



GRADE 7

English

First Additional Language

Teacher Toolkit: Planner and Tracker

2019 TERM 3



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This Planner and Tracker should be used with:

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

A. ABOUT THE PLANNER AND TRACKER

1. Purpose of the tracker

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

The tracker provides guidance for planning your teaching and assessment as you work with the approved EFAL materials (LB, CR and TG), 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 (FATs).

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

Sometimes you may find it difficult to manage all the work that the CAPS and the LB 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 LB 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 (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.

2. Links to the CAPS

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

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

- Listening and Speaking (L&S) (2 hours);
- Reading and Viewing (R&V) (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 (W&P) texts in a range of genres (3 hours 30 minutes);
- Understanding and using Language Structures and Conventions (LSC) (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 cycle. 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.

3. Links to approved EFAL materials and additional literature texts

As the approved EFAL materials (LB, CR and TG) follow the CAPS document, they also divide the Grade 7 EFAL curriculum into two-week cycles. Learners have opportunities to use content and activities based on a particular **theme** to develop the knowledge and skills required by the CAPS.

The lesson guidelines in each Grade 7 EFAL TG describe how to use the Grade 7 EFAL LB with the learners in your classes. Most of the TGs 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 TG regularly.

Some TGs suggest how to integrate texts from the CR into a two-week teaching cycle, but others leave the decisions about how to use the CR to you. None of the TGs provides guidelines for teaching particular literature networks such as novels,



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

4. Assessment

The Grade 7 EFAL LBs provide many activities that you can use for informal assessment on a daily basis. In addition, they include activities for each FAT that must be done during the term. For some of these you have a choice, e.g. for oral tasks, and thus learners will do this task in the two-week teaching cycle. Each Grade 7 EFAL TG provides some assessment rubrics for assessing both oral and written work. In addition, in Section F (*Assessment Resources*) of this tracker, you will find **exemplars for Task 3: Test 3**. The CAPS indicates that you have a choice for this test, i.e. you can choose a **comprehension and language use test OR a literature test (CAPS p. 123)**.

The FATs required by the CAPS each term are listed in a table in Section B (*Planning for Assessment*) of this tracker. You will also find information in this section on where these tasks are provided in each set of learning and teaching support materials (LTSMs).

5. Managing time allocated in the tracker

The tracker for each term outlines how to structure ten hours of teaching for each two-week cycle. It is very important that your school allocates 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 adjust the work allocated in the tracker for each lesson accordingly and 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 TG may not be practical in your context, so the tracker suggests alternative time allocations.

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

Note 3: This tracker has been designed for a third term that is 11 weeks long. The prescribed curriculum work has been set out over the first 10 weeks, but as it is likely that some time will be lost here for various reasons, it is advised that the final week of the term, i.e. Week 11, be used for catch up and consolidation and for conducting Task 3: Test 3: Comprehension and language use OR Literature. Should you use this tracker in a third term of a different length, you will need to adjust this programme accordingly.

6. Resources

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

- a well prepared teacher;
- the languages, experiences, knowledge and skills that learners already have;
- the LB, the TG and for some lessons, the CR or other literature texts;
- exercise books for learners to write in;
- as many books, newspapers and magazines as possible for learners to read.

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

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





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

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

Clever English First Additional Language (Macmillan)

Each two-week unit in the LB ends with one or two extra activities for extension or remediation work. These activities have been integrated into the work for each week either as class work or homework. The TG 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 cycle in the TG, and Addendum A in the TG 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 LB ends with a revision page.

Interactive English (St Mary's Interactive Learning Experience)

Most chapters in the LB end with a remediation or revision activity titled *Improve*. In this series the theme for each two-week cycle is linked to an overall theme for the term. The CR for *Interactive English* has been divided into terms.

Platinum English First Additional Language (Maskew Miller Longman)

The LB 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 LB. The answers to worksheet activities are in the final section of the TG. 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 LB ends with revision tasks. The TG includes a section titled *Guidelines for Teaching Literature*.

Spot On English First Additional Language (Heinemann)

Each chapter in the LB ends with a revision page. For some chapters there are photocopiable

resources in the TG that have been designed to support learners in developing knowledge and skills related to various aspects of language and literacy. There are also 16 full-colour posters with information on aspects of grammar, vocabulary and literary terms.

Successful English (Oxford University Press)

Each two-week unit in the LB and TG includes activities with the headings *Support* (to provide extra practice opportunities for learners who need it) and *Challenge* (to extend advanced learners). Material for listening activities is supplied on a CD that also includes planning and assessment tools. The *Literature Anthology* CR 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 LB there is an extra practice activity at the end of each two-week unit. There is a separate booklet titled *Your Guide to Literature Studies* for you to use when planning classwork or homework on novels, short stories, folktales, plays or poems. The CR has been divided into terms. Material for some L&S activities is supplied on a CD. A photocopiable recording assessment sheet is provided on p. xxi of the TG.

Via Afrika English First Additional Language (Via Afrika Publishers)

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

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

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





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

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

8. 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;
- LB pages;
- LB unit and activity number;
- TG pages;
- CR/literature setwork;
- Suggested homework;
- Date completed.

9. 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

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

Table 1 gives a summary of the FATs for Grade 7 EFAL that must be completed during the year and end-of-year examination.

Table 2 gives a summary of the FATs for Term 3 that are included in each of the eight sets of LTSMs.



Table 1: FORMAL ASSESSMENT TASKS FOR GRADE 7 ENGLISH FIRST ADDITIONAL LANGUAGE

FORMAL ASSESSMENT		CAPS p. 125	
DURING THE YEAR	END-OF-YEAR EXAMINATION		
40%	60%		
School Based Assessment (SBA)	End-of-year exam papers		
40%	39.2%	20.8%	
Formal assessment tasks 10 formal assessment tasks <ul style="list-style-type: none"> • 4 oral tasks • 2 writing tasks • 3 tests • 1 mid-year examination 	Written examinations Paper 2: Comprehension, language use and literature (2 hr) Paper 3: Writing: 1 essay and 1 transactional text (1hr)	Oral assessment tasks Paper 1: Listening, speaking, reading aloud The oral tasks undertaken during the course of the year constitute the end-of-year assessment	

FORMAL ASSESSMENT TASKS FOR TERM 1			CAPS p. 123
TASK 1: ORAL	TASK 2: WRITING	TASK 3: TEST 1	
Retell a story/discusses a poem/dialogue/group/panel discussion	Descriptive/narrative essay and informal letter/review/dialogue	Comprehension and language use	

FORMAL ASSESSMENT TASKS FOR TERM 2			CAPS p. 123
TASK 1: ORAL	TASK 2: TEST 2	TASK 3: MID-YEAR EXAM	
Listening comprehension/debate/conversation/(un)prepared speech/group discussion on giving instructions	Literature: Contextual questions	Paper 2: Comprehension, language and literature Paper 3: Writing: 1 essay and 1 transactional text	

FORMAL ASSESSMENT TASKS FOR TERM 3			CAPS p. 123
TASK 1: ORAL	TASK 2: WRITING	TASK 3: TEST 2	
Role play: meeting procedures/(un)prepared reading/giving direction/forum/panel discussion	Descriptive/narrative essay Agenda and minutes	Comprehension and language use OR Literature	

FORMAL AND END-OF-YEAR ASSESSMENT TASKS FOR TERM 4		CAPS p. 123
TASK 1: ORAL	TASK 2: END-OF-YEAR EXAMINATION	
Reading aloud/debate/group discussion/(un)prepared speech	Paper 1: Oral Paper 2: Comprehension, language and literature (2 hr) Paper 3: Writing: 1 essay and 1 transactional text (1hr)	

Table 2: TERM 3 FORMAL ASSESSMENT TASKS FOR SCHOOL BASED ASSESSMENT INCLUDED IN EACH SET OF LTSMs

Note 1: Recording for formal assessment – In most of the LTSMs there are several examples of the different oral tasks that are noted in Table 1 that could be used for formal assessment. For recording purposes you have to record one oral activity for Task 1: Oral and two activities for Task 2: Writing for formal assessment. In addition there is a choice for Task 3: Test 3. You can choose to do either a comprehension and language use test or a literature test. Some LTSMs have indicated that you do more than one oral and writing activity for formal assessment. Consequently, the tracker gives an indication of all the oral and writing activities to use for formal assessment, and you can choose which to use for recording purposes. You might like to record marks for several and then decide which to use or use a combined mark for the FAT. According to the National Protocol for Assessment p. 10, a mark for each FAT and a consolidated mark has to be recorded.

Note 2: Some LTSMs provide an exemplar of Task 3: Test 3: Comprehension and language use and a memorandum and/or an example of Task 3: Test 3: Literature and a memorandum in the TG. Where the tests are in the LBs, it is advisable not to use these for formal assessment, as learners may have prepared them in advance. Rather use these for practice, and for the final Task 3: Test 3 use your own test or the test in the TG of a different set of LTSMs, or the exemplar test provided at the end of the tracker.



LTSM	Task 1: Oral	Task 2: Writing	Task 3: Test 3
	Role play: meeting procedures/(un)prepared reading/giving direction/forum/panel discussion CAPS p. 71	Descriptive/narrative essay and agenda and minutes CAPS p. 71	Comprehension and language use OR Literature CAPS p. 71
<i>Clever English</i>	<p>Week 3: Forum/panel discussion Act. 1; LB pp. 140–141; TG pp. 140–141, 259</p> <p>Week 5: Role play: meeting procedures Act. 2; LB p. 158; TG pp. 152–153, 259</p> <p>Week 7: Prepared reading Act. 5; LB p. 174; TG pp. 165, 252 OR</p> <p>Week 9: Giving directions Act. 2; LB p. 184; TG p. 173</p>	<p>Week 10: Narrative essay Act. 7; LB pp. 191–192; TG pp. 178, 256</p>	<p>Week 7: Practice comprehension and language use Act. 7; LB pp. 177–178; TG p. 167</p> <p>Week 9: Practice literature Act. 5; LB pp. 188–189; TG p. 176</p> <p>For final Task 3: Test 3 see the sample tests at the end of the tracker or tests from LTSMs</p>
<i>English Today</i>	<p>Week 2: Panel discussion Unit 6 Act. 12; LB p. 135; TG p. 80</p> <p>Week 8: Prepared reading Unit 6 Act. 13; LB p. 171; TG pp. 103, 190</p> <p>Week 9: Giving directions Unit 1 Act. 2; LB p. 175; TG p. 106</p>	<p>Week 6: Agenda and minutes Unit 5 Act. 12; LB p. 158; TG p. 95</p> <p>Week 9: Narrative essay Unit 4 Act. 6; LB p. 178; TG pp. 108–109, 186</p>	<p>Week 10: Practice comprehension and language use LB pp. 184–185; TG pp. 111, 164</p> <p>For final Task 3: Test 3 see the sample tests at the end of the tracker or tests from other LTSMs</p>
<i>Interactive English</i>	<p>Week 1: Forum/panel discussion Act. 2; LB pp. 149–151, 278; TG pp. 104–105, xxvii</p> <p>Week 3: Role play Act. 2; LB pp. 168–169; TG p. 117</p> <p>Week 5: Role play Act. 2; LB pp. 180–181; TG pp. 127, xxvii</p> <p>Week 7: Prepared reading Act. 3; LB pp. 199–200; TG p. 137</p> <p>Week 9: Giving directions Act. 1; LB p. 210; TG pp. 145, xxvii</p>	<p>Week 6: Agenda and minutes Act. 8; LB pp. 193, 277; TG pp. 133, xxvi</p> <p>Week 10: Narrative essay Act. 8; LB pp. 221–223, 276; TG pp. 152, xxv</p>	<p>Week 8: Practice comprehension and language use LB pp. 201, 202, 204; TG pp. 139–140</p> <p>Week 9: Practice literature Act. 4; LB pp. 215–216; TG pp. 148–149</p> <p>For final Task 3: Test 3 see the sample tests at the end of the tracker or tests from other LTSMs</p>





LTSM	Task 1: Oral	Task 2: Writing	Task 3: Test 3
	Role play: meeting procedures/(un)prepared reading/giving direction/forum/panel discussion CAPS p. 71	Descriptive/narrative essay and agenda and minutes CAPS p. 71	Comprehension and language use OR Literature CAPS p. 71
Platinum English	<p>Week 2: Forum discussion Act. 7; LB pp. 138–139; TG 99–100</p> <p>Week 6: Role play: meeting procedure Act. 6; LB pp. 165–166; TG pp. 117–118</p> <p>Week 7: Unprepared reading Act. 3; LB pp. 175–177, 280; TG pp. 125, xxxii</p> <p>Week 10: Giving directions Act. 5; LB pp. 196–197, 279; TG pp. 137–138</p>	<p>Week 5: Agenda for a meeting Act. 5; LB p. 164; TG pp. 116–117, xxx</p> <p>Week 6: Minutes for a meeting Act. 7; LB pp. 166–167, 277; TG pp. 118, xxx</p> <p>Week 9: Narrative essay Act. 3; LB pp. 192–195, 276; TG pp. 135–136, xxix</p>	<p>Week 11: Since there are no tests in either the LB or TG for final Task 3: Test 3 see the sample tests at the end of the tracker</p>
Spot On English	<p>Week 1: Panel discussion Unit 1 Act. 1.2; LB p. 111; TG p. 177</p> <p>Week 6: Role play: meeting procedure Unit 6 Act. 6.1; LB pp. 146–147; TG pp. 208–209</p> <p>Week 7: Unprepared reading LB p. 154; TG pp. 219–221</p> <p>Week 9: Giving directions Unit 1 Act. 1.2; LB p. 163; TG p. 227</p>	<p>Week 6: Agenda (part 1) Unit 6; LB p. 146; TG pp. 208, 211</p> <p>Minutes for a meeting (part 2) Unit 6 Act. 6.2; LB p. 147; TG pp. 209–211</p> <p>Week 10: Narrative essay Unit 6 Act. 6.1; LB p. 171; TG p. 233</p>	<p>Week 10: Comprehension and language use TG pp. 236–238</p> <p>Literature Use the sample test at the end of the tracker or a test from another LTSM</p>
Successful English	<p>Week 2: Panel discussion Act. 11; LB pp. 190–191; TG p. 104</p> <p>Week 6: Role play meeting Act. 10; LB pp. 222–223; TG p. 117</p> <p>Week 7: Prepared reading Act. 4 no. 3; LB p. 229; TG p. 121</p> <p>Weeks 9 & 10: Giving directions Act. 7 & 8; LB pp. 248–249; TG p. 129</p>	<p>Week 5: Agenda Act. 7; LB pp. 219–220; TG pp. 115–116, 34</p> <p>Week 6: Minutes Act. 8; LB p. 221; TG p. 116</p> <p>Week 10: Narrative essay Act. 10; LB pp. 251–253; TG pp. 230, 33</p>	<p>Week 10: Practice comprehension and language use Revision Test: LB pp. 255–256; TG p. 176</p> <p>Week 11: For final Task 3: Test 3 see the sample tests at the end of the tracker or tests from other LTSMs</p>





LTSM	Task 1: Oral	Task 2: Writing	Task 3: Test 3
	Role play: meeting procedures/(un)prepared reading/giving direction/forum/panel discussion CAPS p. 71	Descriptive/narrative essay and agenda and minutes CAPS p. 71	Comprehension and language use OR Literature CAPS p. 71
Top Class English	<p>Week 1: Panel discussion Act. C; LB pp. 123–124; TG p. 92</p> <p>Week 5: Role play meeting Act. G; LB p. 152; TG pp. 109–110</p> <p>Week 7: Prepared reading Act F; LB pp. 160–161; TG p. 117</p> <p>Week 9: Giving directions Act. B; LB p. 171; TG p. 123</p>	<p>Week 5: Agenda Act. F; LB p. 151; TG p. 109</p> <p>Week 6: Minutes Act H; LB pp. 152–153; TG p. 110</p> <p>Week 10: Descriptive essay Act. G; LB pp. 178–170; TG pp. 126, 165</p>	<p>Week 9: Practice comprehension and language use Act. C & D; LB pp. 171–174; TG p. 123–124</p> <p>Week 11: For final Task 3: Test 3 see the sample tests at the end of the tracker or tests from other LTSMs</p>
Via Afrika English	<p>Week 1: Panel discussion Act. 3; LB p. 123; TG pp. 154, 257</p> <p>Week 5: Role play Act. 2; LB pp. 143–145; TG pp. 175–176, 257</p> <p>Week 7: Prepared reading Act. 3; LB p. 155; TG pp. 188–189, 258</p> <p>Week 9: Giving directions Act. 3; LB p. 116; TG pp. 200–201, 257</p>	<p>Week 5: Agenda & minutes LB p. 152; TG pp. 180–181, 260</p> <p>Week 10: Narrative essay Act. 9; LB p. 171; TG pp. 204, 259</p>	<p>Week 7: Practice comprehension and language use LB pp. 155–157; TG pp. 189–190</p>





C. BROAD GUIDELINES FOR LESSON PLANNING AND PREPARATION

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

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

The plan is the starting point for the further work you need to do 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 TG for the Grade 7 EFAL LB for guidance on the preparation of each lesson.

