the novel on one side and on analysing poems on the other.

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

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

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

- Directorate Inclusive Education, Department of Basic Education (2011) Guidelines for responding to learner diversity in the classroom through curriculum and assessment policy statements. Pretoria. [www.education.gov.za](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);

- CAPS content and learner activities with key words and phrases from the curriculum in bold type and the relevant CAPS page number noted;
- Learner's Book pages;
- Teacher's Guide pages;
- Core Reader/literature set work;
- Suggested homework;
- Date completed.

## **10. Space for recording weekly reflections**

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

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

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

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

## B. PLANNING FOR ASSESSMENT

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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. It is recommended that you set your own literature paper to take account of the kinds of literature you have read with your class.

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 9 English First Additional Language**

FORMAL ASSESSMENT		
DURING THE YEAR	END-OF-YEAR EXAMINATION	
40%	60%	
School-based assessment (SBA)	End-of-year exam papers	
40%	39.2%	20.8%
<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 and language use Paper 3: Writing Paper 4: Response to literature	<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
FORMAL ASSESSMENT TASKS FOR TERM 1		
TASK 1: ORAL	TASK 2: WRITING	TASK 3: TEST 1
Prepared reading/ conversation	Descriptive/narrative essay and informal letter/review/dialogue	Comprehension and language use
FORMAL ASSESSMENT TASKS FOR TERM 2		
TASK 1: ORAL	TASK 2: WRITING	TASK 3: MID-YEAR EXAM
Unprepared reading/ forum/group discussion	Review/documentary/notice/agenda and minutes	Paper 1: Oral Paper 2: Comprehension and language (2 hr) Paper 3: Writing (1 hr) Paper 4: Response to literature (1 hr 30 mins)
FORMAL ASSESSMENT TASKS FOR TERM 3		
TASK 1: ORAL	TASK 2: WRITING	TASK 3: TEST 2
Prepared speech/role play/debate/discussion of CV/will/testament	Descriptive/narrative/reflective/argumentative essay and covering letter and CV	Comprehension and language use
FORMAL AND END-OF-YEAR ASSESSMENT TASKS FOR TERM 4		
TASK 1: ORAL	TASK 2: END-OF-YEAR EXAMINATION	
Debate/interview/conversation/ prepared speech/unprepared speech/ forum/group/panel discussion/ listening comprehension/meeting procedures	Paper 1: Oral Paper 2: Comprehension and language (2 hr) Paper 3: Writing (1 hr) Paper 4: Response to literature (1 hr 30 mins)	

**Table 2: Term 2 formal assessment tasks included in each set of LTSMs**

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

LTSM	Task 1 Oral	Task 2 Writing	Mid-year examination <small>* In the LB, so only suitable for revision/practice, not for formal assessment</small>
<b>Clever English First Additional Language</b>	Weeks 3-4: Unprepared reading LB 90-91; TG 74-75 <b>OR</b> Week 5: Participate in a group discussion LB 103-106; TG 89-90	Week 4: Write a review LB 98-99; TG 79-82 <b>OR</b> Week 6: Write a notice and agenda for a meeting, write minutes of a meeting LB 112-114; TG 93-94 <b>OR</b> Week 8: Write an advertisement review LB 126-128; TG 105-106	No examples in Learner's Book Two exemplars and memoranda for Papers 2, 3 & 4 in Teacher's Guide pp. 113-134
<b>English Today First Additional Language</b>	Week 2: Participate in a forum discussion LB 91; TG 51	Week 3: Write a book review LB 98-99; TG 57 <b>OR</b> Week 6: Write a notice and agenda for a meeting, write minutes of a meeting LB 116; TG 66-67 <b>OR</b> Week 8: Write an advertisement review LB 131-132; TG 75	* Papers 2 & 3 in Learner's Book pp. 137-142 with memoranda in Teacher's Guide on pp. 204-207 * Examples of questions on poems for Paper 4 on pp. 143-144 with memoranda in Teacher's Guide on p. 208. Note: The rest of the memoranda are for questions on texts from the <i>English Today Core Reader</i>
<b>Interactive English</b>	Week 1: Participate in a group discussion LB 109-110; TG 79-81 <b>OR</b> Weeks 3-4: Unprepared reading LB 124; TG 90-91	Week 4: Write a review of a short story LB 135-136; TG 97-98 <b>OR</b> Week 6: Write a notice and agenda for a meeting, write minutes of a meeting LB 152-153; TG 109-111 <b>OR</b> Week 8: Write an advertisement review LB 169-170; TG 120	* Papers 2 & 3 at the back of Learner's Book and in the middle of Teacher's Guide with memoranda in Teacher's Guide. No examples for Paper 4
<b>Platinum English First Additional Language</b>	Week 1: Participate in a forum discussion LB 74-75; TG 57-58 <b>OR</b> Weeks 3-4: Unprepared reading LB 87-88; TG 70-71	Week 4: Write a review of a documentary film LB 96-97; TG 76-77 <b>OR</b> Week 6: Write a notice and agenda for a meeting, write minutes of a meeting LB 110-111; TG 85-86, rubric xxxi-xxxii <b>OR</b> Week 7: Write an advertisement review LB 117; TG 91-92	Papers 2 & 3: * first example in Learner's Book, pp. 126-130 with memoranda on pp. 98-100 of Teacher's Guide; second example, with memoranda, in Teacher's Guide on pp. 189-197 No examples for Paper 4: Literature

<b>LTSM</b>	<b>Task 1 Oral</b>	<b>Task 2 Writing</b>	<b>Mid-year examination</b> * In the LB, so only suitable for revision/practice, not for formal assessment
<b>Spot On English First Additional Language</b>	Week 4: Unprepared reading LB 86; TG 142	Week 4: Write a book review LB 87; TG 143 <b>OR</b> Week 6: Write a notice and agenda for a meeting, write minutes of a meeting LB 95-96; TG 151 <b>OR</b> Week 7: Write an advertisement review LB 105; TG 158-159	Papers 2 & 3: * first example in Learner's Book on pp. 217-225; second example in Teacher's Guide, with memorandum for Paper 2 on pp. 164-175; Paper 4: in Teacher's Guide – questions on folktale & drama with memoranda on pp. 177-181
<b>Successful English</b>	Weeks 3-4: Unprepared reading LB 122-123; TG 82	Week 4: Write a review of a magazine article LB 126-127; TG 83 <b>OR</b> Week 6: Write a notice and agenda for a meeting, write minutes of a meeting LB 144-147; TG 90-91 <b>OR</b> Week 8: Write an advertisement review LB 164-165; TG 98-99	Papers 2 & 3: * first example in Learner's Book on pp. 169-176, with memoranda on pp. 179 & 181; second example in Teacher's Guide with memoranda on pp. 183-192 No examples for Paper 4: Literature
<b>Top Class English First Additional Language</b>	Week 3: Unprepared reading LB 82; TG 59	Week 4: Write a review of a book or article LB 90; TG 62 <b>OR</b> Week 6: Write a notice and agenda for a meeting, write minutes of a meeting LB 102-103; TG 71-72 <b>OR</b> Week 8: Write an advertisement review LB 113-114; TG 79	* An example of Papers 2, 3 & 4 on pp. 118-129 of Learner's Book; same papers with memoranda on pp. 83-96 of Teacher's Guide
<b>Via Afrika English First Additional Language</b>	Week 3: Unprepared reading LB 82; TG 129-130	Week 4: Write a documentary report LB 92; TG 139-140 <b>OR</b> Week 6: Write a notice and agenda for a meeting, write minutes of a meeting LB 104-105; TG 156-157 <b>OR</b> Weeks 7-8: Write an advertisement review LB 112-113; TG 168	* An example of Papers 2, 3 & 4 on pp. 117-123 of the Learner's Book with memoranda on pp. 179-182 of the Teacher's Guide

## 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 for the Grade 9 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 in the CAPS Reading and Viewing is described as a process. To become successful readers and viewers of a range of text types (e.g. 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

This is part of teaching reading and is compulsory in Grade 9. Each Learner's Book and Core Reader includes short literary texts (mainly short stories and poems) and each Teacher's Guide suggests how to teach these. In addition to these short texts, learners are expected to read longer texts (longer stories, novels, plays). Learners will mainly read these longer texts for homework but it is very important to do the following in class:

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

#### *Examples of homework tasks*

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

### 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. For Term Two, the focus is on various kinds of transactional writing. It is important to note that revising does not just mean checking on language use, it also means making decisions about extra content that may be needed or whether some of the content needs to be presented in a different order.

#### 4. Teaching Listening and Speaking

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

#### 5. Teaching Language Structures and Conventions

In Grade 9 you will be revising and building on what learners have already learnt in previous grades and introducing more complex Language Structures and Conventions and more advanced vocabulary. It is important to teach the language described in each two-week block in the CAPS but also to take opportunities to teach language at other times as well. For example, you may wish to do some vocabulary teaching when learners are reading a poem or to revise verb tenses when learners are writing a report. It is very important to have dictionaries in your classroom, to teach learners how to use them and to encourage them to consult a dictionary regularly.

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

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

Take note of the homework activities assigned for each lesson and carefully explain to the learners what is expected of them. All homework must be discussed briefly and marked, usually by the learners themselves. You often need to do this in the first few minutes of a lesson.

### E. TRACKERS FOR EACH SET OF APPROVED LTSMs

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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:** The questions at the top of p. 82 in the Learner's Book are not suitable for a group discussion activity. Instead, use them for reading comprehension.

**Note 3:** Note the homework task each day.

CLEVER ENGLISH Week 1 Theme: A price to pay										
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Listen to teacher's feedback on Term 1 Test (20 mins); L&S: <b>listen to a story, noting word choices &amp; tone; make notes &amp; use these to answer questions</b> (40 mins); p. 102	76-78 Act. 1 78-79 Act. 2	60-61 61		LB pp. 78-79 L&S: <b>prepare to participate in a group discussion</b> by thinking about and making notes on questions about culture and traditions					
2	L&S: <b>take turns to participate in group discussion; reach consensus to report to class;</b> group rep reports to class (55 mins) R&V: listen to teacher's introduction to literature set work for term (5 mins) p. 102	78-79 Act. 2	61	Literature set work	Begin reading literature set work					
3	R&V: discuss literature set work (10mins); LSC: <b>revise past tense</b> & complete verb table (15 mins); W&P: <b>learn about diary writing; plan a diary entry &amp; begin writing first draft</b> (35 mins) p. 102	79-80 Act. 3 80-81 Act. 4	61-62 62-63		LB pp. 80-81 W&P: <b>complete first draft of diary entry</b>					
4	W&P: <b>get comments on first draft from a partner; revise draft, write &amp; proof read final version</b> (60 mins) p. 102	80-81 Act. 4	62-63	Literature set work	Continue reading literature set work					
5	R&V: discuss literature set work (10 mins); R&V: <b>read a poem &amp; answer questions on its structure, mood &amp; theme</b> (30 mins); R&V: read a newspaper article & begin to answer questions on it, including a question on <b>generalisations</b> (20 mins) p. 102	81-82 Act. 5 82-83 Act. 6	63-64 64		LB pp. 82-83 Write answers to questions under heading 'Group discussion'					



Reflection	
<p><b>Think about and make a note of:</b> How well did learners manage the listening comprehension activity and the diary writing activity? Were you satisfied with what you did to support them in both activities? 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 copies of the *Clever English Core Reader*, on Days 2 and 3 continue reading and discussing the literature set work.

CLEVER ENGLISH Week 2 Theme continued: A price to pay										
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: discuss & mark h/w on newspaper article (15 mins); R&V & W&P: <b>write a summary of the article</b> (30 mins) R&V: <b>learn about features of a folktale &amp; begin reading a folktale</b> (15 mins) <b>p. 102-103</b>	83 83 Act. 7 83-84 Act. 8	64 65-66		LB pp. 84-85 Finish reading the folktale & think about answers to questions on it					
2	R&V: <b>discuss questions on the folktale</b> (30 mins); R&V: listen to teacher 's introduction to another <b>folktale</b> & begin reading it (30 mins) <b>p. 102</b>	85 Act. 9	66	CR pp. 8-11 <i>The seal maiden</i>	CR pp. 8-11 & questions on p. 41					

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Date completed				
3	R&V: discuss <b>folktale &amp; its structure</b> (15 mins); LSC: <b>revise adverbs, direct &amp; indirect speech; suffixes &amp; prefixes</b> (45 mins) <b>p. 102</b>	85-86 Acts. 10-11	68-69 67	Literature set work	Continue reading literature set work					
4	R&V: discuss literature set work (15 mins); R&V: <b>learn about wills, read a will &amp; answer questions about it</b> (45 mins) <b>p. 103</b>	87-88 Act. 12	67-68	Literature set work	Continue reading literature set work					
5	R&V: discuss literature set work (15 mins); LSC: learn about <b>proverbs &amp; idioms</b> (10 mins); W&P: practise writing a short diary entry (35 mins) <b>p. 102</b>	88 88	68	Literature set work	Continue reading literature set work					
Reflection										
<p><b>Think about and make a note of:</b> In this week learners were expected to do quite a lot of reading. What have you noticed about their ability to read and comprehend the folktales, the literature set work and the example of a will? What could you do to assist any learners who are struggling to read/keep up with the reading? 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:** Throughout Weeks 3 & 4 choose 5-6 learners each day to give an unprepared reading for 2-3 minutes to the class. They can read from their literature set work or from the *Clever English Core Reader* if you have this. This will enable you to assess them for Term 2, Formal Assessment Task 1.

CLEVER ENGLISH Week 3 Theme: Music to the rescue									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: discuss literature set work (10 mins); L&S: talk about a drawing (5 mins); <b>listen to a speech &amp; make notes on message, speaker's intention &amp; tone; use notes to begin to answer questions</b> (45 mins) <b>p. 104</b>	89-90 Act. 1 90 Act. 2	73-74		LB p. 90 Act. 2 <b>L&amp;S: use notes to finish answering questions</b>				
2	L&S: discuss & mark h/w (15 mins); L&S: <b>learn how to make an oral presentation or an unprepared reading; practise reading to a partner</b> (20 mins); R&V: <b>discuss questions on the adapted story</b> that you have just read (25 mins) <b>p. 104</b>	90 90 Act. 3 91 Act. 4	74 74-75 77	CR pp. 59-62 <i>The music maker</i> Questions p. 88	Read the full story <i>The music maker</i> CR pp. 59-62 & think about answers to questions on p. 88				
3	R&V: discuss questions on <i>The music maker</i> (20 mins); L&S: <b>listen to 5-6 learners give an unprepared reading</b> (15 mins). <b>Note: Unprepared reading can be done for Term 2, Formal Assessment Task 1</b> R&V: <b>do pre-reading &amp; while reading activities on a poem</b> (25 mins) <b>p. 104</b>	94-95 Act. 6	85-86 77-78	Literature set work	Continue reading literature set work				
4	R&V: discuss literature set work (10 mins); L&S: <b>listen to 5-6 learners give an unprepared reading</b> (15 mins); R&V: <b>discuss answers to questions on style, mood, figures of speech &amp; theme in a poem</b> (35 mins); <b>p. 104</b>	94-95 Act. 7	78	Literature set work	Continue reading literature set work				
5	L&S: <b>listen to 5-6 learners give an unprepared reading</b> (15 mins); R&V: <b>skim, scan &amp; read four texts in detail; begin writing answers to questions on the texts</b> (45 mins) <b>p. 104</b>	95-96 Act. 8	78-79		LB pp. 95-96 R&V: complete answers to Act. 8				
Reflection									
<p><b>Think about and make a note of:</b> What are the strengths and weaknesses of the unprepared readings you have listened to so far? What can you do to support learners who find it difficult to read aloud? Were you pleased with the way you discussed the poem and 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>				
HOD/Subject head:					Date:				

**Note:** If you are unable to show learners a music DVD, they could read examples of reviews of films, TV programmes and books from newspapers and magazines and then write a practice review in a group of something they have all seen or read, before writing a review on their own for formal assessment.

CLEVER ENGLISH Week 4 Theme continued: Music to the rescue										
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: discuss & mark h/w (20 mins); L&S: <b>listen to 5-6 learners give an unprepared reading</b> (15 mins); R&V & W&P: <b>write a summary</b> (25 mins) <b>p. 104</b>	95-96 Act. 8 97 Act. 9	78-79 79	Literature set work	Continue reading literature set work					
2	L&S: <b>listen to 5-6 learners give an unprepared reading</b> (15 mins) W&P: <b>learn about features of a review</b> (10 mins); watch an extract from a music DVD; <b>in a group plan a review</b> of the DVD (35 mins) <b>p. 104</b>	97-98 98 Act. 10	79-82	Literature set work	Continue reading literature set work					
3	L&S: <b>listen to 5-6 learners give an unprepared reading</b> (15 mins); W&P: in a group, write a review of the music DVD (30 mins); W&P: <b>plan a review of a book, television programme or film p. 104</b>	98 Act. 10 99 Act. 11	79-82 79-82		LB p. 99 W&P: <b>write first draft of review</b>					
4	L&S: <b>listen to 5-6 learners give an unprepared reading</b> (15 mins); W&P: <b>revise review; write &amp; proof read final version</b> (45 mins) <b>p. 104</b> <b>Note: The review can be done for Term 2, Formal Assessment Task 2</b>	99 Act. 11	79-82	Literature set work	Continue reading literature set work					
5	R&V: discuss literature set work (10 mins); If unfinished, L&S: <b>listen to 5-6 learners give an unprepared reading</b> (15 mins); LSC: <b>revise complex sentences, finite verbs, proverbs &amp; idioms &amp; answer questions about these</b> (35 mins) <b>p. 104</b>	101-102 Act. 13	83		LB pp. 99-101 Act. 12: read a magazine article & answer comprehension & language questions on it					
Reflections										
<p><b>Think about and make a note of:</b> Were you satisfied with the way you taught learners about features of reviews? Why or why not? What are the strengths and weaknesses of their reviews? What could you do to build on the strengths and to help learners to 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:			

**CLEVER ENGLISH Week 5 Theme: Point taken**

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V & LSC: discuss & mark h/w (20 mins); L&S: <b>listen to an interview, make notes &amp; compare notes with members of a group</b> (40 mins) <b>p. 105</b>	99-101 Act. 12 103-105 Acts. 1-2	82-83 88-89		LB p. 105 L&S: <b>prepare to participate in a group discussion</b>					
2	L&S: <b>participate in a group discussion based on the interview;</b> groups take turns to discuss in front of class – approx. 10 mins per group (55 mins) <b>p. 105</b> <b>Note: This can be done for Term 1, Formal Assessment Task 1</b> R&V: listen to teacher’s introduction to <b>short story</b> <i>Kid Playboy</i> (5 mins)	105-106 Act. 3	89-90  96-97	<b>CR pp. 63-65</b> <i>Kid Playboy</i> <b>Questions p. 88</b>	Read <i>Kid Playboy</i> & be prepared to discuss questions on p. 88 of CR					
3	R&V: discuss short story (15 mins); R&V: <b>read an autobiography; answer questions on it;</b> discuss & mark answers (45 mins) <b>p. 105</b>	106-108 Act. 4	96-97 90-91	Literature set work	Continue reading literature set work					
4	R&V: discuss literature set work (10 mins); R&V: <b>read a poem; notice its pattern, mood, theme &amp; message; answer questions on it;</b> discuss answers (50 mins) <b>p. 105</b>	108-109 Act. 5	91-92		LB pp. 109-110 R&V: read a poem & <b>notice its internal &amp; external structure;</b> be prepared to discuss these					
5	R&V: discuss structure of a poem (15 mins); R&V: <b>read an article &amp; a visual text; write a summary in note form; begin to answer questions on it</b> (45 mins) <b>p. 105</b>	109-110 Act. 6	92-93		LB pp. 110-111 R&V: finish answering questions on article & visual text					
<b>Reflection</b>										
<p><b>Think about and make a note of:</b> This week much of the work that learners have done has included point of view. Are you pleased with the way you have explained this concept to learners? Why or why not? How well did learners manage the group discussion? Is there anything you could do to improve the level/quality of group discussions in your classroom? 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:** Activity 8 on pp. 114-116 of the Learner's Book is not suitable for the written review, which is one of the options for Term 2, Formal Assessment Task 2, because it does not ask learners to write a review. All they have to do is write about idioms.

**Note 2:** If your class does not have copies of the *Clever English Core Reader*, on Days 4 and 5 continue reading and discussing the literature set work.

CLEVER ENGLISH Week 6 Theme continued: Point taken										
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: discuss & mark h/w (15 mins); W&P: <b>learn how to write a notice &amp; agenda for &amp; minutes of a meeting</b> (30mins); <b>plan a set of minutes of one meeting &amp; a notice &amp; agenda for another</b> (15 mins) <b>p. 105</b>	110-111 112-113 114 Act. 7	92-93 93-94		LB p. 114 Act. 7 W&P: <b>write first draft of minutes, notice &amp; agenda</b>					
2	W&P: <b>give &amp; get feedback on first draft with a partner; revise draft; begin to write final version</b> (60 mins) <b>p. 105</b> <b>Note: The notice, agenda &amp; minutes can be done for Term 2, Formal Assessment Task 2</b>	114 Act. 7	93-94		LB p. 114 Act. 7 W&P: <b>complete &amp; proof read final version</b>					
3	LSC: read an article & answer questions about <b>idioms</b> (30 mins); LSC: <b>revise aspects of language &amp; use each aspect correctly</b> (30 mins) <b>p. 105</b>	114-116 116-117	94-95 95	Literature set work	Continue reading literature set work					
4	R&V: discuss literature set work (10mins); LSC: <b>revise sentence types</b> (10 mins); R&V: listen to teacher's introduction & <b>begin reading a folktale</b> (40mins) <b>p. 105</b>	117		CR pp. 16-19 <i>The envious lions</i>	Finish reading <i>The envious lions</i> & prepare to answer questions on pp. 41-42					
5	R&V: <b>discuss a folktale &amp; answer questions</b> on it (30 mins); R&V: continue reading & discussing literature set work <b>p. 105</b>		95-96	Literature set work	Continue reading literature set work					
Reflection										
<p><b>Think about and make a note of:</b> Were you pleased with the way in which you explained how to write a notice of a meeting, an agenda and minutes? Why or why not? How well did learners manage this writing task? Did you cover all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					HOD/Subject head:		Date:			

**Extra resources:** Bring examples of advertisements to use when discussing features of advertisements.

CLEVER ENGLISH Week 7 Theme: Picture it									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: discuss literature set work (10 mins); L&S: talk about advertisements liked & disliked (10 mins); L&S: <b>listen to an advertisement; write notes on key words, emotive language, register, target market</b> (40 mins) <b>p. 106</b>	118 Act. 1 119 Act. 2	100 100-101		LB pp. 118-119 Act. 1: listen to radio advertisements & prepare to answer questions on pp. 118-119				
2	L&S: <b>report findings on radio advertisement to a group</b> (15 mins); R&V: <b>learn key terms used in visual literacy</b> (10 mins); <b>identify brands attached to slogans</b> (15 mins); R&V: <b>read an advertisement &amp; begin to answer questions</b> on it (20 mins) <b>p. 106</b>	119-120 Act. 1 119-120 120 Act. 3 120 Act. 4	102 102 102-103		LB p. 120 R&V: finish answers to questions on an advertisement				
3	R&V: discuss & mark h/w (15 mins); R&V: <b>skim, scan &amp; read for detail an advertisement; begin to answer questions on manipulative language &amp; other features</b> (45 mins) <b>p. 106</b>	120 121-123 Acts. 5-6	102-103 103-104		LB pp. 122-123 R&V: complete answers to questions on advertisement				
4	R&V: discuss & mark h/w (20mins); R&V & W&P: <b>revise summary writing &amp; write a summary</b> (40 mins) <b>p. 106</b>	121-123 123-124 Act. 7	103-104 104	Literature set work	Continue reading literature set work				
5	R&V: discuss literature set work (15 mins); R&V: <b>read a poem about advertising; answer questions</b> on it; discuss & mark answers (45 mins) <b>p. 106</b>	125 Act. 8	104-105	Literature set work	Continue reading literature set work				
Reflection									
<b>Think about and make a note of:</b> Most of this week's work focused on advertising. What pleased you most about your teaching and why? What could you improve on and why? 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:** The review of an advertisement could be written for Term 2, Formal Assessment Task 2. However, it is probably better to choose the review of a book, film or television programme in Week 4 or the notice, agenda and minutes in Week 6 so that you can mark the task and return it to learners before the examinations.

**Note 2:** It is important to make time this week to complete the reading and discussion of the literature set work for the term and to discuss the mid-year examination papers.

CLEVER ENGLISH Week 8 Theme continued: Picture it										
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: discuss literature set work (10 mins); R&V: read an advertisement & discuss it in groups (20 mins); W&P: <b>learn features of a review of an advertisement, plan a review of an advertisement &amp; begin to write first draft</b> (30 mins) p. 106	126-127 Act. 9 128 Act. 10	105-106 106		LB p. 128 Act. 10 W&P: <b>complete writing of first draft of review</b>					
2	W&P: <b>revise &amp; edit first draft; write &amp; proof read final version of review</b> (60 mins) <b>Note: The review can be done for Term 2, Formal Assessment Task 2 p. 106</b>	128 Act. 10	106	Literature set work	Complete reading of literature set work					
3	R&V: final discussion of literature set work (15 mins); LSC: <b>revise nouns &amp; pronouns, revise metonymy &amp; paronyms; begin to answer language questions on an advertisement</b> (45 mins) p.106	129-132 Act. 11	107		LB pp. 131-132 Act. 11 R&V & LSC: complete answers to questions					
4	R&V& LSC: discuss & mark h/w (25 mins); LSC: <b>use pronouns correctly</b> (15 mins) p.106 R&V: begin reading folktale <i>Why the bat flies at night</i> (20 mins) and complete for h/w	131-132 Act. 11 132 Act. 12	107 108	CR pp. 20-23 <i>Why bat flies at night</i> ; questions on p. 42	Finish reading <i>Why the bat flies at night</i> & be prepared to discuss questions on it (p. 42)					
5	R&V: discuss questions on folktale (15 mins). Understand requirements of mid-year examination papers 2, 3 & 4. Read & discuss the examination 'tips' on pp. 133-135 of LB	133-135	109 111-133		<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:		Date:			



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

Day	CAPS content and activities	LB pp. & activity no.	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. & activity no.	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:** If your class does not have copies of the *English Today Core Reader*, on Day 5 end the lesson with a short discussion on the literature set work and set homework reading on it.

**Note 3:** Note the homework task each day.

ENGLISH TODAY Week 1 Theme: What is left behind									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	Listen to teacher's feedback on Term 1 Test (20 mins); R&V & L&S: write questions about photographs & use these in a class discussion about indigenous knowledge (10 mins); L&S: <b>listen to a story &amp; make notes; identify main &amp; supporting ideas</b> (30 mins) <b>p. 102</b>	81-82 82-83 Act. 1 82-84 Act. 2	46 46-47		LB pp. 82-84 Act. 2: use notes to answer questions on story				
2	L&S: discuss & mark h/w (10-15 mins); R&V: <b>learn about narration &amp; conflict in a story; read an extract from a story &amp; begin to answer questions</b> on it <b>p. 102</b>	84-87 Acts. 3-4	47 47-48		LB pp. 84-87 Act. 4: complete answers to questions on story				
3	R&V: discuss & mark h/w (20mins); R&V & W&P: <b>learn about summary writing; write a summary &amp; discuss answers</b> (25 mins); R&V: listen to teacher's introduction to literature set work & begin reading set work (15 mins) <b>pp. 102-103</b>	84-87 87 Act. 5	47-48 49	Literature set work	Read literature set work as directed by teacher				
4	R&V: discuss literature set work (10 mins); R&V: <b>learn about wills; read an extract from a legal document &amp; a will in the form of a poem; answer questions on poem, including questions on literal &amp; figurative language</b> (50 mins) <b>pp. 102-103</b>	88-89 Act. 6	49-50	Literature set work	Continue reading literature set work				
5	R&V: discuss literature set work (10 mins); LSC: <b>use prefixes &amp; suffixes to build vocabulary;</b> discuss & mark answers (50 mins) <b>p. 102</b>	90 Act. 7	50-51	Literature set work	Continue reading literature set work				

Reflection	
<p><b>Think about and make a note of:</b> Learners read several different kinds of texts this week. How well did they understand each text? Were you satisfied with what you did to support their learning? What did you notice about learners' summarising skills? 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 1:** If you do not have a copy of the *English Today Core Reader* from which to read *The Grey Pipit*, just move straight into preparing learners for a forum discussion. Note that the page number in the Teacher's Guide is incorrect. It starts on p. 119, not p. 72.

**Note 2:** If learners do not have copies of the *English Today Core Reader*, ask them to continue reading the literature set work for homework on Day 4 and then spend time discussing what they have read at the beginning of the lesson on Day 5.

ENGLISH TODAY Week 2 Theme continued: What is left behind								
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class		
						Date completed		
1	L&S: <b>learn about a forum discussion; prepare for a forum discussion</b> by listening to teacher read <i>The Grey Pipit</i> & answering teacher's questions (30mins); <b>in groups, prepare contributions to a forum discussion</b> to be held on Day 2 <b>p. 102</b>	91 Act. 8	51	CR pp. 119-123 <i>The Grey Pipit</i>	Complete preparations for contributions to forum discussion			
2	L&S: each group presents a short forum discussion to the class <b>p. 102</b> <b>Note: This can be done for Term 2, Formal Assessment Task 1</b>	91 Act. 8	51	Literature set work	Continue reading literature set work			

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Date completed				
3	W&P: <b>learn about diary writing; read an extract from a diary; with a partner, plan &amp; draft the next entry in the diary; edit, revise &amp; write final version; if time exchange entries with another pair (60mins) p. 102</b>	92-93 Act. 9	52	CR pp. 19-21 <i>The Dancer</i>	Read <i>The Dancer</i> & be prepared to discuss the questions on p. 21					
4	R&V: discuss <i>The Dancer</i> & questions on it (15 mins); W&P: <b>plan &amp; write first draft of own diary entry (45 mins) p. 102</b>	93 Act. 10	52	CR pp. 19-21 <i>The Dancer</i>	LB p. 93 W&P: <b>revise first draft, write &amp; proof read final version of diary entry</b>					
5	R&V & LSC: do revision tasks; discuss & mark answers (60 mins)	94	53	Literature set work	Continue reading literature set work					
Reflection										
<p><b>Think about and make a note of:</b> Did learners enjoy the forum discussion? What did you learn about preparing for and assessing such discussions? How well did they manage the diary writing tasks in pairs and as individuals? Were you satisfied with what you did to support their writing? 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:** In order to write a book review learners need to choose a book (from home, school or community library or from a friend) so the homework task on Day 2 is very important.

**Note 2:** The unprepared reading activity has been spread across three days. If you have fewer or more than 45 learners in your class, adjust the amount of time spent on this activity.

<b>ENGLISH TODAY Week 3 Theme: Famous life stories</b>										
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	L&S: talk about a photograph (5-10 mins); <b>listen to an extract from an autobiography, take notes &amp; use them to answer questions</b> ; discuss & mark answers (55 mins) <b>p. 104</b>	95-96 Act. 1	55-56	Literature set work	Continue reading literature set work					
2	R&V: discuss literature set work (15 mins); LSC: <b>revise &amp; identify complex sentences</b> (20 mins); L&S: <b>read aloud an unprepared text</b> (25 mins – 15 learners, approx. 1 min each) <b>p. 104</b>	97 Act. 2 97 Act. 3	56 56		<b>Choose a book to use for writing a book review</b>					
3	L&S: <b>read aloud an unprepared text</b> (25 mins – 15 learners, approx. 1 min each); W&P: <b>learn features of a book review; plan a review p. 104</b>	97 Act. 3 98-99 Act. 4	56 57		LB pp. 98-99 Act. 4 W&P: <b>write first draft of review</b>					
4	W&P: <b>get feedback on draft from a partner; revise, write &amp; proof read final version</b> (60 mins) <b>p. 104</b> <b>Note: This review can be written for Term 2, Formal Assessment Task 2</b>	98-99 Act. 4	57	Literature set work	Continue reading literature set work					
5	L&S: <b>read aloud an unprepared text</b> (25 mins – 15 learners, approx. 1 min each) R&V: <b>read two magazine articles; note use of manipulative language &amp; distinguish between facts &amp; opinions; begin to answer questions on both articles</b> (35 mins) <b>p. 104</b>	97 Act. 3 99-101 Acts. 5-6	56 58		LB pp. 99-101 Complete answers to Act.					
Reflection										
<p><b>Think about and make a note of:</b> How well did learners read aloud? Were you satisfied with your classroom management during the unprepared reading sessions? Why or why not? Were you pleased with your teaching of how 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>					
					HOD/Subject head:		Date:			

**Note:** This week it should be possible for learners to complete most of the activities in the Learner's Book during class time, so reading of the literature set work has been set for homework throughout the week. However, if learners do not complete all the activities in class, set the completion of these as homework and discuss and mark their work at the beginning of the next lesson.

<b>ENGLISH TODAY Week 4 Theme continued: Famous life stories</b>										
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: discuss & mark h/w (10 mins); R&V & W&P: <b>write a summary</b> (30 mins): <b>learn about setting &amp; character; read extracts from two autobiographies; begin to answer comprehension questions</b> (20 mins) <b>p. 104</b>	99-101 101 Act. 7 101-103 Acts. 8&9	58 58 58-59		LB pp. 102-103 Act. 8 Complete answers to comprehension questions					
2	R&V: discuss & mark h/w (20 mins); LSC: <b>revise &amp; use word stems, prefixes &amp; suffixes</b> (40 mins) <b>p. 104</b>	101-103 104 Act. 10	59 59-60	Literature set work	Continue reading literature set work					
3	LSC: <b>identify the meanings of idioms &amp; proverbs</b> (20 mins); R&V: <b>revise imagery in poetry; read a poem; answer questions on onomatopoeia &amp; personification</b> (40 mins) <b>p. 104</b>	105 Act. 11 105-107 Act. 12	60 60	Literature set work	Continue reading literature set work					
4	R&V: discuss literature set work (15 mins); LSC: <b>learn about &amp; discuss generalisations</b> (25 mins); LSC: <b>revise &amp; use finite &amp; non-finite verbs</b> (20 mins) <b>p. 104</b>	107 Act. 13 107 Act. 14	61 61	Literature set work	Continue reading literature set work					
5	R&V: discuss literature set work (15 mins); R&V & LSC: <b>read an extract from an interview; answer language questions</b> on it; discuss & mark answers (45 mins) <b>p. 104</b>	108 Revision	61	Literature set work	Continue reading literature set work					
Reflection										
<p><b>Think about and make a note of:</b> Are learners keeping up with the reading of the literature set work? How are they responding to the discussions that you lead in class? How well did learners manage the summarising task? What could you do to assist learners who find summarising difficult? Were you satisfied with your teaching of the language work 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:			

**Note:** If the learners in your class do not have copies of the *English Today Core Reader*, continue reading and discussing the literature set work for homework on Days 2 and 3 and in class on Day 4.

ENGLISH TODAY Week 5 Theme: Working together to care for the Earth										
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V & L&S: discuss a photograph (5 mins); R&V: <b>read an information report; answer questions on it; begin writing a summary</b> of it (55 mins) <b>p. 105</b>	109-110 110-111 Act. 1 Act. 2	63		LB pp. 110-111 Act. 2 R&V: <b>complete writing of summary</b>					
2	R&V: in groups of 4, compare summaries (10 mins); LSC: <b>identify stems, prefixes &amp; suffixes</b> (10 mins); R&V: <b>learn about features of a notice of a meeting, an agenda &amp; minutes; read an agenda &amp; answer questions</b> on it (35 mins); R&V: listen to teacher's introduction to short story <i>Swimming in Time</i> (5 mins) <b>p. 105</b>	Act. 2 111 Act. 3 112-113 Acts. 4 & 5	63 63-64 63	CR pp. 73-81 <i>Swimming in Time</i>	Begin reading short story <i>Swimming in Time</i>					
3	L&S: <b>listen to part of a formal meeting &amp; make notes on main ideas discussed</b> (30 mins); L&S: <b>take part in group discussion of the roles of participants in a meeting</b> (30 mins) <b>p. 105</b>	113 Act. 6 113 Act. 6	64-65 65	CR pp. 73-81 <i>Swimming in Time</i>	Finish reading <i>Swimming in Time</i> & prepare for answering questions on it					
4	R&V: discuss questions on <b>theme &amp; message in a short story</b> (25 mins); LSC: <b>learn about &amp; use adjective &amp; preposition combinations</b> (25 mins); <b>learn &amp; use a spelling pattern with -ing suffix</b> (10 mins) <b>p. 105</b>	114 Act. 7 114 Act. 8	66 66	Literature set work	Continue reading literature set work					
5	R&V: discuss literature set work (15 mins); W&P: <b>plan &amp; draft a notice of a meeting &amp; an agenda</b> (45 mins) <b>p. 105</b>	115 Act. 9	66-67		LB p. 115 W&P: <b>edit, revise &amp; write final version of notice &amp; agenda</b>					
Reflection										
<b>Think about and make a note of:</b> Were you pleased with the way you taught learners about texts used in meetings (notice, agenda, minutes)? Why or why not? How well did learners manage to listen to part of a meeting and to discuss the roles of participants in the meeting? What could you do to support learners who found these tasks difficult? 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:



**ENGLISH TODAY Week 6 Theme continued: Working together to care for the Earth**

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	W&P: <b>plan &amp; begin first draft of minutes of a meeting</b> (60 mins) <b>p. 105</b>	116 Act. 10	66-67		LB p. 116 W&P: <b>complete first draft of minutes</b>					
2	W&P: <b>with a partner, revise draft minutes; write &amp; proof read final version</b> (60 mins) <b>p. 105</b> <b>Note: The notice, agenda &amp; minutes can be done for Term 2, Formal Assessment Task 2 p. 105</b>	116 Act. 10	66-67		LB p. 117 R&V: read about characterisation & morality plays					
3	R&V: <b>read an extract from a play &amp; answer questions 1-10 on characterisation &amp; theme</b> (60 mins) <b>p. 105</b>	117-120 Acts. 11 & 12	67-68		LB pp. 118-120 Act. 12 LSC: answer question 11					
4	LSC: discuss & mark h/w (10 mins); R&V: <b>learn about repetition &amp; enjambment in poetry; read a poem &amp; begin to answer questions</b> on it <b>p. 105</b>	117-120 120-121 Acts. 13 & 14	68 68-69		LB pp. 120-121 Act. 14: complete answers to questions on poem					
5	R&V: discuss answers to h/w (15 mins); R&V & LSC: <b>read an extract from a play &amp; answer questions on content &amp; language;</b> discuss & mark answers (45 mins) <b>p. 105</b>	120-121 122 Revision	69 69	Literature set work	Continue reading literature set work					
<b>Reflection</b>										
<p><b>Think about and make a note of:</b> Learning to write a notice, agenda and minutes is quite challenging. What strengths and weaknesses have you identified in learners' writing? 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>					
					<p><b>HOD/Subject head:</b> _____ <b>Date:</b> _____</p>					

**Extra resources:** Bring examples of advertisements to use when discussing features of advertisements.

**Note:** If the learners in your class do not have copies of the *English Today Core Reader*, continue reading and discussing the literature set work for homework on Day 4 and in class on Day 5.

ENGLISH TODAY Week 7 Theme: Clever classrooms										
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V & L&S: discuss a photograph (5 mins); L&S: <b>listen to a radio advertisement &amp; note examples of jargon, rhetorical questions, commands, exaggeration; note pace &amp; tone of reading; answer questions on the advertisement</b> (55 mins) p. 106	123-124 124-125 Acts. 1&2	71 71-72		Begin looking for examples of advertisements to bring to class or Day 5					
2	R&V: <b>learn about visual elements &amp; the use of scientific information in advertisements; read an advertisement that includes a graph; begin to answer questions on the advertisement</b> (60 mins) p. 106	125-127 Acts. 3&4	72-73		LB pp. 126-127 Act. 4 R&V: finish answering questions including questions on <b>neologisms &amp; synonyms</b>					
3	R&V & LSC: discuss & mark h/w (25 mins); LSC: <b>learn about &amp; use different types of pronouns</b> (35 mins) p. 106	125-127 127-128 Act. 5	72-73 73		LB p. 136 Revision page R&V & LSC: read an advertisement & answer questions					
4	R&V: answers to h/w task (15 mins); R&V & W&P: <b>read an article &amp; write a summary of it</b> (40 mins); R&V: listen to teacher's introduction to <i>The Doll</i> (5 mins) p. 106	136 Revision 129-130 Act. 6	77 74	CR pp. 93-95 <i>The Doll</i>	Read <i>The Doll</i> & be prepared to discuss question on p. 95					
5	R&V: discuss <i>The Doll</i> (15 mins); W&P: <b>learn about features of an advertisement review; plan &amp; begin first draft of an advertisement review</b> (45 mins) p. 106	131-132 Act. 7	75		LB pp. 131-132 Act. 7 W&P: <b>complete first draft of review</b>					
Reflection										
<p><b>Think about and make a note of:</b> What pleased you about your teaching of features of advertisements? Is there anything you could improve on and if so what? 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 review of an advertisement could be written for Term 2, Formal Assessment Task 2. However, it is probably better to choose the review of a book, film or television programme in Week 4 or the notice, agenda and minutes in Week 6 so that you can mark the task and return it to learners before the examinations.

**Note 2:** It is important to make time this week to complete the reading and discussion of the literature set work for the term and to discuss the mid-year examination papers.

<b>ENGLISH TODAY Week 8 Theme continued: Clever classrooms</b>									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	W&P: <b>revise first draft of review with a partner; write &amp; proof read final version of advertisement review</b> (55 mins) <b>Note: This review can be done for Term 2 Formal Assessment Task 2</b> L&S: listen to teacher's instructions for oral presentation on advertisement review (5 mins) <b>p. 106</b>	131-132 Act. 7 133 Act. 8	75 75-76		LB p. 133 Act. 8 L&S: <b>prepare for oral presentation</b>				
2	L&S: <b>make an oral presentation on an analysis of an advertisement</b> to members of a group (60 mins) <b>p. 106</b>	133 Act. 8	75-76	Literature set work	Continue reading literature set work				
3	R&V: discuss literature set work (10 mins); LSC: <b>revise different types of nouns &amp; identify them in a text</b> (15-20 mins); R&V: <b>revise features of a short story; read a short story &amp; begin to answer comprehension &amp; language questions on it</b> (30-35 mins) <b>p. 106</b>	133-134 Act. 9 134-135 Act. 10	76 77		LB pp. 134-135 Act. 10 R&V: complete answers to questions. <b>Bring literature set work to class on Day 4</b>				
4	R&V: discuss answers to comprehension & language questions (20 mins); R&V: complete reading & discussion of literature set work (40 mins)	134-135	77		LB pp. 138-144 Read examples of mid-year examination papers				
5	Discuss requirements of mid-year examination papers 2, 3 & 4.	138-144			<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: _____ Date: _____				

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

Day	CAPS content and activities	LB pp. & activity no.	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. & activity no.	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:** The information on p. 80 of the *Teacher’s Guide* is very important for Day 2.

**Note 3:** If your class does not have copies of the *Interactive English Core Reader*, at the end of the lesson on Day 2 introduce the literature set work for the term and ask learners to begin reading it for homework on Days 2 and 3. Have a brief discussion of what they have read on Day 4.