D. GUIDELINES FOR TEACHING

1. Teaching Reading and Viewing

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

2. Teaching literature

This is part of teaching reading and is compulsory in Grade 7. Each LB and CR includes short literary texts (mainly short stories and poems), and each TG 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

(i) 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.

(ii) Complete your reading of the novel, short story or play, and then decide which character you liked best and why, or which character you liked least and why. Be prepared to share your choice and your reasons with the class.

Time allocation for teaching literature

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

3. Teaching Writing and Presenting

Learners are expected to learn how to write texts in a range of genres (e.g. essays, dialogues and letters). For each genre, learners need to work through a **writing process** that involves planning, drafting, revising, editing and producing a final version of the text. Each TG and LB shows you and the learners how to work through this process. It is important to note that revising does not just mean checking on language use, it also means making decisions about extra content that may be needed or whether some of the content needs to be presented in a different order.





4. Teaching Listening and Speaking

It is important to remember that because English is an additional language for the learners, they may not be very confident in speaking it and may find some words difficult to hear. The activities in the LB 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 TG for some LBs comes with a CD on which listening texts have been recorded. If you have such a CD it is a good idea to use it with your class, so that learners get used to listening to a voice other than yours.

5. Teaching Language Structures and Conventions

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

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

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

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

E. TRACKERS FOR EACH SET OF APPROVED LTSMs

Please note the following:

- The column headed *CAPS content and activities* gives a page reference to the CAPS document in bold font.
- Terms used in the CAPS have been abbreviated as follows:

L&S	Listening and Speaking
LSC	Language Structures and Conventions
R&V	Reading and Viewing
W&P	Writing and Presenting
- Additional abbreviations used are:

Act.	Activity
CR	Core Reader
LB	Learner's Book
Q	Question
TG	Teacher's Guide
Comp.	Comprehension
- Where extra resources are necessary or where they would enrich a lesson, they are listed above the heading for the lessons in a particular week.
- Remember that there is a separate tracker for each one of the eight sets of approved materials.

Notes for all LTSMs

- **Note 1:** 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 CR, work with the literature setwork, and set homework reading on this text. The next day, take a few minutes to review what has been read from the literature setwork.
- **Note 3:** EFAL should be taught for ten hours every fortnight, with homework tasks in addition to these ten hours. Consequently times have been suggested for each activity to total an hour's work in each lesson.
- **Note 4:** Note where there are homework tasks.
- **Note 5:** For **FAT Task 3: Test 3** you may choose either a literature or a comprehension and language use test.



1. Clever English First Additional Language (Macmillan)

Note 1: The L&S activities in the LB and TG do not follow the CAPS suggestions for Week 1.

Note 2: Introduce the literature setwork for the term as the CAPS suggests on p. 67: Choose to read either a youth novel or drama.

Extra resources: Review and give feedback on examinations done at the end of Term 2. There is a variety of forms available to practise how to fill out forms; see TG p. 130.

CLEVER ENGLISH Week 1 Unit 11 Theme: It's all in black and white									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	Listen to teacher's feedback on Term 2 mid-year examination (30 mins) L&S: Panel discussion p. 23	127	Act. 1 (30 mins)	130					
2	L&S: Listening comprehension p. 73	127	Act. 2 & Act. 3 (60 mins)	130–132					
3	W&P: Transactional text – forms p. 66 R&V: Literary text – youth novel/drama p. 67	127–128	Act. 4 (30 mins)	132	Introduce literature setwork (30 mins)	R&V: Continue reading literature setwork as directed by the teacher			
4	R&V: Questionnaires p. 66 R&V: Literary text – youth novel/drama p. 67	129–130	Act. 5 (40 mins)	133–134	Continue reading and discussing literature setwork (20 mins)	R&V: Continue reading literature setwork as directed by the teacher			
5	LSC: Compound and complex sentences p. 66 R&V: Reading comprehension p. 66	131 131 133	Act. 6 (15 mins) Act. 7 (45 mins)	134 134–135		R&V: Continue reading literature setwork as directed by the teacher			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		

Extra resources: See TG p. 130

CLEVER ENGLISH Week 2 Unit 11 Theme: It's all in black and white continued											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	W&P: Transactional text – filling in forms p. 66 R&V: Literary text – youth novel/drama p. 67	133	Act. 8 (30 mins)	135	Read and discuss literature setwork (30 mins)	R&V: Continue reading literature setwork as directed by the teacher					
2	W&P: Transactional text – questionnaire p. 66	134–135	Your turn & Act. 9 (60 mins)	136		R&V: Continue reading literature setwork as directed by the teacher					
3	W&P: Transactional text – questionnaire p. 66 R&V: Literary text – youth novel/drama p. 67	135	Act. 10 (40 mins)	136	Read and discuss literature setwork (20 mins)	R&V: Continue reading literature setwork as directed by the teacher					
4	W&P: Questionnaire – summary of findings p. 66 LSC: Collective nouns p. 66	135–137	Act. 11 (40 mins) Act. 12 (20 mins)	136–137		R&V: Continue reading literature setwork as directed by the teacher					
5	LSC: Noun, adjectival and adverbial clauses, homonyms p. 66 Spelling	138	Act. 13 (40 mins) Extra Act. 1 (20 mins)	137		R&V: Continue reading literature setwork as directed by the teacher					
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>						
<p>HOD/Subject head:</p>					<p>Date:</p>						

Note 1: On Day 1 you can use Act. 1 for **FAT: Oral: forum/panel discussion.**

Extra resources: Video clips of TV broadcasts for Act. 1 and Act. 2, see TG p. 140, rubric: Listening skills for FAT: Forum discussion TG p. 259

CLEVER ENGLISH Week 3 Unit 12 Theme: Inspirations and aspirations									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	L&S: Forum/discussion p. 66 Dramatisation p. 67	140 141 141–142	FAT: Act. 1 (40 mins) Act. 2 (20 mins)	140 141, 259 141		R&V: Continue reading literature setwork as directed by the teacher			
2	L&S: Listen to drama p. 67 L&S: Discussion p. 66	143–144	Act. 3 (40 mins) Act. 4 (20 mins)	141, 142 142		R&V: Continue reading literature setwork as directed by the teacher			
3	W&P: Transactional text – questionnaires p. 66	144	Act. 5 (40 mins)	143	Read and discuss literature setwork (20 mins)	R&V: Continue reading literature setwork as directed by the teacher			
4	L&S: Tell a story to your group – dramatisation p. 67 R&V: Drama p. 67	145 145–147	Act. 6 (20 mins) Act. 7 (40 mins)	143 143–144		R&V: Complete answers to Act. 7			
5	Review homework (15 mins) LSC: Revision punctuation – capital letters, apostrophe; adjectives – comparative and superlative p. 67	148–149	Act. 8 (60 mins)	145		R&V: Continue reading literature setwork as directed by the teacher			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		

Extra resources: Poetry: *My broertjie, my bra* CR pp. 60, 64. See TG p. 140.

CLEVER ENGLISH Week 4 Unit 12 Theme: Inspirations and aspirations continued											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	R&V: Poetry p. 67 W&P: Interviews – focus on process writing p. 67	149–150 151–152	Act. 9 (30 mins) Begin Act. 10 – planning & drafting (30 mins)	145–146		R&V: Continue reading literature network as directed by the teacher					
2	W&P: Interviews – focus on process writing p. 67 L&S: Enacting dialogue – interview p. 67	151–152 152	Complete Act. 10 Revising and editing (30 mins) Act. 11 (30 mins)	146 146		R&V: Continue reading literature network as directed by the teacher					
3	LSC: Revision – prefixes, suffixes, roots of words, relative clauses, direct and indirect speech p. 67	153–154	Act. 12 (60 mins)	146–147		L&S: Extra Act. 2 LB p. 155, TG p. 148					
4	L&S: Interview p. 67	155	Report back on interview done for homework: Extra Act. 2 (60 mins)	148		R&V: Continue reading literature network as directed by the teacher					
5	R&V: Poetry p. 67				Poetry: <i>My broertjie, my bra</i> CR pp. 60, 64 (60 mins)	R&V: Continue reading literature network as directed by the teacher					
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>						
<p>HOD/Subject head:</p>					<p>Date:</p>						

Note 1: On Day 1 use Act. 2 for **FAT: Oral: Role play.**
Extra resources: See TG p. 152, rubric for FAT: Role play TG p. 259.

CLEVER ENGLISH Week 5 Unit 13 Theme: School matters!									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	L&S: Role play – meeting procedure p. 68	157–158	Act. 1 (10 mins) FAT: Act. 2 (50 mins)	152 152–153, 259		R&V: Continue reading literature setwork as directed by the teacher			
2	L&S: Discussion, listening comprehension – TV news report p. 68	159 159	Act. 3 (20 mins) Act. 4 (40 mins)	153 153–154		R&V: Continue reading literature setwork as directed by the teacher			
3	L&S: Notice p. 68 R&V: Minutes p. 68	160 161–162	Act. 5 (30 mins) Act. 6 (30 mins)	155–156 156–157		R&V: Complete answers to Act. 6			
4	LSC: Derivatives p. 68 W&P: Transactional text-table	163	Act. 7 (60 mins)	157		R&V: Continue reading literature setwork as directed by the teacher			
5	R&V: Graph p. 68 W&P: Notice p. 68	164–165	Act. 8 (40 mins) Act. 9 (20 mins)	157–158		R&V: Continue reading literature setwork as directed by the teacher			
Reflection									
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?				
					HOD/Subject head: _____ Date: _____				

Extra resources: See TG p. 152.

CLEVER ENGLISH Week 6 Unit 13 Theme: School matters! continued										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	W&P: Agenda p. 68	165–166	Act. 10 (40 mins)	158	Continue reading and discussing literature setwork (20 mins)	R&V: Continue reading literature setwork as directed by the teacher				
2	L&S: Hold a meeting – see Act. 11 W&P: Minutes p. 68	166	Act. 11 (60 mins)	158		R&V: Continue reading literature setwork as directed by the teacher				
3	LSC: Active and passive, simple present tense p. 68	167	Act. 12 (40 mins)	159	Continue reading and discussing literature setwork (20 mins)	R&V: Continue reading literature setwork as directed by the teacher				
4	LSC: Pronouns – personal, possessive, demonstrative p. 68 R&V: Newspaper article p. 69	168 168	Act. 13 (30 mins) Extra Act. 1 (30 mins)	159 159–160		R&V: Continue reading literature setwork as directed by the teacher				
5	LSC: Derivatives, suffixes and prefixes p. 68	169	Extra Act. 3 (30 mins)	160	Continue reading and discussing literature setwork (20 mins)	R&V: Continue reading literature setwork as directed by the teacher				
Reflection										
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					<p>HOD/Subject head:</p>		<p>Date:</p>			

Note 1: On Day 3 you can use Act. 5 for **FAT: Oral: Prepared reading.**

Note 2: On Day 5 use Act. 7 for practice for **FAT 3: Test 3: Comprehension and language use.** As learners may work out the answers in advance, it is best to use this for practice. For the formal test use the test that is at the end of the tracker, or use any test from another LTSM.

Extra resources: See TG p. 162. Remind learners to bring the newspaper article they used for Extra Act. 1 LB p. 168, as they will need it for FAT: Oral: Prepared reading.

CLEVER ENGLISH Week 7 Unit 14 Theme: Yes, this is me!										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	L&S: Discussion – disabilities	171 171–172	Act. 1 (25 mins) Act. 2 (15 mins)	163 163	Read and discuss literature setwork (20 mins)	R&V: Continue reading literature setwork as directed by the teacher				
2	L&S: Newspaper article p. 69	172	Act. 3 (60 mins)	163–164		R&V: Prepare for FAT: Oral: prepared reading. Use the newspaper article chosen for Extra Act. 1 LB p. 168				
3	L&S: Discussion – stereotypes R&V: Newspaper article – prepared reading p. 69	173–174 174	Act. 4 (20 mins) FAT: Act. 5 (40 mins)	165 165		R&V: Continue reading literature setwork as directed by the teacher				
4	R&V: Newspaper article p. 69	174–176	Act. 6 (60 mins)	166–167		R&V: Continue reading literature setwork as directed by the teacher				
5	R&V & LSC: Comprehension and language use test Task 3: Test 3 p. 71	176–178	Practice for FAT Task 3: Act. 7 (60 mins)	167		R&V: Continue reading literature setwork as directed by the teacher				
Reflection										
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?					
					HOD/Subject head:		Date:			

Extra resources: See TG p. 162.

CLEVER ENGLISH Week 8 Unit 14 Theme: Yes, this is me! continued										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	W&P: Longer transactional text – newspaper article, focus on process writing p. 69	179	Act. 8 Planning & drafting (60 mins)	168		W&P: Complete Act. 8 Revising & editing				
2	W&P: Longer transactional text – newspaper article, focus on process writing p. 69 LSC: Reinforcement of LSC covered in previous weeks p. 69	179–180	Complete Act. 8 Revising & editing (30 mins) Act. 9 (30 mins)	168 168		R&V: Continue reading literature network as directed by the teacher				
3	LSC: Punctuation, bias and prejudice p. 69	181	Act. 10 (40 mins)	169	Continue reading and discussing literature network (20 mins)	R&V: Extra Act. 1 LB p. 182, TG p. 169				
4	R&V: Newspaper article – write a comprehension test p. 69	182	Extra Act. 2 (60 mins)	169		R&V: Continue reading literature network as directed by the teacher				
5	L&S: Discussion R&V: Literary text p. 70	182	Extra Act. 3 (30 mins)	169	Continue reading and discussing literature network (30 mins)	R&V: Continue reading literature network as directed by the teacher				
Reflection										
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					HOD/Subject head:		Date:			

Note 1: On Day 1 you can use Act. 2 for **FAT: Oral: Giving directions.**

Note 2: On Day 4 you can use Act. 5 for **FAT Task 3: Test 3: Literature test.** As learners may have worked out the test in advance, it is best to use this for practice, and for the final test use the one at the end of the tracker or any test from other LTSMs.

CLEVER ENGLISH Week 9 Unit 15 Theme: Mapping out!									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	R&V: Reading for comprehension – visual text p. 70 L&S: Listening comprehension – directions p. 70	184	Act. 1 (10 mins) FAT: Act. 2 (50 mins)	173		R&V: Continue reading literature setwork as directed by the teacher			
2	L&S: Listening comprehension – directions p. 70	185	Act. 3 (60 mins)	174–175		R&V: Continue reading literature setwork as directed by the teacher			
3	R&V: Short story p. 70 R&V: Literary text p. 70	186–187	Act. 4 (50 mins)	175–176	Continue discussing literature setwork (10 mins)	R&V: Continue reading literature setwork as directed by the teacher			
4	R&V: Poetry p. 70	188–189	FAT: Act. 5 (60 mins)	176		R&V: Continue reading literature setwork as directed by the teacher			
5	R&V: Comprehension p. 70	189–191	Act. 6 (60 mins)	177		R&V: Continue reading literature setwork as directed by the teacher			
Reflection									
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?				
					HOD/Subject head:		Date:		

Note 1: On Day 1 use Act. 7 for **FAT: Narrative essay.**
Extra resources: Rubric for narrative essay TG p. 256.

CLEVER ENGLISH Week 10 Unit 15 Theme: Mapping out! continued									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	W&P: Narrative essay p. 70	191–192	FAT: Act. 7 (60 mins)	178, 256					
2	R&V: Literary text p. 70 W&P: Visual text	193	Act. 8 (30 mins)	178	Continue reading and discussing literature setwork (30 mins)				
3	LSC: Definite and indefinite articles, punctuation p. 70	193–194 194	Act. 9 (15 mins) Act. 10 (45 mins)	178–179					
4	LSC: Complex nouns and main clauses p. 70 R&V: Literary text p. 70	194–195	Act. 11 (20 mins)	179	Continue reading and discussing literature setwork (40 mins)				
5	LSC: Pronouns – personal, relative and reflexive, reinforcement of LSC covered in previous weeks p. 70	195–196	Act. 12 (30 mins) Extra Act. 1 (30 mins)	179 179–180					
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		

Note 1: Use this week to complete any outstanding work as well as work on the literature setwork and CR.

Note 2: Complete the tracker to suit your requirements for revision and catch up and for **FAT Task 3: Test 3: Comprehension and language use** or **FAT Task 3: Test literature**.

Note 3: As no tests are provided in the TG, use the example **Task 3: Test 3: Comprehension and language use** or **Literature** at the end of the tracker for formal assessment, or use tests from other LTSMs.

Extra resources: Drama *The sly green lizard* CR pp. 68–85 and Poetry *a young man's thoughts before june the 16th* CR p. 61.