**Note 4:** Note the homework task each day.

INTERACTIVE ENGLISH Week 1 Theme: Courage in Wartime (1)										
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Listen to teacher’s feedback on Term 1 Test (20 mins); R&V: <b>use photographs to predict what a story will be about</b> (5 mins); L&S: <b>listen to a story; make notes of main ideas; use notes to answer questions; discuss answers</b> (35 mins); <b>pp. 102-103</b>	106-107 Act. 1 106-108 Act. 1 108 Act. 1	77-78 78 78		LB p. 108 L&S: write a story summary					
2	L&S: discuss & mark story summary (10 mins); L&S: <b>learn about group discussions; participate in a group discussion</b> about cultural rules; <b>reach consensus</b> on rules to present to the class (45 mins); R&V: listen to teacher’s introduction to <i>The Story of Anne Frank</i> (5 mins) <b>p. 102</b>	108 109-110 Act. 2	78 79-81	CR pp. 71-76 <i>The Story of Anne Frank</i>	Begin reading <i>The Story of Anne Frank</i> CR pp. 71-76					
3	L&S: <b>groups present findings</b> on cultural rules to class (60 mins) <b>p. 102</b> <b>Note: The group discussion/presentation can be done for Term 1, Formal Assessment Task 1</b>	110 Act. 2	80-81	CR pp. 71-76 <i>The Story of Anne Frank</i>	Finish reading <i>The Story of Anne Frank</i> CR pp. 71-76					
4	R&V: discuss <i>The Story of Anne Frank</i> (15 mins); R&V: <b>read an extract from diary; answer questions on its features, style, idiomatic expressions, proverbs &amp; generalisations; discuss answers</b> (45 mins) <b>p. 102</b>	111-113 Act. 3	81-83		LB p. 113 Answer comprehension questions based on diary					
5	R&V: discuss & mark h/w (10 mins); R&V: <b>read two poems; notice structure, use of enjambment, irony; discuss questions on each poem</b> (45 mins); listen to teacher’s instructions for h/w task on poems <b>p. 102</b>	111-113 114-115 Act. 4	80-81 83-84		LB pp. 114-115 Answer questions on poems as instructed by teacher					

Reflection	
<p><b>Think about and make a note of:</b> Most of this week's activities were based on Anne Frank's story. How did learners respond to what they listened to and read? Why do you think they responded in this way? Were you pleased with the way you used the information in the Teacher's Guide to introduce the group discussion activity? The topic was quite a complex one. How well did learners manage the discussion and the presentation to the class? 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: Courage in Wartime (1)										
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: discuss & mark h/w on poems (15 mins); R&V: <b>learn about a will &amp; testament; read an example &amp; begin to summarise it</b> (45mins) <b>pp. 102-103</b>	114-115 116-117 Act. 5	83-84 84-85		LB pp. 116-117 Complete summary of will & testament					
2	R&V: discuss & mark summary (10 mins); LSC: <b>add suffixes to stems (root words)</b> (20 mins); <b>learn about &amp; use active &amp; passive voice</b> (25 mins); R&V: listen to teacher's introduction to literature set work (5 mins) <b>p. 102</b>	116-117 118 Act. 6 118 Act. 7	85 85 86	Literature set work	Begin reading literature set work					
3	R&V: discuss literature set work (10mins); W&P: <b>learn about features of diary entries; plan &amp; begin to write first draft of a diary entry</b> (50mins) <b>p. 102</b>	120 Act. 8	86-87		LB p. 120 W&P: <b>complete first draft of diary entry</b>					

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Date completed				
4	W&P: <b>revise first draft; write, edit &amp; proof read final version (60 mins) p. 102</b>	120 Act. 8	86-87	Literature set work	Continue reading literature set work					
5	R&V: discuss literature set work (20 mins); R&V & LSC <b>revise pronouns &amp; rewrite a text using first person pronouns; discuss &amp; mark answers (40 mins) p. 102</b>	121 Act. 9	87	Literature set work	Continue reading literature set work					
Reflection										
<p><b>Think about and make a note of:</b> Were you pleased with the way that you introduced this term's literature set work and with the first class discussion of this set work? Why or why not? What were the strengths and weaknesses of learners' diary entries? How could you help learners to build on the strengths and to 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:** Whether you choose to do unprepared reading for Formal Assessment Task 1 or just for informal assessment, begin on Day 2 of Week 3 and listen to approximately 5 readers each day so that by the end of Week 4 you have assessed all the learners.

<b>INTERACTIVE ENGLISH Week 3 Theme: Courage in Wartime (2)</b>										
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	L&S: <b>listen to a recorded speech, make notes &amp; answer questions; discuss &amp; mark answers</b> (50 mins); L&S: <b>read &amp; discuss guidelines for unprepared reading</b> (10 mins) <b>Note: Unprepared reading can be done for Term 2 Formal Assessment Task 1 p. 104</b>	123-124 Act. 1 124 Act. 2	89-90 90-91	Literature set work	Continue reading literature set work					
2	R&V: discuss literature set work (10 mins); L&S: <b>5 learners do unprepared reading</b> (10 mins); R&V: <b>read an on-line magazine article; In groups, answer questions on its features &amp; content; identify facts &amp; opinions; identify manipulative language</b> (40 mins) <b>p. 104</b>	124 125-126 Act. 3	90-91 91-92		LB pp. 125-126 R&V & W&P: <b>write a summary of a magazine article</b>					
3	R&V & W&P: discuss & mark summary (10-15 mins); L&S: <b>5 learners do unprepared reading</b> (10 mins); R&V: <b>read a story &amp; in a group discuss answers to questions on narration, use of figurative language &amp; use of an idiomatic expression</b> (35-40 mins) <b>p. 104</b>	125-126 124 127-129 Act. 4	92 90-91 92-93	Literature set work	Continue reading literature set work					
4	L&S: <b>5 learners do unprepared reading</b> (10 mins); R&V: <b>read a poem; describe its external structure; understand rhetorical questions; begin to answer comprehension questions on the poem</b> (50 mins) <b>p. 104</b>	124 130-131 Act. 5	90-91 93-94		LB pp. 130-131 R&V: complete answers to questions on poem					
5	R&V: discuss & mark h/w (15 mins); L&S: <b>5 learners do unprepared reading</b> (10 mins); LSC: <b>learn &amp; use a spelling pattern</b> (10-15 mins); <b>learn about finite verbs &amp; infinitives; identify examples in two texts</b> (20-25 mins) <b>p. 104</b>	130-131 131 Act. 6 132 Act. 7		Literature set work	Continue reading literature set work					

Reflection	
<p><b>Think about and make a note of:</b> Learners read and responded to several different types of texts this week. Were you pleased with what you did to assist them to comprehend each type? Why or why not? How well did learners manage the summarising task? What could you do to assist learners who still find it difficult to summarise a text? 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 *Interactive English Core Reader*, at the end of the lesson on Day 1 set a section of the literature set work for homework and discuss what learners read at the beginning of the lesson on Day 2.

INTERACTIVE ENGLISH Week 4 Theme continued: Courage in Wartime (2)										
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: discuss literature set work (15 mins); L&S: 5 <b>learners do unprepared reading</b> (10 mins); LSC: <b>learn about &amp; write complex sentences</b> ; discuss & mark sentences (25 mins); R&V: listen to teacher's introduction to a poem (10 mins) <b>p. 104</b>	124 132-133 Act. 7	96 94	CR pp. 94-95 <i>The Explosion Affected</i> Reflection	CR pp. 94-95 <i>The Explosion Affected</i> Reflection <b>Read the poem &amp; answer questions on its external &amp; internal structure</b>					
2	R&V: discuss & mark h/w on poem (15 mins); L&S: <b>5 learners do unprepared reading</b> (10 mins); LSC: <b>revise direct &amp; indirect speech &amp; begin to write sentences</b> (35 mins) <b>p. 104</b>	124 133-135 Act. 7	96-97		LB pp. 133-135 LSC: complete answers to questions on direct & indirect speech					

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Date completed				
3	LSC: discuss & mark h/w (15 mins); L&S: <b>5 learners do unprepared reading</b> (10 mins); W&P: <b>learn features of a text review; plan a review &amp; begin to write first draft</b> (35 mins) <b>p. 104</b>	124 135-136 Act. 8	97-98		LB pp. 135-136 W&P: <b>finish writing first draft of review</b>					
4	L&S: <b>5 learners do unprepared reading</b> (10 mins); W&P: <b>revise draft, write, edit &amp; proof read final version of review</b> (50 mins) <b>p. 104</b> <b>Note: This review can be done for Term 2, Formal Assessment Task 2</b>	124 135-136 Act. 8	97-98	Literature set work	Continue reading literature set work					
5	R&V: discuss literature set work (15 mins); L&S: <b>5 learners do unprepared reading</b> (10 mins); LSC: do revision task on <b>punctuation &amp; language</b> (35 mins) <b>p. 104</b>	124 136 Act. 9	98	Literature set work	Continue reading literature set work					
Reflection										
<p><b>Think about and make a note of:</b> What have you noticed about learners' ability to do an unprepared reading? How could you support those learners who find unprepared reading aloud very difficult? What are the strengths and weaknesses in learners' written reviews? What could you do to help learners to build on the strengths and to overcome the weaknesses in their reviews? 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 *Interactive English Core Reader*, at the end of the lesson on Day 2 set a section of the literature set work for homework and discuss what learners read at the beginning of the lesson on Day 3.

INTERACTIVE ENGLISH Week 5 Theme: Courage in SA (1)										
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: discuss literature set work (10 mins); L&S: read an introductory dialogue to a story (2 mins); <b>listen to a story &amp; make notes; discuss the story &amp; the way it is told; use notes to answer questions</b> (45 mins); read & discuss instructions for group discussion (3 mins) <b>p. 105</b>	138 138 Act. 1 139 Act. 2	100 100-101		LB p. 139 L&S: prepare for group discussion by reading A, B & C on p. 139					
2	L&S: <b>participate in group discussion, taking turns to share ideas &amp; opinions</b> (20 mins); R&V: <b>focus on the plot in a folk tale; read the story &amp; discuss plot's development &amp; conflict</b> (35 mins); R&V: listen to teacher's introduction to h/w reading (5 mins) <b>p. 105</b>	139 Act. 2 140-142 Act. 3	102 102-103 105	CR pp. 81-83 <i>The Story of Gandhi</i>	Read CR pp. 81-83 <i>The Story of Gandhi</i>					
3	R&V: discuss questions on p. 83 of CR (15 mins); R&V & W&P: <b>revise guidelines for summarising; write a summary of the folktale</b> (45 mins) <b>p. 105</b>	142-143 Act. 3 Part Two	105 104	Literature set work	Continue reading literature set work					
4	LSC: <b>revise comparative adjectives &amp; identify them in the folktale; identify sentence types, synonyms, antonyms &amp; similes in the folktale; explain an idiom</b> (40 mins); R&V: <b>read an information text</b> & prepare for h/w task <b>p. 105</b>	143 Act. 3 Part Three 144 Act. 4	104 104-105		LB p. 144 Write answers to vocabulary questions on Freedom Charter					
5	R&V & LSC: discuss & mark h/w (10 mins); <b>read a poem &amp; discuss questions, including mood &amp; message</b> (40 mins); compare & contrast the poem & the introduction to the Freedom Charter (10 mins) <b>p.105</b>	144 145 Act. 4	105		LB p. 145 Practise reading the poem loud to present to the class					

Reflection	
<p><b>Think about and make a note of:</b> This week learners were expected to complete a great many activities in the Learner's Book. How well did they manage? Which activities did they find the easiest and why? Which did they find the most difficult and why? What could you do to assist them with anything they found 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>	

**Note:** There is an error at the top of p. 154 in the *Learner's Book*. A notice and an agenda may be shorter than 140-160 words. Minutes should be 140-160 words.

INTERACTIVE ENGLISH Week 6 Theme continued: Courage in SA (1)						
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class
						Date completed
1	L&S & R&V: read aloud the poem on p. 145 (10 mins); R&V: <b>identify the message in three cartoons &amp; answer questions on them</b> (50 mins) <b>p. 105</b>	145 146 Act. 5	105 105-106		LB p. 147 R&V: read a cartoon strip & answer questions on it	
2	R&V: discuss & mark h/w (5-10 mins); LSC: <b>learn &amp; use a spelling rule</b> (15 mins); <b>revise stems &amp; prefixes; identify words with prefixes in a text</b> (25-30 mins); <b>revise prepositions &amp; prepare for h/w task</b> (10 mins) <b>p. 105</b>	147 147 Act. 6 147-148 Act. 6 149 Act. 6	106 107 107-108		LB p. 149 LSC: identify prepositions in two texts	

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Date completed				
3	LSC: discuss & mark h/w (5 mins); LSC & W&P: <b>learn about &amp; write a definition paragraph</b> (35 mins); LSC: <b>revise future tense &amp; discuss tenses used in a text</b> (15 mins); prepare for h/w task (5 mins) <b>p. 105</b>	149 149-150 Act. 7 Part One Act. 7 Part Two	108 108 109		LB pp. 150-151 LSC: write verbs in a text in the correct tense					
4	LSC: discuss & mark h/w (10 mins); LSC: <b>write verbs in a text in future tense</b> (15 mins); W&P: <b>learn about a notice, agenda &amp; minutes of a meeting</b> (15 mins); <b>plan writing a notice, agenda &amp; minutes of a meeting</b> , using a template (20 mins) <b>p. 105</b>	151 151 Act. 7 152-153 Act. 8	109 109 109-111		LB p. 154 W&P: <b>write first draft of notice, agenda &amp; minutes</b>					
5	W&P: <b>revise &amp; edit first draft; write &amp; proof read final version (60 mins) p. 105</b> <b>Note: This writing task can be done for Term 2, Formal Assessment Task 2</b>	152-153 Act. 8	109-111	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 assisted learners to read and understand cartoons? Why or why not? How well did learners manage the writing of a notice, agenda and minutes? What could you do to assist any learners who found this writing task difficult? Did you cover all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					HOD/Subject head:		Date:			

**Extra resources:** Bring examples of print advertisements for classwork this week.

INTERACTIVE ENGLISH Week 7 Theme: Courage in SA (2)									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: discuss literature set work (10 mins); L&S: <b>discuss features of radio advertisements</b> (5-10 mins); <b>listen to a radio advertisement, make notes &amp; use these to discuss the advertisement</b> (40 mins) <b>p. 106</b>	156 Act. 1 156 Act. 1	113 113	Literature set work	Continue reading literature set work				
2	LSC: answer questions on <b>abbreviations, acronyms, synonyms &amp; antonyms</b> (15 mins); R&V: <b>read a print advertisement &amp; answer questions on visual cues</b> in it (30 mins); R&V: <b>learn how to analyse print or television advertisements &amp; begin working in a group on analysing an advertisement p. 106</b>	157 Act. 1 158-159 Act. 2 159 Act. 2	113 114 114	Literature set work	Continue reading literature set work				
3	R&V: discuss literature set work (10 mins); R&V & L&S: finish preparation & <b>present group's analysis of an advertisement</b> to the class (50 mins) <b>p. 106</b>	159 Act. 2	114	Literature set work	Continue reading literature set work				
4	R&V: <b>learn about features of a poster &amp; discuss a poster</b> (15 mins); R&V: <b>skim, scan &amp; read a poster for detail &amp; answer questions</b> on it (30 mins); read paragraphs from an information brochure & begin to group them under headings <b>p. 106</b>	160-161 Act. 3 162-163 Act. 4	114-115 115 115		LB pp. 162-163 R&V: finish grouping paragraphs under headings				
5	R&V: discuss h/w (5 mins); <b>discuss differences between a poster &amp; a brochure</b> (5 mins); prepare for h/w summarising task (5 mins); R&V: <b>read a song &amp; describe its external &amp; internal structure; discuss comprehension &amp; language questions</b> on it (45 mins) <b>p. 106</b>	162-163 164 Act. 5	115 116-117		LB p. 163 R&V & W&P: <b>write a summary of an information text</b>				
Reflection									
<p><b>Think about and make a note of:</b> This week learners have listened to and read a range of stimulating texts. How did they respond to each text type? Were you pleased with the way you introduced each text type? Why or why not? Did learners find any of the work difficult? If so, 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:</p>					<p>Date:</p>				

**Note 1:** The review of an advertisement could be written for Term 2, Formal Assessment Task 2. However, it is probably better to choose the review of a book, film or television programme in Week 4 or the notice, agenda and minutes in Week 6 so that you can mark the task and return it to learners before the examinations.

**Note 2:** It is important to make time this week to complete the reading and discussion of the literature set work for the term and to discuss the mid-year examination papers.

<b>INTERACTIVE ENGLISH Week 8 Theme continued: Courage in SA (2)</b>									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V & W&P: discuss & mark summaries (10 mins); LSC: <b>learn &amp; use a spelling pattern</b> (10 mins); <b>revise &amp; use types of nouns</b> (15 mins); <b>learn about neologisms, paronyms &amp; metonyms &amp; give examples of each</b> (15 mins); <b>revise types of pronouns</b> in preparation for h/w task (10 mins) <b>p. 106</b>	162-163 166 Act. 6 166 Act. 6 167	116 118 118 118 119		LB p. 167 Write sentences using each type of pronoun				
2	LSC: discuss & mark h/w (10 mins); LSC: <b>revise clauses &amp; identify main &amp; dependent clauses in a text</b> (45 mins); LSC: prepare for Act. 9 h/w task <b>p. 106</b>	167 168 Act. 7	119		LB p. 171 Act. 9 Complete a text by including <b>correct prepositions, relative pronouns &amp; conjunctions</b>				
3	LSC: discuss & mark h/w (10 mins); W&P: <b>learn how to write an advertisement review; plan the review &amp; begin to write a first draft p. 106</b>	171 169-170 Act. 8	121 120		LB pp. 169-170 W&P: <b>complete first draft of review</b>				
4	W&P: <b>revise first draft with a partner; write &amp; proof read final version</b> (60 mins) <b>p. 106</b> <b>Note: This review can be done for Term 2, Formal Assessment Task 2</b>	169-170 Act. 8	120	Literature set work	<b>Complete reading of literature set work</b>				
5	R&V: have final discussion of literature set work (15-20 mins). Discuss requirements of mid-year examination papers 2, 3 & 4 (40-45mins).	Examples of mid-year Papers 2 & 3 at back of book	122 & following pages		<b>Prepare for mid-year examinations</b>				
<b>Reflection</b>									
<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:		



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

Day	CAPS content and activities	LB pp. & activity no.	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. & activity no.	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:**

## 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:** The forum discussion, which is listed in the Teacher's Guide for informal assessment, can be done for Term 2, Formal Assessment Task 1

**Note 3:** If learners have copies of the *Platinum English Extension & Remediation Worksheet Book* or if you have a copy and your school has photocopying facilities, you can use the worksheets to challenge the most able learners or to support learners who need extra practice.

**Note 4:** Note the homework task for each day.

PLATINUM ENGLISH Week 1 Theme: Telling lies										
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Listen to teacher's feedback on Term 1 Test (20 mins); L&S & R&V: talk about a photograph (5 mins); L&S: <b>listen to a story; identify tone of speakers, answer questions</b> (35 mins); <b>p. 102</b>	71-72 Act. 1 72-73 Act. 2	56 56-57		LB p. 74 LSC: <b>match examples of figurative language to meanings</b>					
2	LSC: discuss and mark h/w (5 mins); L&S: <b>learn about roles in a panel discussion; in groups plan, practise &amp; present a forum discussion; reach consensus</b> (50 mins) <b>p. 102</b> <b>Note: This can be done for Term 2, Formal Assessment Task 1</b> R&V: listen to teacher's introduction to literature set work for term (5 mins)	74-75 Act. 3	57-58 rubric on p. 58	Literature set work	Begin reading literature set work					
3	LSC: discuss literature set work (5 mins); R&V: <b>read aloud a drama script; answer questions on the script;</b> discuss answers (45 mins); LSC: <b>use contextual clues from script to work out word meanings</b> (10 mins) <b>p. 102</b>	76-77 Act. 4 77	59-60 60		LB p. 262 & p. 75 LSC: <b>revise sentence structure &amp; write complex sentences</b>					
4	LSC: discuss & mark h/w (5-10 mins); R&V: <b>do pre, during &amp; post-reading activities on a will &amp; testament;</b> including <b>summarising</b> it (35-40 mins); <b>p. 103</b> LSC: <b>revise &amp; use pronouns</b> (10-15 mins) <b>p. 102</b>	78-79 Act. 5	59-62	Literature set work	Continue reading literature set work					
5	R&V: discuss literature set work (15 mins); LSC: <b>revise direct &amp; reported (indirect) speech &amp; use these forms correctly</b> (30 mins); <b>revise &amp; use progressive tenses correctly</b> (15 mins) <b>p. 102</b>	79-80 Act. 6 80 Act. 7	62-63 63-64		LB p. 80 LSC: <b>Write sentences using progressive tenses</b>					

Reflection	
<p><b>Think about and make a note of:</b> This week learners have listened to and read several different kinds of texts. How well did they manage to understand each text? Were you pleased with what you did to support learners? Why or why not? What did you notice about learners' participation in the forum 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>
<p>HOD/Subject head: _____ Date: _____</p>	

**Note:** If your class does not have copies of the *Platinum English Core Reader* to use for homework on Days 3 and 4 and in class on Days 4 and 5, read and discuss the literature set work for the term. If you have the *Platinum English Extension and Remediation Worksheet Book* you could also work through Worksheets 6A and 6B with learners.

PLATINUM ENGLISH Week 2 Theme continued: Telling lies						
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class
						Date completed
1	LSC: discuss & mark h/w (10 mins); <b>read &amp; analyse a poem with a chorus</b> (40 mins); LSC: <b>understand &amp; use idioms</b> from the poem (10 mins) <b>p. 102</b>	80 81-82 Act. 8	63-64 64-65		LB p. 82 LSC: <b>rewrite slang phrases in formal register</b>	
2	LSC: discuss & mark h/w (10mins); W&P: <b>learn about policy documents; plan &amp; begin to write first draft of a policy document</b> (50 mins) <b>p. 102</b>	82 82-83 Act. 9	65 65-66		<b>Complete first draft of policy document</b>	

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Date completed				
3	W&P: in a group <b>revise policy document; write &amp; proof read final version of document</b> (30 mins); R&V: listen to teachers' introduction to the <b>play Crocodiles</b> & start reading the play (30 mins) <b>p. 102</b>	82-83 Act. 9	66	CR pp. 120-156 <i>Crocodiles</i>	Continue reading <i>Crocodiles</i> CR pp. 120-156					
4	R&V: continue <b>reading &amp; discussing the play Crocodiles</b> (60mins) <b>p. 102</b>				Finish reading <i>Crocodiles</i> CR pp. 120-156					
5	R&V: discuss questions on <i>Crocodiles</i> , including <b>language &amp; literary devices p. 102</b>		237-239	CR pp. 151-156	LB p. 84 LSC: do Revision tasks 1 to 5					
Reflection										
<p><b>Think about and make a note of:</b> Did learners enjoy the poem 'spoken' by a teenager? Why do you think they did or did not? What are the strengths and weaknesses of their written policy documents? How could you help learners to build on the strengths and overcome the weaknesses in their writing? How did learners respond to <i>Crocodiles</i> or to the literature set work that you are studying? 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:** Whether you choose to do unprepared reading for Formal Assessment Task 1 or just for informal assessment, begin on Day 2 of Week 3 and listen to approximately 5 readers each day so that by the end of Week 4 you have assessed all the learners.

**Note 2:** For Day 5, prepare some information and activities on the literature set work for the last 15 minutes of the lesson and for homework.

PLATINUM ENGLISH Week 3 Theme: Generations										
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	LSC: discuss & mark h/w (10 mins); L&S & R&V: talk about a photograph, <b>focusing on visual clues</b> (10 mins); L&S: <b>listen to a speech, make notes on it; discuss it in a group noting generalisations; write answers to questions on it</b> (40 mins) <b>p. 104</b>	84 85-86 Act. 1 86-87 Act. 2	66-67 69-70 70-71		LB. pp. 86-87 L&S: complete answers to questions on speech					
2	L&S: discuss & mark h/w (15-20 mins); R&V: <b>learn about unprepared reading aloud</b> & use the practise extracts on p. 268 of LB (30-35 mins); 5 learners <b>present an unprepared reading to the class</b> (10 mins) <b>p. 104</b> <b>Note this can be done for Term 2, Formal Assessment Task 1</b>	86-87 87-88 Act. 3	70-71 71	Literature set work	Continue reading literature set work					
3	R&V: discuss literature set work (15 mins); L&S: <b>listen to 5 unprepared readings</b> (10 mins); R&V: <b>do pre&amp; during reading activities on a magazine article; begin after reading activity</b> (35 mins) <b>p. 104</b>	87-88 Act. 3 88-90 Act. 4	71 71-72		LB. pp. 89-90 R&V & LSC: complete answers to questions on magazine article & on <b>idioms, prefixes &amp; suffixes</b>					
4	R&V & LSC: discuss & mark h/w (20 mins); L&S: <b>listen to 5 unprepared readings</b> (10 mins); R&V: <b>read an extract from a novel &amp; identify its features; begin to answer questions on it</b> (30 mins) <b>p. 104</b>	89-90 87-88 90-92 Act. 5	72 71 73-74		LB pp. 91-92 R&V: complete answers to questions on extract from novel					
5	R&V: discuss & mark h/w (20 mins); LSC: <b>identify generalisations in sentences</b> (10 mins); L&S: <b>listen to 5 unprepared readings</b> (10 mins); listen to teacher's input on literature set work & instructions for h/w (20 mins)	90-92 92 87-88	73-74 74 71	Literature set work	Continue reading literature set work					

Reflection	
<p><b>Think about and make a note of:</b> Were you satisfied with the way you taught learners about generalisations? Why or why not? What have you noticed about the differences between strong and weak readers? What could you do to support weak readers? 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:** On Day 5 and for Day 5 homework, choose either reading a short story or doing language revision activities, according to what you think will benefit learners the most.

PLATINUM ENGLISH Week 4 Theme continued: Generations						
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ Literature text	Homework	Class
						Date completed
1	R&V: <b>read a praise poem, identify metaphors &amp; answer questions</b> on it (50 mins); L&S: <b>listen to 5 unprepared readings</b> (10 mins); <b>p. 104</b>	92-94 Act. 6 87-88	74-75 71	Literature set work	Continue reading literature set work	
2	R&V: discuss literature set work (20 mins); LSC: <b>work with finite &amp; non-finite verbs</b> (30 mins); L&S: <b>listen to 5 unprepared readings</b> (10 mins). <b>P. 104</b>	94-95 Act. 7 87-88	75 71			

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Date completed					
3	LSC: <b>practise identifying &amp; using complex sentences</b> (20 mins); L&S: <b>listen to 5 unprepared readings</b> (10 mins); W&P: <b>learn about writing a film review; plan a review of a documentary film</b> (30 mins) <b>p. 104</b>	96 Act. 8 87-88 96-97 Act. 9	76 71 76-77		LB pp. 96-97 W&P: <b>begin to write first draft of documentary review</b>						
4	W&P: <b>complete first draft; revise &amp; edit draft; begin writing final version</b> (50 mins); L&S: <b>listen to 5 unprepared readings</b> (10 mins) <b>p. 104</b> <b>Note: The documentary review can be done for Term 2, Assessment Task 2</b>	96-97 Act. 9 87-88	76-77 71		LB pp. 96-97 W&P: <b>complete final version of review &amp; proof read it</b>						
5	L&S: <b>listen to 5 unprepared readings</b> – if not yet finished, (10 mins); LSC/R&V; either listen to teacher’s introduction to the <b>short story</b> <i>The Umbrella Man</i> & read it (50 mins) OR do language revision activities (50 mins) <b>p. 104</b>	87-88 98	71	CR p. 22-29 <i>The Umbrella Man</i>	Prepare to answer the questions on CR pp. 28-29 OR complete Revision activities, LB p. 98						
<b>Reflection</b>											
<p><b>Think about and make a note of:</b> Were you satisfied with the explanations you gave learners to support their understanding of this week’s language content (finite and non-finite verbs; complex sentences)? Why or why not? What are the strengths and weaknesses of learners’ documentary reviews? What could you do to build on the strengths in their writing and to address the weaknesses? Did you cover all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>					
HOD/Subject head:						Date:					



**Note:** If your class does not have copies of the *Platinum English Core Reader* to use for classwork and homework on Day 2 and classwork discussion on day 3, continue reading and discussing the literature set work for the term.

PLATINUM ENGLISH Week 5 Theme: Go for green										
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V or LSC: either discuss questions on <i>The Umbrella Man</i> or mark language revision task (15 mins); L&S: talk about a photograph (5 mins); L&S: <b>listen to an interview, complete a table; compare table with that of group members</b> (40 mins) <b>p. 105</b>	99-100 Act. 1 100-101 Act. 2	225-226 OR 77 80 81	Literature set work	Continue reading literature set work					
2	R&V: discuss literature set work (15 mins); L&S: <b>take turns to participate in a group discussion</b> (30 mins); R&V: listen to teacher's introduction to a <b>short story</b> ; begin reading it (15 mins) <b>p. 105</b>	101 Act. 3	81	CR p. 30	Complete reading of short story <i>The prophets</i> CR pp. 30-35 & be prepared to answer questions on pp. 35-37					
3	R&V: <b>discuss questions on short story</b> <i>The prophets</i> (30 mins); R&V: <b>learn about the features of comic strips; read a short story &amp; a comic strip</b> (30 mins) <b>p. 105</b>	101-103 Act. 4	226 81-82		LB pp. 102-104. Read the questions on the story & comic strip & think about answers to them					
4	R&V & L&S: with a partner, <b>take turns to retell the story</b> (10 mins); R&V: <b>write answers to questions on story &amp; comic strip</b> ; discuss & mark these (50 mins) <b>p. 105</b>	101-104 Act. 4	82 82		LB pp. 104-105 LSC: complete work with words & work with sentences activities					
5	LSC: discuss & mark h/w (20 mins); R&V & W&P: <b>revise summary writing; order a summary in sequence</b> (35 mins); listen to teacher's instructions for literature set work (5 mins) <b>p. 105</b>	101-104 105 Act. 5	82-83 83	Literature set work	Continue reading literature set work					

Reflection	
<p><b>Think about and make a note of:</b> This week learners listened to or read several different kinds of texts. How well did they comprehend each kind? Were you satisfied with what you did to assist them to comprehend each text? 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>	

PLATINUM ENGLISH Week 6 Theme continued: Go for green								
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class		
						Date completed		
1	R&V: discuss literature set work (15 mins); R&V: <b>read a poem; complete a mind map to summarise its themes; answer questions on rhymes &amp; mood;</b> discuss & mark answers (45 mins); <b>p. 105</b>	106-108 Act. 6	83-84	Literature set work	Continue reading literature set work			
2	LSC: <b>learn about &amp; identify direct &amp; indirect objects in sentences</b> (30 mins); LSC: <b>identify &amp; use prepositions</b> (30 mins) <b>p. 105</b>	108-109 Act. 7 109-110 Act. 8	84-85 85	Literature set work	Continue reading literature set work			

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Date completed				
3	R&V: discuss literature set work (15 mins); W&P: <b>learn about the structure of a notice, agenda &amp; minutes of a meeting</b> (30 mins); <b>begin to plan a notice of a meeting, an agenda &amp; a set of imagined minutes of the meeting</b> (15 mins) <b>p. 105</b>	110-111 Act. 9	85-86 rubric xxxi - xxxii		LB pp. 110-111 W&P: <b>finish planning notice, agenda &amp; imagined minutes</b>					
4	W&P: <b>complete plan; write first draft &amp; swop with a partner to get feedback</b> (60 mins) <b>p. 105</b> <b>Note: The notice, agenda &amp; minutes can be done for Term 2, Formal Assessment Task 2</b>	110-111 Act. 9	85-86 rubric xxxi - xxxii		LB pp. 110-111 W&P: <b>write &amp; proof read final version</b>					
5	LSC: do language revision activities, discuss & mark these (50 mins); R&V: listen to teacher's instructions for reading literature set work	112	86-87	Literature set work	Continue reading literature set work					
Reflection										
<p><b>Think about and make a note of:</b> This week's writing task was quite complex. Were you satisfied with the support you gave learners? Why or why not? How are learners responding to the literature set work? Did you cover all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					HOD/Subject head:		Date:			

**Extra resources:** Bring a variety of advertisements to class to use in discussing features of advertisements and for learners to choose from if they do not have access to examples of their own.

**Note 1:** In the Learner's Book used to prepare this tracker there is an error on p. 116. 'Look at both advertisements' and the three questions below that statements should be deleted because there is only one advertisement.

**Note 2:** In order to give learners an opportunity to find an advertisement as a homework task, the order of activities suggested for this week differs from the order in the Learner's Book

**Note 3:** If your class does not have copies of the *Platinum English Core Reader*, for homework on Day 5, ask learners to continue reading the literature set work and have some discussion of what you ask them to read on Day 1 of Week 8.

**Note 4:** The review of an advertisement could be written for Term 2, Formal Assessment Task 2. However, it is probably better to choose the review of a book, film or television programme in Week 4 or the notice, agenda and minutes in Week 6 so that you can mark the task and return it to learners before the examinations.

PLATINUM ENGLISH Week 7 Theme: Finding messages in pictures										
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	L&S & R&V: talk about a road sign (5-10 mins); R&V: <b>learn about advertising techniques; read an advertisement &amp; answer questions on it; discuss &amp; mark answers (50-55 mins) p. 106</b>	113-114 Act. 1 114-116 Act. 2	89-90 90-91		LB p. 116 LSC: do work with words activity					
2	LSC: discuss & mark h/w (5 mins); W&P: <b>learn features of an advertisement review (15 mins);</b> L&S: <b>listen to a radio advertisement &amp; answer questions on it (40 mins) p. 106</b>	116 117 Act. 3 118-119 Act. 4	91 91-92 92		LB p. 117 R&V & W&P: choose an advertisement to review, <b>plan the review</b>					
3	W&P: <b>write first draft of advertisement review; revise &amp; edit; begin final version of review (60 mins) p. 106</b> <b>Note: This advertisement review can be done for Term 2 Formal Assessment Task 2</b>	117 Act. 3	91-92		LB p. 117 W&P: <b>complete &amp; proof read final version of advertisement review</b>					
4	R&V & W&P: <b>read a magazine article &amp; write a summary of it (45 mins);</b> L&S: <b>read &amp; discuss instructions for oral presentation of an advertisement review (15 mins) p. 106</b>	119-120 Act. 5 118 Act. 4	93 92		L&S: practise advertisement review presentation					
5	L&S: <b>in groups of 10 present advertisement reviews to each other; discuss advertisements &amp; presentations (60 mins) p. 106</b>	118 Act. 4	92	CR pp. 53-59 <i>The snake chief</i>	CR pp. 53-59 R&V: read a folktale, <i>The snake chief</i> & prepare to answer questions on it					

Reflection	
<p><b>Think about and make a note of:</b> Most of this week's learning activities have related to advertisements. Were you pleased with your preparation and teaching of these lessons? Why or why not? What were the strengths and weaknesses of learners' summaries? What could you do to support learners who find summarising 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>	

PLATINUM ENGLISH Week 8 Theme continued: Finding messages in pictures									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: discuss questions on folktale (25 mins); LSC: <b>work with pairs of words often confused; work with metonymy in sentences</b> , discuss & mark answers(35 mins) <b>p. 106</b>	120-121	93-94	Literature set work	Continue reading literature set work				
2	R&V: <b>do pre, while &amp; after reading activities on a visual story</b> (60 mins) <b>p. 106</b>	121-123 Act. 7	94-95		LB pp. 121-123 Complete answers to Act. 7				
3	R&V: discuss & mark answers to questions on <b>visual story</b> (25-30 mins); LSC: <b>use different types of nouns</b> (15 mins); <b>use different types of pronouns</b> (15 mins) <b>p. 106</b>	121-123 Act. 7 123-124 Act. 8 124 Act. 9	94-95 95-96	Literature set work	Complete the reading of literature set work for final class discussion				



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

Day	CAPS content and activities	LB pp. & activity no.	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. & activity no.	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 English First Additional Language (Heinemann)

**Note 1:** For many activities, the times suggested in the tracker are different from the ones listed in the LB because EFAL should be taught for ten hours every fortnight, with homework tasks in addition to these ten hours.

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

**Note 3:** If your class does not have copies of the *Spot On Core Reader*, for homework on Days 2 and 3, ask learners to begin reading the literature set work and on Day 4 have some discussion of what you ask them to read. Similarly, for homework on Day 5 ask learners to continue reading the literature set work and have some discussion of it on Day 1 of Week 2.

**Note 4:** Note the homework task each day.

SPOT ON ENGLISH Week 1 Theme: The same but different										
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Listen to teacher's feedback on term 1 test (20 mins); L&S: talk to a partner about folklore & culture (15 mins); L&S: <b>listen to a folktale, make notes &amp; begin using these to answer questions</b> (25 mins); <b>p. 102</b>	62 Acts. 1.1 & 1.2 62-63 Act. 1.3	122-123 123-125		LB pp.62-63, Act. 1.3 L&S: complete answers to questions					
2	L&S: discuss & mark h/w (15 mins); L&S: use notes & answers to questions on folktale to <b>work out main &amp; supporting ideas</b> in the folktale (10 mins); R&V: learn about a constitution; <b>read the introduction to the SA constitution; answer questions</b> on it (30mins) R&V: listen to teacher's introduction to a folktale (5mins) <b>p. 102</b>	63 Act. 1.4 65-66 Act. 2.1	125 126	CR pp. 11-18 <i>Kaggen tricks the worker bees</i>	Read <i>Kaggen tricks the worker bees</i> & prepare to answer questions on p. 18					
3	R&V: discuss questions on <i>Kaggen</i> (CR p. 18) (15 mins); L&S & W&P: <b>in a group, discuss &amp; reach consensus on five rules for a club; report rules to class</b> (40 mins) <b>p. 102</b> R&V: listen to teacher's introduction to literature set work ( 5 mins) & begin reading for h/w	65 Act. 2.2	320 126	Literature set work	Begin reading literature set work					
4	R&V: discuss literature set work (10 mins); LSC: <b>revise pronouns, identify &amp; practise using pronouns</b> (50 mins) <b>p. 102</b>	66-67 Acts. 3.1 & 3.2	127	Literature set work	Continue reading literature set work					
5	R&V: <b>read a poem &amp; write answers to questions on structure, figures of speech and tone</b> ; discuss & mark answers (55mins); listen to teacher's introduction to another folktale (5 mins) <b>p. 102</b>	68 Act. 4.1	128	CR pp. 44-47 <i>How Dog came to live with Man</i>	Read <i>How Dog came to live with Man</i> CR pp. 44-47 & prepare to answer questions on p. 47					

Reflection	
<p><b>Think about and make a note of:</b> Much of this week's work focused on two very different kinds of texts: folktales and a constitution. Were you satisfied with the way you introduced learners to both types of text? Why or why not? How well did learners manage the writing of a short constitution for a club? 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 *Spot On Core Reader*, at the end of the lesson on Day 3, for homework on Day 3 and for classwork on Day 4, continue reading and discussing the literature set work for the term.

SPOT ON ENGLISH Week 2 Theme continued: The same but different										
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: discuss questions on <i>How Dog came to live with Man</i> (30 mins); R&V: <b>do pre &amp; during reading activities on a folklore text</b> (30 mins) <b>p. 102</b>	69-71 Acts. 5.1 & 5.2	323 129	Literature set work	Continue reading literature set work					
2	R&V: <b>write answers to comprehension questions which focus on features of a text;</b> discuss & mark answers (60 mins) <b>p. 102</b>	69-72 Act. 5.3	129	Literature set work	Continue reading literature set work					

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Date completed				
3	R&V: discuss literature set work (15 mins); LSC: <b>add or remove prefixes to change meaning</b> (5 mins); <b>revise the continuous tenses; use tenses correctly</b> (30 mins); R&V: begin reading another folktale (10 mins) <b>p. 102</b>	73 Act. 6.1	130 131	CR pp. 57-60 <i>The boy with the magic paint brush</i>	Complete reading of <i>The boy with the magic paint brush</i> CR pp. 57-60					
4	R&V: <b>write answers to questions on folktale</b> ; discuss & mark answers (60 mins) <b>p. 102</b>		325	Literature set work	Continue reading literature set work					
5	R&V: discuss literature set work (10 mins); R&V & LSC: answer questions for Revision Activity 6; discuss & mark answers (45 mins) <b>p. 102</b>	74 Revision Activity 6	132	Literature set work	Continue reading literature set work					
Reflection										
<p><b>Think about and make a note of:</b> Are you pleased with the progress learners are making with the literature set work? Why or why not? If they are not making good progress, what could you do to assist/encourage them to read and respond to the set work? Did you cover all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					HOD/Subject head:		Date:			

**Note:** If your class does not have copies of the *Spot On Core Reader*, for homework on Days 1 and 2 and for part of classwork time on Day 3, continue reading and discussing the literature set work for the term.

SPOT ON ENGLISH Week 3 Theme: Other people's stories										
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: discuss literature set work (10mins); L&S: <b>understand key vocabulary used in a speech;listen to a speech &amp; identify its features; make notes and write answers to comprehension questions</b> on it (45 mins); Listen to teacher's introduction to short story <i>Choir practice</i> (5 mins) <b>p. 104</b>	76-78 Acts. 1.1 to 1.4	134-135	CR pp. 61-65 <i>Choir practice</i>	Begin reading <i>Choir practice</i> CR pp. 61-65					
2	LSC: <b>understand the structure of simple, compound &amp; complex sentences; identify verbs in clauses; write simple, complex and compound sentences;</b> discuss & mark answers (35 mins); LSC: <b>learn about finite and non-finite verbs; identify them in sentences;</b> discuss & mark answers (25 mins) <b>p. 104</b>	78 Acts. 2.1 & 2.2 79 Act. 3.1	136 137	CR pp. 61-65 <i>Choir practice</i>	Finish reading <i>Choir practice</i> CR pp. 61-65 & prepare to answer questions on the story					
3	R&V: discuss questions on short story (20 mins); R&V: <b>read a poem &amp; begin to answer questions on tone, sound devices, message &amp; punctuation p. 104</b>	80-82 Acts. 4.1 to 4.5	326 138-139	CR p. 65	LB pp. 80-82 R&V: finish writing answers to Acts. 4.2 to 4.5					
4	R&V: discuss & mark answers to questions on poem (30 mins); LSC: <b>learn and apply some spelling rules</b> (30 mins) <b>p. 104</b>	80-82 83 Act. 5.1	138-139 140	Literature set work	Continue reading literature set work					
5	R&V: discuss literature set work (10 mins); R&V: <b>read a newspaper article; summarise the article; begin to answer questions about purpose &amp; style</b> (50 mins) <b>p. 104</b>	84-86 Acts. 6.1 to 6.3	141		LB pp. 84-86 Act. 6.3 R&V: complete answers to questions					
Reflections										
<p><b>Think about and make a note of:</b> Were you satisfied with your teaching of language structures this week? Why or why not? What were the strengths and weaknesses in learners' answers to questions on a poem? What could you do to build on the strengths and to 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>					
<p>HOD/Subject head:</p>					<p>Date:</p>					

**Note 1:** The instruction on p. 142 of the *Teacher's Guide* is incorrect. Each learner should read a different passage for two reasons: (i) so that the class can remain interested in what they hear their classmates read; (ii) so that learners cannot memorise what other learners have already read.

**Note 2:** If you have more than 45 learners in your class you may need to listen to some of the unprepared readings at break or after school.

SPOT ON ENGLISH Week 4 Theme continued: Other people's stories									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: discuss & mark h/w (10-15 mins); L&S: <b>understand how to present an unprepared reading; 15-20 learners present an unprepared reading for 2 minutes each (45 mins) p. 104</b>	86	141 142	Literature set work	Continue reading literature set work				
2	L&S: <b>25 learners present an unprepared reading for 2 minutes each (60 mins) p. 104</b> <b>Note: Unprepared reading can be done for Term 2, Formal Assessment Task 1</b>	86	142	Literature set work	Continue reading literature set work AND <b>choose a book to use for writing a book review</b>				
3	R&V: discuss literature set work (15 mins); W&P: <b>learn about features of a book review; plan a review &amp; begin to write first draft (45 mins) p. 104</b>	87 Act. 7.1	143		LB p. 87 W&P: <b>finish writing first draft of book review</b>				
4	W&P: <b>revise first draft; write &amp; proof read final version of book review (60 mins) p. 104</b> <b>Note: the book review can be done for Term 2, Formal Assessment Task 2</b>	87 Act. 7.1	143	Literature set work	Continue reading literature set work				
5	R&V: discuss literature set work (15 mins); LSC: <b>match idioms with meanings; discuss &amp; mark answers (45 mins) p. 104</b>	88 Revision Activity 7	144	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 unprepared reading task? What could you do to support any learners who found this task difficult? Were you pleased with the way you taught learners to write a book review? Why or why not? How are learners responding to the literature set work? Did you cover all the work set for the week? If not, how will you get back on track</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		

**Note:** For Weeks 5 and 6 there is not a great deal of content in the *Learner's Book* so in Week 5 reading of the literature set work has been given as a homework task each day. If your class has copies of the *Spot On Core Reader* you may wish to choose one of the additional folklore stories (or another text) for learners to read and discuss as an alternative to reading the literature set work each day.

SPOT ON ENGLISH Week 5 Theme: My opinion counts!										
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: discuss literature set work (15 mins); L&S: <b>learn key vocabulary, listen critically to an interview, make notes &amp; use these to answer questions;</b> discuss & mark answers (45 mins) <b>p. 105</b>	90 Act. 1.1	146	Literature set work	Continue reading literature set work					
2	R&V: discuss literature set work (10 mins); R&V & W&P: <b>revise summary writing; read and summarise an article;</b> discuss & mark summary (50 mins) <b>p. 105</b>	91 Act. 2.1	147	Literature set work	Continue reading literature set work					
3	R&V: <b>take turns with a partner to read a poem aloud; write a descriptive paragraph about its mood; read paragraph to a group</b> (60 mins) <b>p. 105</b>	92 Act. 3.1	148	Literature set work	Continue reading literature set work					
4	R&V: <b>answer questions on structure, punctuation and language in a poem;</b> discuss & mark answers (60mins) <b>p. 105</b>	93 Acts. 3.2 to 3.4	148-149	Literature set work	Continue reading literature set work					
5	R&V: discuss literature set work (20 mins); LSC: <b>learn about different types of adjectives; identify different types in sentences;</b> discuss & mark answers (40 mins) <b>p. 105</b>	94 Act. 4.1	150	Literature set work	Continue reading literature set work					
Reflection										
<p><b>Think about and make a note of:</b> You had time this week to work slowly and carefully with each text that learners read. What did you notice about learners' responses to each activity? For example, what did they find easiest and what most difficult? How are they responding to the literature set work? Did you cover all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					<p>HOD/Subject head: _____ Date: _____</p>					

**Note:** For the writing task the *Learner's Book* refers only to an agenda for and minutes of a meeting but the CAPS specifies that learners must also learn how to write a notice for a meeting. This notice is included in the formal assessment task so please teach learners how to write such a notice.