CLEVER ENGLISH Week 11: Catch up, consolidation and revision – plan your week									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	R&V: Drama p. 70				Drama <i>The sly green lizard</i> CR pp. 68–85 (60 mins)				
2	R&V: Drama p. 70				Continue with drama <i>The sly green lizard</i> CR pp. 68–85 (60 mins)				
3	R&V: Poetry p. 70				Poetry <i>a young man's thoughts before june the 16th</i> CR p. 61				
4	R&V: Literary text p. 70				Continue reading and discussing literature setwork				
5	R&V: Literary text p. 70				Complete reading and discussing literature setwork				
End-of-term reflection									
<p>Think about and make a note of:</p> <p>1. Was the learners' performance during the term what you had expected and hoped for? Which learners need particular support with EFAL in the next term? What strategy can you put in place for them to catch up with the class? Which learners would benefit from extension activities? What can you do to help them?</p> <p>2. With which specific topics did the learners struggle the most? How can you adjust your teaching to improve their understanding of this section of the curriculum in the future?</p>					<p>3. What ONE change should you make to your teaching practice to help you teach more effectively next term?</p> <p>4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back on track?</p>				
HOD/Subject head:						Date:			

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

Extra resources: Review and give feedback on exams taken at the end of Term 2. Short story: *The best taxi in town* CR p. 47.

ENGLISH TODAY Week 1 Chapter 10 Theme: Let's go to new places									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
1	Listen to teacher's feedback on Term 2 mid-year examination (20 mins) L&S: Listening comprehension – questionnaires p. 66	126	Unit 1 Act. 1 & 2 (40 mins)	75–76					
2	R&V: Reading for comprehension – questionnaires p. 66	127–129	Unit 2 Act. 3 & 4 (60 mins)	76–77					
3	LSC: Synonyms, antonyms, homonyms p. 66	129	Unit 2 Act. 5 (30 mins)	77	Short story: <i>The best taxi in town</i> CR p. 47 (30 mins)				
4	LSC: Collective nouns and adverbs; noun, adjectival and adverbial clauses p. 66	130 130	Unit 3 Act. 6 (30 mins) Act. 7 (30 mins)	77–78 78					
5	LSC: Abbreviations p. 66	131–132 132	Unit 3 Act. 8 (25 mins) Act. 9 (35 mins)	78 78–79					
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
<p>HOD/Subject head:</p>					<p>Date:</p>				

Note 1: On Day 3 you can begin Unit 6 Act. 12 and use it for **FAT: Oral: Panel discussion.**

Note 2: Continue assessing groups of learners conduct their FAT: Oral: Panel discussion on Day 4. When groups are finished, learners should continue reading the literature setwork independently.

Note 3: Introduce the literature setwork for the term as the CAPS (p. 67) suggests. Choose either a youth novel or drama.

Extra resources: Literature setwork.

ENGLISH TODAY Week 2 Chapter 10 Theme: Let's go to new places continued									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	R&V: Literary text p. 67 W&P: Filling in forms p. 66	133–134	Unit 4 Act. 10 (30 mins)	79	Introduce literature setwork (30 mins)				
2	LSC: Compound and complex sentences p. 66	134	Unit 5 Act. 11 (40 mins)	79–80	Continue reading and discussing literature setwork (20 mins)	R&V: Continue reading literature setwork as directed by the teacher			
3	L&S: Panel discussions p. 66	135	Begin Unit 6 FAT: Act. 12 (60 mins)	80	Continue reading literature setwork	R&V: Continue reading literature setwork as directed by the teacher			
4	L&S: Panel discussions p. 66	135	Complete Unit 6 FAT: Act. 12 (60 mins)	80	Continue reading literature setwork	R&V: Continue reading literature setwork as directed by the teacher			
5	W&P: Filling in forms p. 66	136	Revision Filling in a form (60 mins)	81		R&V: Continue reading literature setwork as directed by the teacher			
Reflection									
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?				
					HOD/Subject head:			Date:	



ENGLISH TODAY Week 3 Chapter 11 Theme: Celebrate women									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	L&S: Listening to drama – radio play p. 67	138	Unit 1 Act. 1 (45 mins)	83–84	Continue reading literature setwork (15 mins)	R&V: Continue reading literature setwork as directed by the teacher			
2	L&S: Compile a questionnaire p. 67	139	Unit 1 Act. 2 (60 mins)	84		R&V: Continue reading literature setwork as directed by the teacher			
3	LSC: Direct and indirect speech p. 67	139–140	Unit 2 Act. 3 & 4 (60 mins)	85		R&V: Continue reading literature setwork as directed by the teacher			
4	R&V: Drama p. 67	141–143	Unit 3 Act. 5 & 6 (60 mins)	85–86		R&V: Continue reading literature setwork as directed by the teacher			
5	LSC: Relative clauses p. 67	143	Unit 4 Act. 7 (40 mins)	86–87	Continue reading literature setwork (20 mins)	R&V: Continue reading literature setwork as directed by the teacher			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		





ENGLISH TODAY Week 4 Chapter 11 Theme: Celebrate women continued

Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	W&P: Longer text – drama, focus on process writing p. 67	144–145	Unit 5 Begin Act. 8 Planning & drafting (60 mins)	87		R&V: Continue reading literature setwork as directed by the teacher					
2	W&P: Longer text – drama, focus on process writing p. 67	144–145	Unit 5 Complete Act. 8 Revising & editing (60 mins)	87		L&S: Collect props to perform your drama written in Act. 8					
3	L&S: Dramatisation p. 67	145–146	Unit 6 Act. 9 (60 mins)	87–88		R&V: Continue reading literature setwork as directed by the teacher					
4	R&V: Poetry p. 67 R&V: Reading for comprehension p. 66	146–147	Unit 7 Act. 10 & 11 (60 mins)	88		LB p. 48 Revision					
5	R&V: Reading for comprehension p. 66 R&V: Literary text p. 67	148	Review Revision for homework activity (30 mins)	88–89	Continue reading and discussing literature setwork (30 mins)	R&V: Continue reading literature setwork as directed by the teacher					
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>					
HOD/Subject head:						Date:					



Extra resource: Folktale: *The elephant's child* CR p. 75.

ENGLISH TODAY Week 5 Chapter 12 Theme: Busy school days											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	L&S: Meeting procedure p. 68	150	Unit 1 Act. 1 & 2 (60 mins)	91–92		R&V: Continue reading literature setwork as directed by the teacher					
2	LSC: Pronouns, apostrophes p. 68	151 151–152	Unit 2 Act. 3 (40 mins) Act. 4 (20 mins)	92 92		R&V: Continue reading literature setwork as directed by the teacher					
3	R&V: Notice, agenda, minutes of a meeting p. 68	152–153 154	Unit 3 Act. 5 (30 mins) Act. 6 (30 mins)	93 93		R&V: Unit 3 Act. 7 LB p. 155, TG p. 93					
4	R&V: Notice, agenda, minutes of a meeting p. 68	155	Review homework Unit 3 Act. 7 (40 mins)	93	Begin reading folktale: <i>The elephant's child</i> CR p. 75 (20 mins)	R&V: Continue reading literature setwork as directed by the teacher					
5	R&V: Literary text p. 67				Continue reading folktale: <i>The elephant's child</i> CR p. 75 and do Act. 2 (agenda) p. 82 (60 mins)	R&V: Continue reading literature setwork as directed by the teacher					
Reflection											
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?						
					HOD/Subject head: _____ Date: _____						

Note 1: On Day 3 use Unit 5 Act. 12 for **FAT Writing: Agenda and minutes.**
Extra resource: Folktale: *The chatterbox* CR p. 67.

ENGLISH TODAY Week 6 Chapter 12 Theme: Busy school days continued									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	LSC: Direct and reported speech p. 68 R&V: Literary text p. 67	155–156	Unit 4 Act. 8 & 9 (60 mins)	94		LSC & R&V: Folktale: <i>The chatterbox</i> CR p. 67 TG p. 94			
2	LSC: Active and passive voice, punctuation – capitalisation p. 68	157 157	Unit 4 Act. 10 (30 mins) Act. 11 (30 mins)	94 94–95		R&V: Continue reading literature setwork as directed by the teacher			
3	W&P: Agenda and minutes – focus on process writing p. 68	158	Unit 5 FAT: Act. 12 (60 mins)	95		R&V: Continue reading literature setwork as directed by the teacher			
4	L&S: Meeting p. 68	159	Unit 6 Act. 13 (60 mins)	95–96		R&V: Revision for homework LB p. 160			
5	R&V: Literary text p. 67 R&V: Meeting p. 68	160	Review homework (20 mins)	96	Continue reading and discussing literature setwork (40 mins)	R&V: Continue reading literature setwork as directed by the teacher			
Reflection									
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?				
					HOD/Subject head:			Date:	

Extra resources: Short story: *Z456 to the rescue* CR p. 40, Poetry: *Mozambican soldier* CR p. 19.

ENGLISH TODAY Week 7 Chapter 13 Theme: Save our natural heritage										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	L&S: Listen to a newspaper article p. 69	162–163	Unit 1 Act. 1 & 2 (60 mins)	98–99		R&V: Continue reading literature network as directed by the teacher				
2	R&V: Newspaper article p. 69 R&V: Literary text p. 70	163	Unit 1 Act. 3 (30 mins)	99	Reread short story <i>Z456 to the rescue</i> CR p. 40 (30 mins)	R&V: Continue reading literature network as directed by the teacher				
3	R&V: Speech p. 69	164–165	Unit 2 Act. 4 & 5 (60 mins)	99–100		R&V: Continue reading literature network as directed by the teacher				
4	LSC: Comparative and superlative adjectives, literal and figurative language p. 69	166	Unit 3 Act. 6 & 7 (30 mins) Act. 8 (30 mins)	100–101		R&V: Continue reading literature network as directed by the teacher				
5	LSC: Chronological order p. 69 R&V: Literary text p. 70	167	Unit 3 Act. 9 (40 mins)	101–102	Poetry: <i>Mozambican soldier</i> CR p. 19 (20 mins)	R&V: Continue reading literature network as directed by the teacher				
Reflection										
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					HOD/Subject head:		Date:			

Note 1: On Day 3 begin Unit 6 Act. 13 for **FAT: Oral: Prepared reading**. This assessment requires time, so continue on Day 4.

Note 2: When learners have been assessed for their prepared reading, allow them to continue reading the literature setwork independently.

Extra resources: Newspaper articles for FAT: Oral: Prepared reading, rubric for prepared reading Addendum C – TG p. 190.

ENGLISH TODAY Week 8 Chapter 13 Theme: Save our natural heritage continued												
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class					
							Date completed					
1	W&P: Newspaper article – focus on process writing p. 69	168–169	Unit 4 Act. 10 (60 mins)	102		R&V: Continue reading literature setwork as directed by the teacher						
2	W&P: Descriptive paragraph	169 170	Unit 4 Act. 11 (30 mins) Unit 5 Act. 12 (30 mins)	102 102–103		R&V: Find a newspaper article to bring to school for Unit 6 Act. 13						
3	L&S: FAT: Oral: Prepared reading p. 71 R&V: Literary text p. 70	171	Begin Unit 6 FAT Act. 13 (60 mins)	103, 190	Continue reading and discussing literature setwork	R&V: Continue reading literature setwork as directed by the teacher						
4	L&S: FAT: Oral: Prepared reading p. 71 R&V: Literary text p. 70	171	Complete Unit 6 FAT Act. 13 (60 mins)	103, 190	Continue reading and discussing literature setwork	Revision for homework LB p. 172						
5	R&V: Literary text p. 70 LSC: Reinforcement of LSC covered previously p. 69	172	Review homework for revision	103–104	Continue reading and discussing literature setwork (60 mins)	R&V: Continue reading literature setwork as directed by the teacher						
Reflection												
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?				What will you change next time? Why?								
				HOD/Subject head:				Date:				



Note 1: On Days 1 and 2 you can use Unit 1 Act. 2 for **FAT: Oral: Giving directions.**

Note 2: When learners have been assessed, they should continue reading the literature setwork independently.

Note 3: On Day 5 use Unit 4 Act. 6 for **FAT: Narrative essay.**

Extra resources: Rubric for narrative essay, Addendum C –TG p. 186.

ENGLISH TODAY Week 9 Chapter 14 Theme: Follow the stars									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	L&S: Giving directions p. 70	174 175	Unit 1 Act. 1 (40 mins) Begin FAT Act. 2 (20 mins)	106 106, 189		R&V: Continue reading literature setwork as directed by the teacher			
2	L&S: Giving directions p. 70	175	Continue Unit 1 FAT Act. 2 (60 mins)	106, 189		R&V: Continue reading literature setwork as directed by the teacher			
3	LSC: Complex nouns p. 70 R&V: Literary text – folktale p. 70	175 176–177	Unit 2 Act. 3 (30 mins) Unit 3 Act. 4 (30 mins)	107 107		R&V: Continue reading literature setwork as directed by the teacher			
4	R&V: Literary text – folktale p. 70	177	Unit 3 Act. 5 (60 mins)	107–108		R&V: Continue reading literature setwork as directed by the teacher			
5	W&P: Narrative essay p. 70	178	Unit 4 FAT Act. 6 (60 mins)	108–109, 186		R&V: Continue reading literature setwork as directed by the teacher			
Reflection									
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?				
					HOD/Subject head:			Date:	





Note 1: On Day 4 conduct **FAT Task 3: Test 3: Comprehension and language use**. As learners may have worked out answers in advance, use this test for practice. For the final test use the example paper at the end of the tracker or any test from another set of LTSMs. Do the final test in Week 11.

Extra resources: Rubric for Task 3: Test 3: Comprehension and language use: Addendum B – TG p. 164.

ENGLISH TODAY Week 10 Chapter 14 Theme: Follow the stars continued							
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class
							Date completed
1	R&V: Poetry p. 70	179–180	Unit 5 Act. 7 & 8 (60 mins)	109		R&V: Continue reading literature setwork as directed by the teacher	
2	R&V: Comprehension – fact and opinion p. 70	181–182	Unit 6 Act. 9 & 10 (60 mins)	109–110		R&V: Continue reading literature setwork as directed by the teacher	
3	LSC: Pronouns, subject and predicate p. 70	183	Unit 7 Act. 11 & 12 (60 mins)	110–111		R&V: Continue reading literature setwork as directed by the teacher	
4	R&V: FAT Task 3 p. 71	184–185	FAT Task 3: Test 3 (60 mins)	111, 164		R&V: Continue reading literature setwork as directed by the teacher	
5	R&V: Literary text p. 70				Continue reading and discussing literature setwork (60 mins)		
Reflection							
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?				What will you change next time? Why?			
				HOD/Subject head:		Date:	





Note 1: Use this week to complete any outstanding work as well as work on the literature setwork and CR.

Note 2: Use this week to revise LSC. Use the exercises from the *Photocopiable Worksheet Book*.

Note 3: Complete the tracker to suit your requirements for revision and catch up and **FAT Task 3: Test 3: Comprehension and language use** or **Task 3: Test 3: Literature**.

Note 4: Use the example **Task 3: Test 3: Comprehension and language use** at the end of the tracker for formal assessment, or tests from another set of LTSMs.

ENGLISH TODAY Week 11: Catch up, consolidation and revision – plan your week										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1										
2										
3										
4										
5										
End-of-term reflection										
<p>Think about and make a note of:</p> <p>1. Was the learners' performance during the term what you had expected and hoped for? Which learners need particular support with EFAL in the next term? What strategy can you put in place for them to catch up with the class? Which learners would benefit from extension activities? What can you do to help them?</p> <p>2. With which specific topics did the learners struggle the most? How can you adjust your teaching to improve their understanding of this section of the curriculum in the future?</p>					<p>3. What ONE change should you make to your teaching practice to help you teach more effectively next term?</p> <p>4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back on track?</p>					
					HOD/Subject head:		Date:			



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

Note 1: On Day 2 use Act. 2: Group work for **FAT: Oral: Forum/panel discussion**. If you do not complete it on Day 2 continue on Day 3.

Note 2: When groups have been assessed for their panel discussion, allow them to continue reading the literature network independently.

Note 3: Introduce the literature network for the term as the CAPS suggests on p. 67: choose to read either a youth novel or drama.

Extra resources: Examinations done at the end of Term 2 for review and feedback. Rubric for FAT: Oral: Forum/panel discussion LB p. 278 and TG p. xxvii; Poetry: *Look outside*, CR p. 48; Literature network.

INTERACTIVE ENGLISH Week 1 Theme: Clean up our world: waste not, want not									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	Listen to teacher's feedback on Term 2 mid-year examination (30 mins) R&V: Literary text p. 65				Introduce literature network (30 mins)	R&V: Continue reading literature network as directed by the teacher			
2	L&S: Listening comprehension – questionnaires p. 66	148–149, 278	Act. 1 (60 mins)	103–104, xxvii		R&V: Continue reading literature network as directed by the teacher			
3	L&S: Panel discussion – questionnaires p. 66	149–151, 278	Begin FAT: Act. 2 (60 mins)	104–105, xxvii	Continue reading literature network	R&V: Continue reading literature network as directed by the teacher			
4	L&S: Panel discussion – questionnaires p. 66	149–151, 278	Complete FAT: Act. 2 (30 mins)	104–105, xxvii	Continue reading literature network (30 mins)	R&V: Continue reading literature network as directed by the teacher			
5	R&V: Comprehension p. 66	152–153	Act. 3 (40 mins)	105–106	Poetry: <i>Look outside</i> CR p. 48 (20 mins)				
Reflection									
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?				
					HOD/Subject head:			Date:	



Note 1: Interactive English presents both a visual text and a magazine article for R&V. These are requirements according to the CAPS for Weeks 5–6 and 7–8. The CAPS does not specify which genres must be read for comprehension in Week 1. Nevertheless, since these texts are valuable, continue with these activities as stipulated in the LTSM.

Extra resources: Rubric for W&P: Act. 7 LB p. 277 and TG p. xxvi. Note the photocopiable texts for Act. 1, 4, 7 and 8 in TG pp. 112–114.

INTERACTIVE ENGLISH Week 2 Theme: Clean up our world: waste not, want not continued											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	LSC: Synonyms and abbreviations p. 66	154	Act. 3: Word study (60 mins)	106–107		R&V: Continue reading literature network as directed by the teacher					
2	R&V: Visual text and magazine article pp.68–69 LSC: Punctuation – hyphen, ellipsis p. 66	155–158	Act. 4 (60 mins)	107–108		R&V: Continue reading literature network as directed by the teacher					
3	LSC: Collective nouns, adverbs of manner, adjectives p. 66	158–159	Act. 5 (40 mins)	109–110	Continue reading literature network (20 mins)	R&V: Continue reading literature network as directed by the teacher					
4	LSC: Compound and complex sentences, noun, adjectival and adverbial clauses p. 66	159–160	Act. 6 (60 mins)	110–111		R&V: Continue reading literature network as directed by the teacher					
5	W&P: Fill in a questionnaire p. 66	161–162, 277 163	Act. 7 (50 mins) Act. 8 (10 mins)	111, xxvi		R&V: Continue reading literature network as directed by the teacher					
Reflection											
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?						
					HOD/Subject head: _____ Date: _____						





Note 1: On Day 2 you can use Act. 2 for **FAT: Oral: Role play.**

Extra resources: Rubrics for Act. 1 LB p. 278 and TG p. xxvii, rubric for role play TG p. 190. For the dialogue for Act. 1 use the text for Act. 2 on pp. 168–169 of the LB.

INTERACTIVE ENGLISH Week 3 Theme: Clean up our world: Graffiti										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	L&S: Dialogue p. 67 LSC: Proper nouns, singular and plural p. 67	165–169, 278	Act. 1 (60 mins)	116, xxvii		LSC: Act. 2 R&V: Continue reading literature setwork as directed by the teacher; Word study				
2	LSC: Proper nouns, singular and plural p. 67 L&S: Role play p. 67	169 168–169	Review homework Act. 2 Word study (15 mins) FAT: Act. 2 (45 mins)	117 117, 190		R&V: Continue reading literature setwork as directed by the teacher				
3	R&V: Drama p. 67	170–171	Act. 3 Class work (60 mins)	118		R&V: Continue reading literature setwork as directed by the teacher				
4	R&V: Drama p. 67 LSC: Apostrophe p. 67	170–172	Act. 3 Pair work (60 mins)	119		R&V: Continue reading literature setwork as directed by the teacher				
5	R&V: Poetry p. 67	173	Act. 4 (60 mins)	119–120		R&V: Continue reading literature setwork as directed by the teacher				
Reflection										
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					HOD/Subject head:		Date:			



Extra resources: Rubrics for FAT: Writing an interview LB p. 277 and TG p. xxvi.

INTERACTIVE ENGLISH Week 4 Theme: Clean up our world: Graffiti continued											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	LSC: Adjectives – comparative and superlative p. 67	174	Act. 5 (30 mins)	120	Continue reading literature setwork (30 mins)	R&V: Continue reading literature setwork as directed by the teacher					
2	LSC: Direct and reported speech p. 67	174–175	Act. 6 – Part 1 (60 mins)	120–121		R&V: Continue reading literature setwork as directed by the teacher					
3	LSC: Complex sentences with relative clauses p. 67	176	Act. 6 – Part 2 (60 mins)	121–122		R&V: Continue reading literature setwork as directed by the teacher					
4	W&P: Interview – focus on process writing p. 67	177, 277	Act. 7 (60 mins)	122, xxvi		R&V: Continue reading literature setwork as directed by the teacher					
5	LSC: Direct and indirect speech p. 67	177	Act. 8 (30 mins)	123	Continue reading literature setwork (30 mins)	R&V: Continue reading literature setwork as directed by the teacher					
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>						
					HOD/Subject head:			Date:			

Note 1: Introduce the listening comprehension theme by first reading the folktale from the CR pp. 50–53.

Note 2: On Day 2 you can use Act. 2 for **FAT: Oral: Role play meeting procedure**. When groups have been assessed, learners can continue reading the literature setwork independently.

Extra resources: Folktale: *Zanendaba – Bring me a story* CR pp. 50–53, rubrics for FAT: Oral: Role play meeting procedure: LB p. 278 and TG p. xxvii; Poetry: *Rubbish on the beach* CR p. 49.

INTERACTIVE ENGLISH Week 5 Theme: Clean up our world: oceans of water											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	L&S: Written text – website p. 68 R&V: Literary text p. 67	178–180	Act. 1 (40 mins)	125–126	Folktale: <i>Zanendaba – Bring me a story</i> CR pp. 50–53 (20 mins)	R&V: Continue reading literature setwork as directed by the teacher					
2	L&S: Role play – meeting procedure p. 68	180–181, 278	Begin FAT: Act. 2 (60 mins)	127, xxvii	Continue reading literature setwork	R&V: Continue reading literature setwork as directed by the teacher					
3	R&V: Meeting information – notice & agenda p. 68	180–181, 278	Complete FAT: Act. 2 (60 mins)	127, xxvii	Continue reading literature setwork	R&V: Continue reading literature setwork as directed by the teacher					
4	R&V: Reading comprehension – written & visual text p. 68	182–183	Act. 3 (60 mins)	128–129		R&V: Continue reading literature setwork as directed by the teacher					
5	R&V: Reading comprehension p. 68	184–187	Act. 4 (60 mins)	129–130		Continue reading literature setwork as directed by the teacher					
Reflection											
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?				What will you change next time? Why?							
				HOD/Subject head:				Date:			

Note 1: On Day 5 use Act. 8 for **FAT: Writing agenda and minutes.**

Extra resources: Rubrics for FAT: Writing agenda and minutes: LB p. 277 & TG p. xxvi.

INTERACTIVE ENGLISH Week 6 Theme: Clean up our world: oceans of water continued										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	R&V: Advertisement – visual & written text p. 68, poetry p. 67	188–189	Act. 5 (50 mins)	130–131	Poetry: <i>Rubbish on the beach</i> CR p. 49 (10 mins)	R&V: Continue reading literature network as directed by the teacher				
2	LSC: Pronouns – personal & possessive; Direct speech; Active & passive voice p. 68	190 191	Act. 6 (25 mins) Act. 7 (35 mins)	132 132–133		R&V: Continue reading literature network as directed by the teacher				
3	W&P: FAT: Agenda & minutes pp. 68, 71	193, 277	FAT: Act. 8 (60 mins)	133, xxvi		R&V: Continue reading literature network as directed by the teacher				
4	LSC: Active & passive voice p. 68 R&V: Literary text p. 69	194	Act. 9 (20 mins)	134	Continue reading and discussing literature network (40 mins)	R&V: Continue reading literature network as directed by the teacher				
5	R&V: Literary text p. 69				Continue reading and discussing literature network (60 mins)	R&V: Continue reading and discussing literature network				
Reflection										
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?					
					HOD/Subject head:		Date:			



Note 1: This week you must use Act.3 for **FAT: Oral: Prepared reading**. Spread the activity over two days to have time to listen to every learner read.

Note 2: When learners have read, they must complete the pair work section of Act. 3.

Extra resources: Newspaper articles for FAT: Oral: Prepared reading.

INTERACTIVE ENGLISH Week 7 Theme: Clean up our world: 67 minutes for 46664										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	L&S: Newspaper article p. 69	196–198	Act. 1 (60 mins)	136		R&V: Prepare for FAT: Oral: Prepared reading Learners can use the newspaper article in LB p. 199 or any article of their choice				
2	R&V: Newspaper article p. 69	198–199	Act. 2 (60 mins)	136–137		R&V: Continue reading literature network as directed by the teacher				
3	L&S: Prepared reading pp. 69 & 71	199–200	Begin FAT: Act. 3 (60 mins)	137		R&V: Continue reading literature network as directed by the teacher				
4	L&S: Prepared reading pp. 69 & 71	199–200	Complete FAT: Act. 3 (60 mins)	137		R&V: Continue reading literature network as directed by the teacher				
5	R&V: Newspaper article p. 69	201–203	Act. 4 Class & pair work (60 mins)	138–139		R&V: Continue reading literature network as directed by the teacher				
Reflection										
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?					
					HOD/Subject head:			Date:		





Note 1: The LTSM advises that you use Act. 4 – individual work for **Task 3: Test 3: Comprehension and language use**. The tracker, however, suggests that you rather use this for practice, as learners could have had help in preparing the answers. For the final FAT Task 3: Test 3, rather use the exemplar test at the end of the tracker or a test from any other LTSM.

Extra resources: Rubrics for writing a newspaper article LB p. 277, TG p. xxvi.

INTERACTIVE ENGLISH Week 8 Theme: Clean up our world: 67 minutes for 46664 continued											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	R&V: Newspaper articles pp. 69, 71	201, 202, 204	Practice FAT: Act. 4 Individual work (60 mins)	139–140		R&V: Continue reading literature network as directed by the teacher					
2	LSC: Chronological order, prepositions p. 69	205–206	Act. 5 (60 mins)	140–141		R&V: Continue reading literature network as directed by the teacher					
3	LSC: Chronological order – description paragraph p. 69 R&V: Literary text p. 70	206	Act. 6 (30 mins)	141	Continue reading and discussing literature network (30 mins)	R&V: Continue reading literature network as directed by the teacher					
4	W&P: Longer transactional text: newspaper article – focus on process writing p. 69	207, 277	Begin Act. 7 Planning & drafting (60 mins)	141–142, xxvi		R&V: Continue reading literature network as directed by the teacher					
5	LSC: Punctuation p. 69 R&V: Literary text p. 70	208	Act. 8 (40 mins)	142	Continue reading and discussing literature network (20 mins)	R&V: Continue reading literature network as directed by the teacher					
Reflection											
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?						
					HOD/Subject head: _____ Date: _____						



Note 1: On Day 1 use Act. 1 for **FAT: Oral: Listening comprehension & role play giving directions.**

Note 2: When learners have been assessed, they should continue reading the literature setwork independently.

Note 3: On Day 5 use Act. 5 for practice **FAT 3: Test 3: Literature.** As the learners may have worked out the answers in advance, use the example test at the end of the tracker for the final test.

Extra resources: Photocopies of map TG p. 145 for Act. 1, rubric for FAT: Oral TG p. xxvii; Magazine article: *Growing hope* CR pp. 44–47.

INTERACTIVE ENGLISH Week 9 Theme: Clean up our world: take action!									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	L&S: Comprehension – giving directions p. 70 R&V: Literary text p. 70	210	FAT: Act. 1 (60 mins)	144,xxvii	Continue reading literature setwork	R&V: Continue reading literature setwork as directed by the teacher			
2	L&S: Comprehension – giving directions p. 70	211–212	Act. 2 (40 mins)	145–146, 148	Magazine article: <i>Growing hope</i> CR pp. 44–47 (20 mins)	R&V: Continue reading literature setwork as directed by the teacher			
3	R&V: Literary text – short story p. 70 LSC: Articles p. 70	212–214	Act. 3 Class, pair & individual work A (60 mins)	147		R&V: Continue reading literature setwork as directed by the teacher			
4	LSC: Synonyms, articles p. 70	212–214	Act. 3 Individual work B & C (60 mins)	147–148		R&V: Continue reading literature setwork as directed by the teacher			
5	R&V: Poetry p. 70	215–216	Practice FAT: Act. 4 Individual work (60 mins)	148–149		R&V: Continue reading literature setwork as directed by the teacher			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:			Date:	

Note 1: On Day 5 use Act. 8 for **FAT: Writing: Narrative essay.**
Extra resources: Rubrics for narrative essay: LB p. 276, TG p. xxv.

INTERACTIVE ENGLISH Week 10 Theme: Clean up our world: take action! continued										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	R&V: Comprehension p. 70	216–218	Act. 5 Class & group work (60 mins)	149–150		R&V: Continue reading literature setwork as directed by the teacher				
2	LSC: Adjectives – comparative & superlative p. 70 R&V: Literary text p. 70	218	Act. 5 Individual work (40 mins)	150	Continue reading and discussing literature setwork (20 mins)	R&V: Continue reading literature setwork as directed by the teacher				
3	LSC: Pronouns – personal, relative, reflexive p. 70	219–220	Act. 6 (60 mins)	151		R&V: Continue reading literature setwork as directed by the teacher				
4	LSC: Reinforcement of LSC done in previous weeks, main and dependent clauses p. 70	220 223	Act. 7 (40 mins) Act. 9 (20 mins)	151–152 153		R&V: Continue reading literature setwork as directed by the teacher				
5	W&P: Narrative essay p. 70	221–223, 276	FAT: Act. 8 (60 mins)	152, xxv		R&V: Continue reading literature setwork as directed by the teacher				
Reflection										
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					HOD/Subject head:		Date:			



Note 1: Use this week to complete any outstanding work as well as work on the literature network and CR.

Note 2: Use this week to revise LSC.

Note 3: Complete the tracker to suit your requirements for revision, catch up and FAT Task 3: Test 3: Comprehension and language use.

Note 4: Use the example **Task 3: Test 3: Comprehension and language use** or **Literature** at the end of the tracker for formal assessment, or tests from another set of LTSMs.

INTERACTIVE ENGLISH Week 11: Catch up, consolidation and revision – plan your week										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1										
2										
3										
4										
5										
End-of-term reflection										
<p>Think about and make a note of:</p> <p>1. Was the learners' performance during the term what you had expected and hoped for? Which learners need particular support with EFAL in the next term? What strategy can you put in place for them to catch up with the class? Which learners would benefit from extension activities? What can you do to help them?</p> <p>2. With which specific topics did the learners struggle the most? How can you adjust your teaching to improve their understanding of this section of the curriculum in the future?</p>					<p>3. What ONE change should you make to your teaching practice to help you teach more effectively next term?</p> <p>4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back on track?</p>					
					HOD/Subject head:		Date:			



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

Note 1: Introduce literature network as the CAPS suggests on p. 67: choose a youth novel or drama.

Extra resources: Examinations done at the end of Term 2 for review and feedback, literature network.

PLATINUM ENGLISH Week 1 Chapter 10 Theme: Questions for you									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	Listen to teacher's feedback on Term 2 mid-year examination (30 mins) R&V: Literary text p. 67				Introduce literature network (30 mins)				
2	R&V: Reading for comprehension – visual text & questionnaires (45 mins) p. 66	128	Act. 1 (15 mins)	93–94		R&V: Continue reading literature network			
3	R&V: Comprehension – questionnaires (15 mins) p. 66	128–130	Act. 2 (45 mins)	94–95		LSC: Work with sentences LB pp. 130–131 TG p. 95			
4	LSC: Proverbs, adverbs p. 66 L&S: Listening comprehension – interview p. 67	130–131 131–132	Review homework (15 mins) Act. 3 (45 mins)	95 95–96		Continue reading literature network			
5	L&S: Discussion p. 66 R&V: Literary text p. 67	132	Act. 4 (30 mins)	96	Continue reading and discussing literature network (30 mins)	Continue reading literature network			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:			Date:	

Note 1: On Day 3 you can use Act. 7 for **FAT: Oral: Forum discussion**. If you cannot assess all learners, you might have to take some time at break or after school.
Extra resources: Folktale: *The origin of stories* CR p. 57, photocopies TG pp. 98–99 for Act. 6, rubric for shorter transactional text for Act. 6 TG p. xxxi.