SPOT ON ENGLISH Week 6 Theme continued: My opinion counts!									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	W&P: <b>learn features of a notice, agenda &amp; minutes of a meeting &amp; discuss examples</b> (40 mins); <b>plan &amp; begin to write a first draft of a notice, agenda &amp; minutes</b> (20 mins) <b>p. 105</b>	95-96 Acts. 5.1 & 5.2	151		LB pp. 95-97 W&P: <b>continue writing first draft of notice, agenda &amp; minutes</b>				
2	W&P: <b>complete first draft; exchange with a partner for feedback; begin writing final version</b> (60 mins) <b>p. 105</b>	95-96 Acts. 5.1 & 5.2	151		W&P: <b>complete final version</b>				
3	W&P: <b>edit &amp; proof read final version for submission</b> (30 mins); <b>Note: The notice, agenda &amp; minutes can be done for Term 2 Formal Assessment Task 2</b> R&V: <b>read &amp; discuss a cartoon &amp; begin to answer questions</b> on it (30 mins) <b>p. 105</b>	95-96 Acts. 5.1 & 5.2 98 Act. 6.1	151 152		LB p. 98 R&V: complete answers to questions on cartoon				
4	R&V: discuss & mark h/w (20 mins); <b>revise prepositions; use prepositions in sentences;</b> discuss & mark answers (40 mins) <b>p. 105</b>	98 99 Acts. 7.1 & 7.2	153	Literature set work	Continue reading literature set work				
5	LSC: <b>revise adjectives and use adjectives in sentences;</b> discuss & mark answers (20 mins) R&V: discuss literature set work and continue reading it (40 mins) <b>p. 105</b>	100 Revision Act. 8	154	Literature set work	Continue reading literature set work				
Reflection									
<p><b>Think about and make a note of:</b> Writing a notice, agenda and minutes is likely to have been a new task for learners. How well did they manage? Were you pleased with what you did to assist them? Why or why not? How did learners respond to the cartoon and to the questions on it? Were you satisfied with what you did to assist them to understand it? Did you cover all the work set for the week? If not, how will you get back on track?</p>					What will you change next time? Why?				
					HOD/Subject head:			Date:	

**Extra resources:** Bring examples of advertisements to class to use in explaining features of advertisements and for learners who cannot bring their own examples to use for the advertising review activities.

**Note:** The review of an advertisement could be written for Term 2, Formal Assessment Task 2. However, it is probably better to choose the review of a book, film or television programme in Week 4 or the notice, agenda and minutes in Week 6 so that you can mark the task and return it to learners before the examinations.

SPOT ON ENGLISH Week 7 Theme: Buy! Buy! Buy!										
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: <b>learn about features of advertisements; read an advertisement &amp; begin to answer questions</b> on it (60mins) <b>p. 106</b>	102-104 Acts. 1.1 & 1.2	156		LB pp. 103-104 R&V: complete answers to questions on advertisement					
2	R&V: discuss & mark h/w (30 mins); LSC: <b>revise perfect tenses &amp; use perfect tenses in context;</b> discuss & mark answers (30 mins) <b>p. 106</b>	102-104  106 Act. 3.1	156-157 160		<b>Find an advertisement that you would like to review</b>					
3	R&V & L&S: <b>prepare an oral review of an advertisement</b> (30 mins); <b>present the review</b> to a small group (30 mins) <b>p. 106</b>	105 Act. 2.1	158-159		LB p. 105 W&P: <b>write a plan</b> for a written review of an advertisement					
4	W&P: <b>write first draft of advertisement review</b> (60 mins) <b>p. 106</b>	105 Act. 2.2	158-159		W&P: <b>revise &amp; edit first draft</b>					
5	W&P: <b>write &amp; proof read final version of advertisement review</b> (60 mins) <b>p. 106</b> <b>Note: The advertisement review can be done for Term 2, Formal Assessment Task 2</b>	105 Act. 2.2	158-159	Literature set work	Continue reading literature set work					
Reflection										
<b>Think about and make a note of:</b> Did learners enjoy the lessons on advertising? Why or why not? Do you think you succeeded in making learners critical readers/viewers of advertisements? Why or why not? Did they have any difficulties in writing a review of an advertisement? If so, how did you assist them to overcome these difficulties? 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 ENGLISH Week 8 Theme continued: Buy! Buy! Buy!**

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: discuss literature set work (20 mins); L&S: <b>learn about features of a radio advertisement; listen to and makes notes on a radio advertisement</b> (40 mins) <b>p. 106</b>	107 Act. 4.1	161	Literature set work	Continue reading literature set work					
2	L&S: <b>answer questions on tone, pace, pause, figures of speech &amp; sound devices in a radio advertisement; discuss &amp; mark answers</b> (60 mins) <b>p. 106</b>	107-108 Acts. 4.2 & 4.3	161-162	Literature set work	Continue reading literature set work					
3	R&V: <b>revise features of advertisements; read an advertisement; answer comprehension &amp; language questions</b> on it; discuss & mark answers (60 mins) <b>p. 106</b>	108 Revision Act. 9	163	Literature set work	<b>Conclude reading of literature set work &amp; bring set work to class for Day 4</b>					
4	R&V: have final discussion of literature set work & prepare for examination questions on it (60 mins)				<b>Prepare for mid-year examinations</b>					
5	Discuss requirements of mid-year examination papers 2, 3 & 4 (60 mins).	Examples of mid-year Papers 2 & 3 on pp. 217-225,	Examples of mid-year Papers 2, 3 & 4 on pp. 164-185		<b>Prepare for mid-year examinations</b>					
<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:			

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

Day	CAPS content and activities	LB pp. & activity no.	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 ENGLISH Week 10 Mid-year examinations: Plan your week**

Day	CAPS content and activities	LB pp. & activity no.	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:**

## 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:** Note the homework task each day.

SUCCESSFUL ENGLISH Week 1 Theme: Voices from Africa									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	Listen to teacher's feedback on Term 1 Test (15 mins); LSC: <b>read &amp; discuss a dictionary entry about culture</b> (5 mins); L&S: <b>complete before-listening activities</b> (10 mins); <b>listen to a story, make notes on main &amp; supporting ideas; register &amp; language use; use notes in a group discussion of questions 1 a to e on p. 100 (30 mins) p. 102</b>	98 98-99 Act. 1 99-100 Act. 1	73 73-74 160 74		LB. p. 100 LSC: Practise using active & passive voice & direct speech by answering questions 2 & 3 on p. 100				
2	LSC: discuss & mark h/w (10 mins); L&S: <b>prepare for and participate in a group discussion; reach consensus about a position to present to class</b> (45 mins); R&V: listen to teacher's introduction to literature set work (5 mins) p. 102	100 101 Act. 2	74 74	Literature set work	Begin reading literature set work				
3	R&V: discuss literature set work (10 mins); L&S: group spokespersons report to class (20 mins); LSC: <b>use prefixes &amp; suffixes; revise &amp; use pronouns</b> (30 mins) p. 102	101 102 Acts. 3 & 4	74 74 75	Literature set work	Continue reading literature set work				
4	R&V: <b>do pre-reading activities on an extract from a novel</b> (10 mins); <b>read the extract &amp; do while reading activities; with a partner, answer question 2 a to j</b> & discuss answers as a class (50 mins) p. 102	103 Act. 5 103-104 105	75		LB pp. 104-105 R&V: write answers to questions 3 a to i				
5	R&V: discuss & mark h/w (15-20 mins); LSC: <b>learn about generalisations; identify generalisations</b> ; (20-25 mins); W&P: <b>learn features of a personal diary entry; plan a diary entry &amp; begin writing first draft</b> (15-25 mins) p. 102	105 105-106 Act. 6 107-108 Act. 7	75 75-76 76		LB pp. 107-108 W&P: <b>complete first draft of diary entry</b>				

Reflection	
<p><b>Think about and make a note of:</b> What were the strengths and weaknesses of learners' group discussions? Were you satisfied with what you did to prepare them for the group discussion? Why or why not? How did learners respond to your introduction to the literature set work? Did you cover all the work set for the week? If not, how will you get back on track?</p>	<p>What will you change next time? Why?</p>
<p>HOD/Subject head: _____ Date: _____</p>	

**Note:** If your class does not have copies of the *Successful English Literature Anthology (Core Reader)*, for homework on Day 3 and for class discussion on Day 4, continue reading and discussing the literature set work for the term.

SUCCESSFUL ENGLISH Week 2 Theme continued: Voices from Africa										
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	W&P: <b>edit &amp; revise first draft; write &amp; proof read final version</b> (60mins) p. 102	107-108 Act. 7	76	Literature set work	Continue reading literature set work					
2	R&V: discuss literature set work (10 mins); R&V: <b>scan a poem to identify place names; read the poem &amp; notice its structure; begin to answer questions on language use &amp; theme</b> (50mins) p. 102	108-110 Act. 9	76		LB pp. 109-110 R&V: complete answers to questions on poem					

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Date completed				
3	R&V: discuss & mark h/w (15 mins); R&V: <b>learn about a will and testament; read a will; answer questions</b> on it (40 mins); R&V: listen to teacher's introduction to poem <i>Homeland Haiku</i> (5 mins) <b>p. 103</b>	108-110 110-111 Act. 10	76 77	CR pp. 76-77 <i>Home-land Haiku</i>	Read <i>Home-land Haiku</i> CR pp. 76-77 & think about answers to questions on structure & tone					
4	R&V: discuss <i>Homeland Haiku</i> (15 mins); R&V & W&P: <b>learn how to write a point form summary; begin writing a summary</b> (45 mins) <b>p. 103</b>	112 Act. 11	170 77		LB pp. 111-112 R&V & W&P: complete point form summary					
5	R&V & W&P: discuss & mark summaries (10 mins); LSC: <b>write sentences in indirect speech</b> ; (15 mins); <b>write a paragraph using a range of sentence types</b> (35 mins) <b>p. 102</b>	112 112 Act. 12 108 Act. 8	77 77 76	Literature set work	Continue reading literature set work					
<b>Reflection</b>										
<p><b>Think about and make a note of:</b> This week learners have listened to and read texts in several very different genres. Which texts did they find most challenging? Were you pleased with what you did to support their learning? 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:** You will need to have suitable texts available for learners to use for the unprepared reading activity. You could use passages from the *Successful English Literature Anthology* or from the literature set work.

SUCCESSFUL ENGLISH Week 3 Theme: Do you believe it?										
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	L&S: discuss superstitions with a partner (5mins); LSC: <b>read a dictionary entry &amp; use it to answer vocabulary questions</b> (20 mins); L&S: <b>prepare to listen to a speech; listen to a speech, make notes &amp; use these to begin answering questions</b> on it (35 mins) <b>p. 104</b>	114 114-115 Act. 1 115-116 Act. 2	79 79 80		LB pp. 115-116 L&S: complete answers to questions a to j.					
2	L&S: discuss & mark h/w (15 mins); R&V: <b>do pre, during and post reading activities on two magazine articles</b> (45 mins) <b>p. 104</b>	115-116 116-119 Act. 3	80 80-81		LB pp. 117-119 R&V: complete answers to questions on magazine articles					
3	R&V: discuss & mark h/w (20 mins); R&V & W&P: <b>learn about paragraph summaries; plan and begin to write a paragraph summary</b> (40 mins) <b>p. 104</b>	116-119 119-120 Act. 4	80-81 81		LB pp. 118 & 120 R&V & W&P: complete paragraph summary					
4	R&V & W&P: discuss & mark paragraph summaries (10 mins); LSC: <b>learn about &amp; use finite and infinite forms of the verb</b> (20 mins); <b>learn about &amp; write complex sentences</b> (30 mins) <b>p. 104</b>	120-121 Act. 5 121-122 Act. 6	81 81 81-82	Literature set work	Continue reading literature set work					
5	R&V: discuss literature set work (10 mins); L&S: <b>learn about unprepared reading</b> (5mins); <b>20 learners present a 2 minute unprepared reading</b> (45 mins) <b>p. 104</b> <b>Note: The unprepared reading can be done for Term 2, Formal Assessment Task 1</b>	122-123 Act. 7	82	Literature set work	Continue reading literature set work					
Reflection										
<p><b>Think about and make a note of:</b> Knowing how to use a dictionary and how to build vocabulary are important skills. How well did learners manage Activity 1 this week? What were the strengths and weaknesses of learners paragraph summaries? What could you do to assist learners who find summarising difficult? Did you cover all the work set for the week? If not, how will you get back on track?</p>				<p>What will you change next time? Why?</p>						
				HOD/Subject head:		Date:				

**SUCCESSFUL ENGLISH Week 4 Theme continued: Do you believe it?**

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	<b>L&amp;S: 25 learners do unprepared reading</b> (60 mins)	122-123 Act. 7	82	Literature set work	Continue reading literature set work					
2	R&V: discuss literature set work (15 mins); R&V: <b>do pre, during &amp; after reading activities on a folktale</b> (45 mins) <b>p. 104</b>	123-125 Act. 8	82-83		LB p. 127 Act. 10 LSC: rewrite direct speech in the folktale as indirect speech					
3	LSC: discuss & mark h/w (10 mins); W&P: <b>learn how to write a review</b> (10 mins); <b>plan &amp; write first draft of a review of a magazine article</b> (50 mins) <b>p. 104</b>	127 126-127 Act. 9	83 83		LB pp. 126-127 W&P: <b>revise &amp; edit first draft of review</b>					
4	W&P: <b>write &amp; proof read final version of review</b> (30-40 mins); <b>Note: The review can be done for Term 2, Formal Assessment Task 2</b> LSC: <b>learn about &amp; begin to answer questions on correcting generalisations &amp; bias</b> (20-30 mins) <b>p. 104</b>	126-127 Act. 9 129-130 Act. 13	83 84		LB pp. 129-130 LSC: complete answers to Act. 13					
5	LSC: discuss & mark h/w (20 mins); R&V: <b>read a poem; note its structure, rhyme &amp; rhythm; discuss questions on poem</b> (40 mins) <b>p. 104</b>	129-130 128-129 Act. 12	83-84		LB p. 128 LSC: <b>match idioms &amp; proverbs with their meanings</b>					
Reflection										
<p><b>Think about and make a note of:</b> What impressed you or concerned you (or both) about learners' unprepared reading? Were you satisfied with your teaching of how to write a 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>					
					HOD/Subject head:		Date:			



**Note:** The Teacher's Guide suggests that the forum discussion be assessed informally but if you wish, this discussion can be assessed formally for Term 2, Formal Assessment Task 1.

SUCCESSFUL ENGLISH Week 5 Theme: Past, present and future									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	LSC: discuss & mark h/w on proverbs & idioms (10 mins); LSC: <b>discuss idioms about the future</b> (5 mins); LSC: <b>revise prepositions &amp; use them correctly</b> (15 mins); R&V: <b>do pre and during reading activities on a short story; begin to answer post-reading questions</b> (30 mins) p. 105	128 132 132-133 Act. 1 133-136 Act. 2	83 86 86-87 87		LB pp. 133-136 Act. 2 R&V: complete answers to questions on short story				
2	R&V: discuss & mark h/w (15 mins); L&S: prepare for listening activity (10 mins); <b>listen to an interview; take notes &amp; use them to answer questions in a group discussion</b> (35 mins) p. 105	133-136 136-137 136-137 Act. 3	87 87-88 160	Literature set work	Continue reading literature set work				
3	R&V: discuss literature set work (10 mins); L&S: <b>learn about a forum discussion &amp; choose roles for one</b> (5 mins); LSC: <b>learn about abstract nouns &amp; use suffixes to form abstract nouns</b> (20 mins); R&V: <b>read a discuss a nonsense poem</b> (25 mins) p. 105	137-138 Act. 4 139 Act. 5	88 88 89		LB pp. 137-138 L&S: prepare for role in forum discussion				
4	L&S: <b>in groups of 4 present 10 min forum discussion</b> (60 mins) p. 105	137-138 Act. 4	88	Literature set work	Continue reading literature set work				
5	L&S: <b>in groups of 4 present 10 min forum discussion</b> (40 mins) <b>Note: The forum discussion can be done for Term 2, Formal Assessment Task 1</b> LSC: <b>learn &amp; use a spelling pattern</b> (10 mins); LSC: <b>revise future forms of the verb</b> to prepare for h/w task(10 mins) p. 105	137-138 Act. 4 141-142 Act. 7 142-143 Act. 8	88 89 89		LB pp. 142-143 Act. 8 LSC: use future forms of verbs to complete a dialogue				
Reflection									
<p><b>Think about and make a note of:</b> Learners were expected to complete many different activities this week. Were you satisfied with how you managed class and homework times? Why or why not? What impressed you or concerned you (or both) about learners' participation in the forum 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>				
					<p>HOD/Subject head: _____ Date: _____</p>				

**Note 1:** This week's activities include a writing task for Formal Assessment. On page 146 in the Learner's Book there appears to be an error because it is stated that 'dotted lines show what has been left out of the minutes' but there are no dotted lines. However, if you and your learners refer to the agenda on p. 145 you will see that the following have been left out: 2. Apologies; 4. Travel details; 5. Expenses; 7. Date of next meeting; 8. Closure. These are what learners should write about in their minutes. Note that you will be awarding an individual mark for the notice and agenda but a group mark (i.e. the same mark to each group member) for the minutes.

**Note 2:** If your class does not have copies of the *Successful English Literature Anthology* (Core Reader), for homework on Day 4 and for class work on Day 5, continue reading and discussing the literature set work for the term.

SUCCESSFUL ENGLISH Week 6 Theme continued: Past, present and future									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	LSC: discuss & mark h/w (5 mins); LSC: <b>identify &amp; use adjectives, including comparative forms</b> (30 mins); W&P: <b>learn the features of a notice &amp; agenda for minutes of a meeting; plan &amp; write first draft of a notice &amp; agenda</b> (25 mins) p. 105	143 143-144 Acts. 9 & 10 144-147 Act. 11	89 90 90-91		LB pp. 145-146 W&P: <b>edit, revise, proof read &amp; write final version of notice &amp; agenda</b>				
2	W&P: <b>in a group plan &amp; write first draft of a set of minutes; edit, revise &amp; proof read final version of minutes</b> (60 mins) <b>Note: This writing task can be done for Term 2, Formal Assessment Task 2 p. 105</b>	144-147 Act. 11	90-91	Literature set work	Continue reading literature set work				
3	R&V: discuss literature set work (10 mins); R&V: <b>read a comic strip &amp; answer questions</b> on it (40 mins); R&V & W&P: <b>learn about point form &amp; paragraph summaries</b> (10 mins) p. 105	147-148 Act. 12 149 Act. 13	91 91-92		LB pp. 148-149 R&V & W&P: <b>write a summary</b>				
4	R&V & W&P: discuss & mark summaries (10 mins); LSC & W&P: <b>learn about paragraph structure &amp; write topic sentences for paragraphs</b> (20 mins); <b>use a mind map to write a paragraph</b> (25 mins); R&V: listen to teacher's introduction to short story <i>Next Term We'll Mash You</i> p. 105	149-150 Act. 14 150 Act. 15	92 92	CR pp. 116-122 <i>Next Term We'll Mash You</i>	Begin reading <i>Next Term We'll Mash You</i> CR pp. 116-122				
5	R&V: finish reading <i>Next Term We'll Mash You</i> (30 mins); <b>answer questions on characters, setting, climax &amp; theme in the story</b> (30 mins) p. 105		174	Literature set work	Continue reading literature set work				
Reflection									
<b>Think about and make a note of:</b> This week learners were expected to do a great deal of writing. How well did they manage the notice, agenda and minutes, the summary and the paragraph? Were you satisfied with the support you gave them for their writing? 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:** examples of different kinds of advertisements to use in a discussion of their features

<b>SUCCESSFUL ENGLISH Week 7 Theme: The future</b>									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: discuss literature set work (10 mins); R&V & L&S: read & complete a quiz; discuss answers with a partner (10 mins); R&V: <b>read &amp; respond to a poster, an advertisement, information text from a website, a cartoon; begin discussing answers to questions on the four texts (40mins) p. 106</b>	152 152-156 Act. 1	94 94-95	Literature set work	Continue reading literature set work				
2	R&V: <b>complete discussion of questions on four texts (30 mins);</b> R&V & W&P: <b>write a point form summary of an advertisement or a website article (30 mins) p. 106</b>	152-156 156-157 Act. 2	94-95 95	Literature set work	Continue reading literature set work				
3	R&V: discuss literature set work (10 mins); LSC: <b>revise concord &amp; write sentences correctly (20 mins);</b> LSC: <b>identify &amp; use different kinds of nouns (15 mins);</b> LSC: <b>learn about &amp; begin to use different types of pronouns in sentences p. 106</b>	157-158 Act. 3 159 Act. 4 161-162 Act. 6	95 95-96 96-97		LB pp. 161-162 Act. 6 LSC: write sentences using pronouns				
4	LSC: discuss & mark h/w (10 mins); L&S: <b>do before, while and after listening activities on a radio advertisement; discuss &amp; mark answers (50 mins) p. 106</b>	162 159-160 Act. 5	97 96	Literature set work	Continue reading literature set work				
5	R&V: discuss literature set work (10 mins); L&S & R&V: <b>analyse a print advertisement &amp; make an oral presentation on it to a group (50 mins) p. 106</b>	162-163 Act. 7	97	Literature set work	Continue reading literature set work				
Reflection									
<p><b>Think about and make a note of:</b> Were you pleased with your teaching about advertisements? Why or why not? Were learners able to understand the key features of advertisements in different media? How well did they manage the oral presentation on an advertisement? The literature set work needs to be completed next week. What progress are learners making? Did you cover all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					<p>HOD/Subject head: _____ Date: _____</p>				

**Note 1:** The review of an advertisement could be written for Term 2, Formal Assessment Task 2. However, it is probably better to choose the review of a book, film or television programme in Week 4 or the notice, agenda and minutes in Week 6 so that you can mark the task and return it to learners before the examinations.