PLATINUM ENGLISH Week 2 Chapter 10 Theme: Questions for you continued									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	R&V: Comprehension – questionnaires p. 66	133–135	Act. 5 (60 mins)	96–97		R&V: Folktale: <i>The origin of stories</i> CR p. 57			
2	LSC: Abbreviations, punctuation – ellipsis p. 66 W&P: Questionnaire p. 66	135–136 136–137	Act. 5 Work with words & sentences (30 mins) Act. 6 (30 mins)	97 98,xxxix		R&V: Continue folktale: <i>The origin of stories</i> CR p. 57			
3	L&S: Forum discussion p. 66	138–139	FAT: Act. 7 (60 mins)	99–100		R&V: Continue reading literature setwork			
4	LSC: Compound & complex sentences p. 66	140–141	Act. 8 (45 mins)	100–101	Continue reading and discussing folktale: <i>The origin of stories</i> CR p. 57 (15 mins)	R&V: Continue reading literature setwork			
5	LSC: Noun clauses and reinforcement of LSC covered previously p. 66	141 142	Act. 9 (30 mins) Revision	101–102 102		R&V: Continue reading literature setwork			
Reflection									
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?				
					HOD/Subject head:			Date:	

Note 1: On Day 3 when learners have completed their dramatisation, they should then go on to work independently and do the work with sentences section of Act. 3.

PLATINUM ENGLISH Week 3 Chapter 11 Theme: Women's work or men's work									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	R&V: Reading for comprehension – visual text p. 66 L&S: Dialogue p. 67	144 144–145, 147	Act. 1 (15 mins) Act. 2 (45 mins)	104 105		LSC: Act. 2 – work with sentences			
2	LSC: Punctuation for direct speech p. 67 R&V: Literary text p. 67	146	Review Act. 2 – work with sentences (15 mins)	105–106	Continue reading and discussing literature setwork (45 mins)	R&V: Continue reading literature setwork as directed by the teacher			
3	L&S: Dramatisation p. 67 LSC: Reported speech p. 67	146–147	Act. 3 (60 mins)	106–107		R&V: Continue reading literature setwork as directed by the teacher			
4	R&V: Drama p. 67	148–151	Act. 4 (60 mins)	107–108		LSC: Complete work with words			
5	LSC: Word meaning – roots of words p. 67 W&P: Longer transactional text: dialogue – focus on process writing p. 67	151 151–152	Review homework: work with words (10 mins) Begin Act. 5 – planning & drafting (50 mins)	108 108–109		R&V: Continue reading literature setwork as directed by the teacher			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:			Date:	

Extra resources: Drama: *Lucky strike* CR p. 76.

PLATINUM ENGLISH Week 4 Chapter 11 Theme: Women's work or men's work continued											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	W&P: Longer transactional text: dialogue – focus on process writing p. 67	151–152	Continue Act. 5 – revising and editing (60 mins)	108–109		R&V: Continue reading literature setwork as directed by the teacher					
2	L&S: Poetry p. 67	152–154	Act. 6 (60 mins)	109–110		Drama: <i>Lucky strike</i> CR p. 76					
3	LSC: Complex sentences with relative clauses p. 67	154–155	Act. 7 (60 mins)	110–111		Drama: <i>Lucky strike</i> CR p. 76					
4	LSC: Reinforcement of LSC covered previously p. 67	156	Revision	111		Drama: <i>Lucky strike</i> CR p. 76					
5	R&V: Literary text p. 67				Continue reading and discussing drama: <i>Lucky strike</i> CR p. 76 (60 mins)	R&V: Continue reading literature setwork as directed by the teacher					
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>						
					<p>HOD/Subject head: _____ Date: _____</p>						



Note 1: On Day 5 use Act. 5 for **FAT: Writing an agenda.**

Extra resources: Folktale: *The flying Dutchman* CR p. 53, rubric for Act. 5 for FAT: Writing an agenda: TG p. xxx.

PLATINUM ENGLISH Week 5 Chapter 12 Theme: Read and succeed									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	R&V: Reading for comprehension – visual text p. 66 L&S: Listening comprehension – written text p. 68	158 158–159	Act. 1 (15 mins) Act. 2 (45 mins)	113–114 114–115		Folktale: <i>The flying Dutchman</i> CR p. 53			
2	R&V: Comprehension – news p. 68	159–162	Act. 3 (60 mins)	115–116		R&V: Continue reading literature setwork as directed by the teacher			
3	W&P: Notice p. 68	163	Act. 4 (60 mins)	116		R&V: Continue reading literature setwork as directed by the teacher			
4	W&P: Agenda p. 68	164	FAT: Act. 5 (60 mins)	116–117, xxx		R&V: Continue reading literature setwork as directed by the teacher			
5	L&S: Role play – meeting procedure p. 68	165–166	Begin FAT: Act. 6 (60 mins)	117–118	Read literature setwork	R&V: Continue reading literature setwork as directed by the teacher			
Reflection									
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?				
					HOD/Subject head:			Date:	



Note 1: On Day 1 complete Act. 6 for **FAT: Oral: Role play a meeting.** When learners have been assessed, allow them to continue reading the literature setwork independently.

Note 2: On Day 2 begin Act. 7 – **FAT: Writing minutes of a meeting.**

Note 3: Do not allow learners to take home their drafts, as they may get help at home. At the end of the period, take in drafts to be handed out on Day 3, so learners can revise and edit without help.

Extra resources: Rubric for Act. 7 – FAT: Writing minutes of a meeting: LB p. 277, TG p. xxx, Worksheet B Chapter 12 *Extension and Remediation Worksheet Book (ERW).*

PLATINUM ENGLISH Week 6 Chapter 12 Theme: Read and succeed continued										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/literature text	Homework	Class			
										Date completed
1	L&S: Role play – meeting procedure p. 68	165–166	Complete FAT: Act. 6 (60 mins)	117–118	Read literature setwork	R&V: Continue reading literature setwork as directed by the teacher				
2	W&P: Minutes of a meeting p. 68	166–167, 277	Begin FAT: Act. 7 – planning & drafting (60 mins)	118, xxx		R&V: Continue reading literature setwork as directed by the teacher				
3	W&P: Minutes of a meeting p. 68 LSC: Passive voice p. 68	166–167, 277	Complete FAT: Act. 7 – Revising and editing (45 mins) Work with words (15 mins)	118, xxx		LSC: Act. 10 LB p. 169 TG pp. 119–120				
4	LSC: Pronouns – personal, possessive and demonstrative p. 68 LSC: Reinforcement – prefixes & suffixes p. 68	168 168–169 169	Act. 8 (20 mins) Act. 9 (20 mins) Review Act. 10 (10 mins)	119 119–120		LSC: Revision LB p. 172 TG p. 121 & <i>ERW</i> Chapter 12 B				
5	LSC: Reinforcement of LSC covered previously p. 68 R&V: Poetry p. 67	169 170–171	Review Revision & <i>ERW</i> B (15 mins) Act. 11 (45 mins)	119–120 120–121		R&V: Continue reading literature setwork as directed by the teacher				
Reflection										
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?					
					HOD/Subject head:		Date:			



Note 1: On Day 2 use Act. 3 for **FAT: Oral: Unprepared reading**. When learners have been assessed they should continue reading the literature setwork or they could read the story in the CR p. 4.
Extra resources: Rubric for Act 3 LB p. 280 and TG p. xxxii; Short story: *Message of the black eagle* CR p. 4.

PLATINUM ENGLISH Week 7 Chapter 13 Theme: Dangerous journeys										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	R&V: Reading for comprehension – visual text p. 66 L&S: Comprehension – newspaper article p. 69	174 173–176	Act. 1 (15 mins) Act. 2 (45 mins)	123–124 124–125		R&V: Continue reading literature setwork as directed by the teacher				
2	L&S: Unprepared reading p. 69 Literary text p. 70	175–177, 280	FAT: Act. 3 (60 mins)	125, xxxii	Read literature setwork	R&V: Continue reading literature setwork as directed by the teacher				
3	L&S: Literary text p. 70				Short story: <i>Message of the black eagle</i> CR p. 4	R&V: Continue reading literature setwork as directed by the teacher				
4	R&V: Newspaper article p. 69	177–179	Act. 4 (60 mins)	126–127		R&V: Continue reading literature setwork as directed by the teacher				
5	LSC: Chronological order, order of importance p. 69	180–181	Act. 6 & 7 (60 mins)	127–128		R&V: Continue reading literature setwork as directed by the teacher				
Reflection										
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?					
					HOD/Subject head:		Date:			



Extra resources: Photocopies from *ERW* Chapter 13 A & B, rubric for newspaper article: LB p. 277, TG pp. xxx.

PLATINUM ENGLISH Week 8 Chapter 13 Theme: Dangerous journeys continued											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	R&V: Literary text p. 70	181–184	Act. 7 (60 mins)	129		R&V: Continue reading literature setwork as directed by the teacher					
2	LSC: Vocabulary in context p. 69 W&P: Newspaper article – focus on process writing p. 69	183 184–185	Work with words (10 mins) Begin Act. 8 Planning & drafting (50 mins)	130		R&V: Continue reading literature setwork as directed by the teacher					
3	W&P: Newspaper article – focus on process writing p. 69	184–185, 277	Complete Act. 8 (30 mins)	130, xxx	Continue reading literature setwork (30 mins)	R&V: Continue reading literature setwork as directed by the teacher					
4	LSC: Reinforcement of LSC covered previously p. 69		<i>ERW</i> Chapter 13 A & B (60 mins)	222		R&V: Continue reading literature setwork as directed by the teacher					
5	LSC: Reinforcement of LSC covered previously p. 69	186	Revision (40 mins)	130	Continue reading literature setwork (20 mins)	R&V: Continue reading literature setwork as directed by the teacher					
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>						
					<p>HOD/Subject head: _____ Date: _____</p>						



Note 1: On Day 3 begin Act. 3 **FAT: Narrative essay.** Take in drafts at the end of the lesson. Hand them out on Day 4 for the learners to complete.
Extra resources: Rubrics for FAT: Narrative essay: LB p. 276, TG p. xxix.

PLATINUM ENGLISH Week 9 Chapter 14 Theme: Surviving in the city										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	R&V: Reading for comprehension – visual text p. 70	188 188–191	Act. 1 (15 mins) Act. 2 Pre- & while- reading (45 mins)	132–133 133–134		R&V: Continue reading literature network as directed by the teacher				
2	R&V: Reading for comprehension – visual text p. 70	189–191	Act. 2 While-reading & work with words (60 mins)	134		R&V: Continue reading literature network as directed by the teacher				
3	W&P: Narrative essay p. 70	192–194, 276	Begin FAT: Act. 3 Planning & drafting (60 mins)	135–136, xxix		R&V: Continue reading literature network as directed by the teacher				
4	W&P: Narrative essay p. 70	192–195, 276	Complete FAT: Act. 3 Revising & editing (60 mins)	135–136, xxix		R&V: Continue reading literature network as directed by the teacher				
5	L&S: Listening comprehension – directions p. 70	195–196	Act. 4 (60 mins)	137		R&V: Continue reading literature network as directed by the teacher				
Reflection										
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?					
					HOD/Subject head: _____ Date: _____					



Note 1: On Day 1 use Act. 5 for **FAT: Oral: Giving directions**. When you have assessed pairs of learners, allow them to read from the CR p. 46.
Extra resources: Rubric for FAT Act. 5 LB p. 279, folktale: *Persephone* CR p. 46.

PLATINUM ENGLISH Week 10 Chapter 14 Theme: Surviving in the city continued									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	L&S: Giving directions p. 70	196–197, 279	FAT: Act. 5 (60 mins)	137–138	CR Folktale: <i>Persephone</i> p. 46	R&V: Continue reading literature network as directed by the teacher			
2	LSC: Vocabulary in context, relative pronouns p. 70	197–198 200–201	Work with words & sentences in Act. 5 (30 mins) Act. 7 (30 mins)	138 139–140		R&V: Continue reading literature network as directed by the teacher			
3	R&V: Poetry p. 70	199–200	Act. 6 (40 mins)	139		R&V: Continue reading literature network as directed by the teacher			
4	LSC: Reflexive pronouns, articles p. 70	201 201	Act. 8 (20 mins) Act. 9 (20 mins) ERW Chapter 14 A	140–141 141, 222		R&V: Continue reading literature network as directed by the teacher			
5	LSC: Reinforcement of LSC covered previously p. 70	202	Revision	141		R&V: Continue reading literature network as directed by the teacher			
Reflection									
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?				
					HOD/Subject head:			Date:	



Note 1: Use this week to complete any outstanding work in the LB and in *ERW* and work on the literature network in the CR.

Note 2: Use this week to revise LSC.

Note 3: Complete the tracker to suit your requirements for revision, catch up and FAT **Task 3: Test 3: Comprehension and language use** or **FAT Task 3: Test literature**.

Note 4: Use the example **Task 3: Test 3: Comprehension and language use** or **Literature** at the end of the tracker for formal assessment, or tests from another set of LTSMs.

PLATINUM ENGLISH Week 11: Catch up, consolidation and revision – plan your week										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1										
2										
3										
4										
5										
End-of-term reflection										
<p>Think about and make a note of:</p> <p>1. Was the learners' performance during the term what you had expected and hoped for? Which learners need particular support with EFAL in the next term? What strategy can you put in place for them to catch up with the class? Which learners would benefit from extension activities? What can you do to help them?</p> <p>2. With which specific topics did the learners struggle the most? How can you adjust your teaching to improve their understanding of this section of the curriculum in the future?</p>					<p>3. What ONE change should you make to your teaching practice to help you teach more effectively next term?</p> <p>4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back on track?</p>					
					HOD/Subject head:		Date:			



5. Spot On English First Additional Language (Heinemann)

Note 1: On Day 2 you can use Act. 1.2 for **FAT: Oral: Panel discussion**.

Note 2: The panel discussion might require two periods, so continue on Day 2.

Note 3: When groups have been assessed for their panel discussion, allow learners to begin reading independently from the literature network that you have chosen to study in Term 3.

Note 4: Introduce the literature network for the term as the CAPS suggests on p. 67: choose to read either a youth novel or drama.

Extra resources: Examinations done at the end of Term 2 for review and feedback, literature network.

SPOT ON ENGLISH Week 1 Module 10 Theme: Let's party									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
1	Listen to teacher's feedback on Term 2 mid-year examination (30 mins) L&S: Panel discussion – preparation p. 66	110–111	Unit 1 Act. 1.1 (30 mins)	177					
2	L&S: Panel discussion p. 66 R&V: Literary text p. 67	111	Unit 1 Begin FAT: Act. 1.2 (60 mins)	177	Begin reading literature network				
3	L&S: Panel discussion – preparation p. 66	111	Unit 1 Complete FAT: Act. 1.2 (60 mins)	177					
4	R&V: Questionnaire text p. 66 R&V: Literary text p. 67	112–113	Unit 2 Act. 2.1 (40 mins)	178	Read and discuss literature network (20 mins)	R&V: Continue reading literature network as directed by the teacher			
5	W&P: Questionnaire p. 66	114 114–115	Unit 3 Act. 3.1 (30 mins) Act. 3.2 (30 mins)	179 179		R&V: Continue reading literature network as directed by the teacher			
Reflection									
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?				
					HOD/Subject head:			Date:	

Extra resources: Photocopies of Resource 10: form for Act. 5.2 TG p. 184.

SPOT ON ENGLISH Week 2 Module 10 Theme: Let's party continued										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	L&S: Take notes p. 66	116 116	Unit 4 Act. 4.1 (30 mins) Act. 4.2 (30 mins)	180 180		R&V: Continue reading literature setwork as directed by the teacher				
2	L&S: Discussion and listening comprehension p. 66	117 117	Unit 4 Act. 4.3 (15 mins) Act. 4.4 (45 mins)	181 181		R&V: Continue reading literature setwork as directed by the teacher				
3	LSC: Abbreviations p. 66 W&P: Filling in a form p. 66	118 119	Unit 5 Act. 5.1 (30 mins) Act. 5.2 (30 mins)	183 183		R&V: Continue reading literature setwork as directed by the teacher				
4	LSC: Clauses – main, noun, adjectival and adverbial clauses p. 66	120–121	Unit 6 Act. 6.1, 6.2 & 6.3 (60 mins)	185		LSC: Complete clause activities done in class				
5	LSC: Reinforcement of LSC covered previously p. 66 R&V: Literary text p. 67	122	Revision Act. 10 (30 mins)	186	Continue reading and discussing literature setwork (30 mins)	R&V: Continue reading literature setwork as directed by the teacher				
Reflection										
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					HOD/Subject head:		Date:			

Note 1: The CAPS does not specify working with questions as Act. 3.1 requires. Nevertheless, this is a valuable activity, as it incorporates simple present and past tenses, which are specified, so it should be done.

Extra resources: Photocopies of Resource 111 for Act. 4.4 TG p. 193.

SPOT ON ENGLISH Week 3 Module 11 Theme: Dreams CAN come true							
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class
							Date completed
1	LSC: Direct and indirect speech p. 67	124–125	Unit 1 Act. 1.1 (60 mins)	188		R&V: Continue reading literature setwork as directed by the teacher	
2	R&V: Reading for comprehension – magazine article p. 66	126–127 127	Unit 2 Act. 2.1 (40 mins) Act. 2.2 (20 mins)	189 189		R&V: Continue reading literature setwork as directed by the teacher	
3	LSC Simple present and past – questions p. 67 R&V: Literary text p. 67	128	Unit 3 Act. 3.1 (30 mins)	190	Continue reading and discussing literature setwork (30 mins)	R&V: Continue reading literature setwork as directed by the teacher	
4	W&P: Interviews p. 67	129	Unit 4 Act. 4.1 (60 mins)	191		R&V: Continue reading literature setwork as directed by the teacher	
5	L&S: Interview p. 67 L&S: Dramatisation p. 67	130 130 131	Unit 4 Act. 4.2 (30 mins) Act. 4.3 (15 mins) Begin Act. 4.4 (15 mins)	192 192 192–193		R&V: Continue reading literature setwork as directed by the teacher	
Reflection							
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?				What will you change next time? Why?			
				HOD/Subject head:		Date:	



SPOT ON ENGLISH Week 4 Module 11 Theme: Dreams CAN come true continued											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	L&S: Dramatisation p. 67	131	Continue Act. 4.4 (60 mins)	192		R&V: Continue reading literature network as directed by the teacher					
2	R&V: Drama p. 67	132–133	Unit 5 Act. 5.1 (60 mins)	193		R&V: Continue reading literature network as directed by the teacher					
3	L&S: Dramatisation p. 67	133	Unit 5 Act. 5.2 (30 mins)	194	Continue reading and discussing literature network (30 mins)	R&V: Continue reading literature network as directed by the teacher					
4	R&V: Poetry p. 67 LSC: Apostrophe p. 67	134 135	Unit 6 Act. 6.1 (30 mins) Act 6.2 (30 mins)	195 195		R&V: Continue reading literature network as directed by the teacher					
5	LSC: Reinforcement of LSC covered previously p. 67	136	Revision Act. 11 (60 mins)	196		R&V: Continue reading literature network as directed by the teacher					
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>						
<p>HOD/Subject head:</p>					<p>Date:</p>						



Extra resources: Photocopies of crossword puzzle TG p. 201, photocopies of Resource 12 TG p. 204.

SPOT ON ENGLISH Week 5 Module 12 Theme: Save our Earth									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	R&V: Text on agenda and minutes p. 68	138–139	Unit 1 Act. 1.1 (60 mins)	198–199		R&V: Continue reading literature setwork as directed by the teacher			
2	L&S: Listening comprehension p. 68 LSC: Vocabulary in context p. 68	140 140	Unit 2 Act. 2.1 (30 mins) Act. 2.2 (30 mins)	200 201		R&V: Continue reading literature setwork as directed by the teacher			
3	LSC: Vocabulary in context p. 68	141	Unit 2 Act. 2.3 & 2.4 (40 mins)	202	Continue reading and discussing literature setwork (20 mins)	R&V: Continue reading literature setwork as directed by the teacher			
4	R&V: Comprehension: written/visual text p. 68	142–143	Unit 3 Act. 3.1 (30 mins)	203		R&V: Continue reading literature setwork as directed by the teacher			
5	W&P: Poem		Acrostic poem (60 mins)	204	Continue reading and discussing literature setwork (30 mins)	R&V: Continue reading literature setwork as directed by the teacher			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					<p>HOD/Subject head: _____ Date: _____</p>				



Note 1: On Day 3 use Act. 6.1 for **FAT: Oral: Role play meeting procedure**. It might not be possible to assess all learners during one 60 minute period. Consequently, you might have to take time after school or at break to complete the assessment.

Note 2: On Day 4 use Act. 6.2 for **FAT: Agenda and minutes**.

Extra resources: Rubric for **FAT: Agenda and minutes** TG p. 211.

SPOT ON ENGLISH Week 6 Module 12 Theme: Save our Earth continued										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	LSC: Direct and indirect speech p. 68	144	Unit 4 Act. 4.1 (40 mins)	205	Continue reading and discussing literature setwork (20 mins)	R&V: Continue reading literature setwork as directed by the teacher				
2	LSC: Active and passive voice p. 68	145	Unit 5 Act. 5.1 & 5.2 (60 mins)	206–207		R&V: Continue reading literature setwork as directed by the teacher				
3	W&P: Agenda p. 68 L&S: Role play – meeting procedure p. 68	146 147	Unit 6 FAT: W&P: Part 1 (15 mins) FAT: Act 6.1 Role play (45 mins)	208–209 209		R&V: Continue reading literature setwork as directed by the teacher				
4	W&P: Minutes of a meeting p. 68	147	Unit 6 FAT: Part 2 Act. 6.2 (60 mins)	209–211		R&V: Continue reading literature setwork as directed by the teacher				
5	LSC: Reinforcement of LSC covered previously p. 68	148	Revision Act. 12 (60 mins)	211		R&V: Continue reading literature setwork as directed by the teacher				
Reflection										
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?					
					HOD/Subject head:		Date:			



Note 1: This week you need to do the **FAT: Oral: Unprepared reading**. In order to assess each learner, you will need to spread this activity over Days 4 and 5.

Note 2: When a learner has completed the unprepared reading, s/he should continue to read the literature setwork independently.

Extra resources: Newspaper articles or photocopies of TG pp. 220 & 221 for FAT: Oral: Unprepared reading.

SPOT ON ENGLISH Week 7 Module 13 Theme: Sticky situations											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	R&V: Comprehension – magazine article p. 69	150–151	Unit 1 Act. 1.1 (60 mins)	214–215		R&V: Continue reading literature setwork as directed by the teacher					
2	LSC: Persuasive language – bias & point of view p. 69	152–153	Unit 2 Act. 2.1, Act. 2.2 & Act. 2.3 (60 mins)	216		Complete LSC activities from Unit 2					
3	L&S: Listening comprehension – magazine article p. 69 R&V: Literary text p. 70	154	Unit 2 Act. 2.4 & 2.5 (40 mins)	217–218	Continue reading and discussing literature setwork (20 mins)	R&V: Continue reading literature setwork as directed by the teacher					
4	L&S: Unprepared reading p. 69 R&V: Literary text p. 70	154	Begin FAT: Unprepared reading (60 mins)	219–221	Continue reading and discussing literature setwork (20 mins)	R&V: Continue reading literature setwork as directed by the teacher					
5	L&S: Unprepared reading p. 69 R&V: Literary text p. 70	154	Continue FAT: Unprepared reading (60 mins)	219–221	Continue reading and discussing literature setwork (20 mins)	R&V: Continue reading literature setwork as directed by the teacher					
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>				<p>What will you change next time? Why?</p>							
				<p>HOD/Subject head:</p>				<p>Date:</p>			

Extra resources: Photocopies of Resource 13 for Unit 4 Act. 4.2 TG p. 224.

SPOT ON ENGLISH Week 8 Module 13 Theme: Sticky situations continued									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	LSC: Stereotypes and prejudice p. 69	155 155 156	Unit 3 Act. 3.1 (15 mins) Act. 3.2 (20 mins) Act. 3.3 (25 mins)	222 222 222		LSC: Complete Act. 3.3			
2	LSC: Stereotypes and prejudice p. 69 W&P: Requirements of format & style – newspaper articles p. 69	156 157	Review homework Act. 3.3 (15 mins) Unit 4 Act. 4.1 & 4.2 (45 mins)	222 223		R&V: Continue reading literature setwork as directed by the teacher			
3	W&P: Newspaper article – focus on process writing p. 69	159	Begin Unit 4 Act. 4.3 (60 mins)	232		R&V: Continue reading literature setwork as directed by the teacher			
4	W&P: Newspaper article – focus on process writing p. 69 R&V: Literary text p. 70	159	Complete Unit 4 Act. 4.4 (40 mins)	223	Continue reading and discussing literature setwork (20 mins)	R&V: Continue reading literature setwork as directed by the teacher			
5	LSC: Reinforcement of LSC covered previously p. 69	160	Revision Act. 13	225		R&V: Continue reading literature setwork as directed by the teacher			
Reflection									
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?				
					HOD/Subject head:			Date:	

Note 1: On Day 1 you can use Act. 1.2 for **FAT: Oral: Giving directions**. If you do not manage to finish on Day 1, continue by taking time either at break or after school.
Extra resources: Poetry: *Florida road workers* CR p. 84.

SPOT ON ENGLISH Week 9 Module 14 Theme: Travel and transport									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	L&S: Giving directions p. 70	162 163	Unit 1 Act. 1.1 (10 mins) FAT Act. 1.2 (50 mins)	227 227		R&V: Continue reading literature setwork as directed by the teacher			
2	L&S: Listening comprehension – directions p. 70 LSC: Prepositions p. 69	163 164	Unit 1 Act. 1.3 (30 mins) Act. 1.4 & 1.5 (30 mins)	227–228 228		R&V: Continue reading literature setwork as directed by the teacher			
3	LSC: Articles p. 70 W&P: Short transactional text – evaluative paragraph p. 69	165 166	Unit 2 Act. 2.1 (30 mins) Unit 3 Act. 3.1 (30 mins)	229 230		R&V: Continue reading literature setwork as directed by the teacher			
4	LSC: Reinforcement of LSC covered previously – stereotypes p. 70 R&V: Reading for information – timetable p. 70	167 168	Unit 3 Act. 3.2 & 3.3 (40 mins) Unit 4 Act. 4.1 (20 mins)	230 231		R&V: Complete Act. 4.1			
5	R&V: Reading for information – timetable p. 70 LSC: Punctuation p. 70	168 169	Review homework Unit 4 Act. 4.1 (10 mins) Unit 5 Act. 5.1 (25 mins)	231 232	Poetry: <i>Florida road workers</i> CR p. 84 (25 mins)	R&V: Continue reading literature setwork as directed by the teacher			
Reflection									
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?				
					HOD/Subject head:			Date:	

Note 1: On Day 2 use Act. 6.1 for **FAT: Narrative essay.**

Note 2: On Day 4 use Test 3 in TG pp. 236–238 for **FAT Task 3: Test 3: Comprehension and language use.**

Extra resources: Photocopies of Resource 14 for FAT Act. 6.1: narrative essay, photocopies FAT Task 3: Test 3: Comprehension and language use TG pp. 236–237.

SPOT ON ENGLISH Week 10 Module 14 Theme: Travel and transport continued									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	LSC: Personal, reflexive pronouns, degrees of comparison p. 70 R&V: Literary text p. 70	170 170	Act. 5.2 (15 mins) Act. 5.3 (15 mins)	232 232	Continue reading and discussing literature network (30 mins)	R&V: Continue reading literature network as directed by the teacher			
2	W&P: Narrative essay p. 70	171	FAT Unit 6 Act. 6.1 (60 mins)	233–234		R&V: Continue reading literature network as directed by the teacher			
3	LSC: Reinforcement of LSC covered previously p. 70	172	Revision Act. 14 (60 mins)	235		R&V: Continue reading literature network as directed by the teacher			
4	R&V: Comprehension p. 70 LSC: Reinforcement of LSC covered previously p. 70		FAT (60 mins)	236–238		R&V: Continue reading literature network as directed by the teacher			
5	R&V: Literary text p. 70		Review Practice Test 3 (30 mins)	236–238	Continue reading and discussing literature network (30 mins)	R&V: Continue reading literature network as directed by the teacher			
Reflection									
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?				
					HOD/Subject head:			Date:	



Note 1: Use this week to complete any outstanding work as well as work on the literature network in the CR.

Note 2: Use this week to revise LSC.

Note 3: Complete the tracker to suit your requirements for revision and catch up.

SPOT ON ENGLISH Week 11: Catch up, consolidation and revision – plan your week										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1										
2										
3										
4										
5										
End-of-term reflection										
<p>Think about and make a note of:</p> <p>1. Was the learners' performance during the term what you had expected and hoped for? Which learners need particular support with EFAL in the next term? What strategy can you put in place for them to catch up with the class? Which learners would benefit from extension activities? What can you do to help them?</p> <p>2. With which specific topics did the learners struggle the most? How can you adjust your teaching to improve their understanding of this section of the curriculum in the future?</p>					<p>3. What ONE change should you make to your teaching practice to help you teach more effectively next term?</p> <p>4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back on track?</p>					
					HOD/Subject head:		Date:			



6. Successful English (Oxford University Press)

Note 1: The TG does not make many suggestions for which texts to choose from the CR. You may choose your own texts or use the periods set aside for the literature network.

Extra resources: Examinations done at the end of Term 1 for review and feedback, listening comprehension text for Act. 6 TG p. 163 and CD, photocopies of questionnaire LB p. 188, rubric for transactional text Act.7 TG p. 34.

SUCCESSFUL ENGLISH Week 1 Unit 10 Theme: Collecting information										
	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	Review exams done at the end of Term 2 (30 mins) R&V: Comprehension – questionnaires p. 66	180–182	Act. 1 Pre- & while-reading (30 mins)	100–101						
2	R&V: Comprehension – questionnaires p. 66 W&P: Short transactional text – summary p. 66	180–182 183	Act. 1 Post-reading (30 mins) Act. 2 (30 mins)	100–101 101						
3	LSC: Nouns – collective & common, compound & complex sentences p. 66	183–184 185	Act. 3 (30 mins) Act. 4 (30 mins)	101–102 102		LSC: Act. 5 LB p. 185 TG p. 102				
4	LSC: Clauses p. 66 L&S: Listening comprehension p. 66	185 185–186	Review Act. 5 (20 mins) Act. 6 (40 mins)	102 102, 103						
5	LSC: Adverbs of manner & time p. 66	186–187 187–188	Act.7 (20 mins) Act. 8 (40 mins)	103 103						
Reflection										
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?					
					HOD/Subject head:			Date:		



Note 1: On Days 4 and 5 use Act. 11 for **FAT: Oral: Panel discussion**. You will need to set aside at least two days to assess all learners.

Note 2: When groups have been assessed, allow learners to continue reading the literature setwork independently.

Note 3: Introduce the literature setwork for the term as the CAPS suggests on p. 67: choose to read either a youth novel or drama.

Extra resources: Copies of literature setwork.

SUCCESSFUL ENGLISH Week 2 Unit 10 Theme: Collecting information continued											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	R&V: Literary text (40 mins) p. 67				Introduce literature setwork (20 mins)	R&V: Continue reading literature setwork as directed by the teacher					
2	W&P: Questionnaire p. 66	189	Act. 9 (60 mins)	103–104		R&V: Continue reading literature setwork as directed by the teacher					
3	LSC: Abbreviations p. 66	190	Act. 10 (40 mins)	104	Continue reading literature setwork (20 mins)	R&V: Continue reading literature setwork as directed by the teacher					
4	L&S: Panel discussion – questionnaires p. 66	190–191	Begin FAT Act. 11 (60 mins)	104	Continue reading literature setwork	R&V: Continue reading literature setwork as directed by the teacher					
5	L&S: Panel discussion – questionnaires p. 66	190–191	Complete FAT Act. 11 (60 mins)	104	Continue reading literature setwork	R&V: Continue reading literature setwork as directed by the teacher					
Reflection											
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?						
					HOD/Subject head: _____ Date: _____						



Note 1: On Day 4 pairs of learners have to dramatise a story. When they are finished, if there is time allow them to continue reading from the literature network.

SUCCESSFUL ENGLISH Week 3 Unit 11 Theme: Sport and leisure in literature											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	L&S: Listening comprehension – dialogue p. 67	194–195	Act. 1 (60 mins)	106–107		R&V: Continue reading literature network as directed by the teacher					
2	R&V: Drama p. 67	196–198	Act. 2 (60 mins)	107–108		R&V: Continue reading literature network as directed by the teacher					
3	LSC: Direct & indirect speech, complex sentences – relative clauses p. 67	199 199	Act. 3 (25 mins) Act. 4 (35 mins)	108 108		R&V: Continue reading literature network as directed by the teacher					
4	L&S: Dramatisation p. 67 R&V: Literary text p. 67	200–201	Act. 5 (60 mins)	108–109	Continue reading literature network	R&V: Continue reading literature network as directed by the teacher					
5	LSC: Punctuation – direct speech & plays p. 67	201–202	Act. 6 (40 mins)	109	Continue reading literature network (20 mins)	R&V: Continue reading literature network as directed by the teacher					
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>						
					<p>HOD/Subject head:</p>		<p>Date:</p>				

Extra resources: Poetry: *Stopping by woods on a snowy evening* CR p. 56; Poetry: *Dusk in Africa* CR pp. 59–62; rubric for transactional text Act. 7 TG p. 34.