**Note 2:** If your class does not have copies of the *Successful English Literature Anthology* (Core Reader), on Day 4, choose any revision activity that you think will benefit learners.

SUCCESSFUL ENGLISH Week 8 Theme continued: The future										
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: discuss literature setwork (10 mins); LSC: <b>learn about &amp; identify examples of metonymy, neologisms &amp; paronyms</b> (20 mins); W&P: <b>plan &amp; begin first draft of an advertisement review</b> (30 mins) <b>p. 106</b>	164 Act. 8 164-165 Act. 9	97 98-99		LB p. 168 Acts. 11 & 12 LSC: use synonyms & antonyms; understand metonymy					
2	LSC: discuss & mark h/w (15 mins); W&P: <b>complete first draft of advertisement review, revise, edit, proofread and write final version</b> (45 mins) <b>p. 106</b> <b>Note: This review can be done for Term 2, Formal Assessment Task 2</b>	168 164-165 Act. 9	99 98-99	Literature set work	<b>Complete reading of literature set work &amp; bring set work to class for Day 3</b>					
3	R&V: final discussion of literature set work & preparation for examination questions (30 mins); R&V: <b>read a poem &amp; begin to answer questions about literary terms</b>	166-167 Act. 10	98		LB pp. 166-167 Act. 10 R&V: complete answers to questions on literary terms					
4	R&V: discuss & mark h/w (30 mins); R&V: read either the poem on p. 80 or the poem on p. 83 of the Core Reader; in groups discuss answers to questions on the poem (30 mins)	166-167		CR pp. 79-84 <i>Communication evolution; Sonnet to a Sk8r girl</i>	<b>Prepare for mid-year examinations</b>					
5	Discuss requirements of mid-year examination papers 2, 3 & 4 (60 mins).	Examples of Papers 2 & 3 pp. 169-176	Examples of Papers 2 & 3 with memoranda on pp. 183-189		<b>Prepare for mid-year examinations</b>					

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

Day	CAPS content and activities	LB pp. & activity no.	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. & activity no.	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 English First Additional Language (Shuter & Shooter)

**Note 1:** L&S = Listening and Speaking; R&V = Reading and Viewing; W&P = Writing and Presenting; 9 LSC = Language Structures and Conventions.

**Note 2:** If your class does not have copies of the *Top Class Core Reader*, for homework on Days 4 & 5 ask learners to continue reading the literature set work and then discuss what they have read on Day 1 of Week 2.

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

TOP CLASS ENGLISH Week 1 Theme: Celebrating culture										
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Listen to teacher's feedback on Term 1 Test (20 mins) L&S: <b>listen to a story, make notes &amp; begin to answer questions on main &amp; supporting ideas, language use &amp; register;</b> discuss & mark answers (40 mins); <b>p. 102</b>	70-72 Acts. A & B	47-49		LB pp.70-72 L&S: complete answers to Act. B					
2	L&S: discuss & mark h/w (15 mins); L&S: in groups of 8, <b>prepare for a forum discussion</b> by deciding who will speak on a particular aspect of the topic & who will chair (10 mins); R&V: <b>read an extract from a novel; discuss questions 2,3 &amp; 4</b> in a group (30 mins); R&V: listen to teacher's introduction to literature set work (5 mins) mins) <b>p. 102</b>	72-73 Act. C 73-75 Act. D	49-50 50-51	Literature set work	Begin reading literature set work					
3	R&V: discuss literature set work (10 mins); L&S: in a group of 8, <b>participate in a forum discussion; reach consensus about what the chairperson will report to the class</b> (35 mins); L&S: chairperson of each group reports to whole class (15 mins) <b>p. 102</b>	72-73 Act. C	49-50		LB pp. 73-75 Act. D R&V: complete answers to question 5 on an extract from a novel					
4	R&V: discuss & mark h/w (25 mins); LSC: <b>revise pronouns &amp; use in sentences;</b> discuss & mark answers (20 mins) LSC: <b>revise &amp; use quotation marks</b> (10 mins) R&V: listen to teacher's introduction to short story in Core Reader (5 mins) <b>p. 102</b>	73-75 75-76 Act. E 76 Act. F	52 52	CR pp. 39-44 <i>Vuyo's visit to the desert</i>	Begin reading <i>Vuyo's visit to the desert</i> CR pp. 39-44					
5	R&V: <b>read a poem &amp; answer questions on theme, mood, personification, rhythm;</b> discuss answers (60 mins) <b>p. 102</b>	76-77 Act. G	53	CR pp. 39-44 <i>Vuyo's visit to the desert</i>	Finish reading <i>Vuyo's visit to the desert</i> CR pp. 39-44 & prepare to answer questions on p. 44					



Reflection	
<p><b>Think about and make a note of:</b> What impressed you or concerned you (or both) about learners' participation in the forum discussion? 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>	

**Note:** The instruction in the Learner's Book for the summary activity on Day 2 is unclear. Learners should summarise the whole page (not just the first section). They are likely to find this difficult and will need your help.

TOP CLASS ENGLISH Week 2 Theme continued: Celebrating culture										
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: discuss questions on short story <i>Vuyo's visit to the desert</i> (20 mins); R&V: <b>read an information text from a website &amp; write answers to questions</b> on it; discuss answers (40 mins) <b>p. 102</b>	77-79 Act. H	51-52 53-54	Literature set work	Continue reading literature set work					
2	R&V: discuss literature set work (10mins); LSC: learn about & answer questions on <b>generalisation</b> & caricature (25 mins); R&V & W&P: <b>plan &amp; begin to write a summary</b> of information on a web page (25 mins) <b>p. 102</b>	79 Act. I 79 Act. J	54 54		LB. pp. 78-79 Act. J Complete final version of summary					

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Date completed				
3	R&V & W&P: discuss & mark summary (15mins); W&P: <b>learn about diary entries; plan &amp; begin to write first draft of diary entry p. 102</b>	78-79 79 Act. K	54-55		LB p. 79 W&P: <b>complete first draft of diary entry</b>					
4	W&P: <b>revise &amp; edit first draft, write &amp; proof read final version of diary entry (60mins) p. 102</b>	79 Act. K	54-55	Literature set work	Continue reading literature set work					
5	R&V: discuss literature set work (10 mins); LSC: <b>learn about &amp; use stem words, prefixes &amp; suffixes; learn about abbreviations &amp; write some in full; practice using indirect speech &amp; quotation marks (50 mins) p. 102</b>	80 Acts. L, M & N	55-56	Literature set work	Continue reading literature set work					
Reflection										
<p><b>Think about and make a note of:</b> This week's summary task was quite difficult. How well did learners manage it? Were you satisfied with what you did to assist them to write a summary of information on a web site? Why or why not? Did learners manage to write the diary entry 'in character'? If not, what could you do to help them understand how to do this? Did you cover all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					HOD/Subject head:		Date:			

**Note 1:** The instruction on pages 82-83 of the Learner's Book and on page 59 of the *Teacher's Guide* is incorrect. Each learner should read a different passage for two reasons: (i) so that the class can remain interested in what they hear their classmates read; (ii) so that learners cannot memorise what other learners have already read. This means that you will need to bring some texts for learners to read or they could read from the next sections of the literature set work or from texts in the Core Reader.

**Note 2:** If you have more than 45 learners in your class you may need to listen to some of the unprepared reading at break or after school.

**Note 3:** If your class does not have copies of the *Top Class Core Reader*, for homework on Day 5 ask learners to continue reading the literature set work and then discuss what they have read on Day 1 of Week 4.

TOP CLASS ENGLISH Week 3 Theme: Overcoming the odds									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: discuss literature set work (10 mins); L&S: <b>listen to a speech; make notes &amp; use notes to write answers to questions;</b> discuss & mark answers (50 mins) <b>p. 104</b>	81-82 Act. A	57-58	Literature set work	Continue reading literature set work				
2	L&S: <b>learn how to do an unprepared reading</b> (5 mins); <b>20-25 learners do an unprepared reading</b> (55 mins) <b>Note: The unprepared reading can be done for Term 2, Formal Assessment Task 1 p. 104</b>	82 Act. B	59	Literature set work	Continue reading literature set work				
3	R&V: discuss literature set work (10 mins); L&S: <b>20 learners do an unprepared reading</b> (50 mins) <b>p. 104</b>	82 Act. B	59	Literature set work	Continue reading literature set work				
4	L&S: <b>10 learners do an unprepared reading</b> (25 mins); R&V: <b>learn about features of stories; read a short story &amp; begin to answer questions on milieu, conflict &amp; turning point</b> (35 mins) <b>p.104</b>	82 Act. B 83 83-85 Act. C	59		LB pp. 83-85 Act. C R&V: complete answers to questions on story				
5	R&V: discuss & mark h/w (15 mins); R&V: <b>read a poem, discuss &amp; answer questions on message, mood, structure, figurative language</b> (40 mins); listen to teacher's introduction to <b>folktale</b> (5 mins) <b>p. 104</b>	83-85 85-86 Act. D	59 60	CR pp. 45-49 <i>The tale of Ngcede, the spotted cloud warbler</i>	Read <i>The tale of Ngcede, the spotted cloud warbler</i> CR pp. 45-49 & prepare to answer questions on p. 49				

Reflection	
<p><b>Think about and make a note of:</b> This week learners have listened to and read several different kinds of texts. How well did they manage the unprepared reading aloud? What could you do to assist learners who found reading aloud difficult? Were you satisfied with the way you introduced the short story and the poem? 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:** Neither the Learner' Book nor the Teacher's Guide gives much support for the writing tasks. It will be easier for learners to write a review than to 'write a documentary' but to do this they need books or newspaper or magazine articles (including internet articles) about famous people who have faced challenges. On Day 1 you could ask them to start looking for books or articles but you will also need to provide some. If necessary, learners could write a review of the story about Helen Keller or the article about Lucas Sithole that they read in Weeks 3 or 4.

TOP CLASS ENGLISH Week 4 Theme continued: Overcoming the odds							
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class	
						Date completed	
1	R&V: discuss folktale (15 mins); R&V & LSC: <b>learn about manipulative language, generalisations, hyperbole &amp; bias; read a newspaper article &amp; identify manipulative language in it; begin to write answers to comprehension questions on it</b> (45 mins) <b>p. 104</b>	87 87-89 Act. E	61 60 60-61	CR pp. 45-49	LB pp. 87-89 Act. E R&V & LSC: complete answers to questions on newspaper article		

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Date completed				
2	R&V: discuss & mark h/w (15 mins); R&V & W&P: <b>write a paragraph summary of a newspaper article</b> (30 mins); LSC: <b>match proverbs &amp; idioms to meanings</b> (15 mins) <b>p. 104</b>	87-89 89 Act. F 89-90 Act. G	60-61 61 61		LB p. 90 Act. H LSC: <b>write sentences in direct &amp; indirect speech</b>					
3	LSC: discuss & mark h/w (10 mins); W&P: <b>find an account of a famous person in a book, magazine or newspaper article; plan a review of the account &amp; begin writing first draft of review</b> (50 mins) <b>p. 104</b>	90 90 Act. I	62 62		LB p. 90 W&P: <b>complete first draft of review</b>					
4	W&P: <b>revise, edit, proof read &amp; write final version of review</b> (50 mins) <b>Note: This review can be done for Term 2, Formal Assessment Task 2</b> LSC: <b>learn about, identify &amp; use finite verbs &amp; infinitives</b> (10 mins) <b>p. 104</b>	90 Act. I 91-92 Act. K	62 62-63		LB pp. 91-92 Act. K LSC: Complete work on finite verbs & infinitives					
5	LSC: discuss & mark h/w (10 mins); LSC: <b>learn about &amp; use stem words, prefixes &amp; suffixes</b> (30 mins); LSC: <b>revise generalisations &amp; identify them in sentences</b> (20 mins) <b>p. 104</b>	91-92 92-93 Act. L 93 Act. M	63 64	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 taught learners about manipulative language? How successful were they in identifying examples of generalisations, bias, etc.? Was it difficult to organise texts for learners to use for the task of writing a review? If so, how could you solve this problem in future? Did you cover all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					HOD/Subject head:			Date:		

**Note:** If your class does not have copies of the *Top Class Core Reader*, for homework on Days 2 & 3 ask learners to continue reading the literature set work and then discuss what they have read on Day 4. In the last part of the lesson on Day 5, do an activity on the literature set work and then ask learners to continue reading it for homework.

TOP CLASS ENGLISH Week 5 Theme: Women hold up half the sky										
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: discuss literature set work (10mins); L&S: <b>listen to a speech; make notes &amp; use notes in a group discussion; report group views to class</b> (50 mins) p. 105	95-96 Acts. A & B	65-66	Literature set work	Continue reading literature set work					
2	R&V: <b>read a folktale &amp; answer questions on milieu, characters, message &amp; narration</b> (55 mins); R&V: <b>listen to teacher's introduction to short story</b> in Core Reader (5 mins) p. 105	96-99 Act. C	67 67-68	CR pp. 50-55 <i>The Water Princess</i>	Begin reading short story <i>The Water Princess</i> CR pp. 50-55					
3	R&V & W&P: <b>write a paragraph summary of folktale</b> (30 mins); LSC: <b>revise &amp; use prepositions</b> (15 mins); LSC: <b>revise sentence types; identify and write various sentence types</b> (15 mins) p. 105	99 Act. D 99 Act. E 99-100 Act. F	68 68 69	CR pp. 50-55 <i>The Water Princess</i>	Finish reading <i>The Water Princess</i> CR pp. 50-55 & prepare to answer questions on it					
4	R&V: discuss questions on short story (25 mins); R&V: <b>read a poem &amp; discuss answers to questions on structure, typography &amp; message</b> (30 mins); LSC & W&P listen to teacher's instructions for h/w task (5 mins) p. 105	100-101 Act. G	67-68  69 70		LB p. 101 Act. J LSC & W&P: <b>write a definition paragraph</b>					
5	LSC & W&P: read & discuss <b>definition paragraphs</b> (20 mins); LSC: <b>discuss the meanings of idioms &amp; proverbs</b> (20 mins) R&V: read a poem from Core Reader & begin to answer questions on it (20 mins) p. 105	101 Act. I 101 Act. H	70 70	CR pp. 56-57 <i>Lineage</i>	Complete answers to questions on <i>Lineage</i> CR pp. 56-57					
Reflection										
<p><b>Think about and make a note of:</b> Were you satisfied with the ways in which you introduced the short story/ies and the poem(s) this week? Why or why not? How did learners respond to each text that they read? What were the strengths and weaknesses of the definition paragraph that learners wrote? What could you do to help them 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:					

**Extra resources:** As the Learner's Book does not include an example of a notice of, agenda for or minutes of a meeting, you will need to bring an example to show learners and discuss with them. Most of the other grade 9 EFAL textbooks have examples that you could use. The task on pages 102 -103 of the Learner's Book is quite complicated so you will need to prepare carefully.  
**Note:** For Day 5, prepare some activities on the literature set work as learners have been reading this for homework for most of the week.

TOP CLASS ENGLISH Week 6 Theme continued: Women hold up half the sky									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: discuss & mark h/w on poem (15 mins); R&V: <b>read a cartoon; write answers to questions on it by making inferences about characters, setting &amp; message;</b> discuss & mark answers (45 mins) <b>p. 105</b>	101-102 Act. J	69-70 70-71	Literature set work	Continue reading literature set work				
2	R&V: discuss literature set work (10 mins); W&P: <b>learn about the features of a notice &amp; agenda for &amp; minutes of a meeting; prepare for a meeting by writing a notice &amp; agenda</b> (50 mins) <b>p. 105</b>	102-103 Act. K	71-72	Literature set work	Continue reading literature set work				
3	L&S & W&P: hold a meeting & make notes to use in writing minutes (30 mins); <b>write first draft of minutes</b> (30 mins) <b>p. 105</b>	102-103 Act. K	71-72		LB pp. 102-103 Act. K W&P: <b>revise &amp; edit minutes</b>				
4	W&P: <b>proof read &amp; write final version of minutes</b> (30 mins); <b>Note: The notice, agenda &amp; minutes can be written for term 2, Formal Assessment Task Two</b> LSC: <b>learn about &amp; use stem words, prefixes &amp; suffixes; learn about use spelling patterns</b> (30 mins) <b>p. 105</b>	102-103 Act. K 104 Act. M 104-105 Act. N	71-72 72 72-73	Literature set work	Continue reading literature set work				
5	R&V: discuss literature set work (40 mins); LSC: <b>practise using adjectives &amp; prepositions;</b> discuss & mark answers (20 mins) <b>p. 105</b>	105 Act. O	73	Literature set work	Continue reading literature set work				
Reflection									
<p><b>Think about and make a note of:</b> Learners sometimes find cartoons difficult to interpret. How well did they manage the questions on the one they read this week? What could you do to assist learners who found this activity difficult? The notice, agenda and minutes activity was quite challenging. Next time, would you teach this work in the same way or differently? Were you pleased with the activities you prepared on 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:				

**Extra resources:** Bring examples of advertisements to use in class discussion of features of different kinds of advertisements.

**Note:** If your class does not have copies of the *Top Class Core Reader*, for homework on Day 3 ask learners to continue reading the literature set work and then discuss what they have read on Day 4.

TOP CLASS ENGLISH Week 7 Theme: The art of advertising										
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: discuss literature set work (10 mins); L&S: <b>learn about radio advertisements; listen to a radio advertisement, take notes &amp; answer questions on language use</b> (40 mins); R&V: <b>learn about font in a print advertisement; read a print advertisement</b> (10 mins) <b>p. 106</b>	106 Act. A 107 Act. B	74-75  75-76		LB p. 107 Act. B R&V: think about answers to questions in preparation for class discussion					
2	R&V: <b>in groups discuss questions about visual cues &amp; language use in a print advertisement</b> (30 mins); R&V: <b>learn about emotive language, euphemisms &amp; jargon in advertising; skim, scan &amp; read in detail a print advertisement; write answers to questions</b> on it (30 mins) <b>p. 106</b>	107 Act. B 107-109 Act. C	75-76 76-77	Literature set work	Continue reading literature set work					
3	R&V: discuss literature set work (10 mins); R&V: <b>learn about values in advertising; critically analyse a print advertisement &amp; answer questions</b> on it (45 mins); R&V: listen to teacher's introduction to a short story in the Core Reader (5 mins) <b>p. 106</b>	109-110 Act. D	77 77-78	CR pp. 58-62 <i>The clever snake charmer</i>	R&V: Read <i>The clever snake charmer</i> CR pp. 58-62 & prepare to answer questions on p. 62					
4	R&V: discuss features of the story <i>The clever snake charmer</i> (20 mins); LSC: <b>learn about &amp; use paronyms, metonyms &amp; neologisms</b> (25-30 mins); LSC: <b>match abbreviations with words they represent</b> (10-15 mins) <b>p. 106</b>	110-111 Act. E 111 Act. E	77-78 78 78		LB pp. 111-112 Act. F LSC: <b>learn a spelling rule</b> & complete a table					
5	LSC: discuss & mark h/w (10 mins); R&V & W&P: <b>read an article &amp; write a paragraph summary of it</b> ; discuss & mark summary (50 mins) <b>p. 106</b>	111-112 112-113 Act. G	78 79	Literature set work	Continue reading literature set work					



Reflection	
<p><b>Think about and make a note of:</b> Were you pleased with your teaching of features of different kinds of advertisements? Why or why not? How well did learners manage the various activities set on advertisements? What could you do to assist learners who found any of the activities difficult? Did you cover all the work set for the week? If not, how will you get back on track?</p>	<p>What will you change next time? Why?</p>
<p>HOD/Subject head: _____ Date: _____</p>	

**Note 1:** The review of an advertisement could be written for Term 2, Formal Assessment Task 2. However, it is probably better to choose the review of a book or article in Week 4 or the notice, agenda and minutes in Week 6 so that you can mark the task and return it to learners before the examinations.

**Note 2:** Make time this week for completion of reading and discussion of the literature set work and to discuss the mid-year examination papers.

TOP CLASS ENGLISH Week 8 Theme continued: The art of advertising										
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: discuss literature set work (10 mins); W&P: <b>learn how to write a review of an advertisement; plan &amp; write first draft</b> (50 mins) p. 106	113-114 Act. I	79		LB pp. 113-114 Act. J W&P: <b>revise &amp; edit first draft of review</b>					
2	W&P: <b>write &amp; proof read final version of review</b> (45 mins); <b>Note: This review can be done for Term 2, Formal Assessment Task 2</b> LSC: <b>use concord correctly in sentences</b> (15 mins) p. 106	113-114 Act. I 115 Act. L	79 80		LB pp. 114-115 Act. K Find an advertisement & prepare an oral presentation on it					
3	R&V & L&S: <b>make an oral presentation to a group on an analysis of an advertisement</b> (45 mins); LSC: <b>revise noun types</b> & complete a table (15 mins) p. 106	114-115 Act. K 115-116 Act. M	80	Literature set work	<b>Complete reading of literature set work</b>					



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

Day	CAPS content and activities	LB pp. & activity no.	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 ENGLISH Week 10 Mid-year examinations: Plan your week**

Day	CAPS content and activities	LB pp. & activity no.	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:**

## 8. Via Afrika English 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 copies of the *Via Afrika Core Reader*, for homework on Day 3 ask learners to continue reading the literature set work and then discuss what they have read on Day 4.

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

VIA AFRIKA ENGLISH Week 1 Theme: The circle of life									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	Listen to teacher's feedback on Term 1 Test (20 mins); L&S & R&V & LSC: use photographs to discuss an <b>idiom</b> (10 mins); L&S: <b>listen to a story with a moral, make notes &amp; use these to begin answering questions on it</b> (30 mins); (5 mins) <b>p. 102</b>	68 69 Act. 1	110 110-111		LB p.69 Act. 1 L&S: complete answers to questions				
2	L&S: discuss & mark h/w (10 mins); L&S: <b>hold a group discussion; reach consensus on response to topic; report to class</b> (45 mins) <b>p. 102</b> R&V: listen to teacher's introduction to literature set work	69 Act. 2	111-112	Literature set work	Begin reading literature set work				
3	R&V: <b>read a poem &amp; answer questions on rhyme, figurative language, mood &amp; message;</b> discuss & mark answers (55 mins); R&V: listen to teacher's introduction to poem from Core Reader (5 mins) <b>p. 102</b>	70-71 Act. 3	113 123	CR pp. 126-128 <i>The abandoned old woman</i>	Read the poem <i>The abandoned old woman</i> , & prepare to discuss answers to questions on pp. 127-128				
4	R&V: discuss poem (20 mins); R&V: <b>read an extract from a short story; begin to write answers to questions on it</b> (40 mins) <b>p. 102</b>	71-73 Act. 4	123-124 114-115		LB pp. 72-73 R&V: complete answers to questions on story				
5	R&V: discuss & mark answers to questions on short story (30 mins); R&V: <b>learn about a will &amp; testament; including legal language; begin to answer questions on a will</b> (30 mins) <b>p. 103</b>	71-73 74-75 Act. 5	114-115 115-116		LB pp. 74-75 R&V: complete answers to Act. 5				

Reflection	
<p><b>Think about and make a note of:</b> This week learners read several different kinds of texts. Which did they find easiest and which most challenging? What did you do to assist them when they experienced challenges? Were you satisfied 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 copies of the *Via Afrika Core Reader*, for homework on Day 4 ask learners to continue reading the literature set work and then discuss what they have read on Day 5.

VIA AFRIKA ENGLISH Week 2 Theme continued: The circle of life						
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class
						Date completed
1	R&V: discuss & mark answers to h/w task (15 mins); R&V & W&P: <b>write a paragraph summary</b> ; discuss & mark summary (45 mins) <b>p. 103</b>	74-75 75 Act. 6	115-116 116	Literature set work	Continue reading literature set work	
2	R&V: discuss literature set work (15 mins); R&V & W&P: <b>learn about features of a diary entry; read a diary entry &amp; answer questions</b> on it; discuss & mark answers (45 mins) <b>p. 102</b>	76-77 Act. 7	117	Literature set work	Continue reading literature set work	

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Date completed				
3	R&V: discuss literature set work (10 mins); W&P: <b>plan &amp; write first draft of a diary entry</b> (50 mins) <b>p. 102</b>	78 Act. 8	119-120		LB p. 78 W&P: <b>revise &amp; edit first draft of diary entry</b>					
4	W&P: <b>write &amp; proof read final version of diary entry</b> (30 mins); LSC: <b>learn about &amp; use stems, prefixes &amp; suffixes</b> (25 mins); R&V: listen to teacher's introduction to folktale in Core Reader (5 mins) <b>p. 102</b>	78 Act. 8 78-79 Act. 9	119-120 120-121 121-122	CR pp. 22-26 <i>Little Hare Harelip</i>	R&V: read the story & prepare to answer questions on it					
5	R&V: discuss questions on folktale (30 mins); LSC: <b>learn about &amp; use active &amp; passive voice</b> (30 mins) <b>p. 102</b>	79 Act. 10	121	Literature set work	Continue reading literature set work					
<b>Reflection</b>										
<p><b>Think about and make a note of:</b> This week learners did two writing tasks. What were the strengths and weaknesses of their paragraph summaries and their diary entries? What could you do to build on the strengths and to help learners to 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 1:** If your class does not have copies of the *Via Afrika Core Reader*, for homework on Day 1 ask learners to continue reading the literature set work and then discuss what they have read on Day 2.

**Note 2:** The time allocated for unprepared reading can be adjusted to take account of larger or smaller classes. Note that each learner should read for approximately 2 minutes and that you are responsible for finding texts for them to read. These could include texts not yet read from the Core Reader or sections of the literature set work that learners have not yet read.

VIA AFRIKA ENGLISH Week 3 Theme: The birth of a nation										
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: discuss literature set work (10 mins); L&S: <b>prepare to listen to an extract from a speech; listen, take notes &amp; use notes to answer questions;</b> discuss & mark answers (45 mins); R&V: listen to teacher's introduction to a poem from the Core Reader <b>p. 104</b>	80-81 80-81 Act. 1	127-128 141-143	CR pp. 131-132 <i>Where the rainbow ends</i>	R&V: read <i>Where the rainbow ends</i> & prepare to answer questions on it					
2	R&V: discuss answers to questions on poem (20 mins); R&V & L&S: <b>learn how to do an unprepared reading</b> (5 mins); <b>15 learners do an unprepared reading</b> (35 mins) <b>p. 104</b>	82	141-143 129 129-130	Literature set work	Continue reading literature set work					
3	R&V: discuss literature set work (15 mins); L&S: <b>20 learners do unprepared reading</b> (45 mins) <b>p. 104</b>	82	129-130	Literature set work	Continue reading literature set work					
4	L&S: <b>10 learners do an unprepared reading</b> (25-30 mins) <b>Note: Unprepared reading can be done for Term 2, Formal Assessment Task 1</b> R&V: <b>visualise characters, setting &amp; situation in a play; read an extract from it; begin to answer questions, including questions about stereotypes &amp; generalisations</b> (30-35 mins) <b>p. 104</b>	82 82-85 Act. 2	129-130 131-132		LB pp. 83-85 Act. 2 R&V & LSC: complete answers to questions 1-8					
5	R&V: discuss & mark h/w (15 mins); R&V: <b>read a praise poem; answer questions on language use, mood &amp; typography;</b> discuss & mark answers (45 mins) <b>p. 104</b>	86-87	131-132 132-133	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 unprepared reading? What did you do to encourage the class to listen respectfully to their peers? Were you satisfied with your teaching about generalisation and stereotyping? 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:		



VIA AFRIKA ENGLISH Week 4 Theme continued: The birth of a nation

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: discuss literature set work (15 mins); R&V: <b>read a magazine article &amp; answer questions on target audience, facts &amp; opinions, manipulative language;</b> discuss & mark answers (45 mins) <b>p. 104</b>	87-88 Act. 4	133-135	Literature set work	Continue reading literature set work					
2	R&V & W&P: <b>plan &amp; write a paragraph summary;</b> discuss & mark summaries (45 mins); LSC: <b>learn about complex sentences; begin to identify examples in paragraphs</b> (15 mins) <b>p. 104</b>	89 Act. 5 89-90 Acts. 6 & 7	135 135-137		LB pp. 89-90 Acts. 6 & 7 LSC: complete work on complex sentences					
3	LSC: discuss & mark h/w (15 mins); R&V & W&P: <b>read a documentary report about a person's life &amp; answer language questions</b> on it; discuss & mark answers (35 mins); W&P: listen to teacher's instructions for doing research for a <b>documentary</b> on a person (10 mins) <b>p. 104</b>	90-92 Act. 8	138-139		LB p. 92 Act. 9 W&P: <b>find information about the person to be written about in a documentary report</b>					
4	W&P: <b>plan &amp; write first draft of documentary report</b> (60mins) <b>p. 104</b>	92 Act. 9	139-140		LB p. 92 Act. 9 W&P: <b>revise &amp; edit first draft of report</b>					
5	W&P: <b>write &amp; proof read final version of documentary report</b> (50 mins) <b>p.104</b> <b>Note: This report can be done for Term 2, Formal Assessment Task 2</b> R&V: discuss literature set work & (10 mins)	92 Act. 9	139-140	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? Are you satisfied with the ways in which you are leading discussion of the set work? Why or why not? Writing a documentary report is quite a challenging activity. What were the strengths and weaknesses of learners' responses? What could you do to build on the strengths and to help learners overcome the weaknesses in their documentary report writing? 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 poem to be read and discussed on Day 4 is quite a difficult one. There is useful information in the Teacher's Guide to assist you in preparing for this lesson.

**Note 2:** If your class does not have copies of the *Via Afrika Core Reader*, for homework on Day 5 ask learners to continue reading the literature set work and then discuss what they have read on Day 1 in Week 6.

VIA AFRIKA ENGLISH Week 5 Theme: Reach for the stars										
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: discuss literature set work (10 mins); L&S: <b>listen to a radio interview; make notes, using keywords; use notes to answer questions; discuss &amp; mark answers (50 mins) p. 105</b>	93-94 Act. 1	147-149	Literature set work	Continue reading literature set work					
2	L&S: <b>learn how to participate in a group discussion (10 mins); participate in a group discussion based on the radio interview &amp; reach a conclusion for group leader to report to the class (30 mins); listen to each group leader's report &amp; participate in whole class discussion of these (20 mins) p. 105</b>	95 Act. 2	149	Literature set work	Continue reading literature set work					
3	R&V: discuss literature set work (10 mins); R&V & LSC: <b>read a folktale &amp; answer questions on language use, structure of the story, main ideas; discuss &amp; mark answers (50 mins) p. 105</b>	95-97 Act. 3	150	Literature set work	Continue reading literature set work					
4	R&V: read & discuss background information & a photograph of a painting (10-15 mins); <b>read aloud to a partner a poem based on the painting; discuss the poem as a class; begin to write answers to questions on its key features and message (45-50 mins) p. 105</b>	97-99 Act. 4	151		LB pp. 97-99 Act. 4 R&V: complete answers to questions on poem					
5	R&V: discuss & mark questions on poem (20 mins); R&V: <b>read a comic strip &amp; answer comprehension questions</b> on it; discuss answers (35 mins); R&V: listen to teacher's introduction to a poem from the Core Reader & (5 mins) <b>p. 105</b>	97-99 99-100 Act. 5	151-152 152 158	CR pp. 117-119 <i>One earth, one blue sky</i>	Read <i>One earth, one blue sky</i> and prepare to discuss answers to questions on pp. 118-119					
Reflection										
<p><b>Think about and make a note of:</b> How well did learners manage the listening and speaking activities at the beginning of the week? Were you satisfied with what you did to support them in making notes and in participating in a group discussion? Why or why not? The poem is a challenging one for Grade 9 EFAL learners. How did they respond to it? Would you teach it in the same way or differently in future? Did you cover all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					HOD/Subject head:		Date:			

**Note 1:** The writing task for Formal Assessment Task 2 is to write a notice of, agenda for and minutes of a meeting – not just a notice as stated in the Learner’s Book & Teacher’s Guide.

**Note 2:** If your class does not have copies of the *Via Afrika Core Reader*, for homework on Days 2 and 3 ask learners to continue reading the literature set work and then discuss what they have read on Day 4.

VIA AFRIKA ENGLISH Week 6 Theme continued: Reach for the stars										
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
										Date completed
1	R&V: discuss poem & questions on it (20 mins); R&V & W&P: <b>write a paragraph summary of the comic strip;</b> discuss & mark summaries (40 mins) <b>p. 105</b>	100 Act. 6	159 153	Literature set work	Continue reading literature set work					
2	R&V: discuss literature set work (10 mins); LSC: <b>learn about different types of paragraphs</b> (15 mins); <b>read a text &amp; identify paragraph &amp; sentence types</b> (30 mins); R&V: listen to teacher’s introduction to short story (5 mins) <b>p. 105</b>	101 102-103 Act. 7	153-154 154	CR pp. 54-59 <i>The fun they had</i>	Begin to read <i>The fun they had</i>					
3	W&P: <b>learn about features of a notice for a meeting &amp; complete a notice</b> (20 mins); <b>learn about features of an agenda;</b> work in a group to <b>write an agenda for a meeting;</b> (Note: each learner writes own agenda) (40 mins) <b>p. 105</b>	103 Act. 8 104 Act. 9	154-155 155-156	CR pp. 54-59 <i>The fun they had</i>	Complete reading of <i>The fun they had</i>					
4	R&V: discuss questions on short story (15 mins); L&S & W&P: <b>learn about features of minutes;</b> hold a meeting, based on the agenda; take notes to use for writing minutes (35 mins); <b>plan &amp; begin first draft of minutes</b> (10 mins) <b>p. 105</b>	104-105 Act. 10	157-158 156		LB pp. 104-105 Act. 10 W&P: <b>complete first draft of minutes, revise &amp; edit</b>					
5	W&P: <b>write &amp; proof read final version of minutes &amp; submit with agenda for assessment</b> (30-35 mins); <b>write a notice for a meeting</b> based on information on p. 105 of LB (25-30 mins) <b>Note: The agenda, minutes and notice can be done for Term 2, Formal Assessment Task Two p. 105</b>	104-105 Act. 10 105	156 156-157	Literature set work	Continue reading literature set work					
Reflection										
<p><b>Think about and make a note of:</b> This week most of the activities focused on writing. How well did learners manage the paragraph summary? Were you satisfied with your teaching about different types of paragraphs? Why or why not? The task for Formal Assessment was quite complex. How well did learners manage the writing of a notice, agenda and minutes? Would you teach these lessons in the same way or differently in future? Did you cover all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					<p>HOD/Subject head: _____ Date: _____</p>					

**Extra resources:** Bring extra examples of print advertisements to use in teaching about features of advertisements and also for learners to use for the advertisement review activity if they are unable to bring their own examples.

**Note:** The review of an advertisement could be written for Term 2, Formal Assessment Task 2. However, it is probably better to choose the documentary report in Week 4 or the notice, agenda and minutes in Week 6 so that you can mark the task and return it to learners before the examinations.

VIA AFRIKA ENGLISH Week 7 Theme: The power to persuade										
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: discuss literature set work (10 mins); L&S & LSC: <b>listen to a radio advertisement; make notes &amp; use notes to begin to answer questions about sound effects, pace &amp; tone; use of abbreviations &amp; metonymy</b> (50 mins) p. 106	106-107 Act. 1	163-165		LB pp. 106-107 Act. 1 L&S & LSC: complete answers to questions on radio advertisement					
2	L&S & LSC: discuss & mark h/w (20 mins); R&V & LSC: <b>read an advertisement &amp; begin to answer questions about visual elements (typography, images) &amp; language use (including neologisms, paronyms, antonyms, synonyms)</b> (40 mins) p. 106	106-107 108-109 Act. 2	165-166		LB pp. 108-109 Act. 2 R&V & LSC: complete answers to questions					
3	R&V & LSC: discuss & mark h/w (20 mins); R&V & L&S: <b>discuss a print advertisement with a partner</b> (5 mins); <b>learn about reviews of advertisements; read a review &amp; begin to answer questions</b> 1-6 on it (35 mins) p. 106	108-109 110-112 Act. 3	166-167		LB pp. 110-112 Act. 3 R&V: complete answers to questions 1-6					
4	R&V: discuss & mark answers to h/w (15-20 mins); R&V & W&P: <b>write a paragraph summary of the review;</b> discuss & mark summary (40-45 mins) p. 106	110-112 110-112 Act. 3	167-168 168	Literature set work	Continue reading literature set work <b>Also, find a print advertisement to use for writing a review of it</b>					
5	R&V: discuss literature set work (10 mins); W&P: <b>plan &amp; write first draft of a review of an advertisement</b> (50 mins) p. 106	112-113 Act. 4	168		LB pp. 112-113 Act. 4 W&P: <b>revise &amp; edit first draft of advertisement review</b>					

Reflection	
<p><b>Think about and make a note of:</b> Were you pleased with your teaching about features of radio and print advertisements? Why or why not? How well did learners manage the listening task? Have learners almost completed the literature set work? If not, what could you do to assist them to do so? Did you cover all the work set for the week? If not, how will you get back on track?</p>	<p>What will you change next time? Why?</p>
<p>HOD/Subject head: _____ Date: _____</p>	

**Note 1:** The argumentative essay at the end of Week 8 in the Learner's Book is not a CAPS requirement for Grade 9 Term 2 and thus has not been included in the tracker for this week.

**Note 2:** If your class does not have copies of the *Via Afrika Core Reader*, for homework on Day 2 ask learners to continue reading the literature set work and then discuss what they have read on Day 3.

VIA AFRIKA ENGLISH Week 8 Theme continued: The power to persuade									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	<p>W&amp;P: <b>write &amp; proof read final version of advertisement review</b> (30 mins)</p> <p><b>Note: The review can be done for Term 2, Formal Assessment Task 2</b></p> <p>LSC: <b>revise different types of pronouns &amp; identify examples in a text;</b> discuss &amp; mark answers (25 mins);</p> <p>L&amp;S: listen to teacher's instructions for h/w task (5 mins) <b>p. 106</b></p>	<p>112-113 Act. 4 113-114 Act. 5</p>	<p>168 169</p>		<p>LB pp. 114-115 Act. 7 L&amp;S: <b>find a print advertisement &amp; prepare an oral analysis of it</b></p>				
2	<p>L&amp;S: <b>present an oral analysis of an advertisement to a group</b> (45 mins); participate in whole class discussion of <b>manipulative language &amp; images</b> in advertisements (10 mins); listen to teacher's introduction to a poem from the Core Reader (5 mins) <b>p. 106</b></p>	<p>114-115 Act. 7</p>	<p>170 173</p>	<p>CR pp. 120-122 <i>Begin summer</i></p>	<p>Read the poem <i>Begin summer</i> &amp; be prepared to answer questions on it</p>				

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Date completed				
3	R&V: discuss questions on poem (30 mins); LSC: <b>revise concord &amp; correct concord errors in a paragraph</b> (30 mins) <b>p. 106</b>	114 Act. 6	174	Literature set work	<b>Complete reading of literature set work for final class discussion</b>					
4	R&V: participate in final discussion of literature set work & prepare for Paper 4 Literature				<b>Prepare for mid-year examinations</b>					
5	Discuss requirements of mid-year examination papers 2, 3 & 4 (60 mins)	An example of Papers 2, 3 & 4 on pp. 117-123 of the Learner's Book	Memoranda on pp. 179-182 of the Teacher's Guide							
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:			

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

Day	CAPS content and activities	LB pp. & activity no.	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 ENGLISH Week 10 Mid-year examinations: Plan your week

Day	CAPS content and activities	LB pp. & activity no.	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 English First Additional Language questions can be set at various levels for the Comprehension section of Paper Two and for the Literature questions in Paper Four.

On pages 121 and 122 of the Curriculum and Assessment Policy Statement (CAPS) for English First Additional Language Grades 7-9 there is very useful information about

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

COGNITIVE LEVEL	ACTIVITY	PERCENTAGE OF TASK
<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>• Summarize 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>	<p>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:</p> <ul style="list-style-type: none"> <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 1:** After the example of Paper 2 and the memorandum for this paper, there is information about the cognitive levels of the various Reading Comprehension questions.

**Note 2:** There is no information about cognitive levels of many of the Language in context questions because these test knowledge of correct answers to vocabulary and grammar questions, though some of the questions are easier or more difficult than others. There is some information about the cognitive levels of the questions on the cartoon. While summary tasks vary in difficulty according to the language and writing style used in the text, and in terms of what learners are asked to summarise, they are also not usually categorised in terms of cognitive levels.

**Note 3:** Questions on the various literature genres should be set at a range of cognitive levels. You may find it useful to work with a colleague to identify questions at different levels in the example of Paper 4.

## 2. Mid-year examination Paper 2

This examination consists of THREE sections:

Section A: Reading comprehension (10 marks)

Section B: Language in context (15 marks)

Section C: Summary (5 marks)

Total: 30 marks

Time: 2 hours

### A. Reading comprehension (10 marks)

Read the text below and then answer the questions that follow it.

#### ***They're popping up everywhere – free facilities for a fresh-air workout***

- 1 Have you tried the eland, the ostrich, the steenbok, the cobra or the shongololo? They are fun, free and healthy types of apparatus, named for the animals whose shape or horns they resemble and have been installed in parks by the company Play on Art.
- 2 This week two domestic workers, two fitness-minded models and an unemployed teenager were among those using equipment provided by another company, Green Outdoor Gyms, in a park near Zoo Lake in Johannesburg. This company set up South Africa's first outdoor equipment in Soweto nearly five years ago and has now installed about 190 gyms across South Africa under an agreement with the Department of Sports and Recreation and with municipalities. According to Peter Thamaga, the unemployed teenager, "training is better than doing nothing." He trains about four times a week and also plays basketball on the courts next to the lake.
- 3 Play on Art and Green Outdoor Gyms are two of several companies that have set up hundreds of outdoor gyms across South Africa which are either paid for by municipalities or by sponsors. They are situated in areas ranging from affluent Sea Point in Cape Town to disadvantaged communities such as Alexandra Township in Johannesburg. The Alex gym is at a diabetes clinic. "We wanted to have an impact on communities across the board," said Breaan Jacobs, one of the founders of Play on Art. "This equipment is accessible to everyone, not only the elite who can afford to go to indoor gyms." All of the equipment carries clear instructions for how to use it safely. Jacobs said that Play on Art, which prides itself on making all its animal-themed equipment locally, is expanding rapidly. The company recently received a request from the owners of a building who want an outdoor gym on their roof.
- 4 Demitri Constantinou, the director of the Centre for Exercise Science and Sports medicine at the University of the Witwatersrand is a fan of the new gyms. "The outdoor gyms are interesting and different. People can use them any time, they do not need any kit and they can train to their own ability. These gyms encourage exercise and play rather than sitting on a street corner." Constantinou said his Centre was developing a short course for trainers on how to use the gym equipment and hoped to have a few free places on each course so that people from disadvantaged communities, where there are outdoor gyms, could qualify as trainers. The Centre also plans to study the impact on the local community of an outdoor gym which is due to be installed in Duduza on the East Rand next month.

(adapted from an article by Claire Keeton in *Sunday Times*, 11 January, 2015)

## Questions

1. 'The outdoor gym equipment is used by people of various age groups and occupations.' Write TRUE or FALSE and quote from paragraph 2 of the article to support your answer. (1 + 1 = 2)
2. 'Outdoor gyms are a brand new idea in 2015.' Write TRUE or FALSE and give a reason from the article to support your answer. (1 + 1 = 2)
3. According to paragraph 1, why has Play on Art given animal names to some of its gym apparatus? (1)
4. State three advantages of outdoor gyms. (3)
5. Use information in the article to suggest who could pay instructors who have been trained to support users of outdoor gym equipment. Name two possible sources of payment. (2)
6. Suggest why it would be a good idea to have a gym at diabetes clinic. (2)
7. Suggest why it is important for outdoor gym equipment to have clear instructions for how to use it. (2)
8. Suggest why Play on Art would be proud of having all its equipment made in South Africa. (2)
9. Is the writer of the article justified in suggesting that the outdoor gyms are 'popping up everywhere'? Write YES or NO and give a reason for your answer. (2)
10. The Centre for Exercise Science and Sports plans to study the impact (effect or influence on) of an outdoor gym on a community.
  - 10.1 Suggest one possible advantage to a community of having such a gym. (1)
  - 10.2 Suggest one possible disadvantage. (1)

**Total:** 20 ÷ 2 = 10

## B. Language in context (15)

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

11. Rewrite in **indirect speech** the following sentences from the *Sunday Times* article, beginning with the words in brackets.
  - "The outdoor gyms are interesting and different. People can use them any time and they do not need any kit." (Dr Constantinou said that ...) (3)
12. Use a prefix to give the **antonym** for each of these words from the article:
  - 12.1 agreement (1)
  - 12.2 accessible (1)
13. Write the **abbreviation** for Department of Sport and Recreation (1)
14. The sentence below from the *Sunday Times* article is an example of a complex sentence.