SUCCESSFUL ENGLISH Week 4 Unit 11 Theme: Sport and leisure in literature continued									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	W&P: Dialogue – focus on process writing p. 67	202–203	Act. 7 (60 mins)	109–110		R&V: Continue reading literature setwork as directed by the teacher			
2	R&V: Poetry p. 67	204–205	Act. 8 (20 mins)	110	Poetry: <i>Stopping by woods on a snowy evening</i> CR p. 56 (40 mins)	R&V: Continue reading literature setwork as directed by the teacher			
3	LSC: Roots of words, reinforcement of literal and figurative language p. 67	205–206	Act. 9 (15 mins) Act. 10 (45 mins)	110 111		R&V: Continue reading literature setwork as directed by the teacher			
4	R&V: Poetry p. 67				Poetry: <i>Dusk in Africa</i> CR pp. 59–62 Complete all activities (60 mins)	R&V: Continue reading literature setwork as directed by the teacher			
5	LSC: Comparative and superlative adjectives p. 67	207–208	Act. 12 (40 mins)	111	Continue reading literature setwork (20 mins)	R&V: Continue reading literature setwork as directed by the teacher			
Reflection									
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?				
					HOD/Subject head: _____ Date: _____				



Note 1: On Day 5 you can use Act. 7 for part of **FAT: W&P: Agenda**.

Extra resources: Text for listening comprehension in Act. 1 TG p. 164 and CD; rubric for transactional text Act. 7 TG p. 34.

SUCCESSFUL ENGLISH Week 5 Unit 12 Theme: Let's hold a meeting									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	L&S: Listening comprehension – news p. 68 R&V: Agenda and minutes p. 68	210–211 211–212	Act. 1 (30 mins) Act. 2 Pre- & while- reading (30 mins)	113, 164 114		R&V: Continue reading literature network as directed by the teacher			
2	R&V: Agenda and minutes p. 68	211–212	Act. 2 Post-reading (40 mins)	114	Continue reading and discussing literature network (20 mins)	R&V: Continue reading literature network as directed by the teacher			
3	LSC: Verb extensions & tenses p. 68	214–215	Act. 3 (30 mins)	114	Continue reading and discussing literature network (30 mins)	R&V: Continue reading literature network as directed by the teacher			
4	LSC: Verb extensions & tenses p. 68 R&V: Minutes p. 68	215 215–217	Act. 4 (15 mins) Act. 5 (45 mins)	114–115 115		R&V: Continue reading literature network as directed by the teacher			
5	LSC: Pronouns – demonstrative and possessive p. 68 W&P: Agenda p. 68	217–219 219–220	Act. 6 (30 mins) FAT Act. 7 (30 mins)	115 115–116, 34		R&V: Continue reading literature network as directed by the teacher			
Reflection									
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?				
					HOD/Subject head:		Date:		



Note 1: Note that the sequence of activities has been changed in order to accommodate FAT: W&P: Minutes and FAT: Oral: Role play a meeting.

Note 2: On Days 1–3 you can use Act. 8 for part of **FAT: W&P: Minutes** and Act.10 for **FAT: Oral: Role play a meeting**. While a group of learners is role playing the meeting, another group is taking minutes.

Note 3: Allow those learners who write the drafts in class on Day 1 to continue with the writing process on Day 2 when they revise and edit while other learners are doing their role play.

Note 4: Allow those learners who write the drafts in class on Day 2 to continue with the writing process on Day 3 when they revise and edit while other learners are doing their role play. They must hand them in for assessment on Day 3.

Note 5: Allow those learners who write the drafts in class on Day 3 to continue with the writing process on Day 4 when they revise and edit while other learners are reading their literature network.

Note 6: Remember to take in the drafts before the revising and editing process as learners might take them home and get help in editing them.

Extra resources: Rubric for transactional text Act. 7 TG p. 34.

SUCCESSFUL ENGLISH Week 6 Unit 12 Theme: Let's hold a meeting continued									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	W&P: Minutes p. 68 L&S: Role play – meeting	221 222–223	FAT Act. 8 FAT Act. 10 (60 mins)	116, 34 117		R&V: Continue reading literature network as directed by the teacher			
2	W&P: Minutes p. 68 L&S: Role play – meeting	221 222–223	FAT Act. 8 FAT Act. 10 (60 mins)	116, 34 117		R&V: Continue reading literature network as directed by the teacher			
3	W&P: Minutes p. 68 L&S: Role play – meeting	221 222–223	FAT Act. 8 FAT Act. 10 (60 mins)	116, 34 117		L&S: Learners must listen to news broadcast in preparation for Act. 2 in Week 7			
4	LSC: Passive voice p. 70 R&V: Literary text p. 70	222	Act. 9 (30 mins)	117	Continue reading and discussing literature network (30 mins)	L&S: Learners must listen to news broadcast in preparation for Act. 2 in Week 7			
5	LSC: Punctuation – apostrophes & colons p. 68 R&V: Literary text p. 70	224 224	Act. 11 (30 mins) Act. 12 (30 mins)	117 117		L&S: Learners must listen to news broadcast in preparation for Act. 2 in Week 7			
Reflection									
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?				
					HOD/Subject head:		Date:		



Note 1: During this week learners must do **FAT: Oral: Prepared reading** on Days 4 and 5. Use Act. 4 no. 3.

Note 2: The FAT: Oral: Prepared reading is time consuming, so you will probably need two days to complete this assessment. Once learners have been assessed, allow them to continue reading their literature network.

Extra resources: Text for listening comprehension Act. 1 TG p. 164 and CD.

SUCCESSFUL ENGLISH Week 7 Unit 13 Theme: News!									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	L&S: Listening comprehension – news p. 69 R&V: Literary text p. 70	226–227	Act. 1 (40 mins)	119–120, 164	Read and discuss literature network (20 mins)	L&S: Learners must listen to news broadcast in preparation for Act. 2			
2	L&S: News p. 69	227–228	Act. 2 (60 mins)	120		R&V: Continue reading literature network as directed by the teacher			
3	LSC: Nouns – concrete and abstract nouns p. 69 R&V: Newspaper article p. 69	228–229 229	Act. 3 (35 mins) Act. 4 No. 1–2 (25 mins)	121 121		R&V: Prepare to read a newspaper article for Act. 4			
4	R&V: Newspaper article p. 69 R&V: Literary text p. 70	229	FAT Act. 4 No. 3 (60 mins)	121	Continue reading literature network	R&V: Continue reading literature network as directed by the teacher			
5	R&V: Newspaper article p. 69 R&V: Literary text p. 70	229	FAT Act. 4 No. 3 (60 mins)	121	Continue reading literature network	R&V: Continue reading literature network as directed by the teacher			
Reflection									
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?				
					HOD/Subject head:		Date:		



Extra resources: Rubric for W&P: Transactional text TG p. 34.

SUCCESSFUL ENGLISH Week 8 Unit 13 Theme: News! continued											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	W&P: Shorter transactional text – newspaper article p. 69	234–235	Act. 6 (30 mins)	122–123, 34	Read and discuss literature setwork (30 mins)	R&V: Continue reading literature setwork as directed by the teacher					
2	W&P: Shorter transactional text – newspaper article, focus on process writing p. 69	235	Act. 7 (40 mins)	123, 34	Read and discuss literature setwork (20 mins)	R&V: Continue reading literature setwork as directed by the teacher					
3	LSC: Prepositions p. 69 W&P: Longer transactional text – newspaper article, focus on process writing p. 69	236 236–237	Act. 8 (15 mins) Begin Act. 9 Planning & drafting (45 mins)	123 123–124, 34		R&V: Continue reading literature setwork as directed by the teacher					
4	W&P: Longer transactional text – newspaper article, focus on process writing p. 69	236–237 238	Continue Act. 9 Revising and editing (40 mins) Act. 10 (20 mins)	123–124, 34 124		R&V: Continue reading literature setwork as directed by the teacher					
5	W&P: Newspaper articles p. 69	238	Act. 11 (60 mins)	124, 34		R&V: Continue reading literature setwork as directed by the teacher					
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>						
					<p>HOD/Subject head: _____ Date: _____</p>						



Note 1: On Day 5 use Act. 7 for **FAT: Oral: Giving directions.**

Note 2: Act. 7 will require two periods so as to assess all learners in the class. When learners have been assessed allow them to continue reading the literature setwork independently.

Extra resources: Text for listening comprehension Act. 4 TG p. 164 and CD.

SUCCESSFUL ENGLISH Week 9 Unit 14 Theme: Dancing through literature											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	R&V: Literary text – youth novel p. 70	240–243	Act. 1 (60 mins)	126–127		R&V: Continue reading literature setwork as directed by the teacher					
2	LSC: Vocabulary in context, superlative adjectives p. 70	243 243–244	Act.2 (30 mins) Act. 3 (30 mins)	127 127		R&V: Continue reading literature setwork as directed by the teacher					
3	L&S: Giving directions p. 70 R&V: Literary text p. 70	244–245	Act. 4 (40 mins)	127–128, 164	Continue reading and discussing literature setwork	R&V: Continue reading literature setwork as directed by the teacher					
4	LSC: Articles p. 70 R&V: Poetry p. 70	245–246 246–248	Act.5 (20 mins) Act. 6 (40 mins)	128 128–129		R&V: Continue reading literature setwork as directed by the teacher					
5	L&S: Giving directions p. 70 R&V: Literary text p. 70	248–249	Begin FAT Act. 7 & 8 (60 mins)	129	Continue reading literature setwork	R&V: Continue reading literature setwork as directed by the teacher					
Reflection											
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?						
					HOD/Subject head: _____ Date: _____						



Note 1: Continue with Act. 7 **FAT: Oral: Giving directions** on Day 1.

Note 2: Do not use the revision test LB pp. 255–256 for the final **FAT Task 3: Test 3: Comprehension and language use**, as learners might have worked out answers in advance with help at home. Only use it in class for practice.

Note 3: For the final FAT Task 3: Test 3, use the example papers at the end of the tracker, or use a test form another set of LTSMs.

Note 4: Note that the sequence of activities has been changed to accommodate the time required.

Extra resources: Rubrics for narrative essay TG pp. 33 and 179.

SUCCESSFUL ENGLISH Week 10 Unit 14 Theme: Dancing through literature continued									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	L&S: Giving directions p. 70	248–249	Continue FAT Act. 7 & 8 (60 mins)	129	Continue reading literature setwork	R&V: Continue reading literature setwork as directed by the teacher			
2	LSC: Pronouns – relative and reflexive, agreement – subject-verb p. 70	249–251 253–254	Act. 9 (30 mins) Act. 11 (30 mins)	129–130 130		R&V: Continue reading literature setwork as directed by the teacher			
3	W&P: Narrative essay p. 70	251–253	Begin FAT Act. 10 Planning & drafting (60 mins)	130, 33, 179		R&V: Continue reading literature setwork as directed by the teacher			
4	W&P: Narrative essay p. 70 LSC: Main and dependent clauses p. 70	251–253 254	Continue FAT Act. 10 Planning & drafting (40 mins) Act. 12	130, 33, 179 130	Continue reading and discussing literature setwork (20 mins)	R&V: Continue reading literature setwork as directed by the teacher			
5	R&V: Reading comprehension p. 70 LSC: Reinforcement of language covered previously p. 70	255–256	Revision test (60 mins)	176		R&V: Continue reading literature setwork as directed by the teacher			
Reflection									
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?				
					HOD/Subject head:			Date:	



SUCCESSFUL ENGLISH Week 11: Catch up, consolidation and revision – plan your week										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1										
2										
3										
4										
5										
End-of-term reflection										
<p>Think about and make a note of:</p> <p>1. Was the learners' performance during the term what you had expected and hoped for? Which learners need particular support with EFAL in the next term? What strategy can you put in place for them to catch up with the class? Which learners would benefit from extension activities? What can you do to help them?</p> <p>2. With which specific topics did the learners struggle the most? How can you adjust your teaching to improve their understanding of this section of the curriculum in the future?</p>					<p>3. What ONE change should you make to your teaching practice to help you teach more effectively next term?</p> <p>4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back on track?</p>					
					HOD/Subject head:		Date:			



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

Note 1: On Day 2 you can use Act. C for **FAT: Oral: Panel discussion**.

Note 2: The panel discussion will need at least 90 mins so that every learner in the class can be assessed. When groups have been assessed, allow the learners to read the story in Act. E LB pp. 125–126.

Note 3: There are useful notes on teaching literature on pp. 167–176 of the TG.

Note 4: Introduce the literature setwork for the term as the CAPS suggests on p. 67: choose to read either a youth novel or drama.

Extra resources: Examinations done at the end of Term 2 for review and feedback, literature setwork

TOP CLASS Week 1 Unit 10 Theme: Winning the prize									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	Review exams done at the end of Term 2 (30 mins) L&S: Talking about forms p. 66 R&V: Literary text p. 67	122–123	Act. A (20 mins)	91	Introduce literature setwork (10 mins)				
2	L&S: Listening comprehension – forms, panel discussion – forms p. 66	123 123–124	Act. B (20 mins) Begin FAT Act. C (40 mins)	92 92					
3	L&S: Panel discussion – forms p. 66	123–124	Complete FAT Act. C (60 mins)	92					
4	R&V: Literary text (20 mins) p. 67	124–126	Act. D & E & F (40 mins)	92–93					
5	R&V: Reading comprehension – forms p. 67 R&V: Literary text p. 67	127–129	Act. G (45 mins)	94	Read and discuss literature setwork (15 mins)				
Reflection									
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?				
					HOD/Subject head:			Date:	

Note 1: There are many LSC activities in this unit. Take in and mark Act. O if you do not have time to review it in class.

Extra resources: Short story: *The elephant's child* CR pp. 32–39.

TOP CLASS Week 2 Unit 10 Theme: Winning the prize continued										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	W&P: Filling out forms p. 66 R&V: Literary text p. 67	128–129	Act. H (40 mins)	95	Short story: <i>The elephant's child</i> CR pp. 32–39 (20 mins) OR Literature setwork	R&V: Complete short story: <i>The elephant's child</i> CR pp. 32–39 OR Literature setwork				
2	W&P: Transactional text – form, focus on process writing p. 66	129–130	Act. I (60 mins)	95		R&V: Continue reading literature setwork as directed by the teacher				
3	LSC: Nouns – collective, adverbs – time & manner p. 66	130 130 131	Act. J (20 mins) Act. K (20 mins) Act. L (20 mins)	95 96 96		R&V: Continue reading literature setwork as directed by the teacher				
4	LSC: Main & subordinate clauses, compound sentences p. 66	131 132	Act. M (30 mins) Act. N (30 mins)	96 96–97		LSC: Act. O LB pp. 132–133 TG p. 97				
5	LSC: Punctuation, abbreviations, adjectives, adverbs p. 66	133 134 134	Act. P (10 mins) Act. Q (25 mins) Act. R (25 mins)	98 98 99		R&V: Continue reading literature setwork as directed by the teacher				
Reflection										
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?					
					HOD/Subject head:		Date:			

TOP CLASS Week 3 Unit 11 Theme: Cracking crime

Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	L&S: Drama – listening comprehension and role play p. 67	135 135–136 137	Act. A (15 mins) Act. B (35 mins) Act. C (10 mins)	100 100 101		R&V: Continue reading literature setwork as directed by the teacher					
2	LSC: Compile questionnaire p. 67	104, 137–139	Act. D (60 mins)	101		R&V: Continue reading literature setwork as directed by the teacher					
3	R&V: Drama p. 67	139–140 140–141	Act. E (20 mins) Act. F (40 mins)	101 101–102		R&V: Continue reading literature setwork as directed by the teacher					
4	R&V: Poetry p. 67 R&V: Literary text p. 67	141–142	Act G (25 mins)	102	Continue reading and discussing literature setwork (35 mins)	LSC: Act. H LB pp. 142–143 TG p. 103					
5	LSC: Plural nouns p. 67 W&P: Dialogue – focus on process writing p. 67	142–143	Review Act. H (10 mins) Act. I (25 mins) Begin Act. J no. 1–2 (25 mins)	103 103 103		R&V: Continue reading literature setwork as directed by the teacher					

Reflection

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

What will you change next time? Why?

HOD/Subject head:

Date:

Extra resources: Poetry: *Ballad of the fox* CR pp. 40–42.

TOP CLASS Week 4 Unit 11 Theme: Cracking crime continued										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	W&P: Dialogue – focus on process writing p. 67 R&V: Literary text p. 67	143–144	Complete Act. J no. 3–4 (45 mins)	103	Continue reading and discussing literature network (15 mins)	R&V: Continue reading literature network as directed by the teacher				
2	LSC: Complex sentences –relative clauses, reported speech p. 67	144 144–145	Act. K (25 mins) Act. L (35 mins)	104 104		R&V: Continue reading literature network as directed by the teacher				
3	R&V: Poetry p. 67				Poetry: <i>Ballad of the fox</i> CR pp. 40–42 (60 mins)	R&V: Continue reading literature network as directed by the teacher				
4	LSC: Roots of words p. 67	145	Act. M (30 mins)	104–105	Continue reading and discussing literature network (30 mins)	R&V: Continue reading literature network as directed by the teacher				
5	LSC: Direct and indirect speech	145	Act N (60 mins)	105		R&V: Continue reading literature network as directed by the teacher				
Reflection										
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					HOD/Subject head:		Date:			

Note 1: On Day 4 use Act. F for **FAT: Writing an agenda.**

Note 2: On Day 5 Use Act. G for **FAT: Oral: Role play a meeting.**

Extra resources: Folktale: *Why the mosquito lives in the bush* CR pp. 43–46.