*The Centre also plans to study the impact on the local community of an outdoor gym which is due to be installed in Duduza on the East Rand next month.*

  - 14.1 Write the main clause of this sentence. (1)
  - 14.2 Write the subordinate or dependent clause. (1)
- 15.1 Quote one example of **alliteration** used in the article. (1)
- 15.2 Explain why this example of alliteration could also be considered an example of **emotive or manipulative language use** (1)
16. In the *Sunday Times* article Breann Jacobs uses the **idiom** 'across the board'. Explain the meaning of this idiom in the context of the article. (1)

17. Read the cartoon and the explanatory notes and then answer the questions below them.



(Cartoon published in *The Sowetan*,  
October 31, 2012)

**Notes:**

1. AFCON 2013 stands for African Cup of Nations 2013. This is a soccer competition for the whole of Africa which is usually held every two years.
2. The soccer player, Benni McCarthy, is running on a piece of gym equipment called a treadmill.

- 17.1 Suggest why the cartoonist has written the words **TIC! TIC!** in capital letters, followed by exclamation marks. (2)
- 17.2 Use information from the cartoon to suggest what the former Bafana coach Gordon Igesund is thinking. (1)
- 17.3 Use information from the cartoon to suggest what Benni McCarthy is thinking. (1)

**Total: 15**

**C. Summary (5)**

Read the article on drug abuse in South Africa. Write a 55-60 word summary in point form in which you state six reasons some young people gave to researchers to explain why they use drugs. Write a heading for your summary. At the end, write the number of words you have used. Note that for every five words over 70, you will lose 1 mark.

**Drug abuse among young people in South Africa**

Drugs can be life-saving, as is the case for many medicines which are prescribed by doctors and which patients take responsibly. They can also be life-ending if people use prescription drugs irresponsibly (one form of drug abuse) or use harmful substances such as tik or dagga or heroin (another form of drug abuse).

South Africa has a growing drug abuse problem, especially among the youth so it is important to find out why people choose to use drugs. Researchers found that many young people they interviewed said that drugs help them to relax and to forget about their problems. Some said that when they take drugs they feel more confident. Unfortunately such a feeling of confidence can lead to drug users doing foolish and dangerous things such as driving at speeds way above the speed limit. For many teenagers, being accepted as 'one of the crowd' is important and so they take drugs to fit in or because they are afraid of being teased if they refuse to do so. Some young people have become drug addicts as a result of giving in to peer pressure to experiment with drugs.

Some drug users believe that drugs are helpful for keeping them wide awake and alert and that drugs are especially useful when they are studying for exams or working to a tight deadline for completing a project.

The possible short term or initial benefits of using drugs are far outweighed by the long term negative consequences. As one recovering drug addict said, drug abusers are on a journey into hell and for many it is a journey of no return. (270 words)

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

#### A. Reading comprehension

1. TRUE (1) 'This week two domestic workers, two fitness-minded models and an unemployed teenager were among those using equipment...'
2. FALSE (1) The article states that the first outdoor equipment was set up in Soweto almost five years ago.
3. The pieces of equipment have been given animals names because they have the shape of a particular animal or of its horns (OR because they look like a particular animal or its horns). (1)
4. They are free. They encourage people to exercise and play. They can be used at any time. People do not need any special gym clothes (kit). People can train at their own level (ability). They give the unemployed something positive to do. ANY THREE OF THESE ANSWERS (3)
5. The trained instructors could be paid by the Department of Sport and Recreation or by municipalities or by companies/organisations that have sponsored the gym equipment. ANY TWO OF THESE (2)
6. Diabetes is a serious illness which often causes weight gain/an increase in body mass. Therefore it is important for diabetics/people with diabetes to exercise. (2)
7. Without clear instructions for how to use equipment people could injure/hurt themselves in trying to use it. (2) OR Without clear instructions for how to use equipment people could damage the equipment and then no-one would be able to benefit from it. (2)
8. By having all its equipment made in South Africa Play on Art is contributing to local employment and to the local economy. (2)

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

9. It seems that the writer is justified because the article states that there are hundreds of these gyms and she mentions places in the Cape and Gauteng, in suburbs and in townships where they have been installed. (2)

OR

She is not justified in stating that the gyms are popping up everywhere because she only mentions urban areas. It is not clear whether any of these gyms are in rural areas. (2)

- 10.1 Possible advantages to a community:
  - improved health and fitness of community members
  - a place for the unemployed to do something positive
  - (either of these or any other plausible answer that is about something positive) (1)
- 10.2 Possible disadvantages to a community:
  - could be a source of injuries to community members if people do not use the equipment carefully/responsibly
  - could be a place where rival groups try to take control of the equipment with the result that there is fighting over it (either of these or other plausible answers about something negative) (1)

#### B. Language in context

11. Dr Constantinou said that the outdoor gyms **were** (1) interesting and different. People **could** (1) use them at any time and they **did** (1) not need to be fit. (3)
- 12.1 disagreement (1)
- 12.2 inaccessible (1)
13. DSR (1)

- 14.1 The Centre also plans to study the impact on the local community of an outdoor gym (1)
- 14.2 which is due to be installed in Duduza on the East Rand next month (1)
- 15.1 'free facilities for a fresh air workout' (1)
- 15.2 The words 'free' and fresh-air' encourage readers to respond positively to the outdoor gyms which can benefit their health without costing them money. (1)
16. In the context of the article 'Across the board' means 'in all communities – from the rich to the poor'. (1)

**Note: Learners could express this idea in several different ways.**

- 17.1 TIC TOC is the noise made by a watch or clock to show that time is passing. (1)  
The capital letters and the exclamation marks show how important it is that time is passing: the AFCON tournament is drawing near and Benni is still not fit. (1)
- 17.2 Gordon Igesund is probably wondering whether it is possible for Benni to get fit in time for the AFCON tournament because he is still very overweight. (1)
- 17.3 Benni may be wondering whether all the hard work is worth it or whether he should give up and enjoy what is in the cup with a straw. (1)

**(15 marks)**

### C. Summary

Mark the summary as follows:

One mark per accurate reason **(6 marks)**

One mark for a brief, accurate heading **(1 mark)**

Note: There are two examples of headings in the Model summary below but there could be several other possibilities.

One mark for a correct word count in parentheses at the end of the summary **(1 mark)**

Two marks for correct language, spelling and punctuation **(2 marks)**

Subtract one mark for every five words over the word count of 60.

**Divide final mark by 2 for a mark out of 5**

Model summary:

*Reasons why young people use drugs OR Drug use: a solution to young people's problems?*

Drugs help young people to relax (1) and to forget about their problems (1). Drugs help them feel more confident (1) and help them to stay awake and alert (1). Some young people became drug users in order to be accepted by their peers (1) or because they were afraid of being teased if they refused to use them (1). (55 words)

#### 4. Cognitive levels in mid-year examination

##### Comments on cognitive levels of the Reading Comprehension questions

- 1. 'The outdoor gym equipment is used by people of various age groups and occupations.' Write TRUE or FALSE and quote from paragraph 2 of the article to support your answer. (1 + 1 = 2)**

This is a level 2 (reorganisation) question because although the information is in the article, learners have to recognise the connection between what is stated in the article and the words in the questions (various age groups and occupations).
- 2. 'Outdoor gyms are a brand new idea in 2015.' Write TRUE or FALSE and give a reason from the article to support your answer. (1 + 1 = 2)**

This is a level 1 (literal) question because learners can take the reason to support FALSE directly from the article.
- 3. According to paragraph 1 why has Play on Art given animal names to some of its gym apparatus? (3)**

This is a level 2 (reorganisation) question because learners have to understand quite sophisticated sentence constructions in order to make the link between the question in the first sentence and the response to it in the second.
- 4. State three advantages of outdoor gyms. (3)**

This is a level 1 (literal) question because learners can take their answers directly from the article and they have more than three to choose from, making this a very easy question to answer.

**Note:** The first 40% of the marks (8/20) are for level 1 and 2 questions.
- 5. Use information in the article to suggest who could pay instructors who have been trained to support users of outdoor gym equipment. Name two possible sources of payment. (2)**

This could be considered either a level 2 (reorganisation) or a level 3 (inferential) question. It can be argued that it is level 3 because the answers are not given directly in the article and learners have to think about possibilities. However, they are instructed to use information in the article to work out their answers and this is level 2 (reorganisation).
- 6. Suggest why it would be a good idea to have a gym at a diabetes clinic. (2)**

This is a level 3 (inferential) question. Grade 9 learners should have some knowledge of diabetes and be able to use this to work out an answer to the question.
- 7. Suggest why it is important for outdoor gym equipment to have clear instructions for how to use it. (2)**

This is also a level 3 (inferential) question although there is a 'clue' in the article about safety. Learners should use their general knowledge to focus on possible injury to users or damage to the equipment.
- 8. Suggest why Play on Art would be proud of having all its equipment made in South Africa. (2)**

This is a final level 3 (inferential) question. It requires learners to be aware of the importance of industrial development in South Africa for the employment it provides and for the benefit to the local economy.

**Note:** The second 40% of the marks are for level 3 questions.
- 9. Is the writer of the article justified in suggesting that the outdoor gyms are 'popping up everywhere'? Write YES or NO and give a reason for your answer. (2)**

This is a level 4 (evaluation) question. Learners are free to write yes or no because it is possible to justify (give a reason for) either response.



10. The Centre for Exercise Science and Sports plans to study the impact (effect or influence on) of an outdoor gym on a community.

10.1 Suggest one possible advantage to a community of having such a gym. (1)

10.2 Suggest one possible disadvantage. (1)

This is a level 5 (appreciation) question to which learners can give a range of personal responses. Note that they must express their position clearly.

**Note: The final 20% of the marks are for level 4 and 5 questions.**

### *Comments on cognitive levels of the cartoon questions*

17.1 Suggest why the cartoonist has written the words TIC! TOC! in capital letters, followed by exclamation marks. (2)

This question combines levels 1 and 3. Knowing that capital letters and exclamation marks draw readers' attention to something important in the cartoon requires level 1 knowledge. In addition, learners need to know that TIC TOC stands for the ticking of a clock and shows that time is passing. Learners have to infer (level 3) that time is passing and that the time for the African Cup of Nations is almost here.

17.2 Use information from the cartoon to suggest what the former Bafana coach Gordon Igesund is thinking. (1)

17.3 Use information from the cartoon to suggest what Benni McCarthy is thinking. (1)

Both questions are level 3 because learners firstly need to notice details in the cartoon and then think about each man's situation.

## 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

### A. Essay writing (20 marks)

Choose **ONE** of the topics below and write an essay of 210 to 250 words.

1. Write a descriptive essay with the title **The day our community celebrated**
2. Write a descriptive essay with the title **A day I will never forget**
3. Write a descriptive essay with the title **I did it!**
4. Write a narrative essay that ends with the words **and then I ran away**. Give your story a title.
5. Write a narrative essay with the title **What a narrow escape!**
6. Write a narrative essay that begins or ends with the words **The cheers and clapping were deafening**. Give your story a title.

### B. Transactional writing (10 marks)

Choose **ONE** of the types of writing below and write 140 to 160 words in response to the instructions given.

1. Write a **review** of a book or film or television programme. Give your review a title and remember to name the book or film or programme and to include a summary of what the book or film or television programme is about; what you particularly liked or disliked about it (or both) and why; your overall feelings about the book or film or programme.
2. Write a **diary entry** about a day that you have really enjoyed. Describe what happened to make the day so enjoyable and how you feel about what happened on this day.
3. Write an **informal letter of appreciation** to a company that has donated computers to your school. Remember to include a description of how these computers are being used in your school.

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

### A. Essay

Use the rubric for essay writing in the Teacher's Guide to the textbook that you are using.

Note that the reader of a descriptive essay should be able to picture the event or situation being described. Sights, sounds, smells, feelings etc. are important in a descriptive essay.

Note that a narrative essay should tell a story. The setting, the character(s) and the events - building up to a climax – are all important in a narrative.

### B. Transactional writing

Use the rubric for assessing longer transactional texts in the Teacher's Guide to the textbook you are using.

1. The **review** must have a title and must name the book or film or programme. It must include a summary of what the book or film or television programme is about; what the writer particularly liked or disliked about it (or both) and why; the writer's overall feelings about the book or film or programme.
2. The **diary entry** must be written in the first person, using an informal style and must include a description of what happened on the enjoyable day and how the writer felt about what happened. The day and date must be written at the top of the entry.
3. The **informal letter of appreciation** should be set out in the format of an informal letter but it is the content that is really important. The writer must thank the company and describe how the computers are being used at the school.

## 7. Mid-year examination Paper 4

This examination consists of FIVE sections

Section A: Novel (10 marks)

Section B: Drama (10 marks)

Section C: Short story (10 marks)

Section D: Folklore (10 marks)

Section E: Poetry (10 marks)

**Total: 50 marks ÷ 5 = 10**

Time: 1.5 hours

### Section A: Novel

From a novel that you have studied this year, choose **one character**. Name the novel and the character and write a paragraph (approximately 100 words) in which you describe this character (5) and explain why you admire him or her OR why you are very critical of him or her (5).

**(5 + 5 = 10 marks)**

### Section B: Drama

Read a short extract from a play and answer the questions that follow it.

Extract from the play **Contrasts** by Chantaul Noble

*In the living room of a family home, teenage daughter Thandie is watching television. Voices can be heard from the TV programme.*

**Voice:** Amandla!

**Crowd:** Ngawethu!

*(Enter Mother)*

**Mother:** Thandie, I want a word with you my girl.

**Thandie:** Okay, Mommy.

**Voice:** My friends ...

**Mother:** My child ...

*(We can see her talking to Thandie but the TV commentary drowns out what she is saying. Thandie starts replying but we can't hear her either.)*

**Voice:** It is my privilege to deliver this address to this wonderful nation – a nation in which everyone has a guaranteed right to life.

**Thandie:** ... and after all, Mommy, it is my life!

**Mother:** Your life? What do you mean it's your life? I brought you into this world. I haven't worked my fingers to the bone so that you can tell me you will do what you want with your life!

1. Describe the **setting** in which the action in this drama takes place. (2)
2. Complete this sentence by writing two words: *(Enter Mother)* is an example of a \_\_\_\_\_. (2)
3. What type of television programme is Thandie watching? Give a reason for your answer. (2)
4. Describe the **tone** of the conversation between Thandie and her mother. (2)
5. Write a sentence that you think Thandie might have used to reply to her mother. (2)

**(10 marks)**

### Section C: Short story

Read a very short story about a young girl, Floella Benjamin, whose family emigrated from Trinidad in the West Indies to London, England. Then answer the questions that follow it. You will find the meaning of words marked\* at the end of the story.

#### Double identity by Floella Benjamin

It's not easy having to live and exist in two cultures at the same time, but that's what I had to get used to. At school, I had to adapt to the life of an English pupil. At least that's what I was told by a teacher a few years after I arrived. I still had a Trinidadian accent and I liked using it because it made me feel different, someone special among all the other South London accents spoken in the school. So I would put it on even stronger sometimes because it was something only I could do in the class and that made me feel good.

One day the teacher who took us for English asked me to read a passage from a book, so I stood up and read in my most lyrical\* Trinidadian accent – but in mid-flow she shouted, 'Stop you guttersnipe\*! If you want to stay in my class and be understood by everyone you will learn to speak the Queen's English.' I was devastated\*. I was being told to give up the one special thing I had that made me feel good about myself at school. I started to cry, not because she called me a guttersnipe – she called everyone that – but because I was being stripped of my identity in front of the whole class.

That day I couldn't wait to get home and tell my mother what had happened. Surely I would get some sympathy from her. But as far as Marmie\* was concerned I had to abide by the rules of the teacher ... The next time I was asked to read for my English teacher I made an attempt to speak the Queen's English. Surprisingly enough it came quite easily because I knew I had a goal, to get the best education.

- lyrical: beautifully expressed
- guttersnipe: homeless street child
- devastated: extremely shocked or sad
- Marmie: Mother/Mama

(This story is an extract from 'Double Identity' from the book *Coming to England* by Floella Benjamin, 1995, Puffin Books. The extract was reprinted in *Communicating Today, English Grade 9 Learner's Book*, 2001, Maskew Miller Longman)

1. Suggest why Floella calls her story 'Double identity'. (2)
2. Is this story narrated in the first person or the third person? Write first person or third person and then give a reason for your answer. (1 + 1 = 2)
3. One of the main characters in this story is the English teacher. Use the information about her to complete sentence A or sentence B.  
Sentence A: I would like to be taught by this English teacher because \_\_\_\_\_.  
Sentence B: I would not like to be taught by this English teacher because \_\_\_\_\_. (2)
4. In your own words explain why Floella liked to speak or read English with a Trinidadian accent. (2)
5. The teacher, Marmie and Floella all have different views about speaking English with a Trinidadian accent. Do you agree with any of them or do you have a different point of view? Begin your sentence like this: I agree with X because ... OR I disagree with all of them because ... (2)

(10 marks)

### Section D: Folklore

Read the ending to a folktale and answer the questions that follow it.

Extract from *The leopard's promise* by Mafutha Sbwanda (slightly adapted)

Off the man went, thinking about the lessons he had learned that day. From then on he only cut down trees that were old and dying so that the trees would be his friends. He washed his clothes in a bowl, so that the river would respect him again. He stopped trapping hares in snares, for it was the wise little long-eared creature that had helped him escape.

He never ever trusted a leopard again. His mother had always told him that a leopard never changes its spots and that a hungry leopard will always be a hungry leopard, no matter how many promises it makes. Until the day of his encounter with the leopard he hadn't known what his mother meant. Now he did and he would never forget her words.

1. Folktales often include important 'life lessons'. Using your own words as much as possible, write two lessons that the man has learned about caring for the environment. (2 + 2)
  2. The hare had helped the man to escape. Suggest what bad situation the man had escaped from. (3)
  3. Explain the meaning of the expression 'a leopard never changes its spots'. (3)
- (10 marks)**

### Section E: Poetry

Read a poem and answer the questions that follow it.

**Python** by Shepistone Sekeso

Majestically you slide,  
Slowly searching  
For your next meal,  
The victim you swallow whole.

Beauty lies in the pattern of your skin  
And in your slow sliding.  
Why did God make you a serpent?  
You should have been lord of the lizards.

- 1.1 Write the phrase from the four phrases in brackets which best completes the sentence below. (1)  
The poet is (frightened of/admiring of/amused by/interested in) the python.
  - 1.2 Give a reason for your choice of phrase. (2)
  - 2.1 Quote an example of alliteration from the first stanza. (1)
  - 2.2 Explain the effect of this alliteration. (2)
  3. Quote two separate words from the poem which suggest that the poet regards the python as a king amongst the reptiles. (1 + 1 = 2)
  - 4.1 What is the main difference between the body of a serpent and the body of a lizard? (1)
  - 4.2 What point is the poet making in the last two lines of the poem? (1)
- (10 marks)**

## 8. Memorandum for mid-year examination Paper 4

### Section A: Novel

The type of description that learners write will depend on the character they choose. However, it is likely to include a physical description and a description of the character's qualities and ways of behaving (5). They must explain clearly, using information from the novel, why they admire this character or why they are very critical of him or her (5).

(10 marks)

### Section B: Drama

1. The setting is the living room in a family home in which there is a television set switched on. This description can be given in various ways but learners must refer to the place where the action occurs. (2)
2. stage direction. (2)
3. Thandie is watching a news broadcast or a special programme about a political event/national celebration (1) because the speaker is making a speech to the nation and because people are shouting political slogans (1). (2)
4. Learners could describe the tone in various ways but their answer must show that they understand that Thandie and her mother are arguing/having a strong disagreement/feeling strongly that each one is right about what they think. (2)
5. Learners could express their idea in several different ways but their sentence should show that they understand that Thandie will continue to show that she wants to make her own decisions. For example, Thandie could be polite and say 'I know you've worked hard for me, but I have to make my own decisions.' OR Thandie could be more aggressive and say 'Well, Mommy, I want my life to be different from yours so I'm going to do what I want.' (2)

(10 marks)

### Section C: Short story

1. Learners could express their answer in several different ways but the main idea is that Floella's primary or first identity is that of a young girl from Trinidad who is proud of the way she speaks but for the sake of fitting in at school she has to take on a second identity of a school girl who can speak the Queen's English. (2)
2. First person because the story is narrated by 'I'. (1+1 = 2)
3. Learners can choose either option but must give a reason that relates to the story. Below are two examples.  
Sentence A: I would like to be taught by this English teacher because she is strict and she would make sure that I made progress in learning this difficult language. (2)  
Sentence B: I would not like to be taught by this English teacher because she insults the learners and she does not care about their feelings and their identities. (2)
4. Learners could express their answer in several different ways. Here is one example:  
Floella liked to speak English with a Trinidadian accent because this is what made her stand out from the other learners and made her feel special. She was proud of coming from Trinidad. (2)
5. The reason that learners give must relate to the story but must also express their own point of view. Here are some examples:  
I agree with Floella that it is important to speak English in your own way because this is part of your identity. I was disappointed that she chose to do what the teacher wanted by speaking the Queen's English in class. (2)

OR

I agree with the teacher that it is important to learn to speak the Queen's English because this way of speaking is valued at school and university and in the workplace. (2)

OR

I agree with Marmie that when you are at school it is best to do what the teacher wants so that you will not get into trouble and so that you make progress with your studies. (2)

OR

I disagree with all of them because it is very important to speak English in the way that expresses your identity. When Floella spoke the Queen's English in class she was giving up an important part of her identity. (2)

**(10 marks)**

### **Section D: Folklore**

1. The man has learned that he should not damage/destroy/cut down young trees but should only cut down old trees that are at the end of their useful life. (2) He has learned that he should not pollute the river with soap but should rather wash clothes in a bowl. (2)
2. The answer is not to be found directly in the paragraphs but learners should be able to work out that the man had been tricked by the leopard and that he would have been eaten by the leopard if the hare had not helped him to escape. (3)
3. The expression 'a leopard never changes its spots' means that a creature or a person cannot change their nature or character – especially when it is bad – even if it/he/she pretends to do so. (3)

**(10 marks)**

### **Section E: Poetry**

- 1.1 The poet is admiring of the python (1)
- 1.2 He describes the python as being like a king and as being beautiful. (2)
- 1.1 'slide Slowly searching' (1)
- 1.2 The sound gives an impression of the way the snake moves and perhaps of the hissing sound that it makes. Note: Give credit for any reasonable attempt at answering this question because it is not easy to express these ideas. (2)
3. Majestically (1); lord (1) (2)
- 4.1 A lizard has legs but a serpent doesn't so the serpent has to crawl along the ground. (1)
- 4.2 The poet is questioning God's creation because in the poet's view, the serpent should not have to crawl along the ground but should be able to walk so that it can truly be a king. (1)

**(10 marks)**