TOP CLASS Week 5 Unit 12 Theme: Fundraising can be fun												
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class					
							Date completed					
1	L&S: News p. 68 R&V: Meetings – notice p. 68	146–147 147–148	Act. A (40 mins) Act. B (20 mins)	106–107 107		R&V: Continue reading literature network as directed by the teacher						
2	R&V: Meetings – notice & agenda & minutes p. 68	148–149 149	Act. C (30 mins) Act. D (30 mins)	107 107		R&V: Continue reading literature network as directed by the teacher						
3	R&V: Minutes p. 68 R&V: Literary text p. 67	151	Act. E (30 mins)	107–108	Folktale: <i>Why the mosquito lives in the bush</i> CR pp. 43–46 (30 mins)	R&V: Complete reading folktale: <i>Why the mosquito lives in the bush</i> CR pp. 43–46						
4	W&P: Agenda p. 68 R&V: Literary text p. 67	151	FAT Act. F (40 mins)	109	Continue with questions <i>Why the mosquito lives in the bush</i> CR pp. 43–46 (20 mins)	R&V: Continue reading literature network as directed by the teacher						
5	L&S: Role play – meeting p. 68	152	FAT Act. G (60 mins)	109–110		R&V: Continue reading literature network as directed by the teacher						
Reflection												
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?				What will you change next time? Why?								
				HOD/Subject head:				Date:				

Note 1: On Day 1 use Act. H for **FAT: Writing minutes of a meeting.**

TOP CLASS Week 6 Unit 12 Theme: Fundraising can be fun continued											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	W&P: Minutes – focus on process writing p. 68	152–153	FAT Act. H (60 mins)	110		R&V: Continue reading literature network as directed by the teacher					
2	LSC: Pronouns, simple past & present tenses p. 68	153 153–154	Act. I (15 min) Act. J (25 mins)	111 111	Continue reading and discussing literature network (20 mins)	R&V: Continue reading literature network as directed by the teacher					
3	LSC: Punctuation p. 68	154 154–155	Act. K (30 mins) Act. L (30 mins)	111 111		R&V: Continue reading literature network as directed by the teacher					
4	LSC: Active and passive voice p. 68	155	Act. M (20 mins)	112	Continue reading and discussing literature network (40 mins)	R&V: Continue reading literature network as directed by the teacher					
5	LSC: Derivatives, reinforcement of LSC covered previously p. 68	155–156 156	Act. N (30 mins) Act. O	112 113		R&V: Continue reading literature network as directed by the teacher					
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>						
					HOD/Subject head:			Date:			

Note 1: Note that the sequence of activities has been changed to accommodate the time needed to complete all the activities in this unit.

Note 2: R&V: Ask learners to look for an appropriate newspaper article that will be used for **FAT: Oral: Prepared reading** Act. F on Day 4.

Note 3: If one period is not sufficient to assess each learner reading, then you might have to continue during break or after school.

Extra resources: In the event of learners not bringing articles, have a selection of suitable newspaper articles for learners to use for FAT: Oral: Prepared reading Act. F on Day 3; Poetry: *Ithemba alibulali: Hope does not kill* CR pp. 47–50.

TOP CLASS Week 7 Unit 13 Theme: Learn now, chat later									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	L&S: Discussion news p. 69	157–158 158	Act. A (40 mins) Act. B (20 mins)	114–115 115		R&V: Continue reading literature setwork as directed by the teacher			
2	L&S: Discussion & listening comprehension – news p. 69	159 159	Act. C (30 mins) Act. D (30 mins)	116 116		R&V: Look for an appropriate newspaper article that will be used for FAT: Prepared reading			
3	LSC: Persuasive and emotive language.69	159–160	Act. E (40 mins)	117	Continue reading and discussing literature setwork (20 mins)	R&V: Look for an appropriate newspaper article that will be used for FAT: Prepared reading			
4	L&S: Prepared reading p. 69	160–161	FAT Act. F (60 mins)	117		R&V: Continue reading literature setwork as directed by the teacher			
5	R&V: Poetry p. 67 LSC: Nouns – concrete & abstract p. 69	165–166	Act. J (30 mins)	119	Poetry: <i>Ithemba alibulali: Hope does not kill</i> CR pp. 47–50 (30 mins)	R&V: Continue reading literature setwork as directed by the teacher			
Reflection									
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?				
					HOD/Subject head:			Date:	



Note 1: Note that the sequence of activities has been changed to accommodate the time needed to complete all the activities in this unit.

Note 2: The W&P: newspaper article requires whole class preparation; see LB p. 168 no. 1–3. You will need to do this the day before the learners write.

TOP CLASS Week 8 Unit 13 Theme: Learn now, chat later continued									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	LSC: Stereotypes p. 69 LSC: Antonyms, punctuation – quotations p. 69	161–162 162	Act. G (30 mins) Act. H (30 mins)	118 118		LSC: Act. L, M & N LB p. 167 TG pp. 120–121			
2	R&V: Comprehension – news article p. 69	162–165	Act. I (60 mins)	118–119		R&V: Complete Act. H – comprehension			
3	LSC: Adjectives – comparative & superlative, synonyms, figurative language p. 69	166 169	Act. K (30 mins) Act. P (30 mins)	120 121		R&V: Continue reading literature network as directed by the teacher			
4	W&P: Transactional text – newspaper article p. 69		Begin Act. O no. 1–3 (60 mins)			R&V: Continue reading literature network as directed by the teacher			
5	W&P: Transactional text – newspaper article p. 69	168	Complete Act. O (60 mins)	121		R&V: Continue reading literature network as directed by the teacher			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		



Note 1: On Day 2 you can use Act. B for **FAT: Oral: Giving directions**. Once learners have been assessed, allow them to begin Act. D, where they will practice for the final FAT Task 3: Test 3: Comprehension and language use.

Note 2: Do not use Act. D for the final FAT Task 3: Test 3: Comprehension and language use, as learners may have had help at home in working out the answers before the test. Rather use this activity for practice. For the final FAT Task: Test 3 use the example paper at the end of the tracker.

Note 3: Note that Act. F is also an activity that will provide the learners with good practice for the final FAT Task 3: Test 3.

TOP CLASS Week 9 Unit 14 Theme: Lost...									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	L&S: Directions p. 70	170	Act. A (60 mins)	122–123		R&V: Continue reading literature setwork as directed by the teacher			
2	L&S: Giving directions p. 70 R&V: Comprehension – literary text p. 70	171 171–174	FAT Act. B (30 mins) FAT Act. C & D (30 mins)	123 123–124		R&V: Complete Act. D			
3	R&V: Comprehension – literary text p. 70 W&P: Short transactional text – paragraph p. 69	171–174 174	Review Act. D (30 mins) Act. E (30 mins)	124 124		R&V: Continue reading literature setwork as directed by the teacher			
4	R&V: Poetry p. 69 LSC: Reinforcement of LSC covered previously	175–178	Begin Act. F (60 mins)	125		R&V: Continue reading literature setwork as directed by the teacher			
5	R&V: Poetry p. 69 LSC: Reinforcement of LSC covered previously	175–178	Complete and review answers Act. F (60 mins)	125		R&V: Continue reading literature setwork as directed by the teacher			
Reflection									
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?				
					HOD/Subject head:			Date:	



Note 1: On Day 2 use Act. G for **FAT: W&P: Descriptive essay.**

Note 2: Take in learners' drafts for Act. G at the end of Day 1, and hand them back to complete the FAT on Day 2. If learners finish before the end of the period on Day 2 allow them to continue reading their literature network or the poem on CR p. 51.

Extra resources: Poetry: *Feeling sad* CR p. 51, rubric for descriptive essay TG p. 165.

TOP CLASS Week 10 Unit 14 Theme: Lost... continued									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	W&P: Descriptive essay – focus on process writing p. 70	178–179	Begin FAT Act. G Planning & drafting (60 mins)	126		R&V: Continue reading literature network as directed by the teacher			
2	W&P: Descriptive essay – focus on process writing p. 70 R&V: Literary text p. 70	178–179	Complete FAT Act. G Revising and editing (60 mins)	126, 165	Continue reading literature network OR Poetry: <i>Feeling sad</i> CR p. 51	R&V: Continue reading literature network as directed by the teacher			
3	LSC: Subjects & predicates, main & dependent clauses, complex nouns p. 70	180–181	Begin Act. H (60 mins)	126–127		R&V: Continue reading literature network as directed by the teacher			
4	LSC: Subjects & predicates, main & dependent clauses, complex nouns p. 70	180–181	Begin Act. H (60 mins)	126–127		R&V: Continue reading literature network as directed by the teacher			
5	LSC: Reinforcement of LSC covered previously p. 70 R&V: Literary text p. 70	183	Act. I (30 mins)	127	Continue reading and discussing literature network (30 mins)	R&V: Continue reading literature network as directed by the teacher			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:			Date:	





Note 1: Use this week to complete any outstanding work as well as work on the literature network in the CR.

Note 2: Use this week to revise LSC.

Note 3: Complete the tracker to suit your requirements for revision and catch up and FAT Task 3: Test 3: Comprehension and language use or FAT Task 3: Test literature.

Note 4: Use the example **Task 3: Test 3: Comprehension and language use** or **Literature** at the end of the tracker for formal assessment, or tests from other sets of LTSMs.

TOP CLASS Week 11: Catch up, consolidation and revision – plan your week										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1										
2										
3										
4										
5										
End-of-term reflection										
<p>Think about and make a note of:</p> <p>1. Was the learners' performance during the term what you had expected and hoped for? Which learners need particular support with EFAL in the next term? What strategy can you put in place for them to catch up with the class? Which learners would benefit from extension activities? What can you do to help them?</p> <p>2. With which specific topics did the learners struggle the most? How can you adjust your teaching to improve their understanding of this section of the curriculum in the future?</p>					<p>3. What ONE change should you make to your teaching practice to help you teach more effectively next term?</p> <p>4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back on track?</p>					
					HOD/Subject head:		Date:			



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

Note 1: On Day 2 you could use Act. 3 for **FAT: Oral: Panel discussion.**

Note 2: When groups have been assessed, allow learners to continue reading the literature network independently.

Note 3: Introduce the literature network for the term as the CAPS suggests on p. 67: choose to read either a youth novel or drama.

Extra resources: Examinations done at the end of Term 1 for review and feedback, CD for listening comprehension Act. 1, literature network, rubric for discussion TG p. 257.

VIA AFRIKA Week 1 Unit 11 Theme: In my opinion											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	Listen to teacher's feedback on Term 2 mid-year examination (30 mins) R&V: Literary text p. 70				Introduce literature network (30 mins)	R&V: Continue reading literature network as directed by the teacher					
2	L&S: Comprehension – questionnaires p. 66	123 123	Act. 1 (30 mins) Act. 2 (30 mins)	152–153 153		R&V: Continue reading literature network as directed by the teacher					
3	L&S: Discussion – questionnaires p. 66 R&V: Literary text p. 70	123–124	Begin FAT Act. 3 (60 mins)	153–154, 257	Continue reading literature network	R&V: Continue reading literature network as directed by the teacher					
4	L&S: Discussion – questionnaires p. 66 R&V: Literary text p. 70	123–124	Complete FAT Act. 3 (60 mins)	153–154	Continue reading literature network	R&V: Continue reading literature network as directed by the teacher					
5	R&V: Text on questionnaires p. 66	124–126	Act. 4 (60 mins)	154–155		R&V: Continue reading literature network as directed by the teacher					
Reflection											
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?						
					HOD/Subject head: _____ Date: _____						

Note 1: In order to accommodate time, the W&P: Act. 7 should only take each group 30 mins.

Extra resources: Examples of forms and questionnaires.

VIA AFRICA Week 2 Unit 11 Theme: In my opinion continued									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	LSC: Nouns – common & collective p. 66 R&V: Literary text p. 70	126	Act. 5 (30 mins)	155	Continue reading and discussing literature setwork (30 mins)	R&V: Continue reading literature setwork as directed by the teacher			
2	W&P: Transactional text – filling in forms p. 66	127–128 128	Act. 6 (30 mins) Act. 7 (30 mins)	156 157		R&V: Continue reading literature setwork as directed by the teacher			
3	LSC: Adverbs – time & manner p. 66 R&V: Literary text p. 70	129	Act. 8 (30 mins)	157–158	Continue reading and discussing literature setwork (30 mins)	R&V: Continue reading literature setwork as directed by the teacher			
4	LSC: Clauses – noun & adverbial p. 66	129–130	Act. 9 (60 mins)	158–159		R&V: Continue reading literature setwork as directed by the teacher			
5	LSC: Abbreviations p. 66	131	Act. 10 (60 mins)	159		R&V: Continue reading literature setwork as directed by the teacher			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					<p>HOD/Subject head:</p>			<p>Date:</p>	



Note 1: When learners have completed their role play for Act. 4, allow them to continue reading the literature setwork independently.
Extra resources: CD for listening comprehension Act. 1.

VIA AFRIKA Week 3 Unit 12 Theme: What's going on?									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	L&S: Interview – listening comprehension p. 67 R&V: Literary text p. 70	132	Act. 1 (45 mins)	163–164	Continue reading and discussing literature setwork (15 mins)	R&V: Continue reading literature setwork as directed by the teacher			
2	L&S: Interviews – discussion p. 67	133 133	Act. 2 (30 mins) Act. 3 (30 mins)	164–165 165		R&V: Continue reading literature setwork as directed by the teacher			
3	L&S: Role play – interview p. 67 R&V: Literary text p. 70	133–135	Act. 4 (60 mins)	165	Continue reading and discussing literature setwork	R&V: Continue reading literature setwork as directed by the teacher			
4	R&V: Drama p. 67	135–137 137	Act. 5 (40 mins) Act. 6 (20 mins)	166 166		R&V: Continue reading literature setwork as directed by the teacher			
5	R&V: Poetry p. 67	138–139	Act. 7 (60 mins)	167–168		R&V: Continue reading literature setwork as directed by the teacher			
Reflection									
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?				
					HOD/Subject head:		Date:		



Note 1: In order to accommodate the writing process, more time has been allotted to W&P: Act. 8 than the TG suggests.
Extra resources: Short story: *The treasure of Lemon Brown* CR p. 39 and TG pp. 170–171.

VIA AFRIKA Week 4 Unit 12 Theme: What's going on? continued									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	W&P: Drama – dialogue, focus on process writing p. 67	139–140	Begin Act. 8 Planning & drafting (60 mins)	168		R&V: Continue reading literature setwork as directed by the teacher			
2	W&P: Drama – dialogue, focus on process writing p. 67	139–140	Begin Act. 8 Planning & drafting (60 mins)	168		R&V: Continue reading literature setwork as directed by the teacher			
3	LSC: Direct & indirect speech p. 149 R&V: Literary text p. 70	140	Act. 9 (30 mins)	169–170 170–171	Begin short story: <i>The treasure of Lemon Brown</i> CR p. 39 (30 mins)	R&V: Continue reading literature setwork as directed by the teacher			
4	R&V: Literary text p. 70			170–171	Complete short story: <i>The treasure of Lemon Brown</i> CR p. 39 (60 mins)	R&V: Continue reading literature setwork as directed by the teacher			
5	LSC: Phrases & clauses – adverbial p. 66	142	Act. 10 (60 mins)	169–170		R&V: Continue reading literature setwork as directed by the teacher			
Reflection									
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?				
					HOD/Subject head:			Date:	



Note 1: The text for the listening comprehension for Act. 1 & 2 is the text in Act. 3 LB pp. 144–145.

Note 2: On Day 2 Act. 2 **FAT: Oral: Role play** must be conducted. You will probably need more than one 60 mins period to complete this assessment.

Note 3: When groups have been assessed for their role play, allow learners to continue reading their literature setwork independently.

Extra resources: Rubric for role play TG p. 257, rubric for FAT: W&P: Minutes TG p. 260, CD for listening comprehension.

VIA AFRIKA Week 5 Unit 13 Theme: Taking action										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	L&S: Listening comprehension p. 68	143–145	Act. 1 (60 mins)	175		R&V: Continue reading literature setwork as directed by the teacher				
2	L&S: Role play p. 68	143–145	Begin Act. 2 & FAT (60 mins)	175–176, 257		R&V: Continue reading literature setwork as directed by the teacher				
3	L&S: Role play p. 68	143–145	Complete Act. 2 & FAT (60 mins)	175–176		R&V: Continue reading literature setwork as directed by the teacher				
4	R&V: Agenda p. 68	146–147	Act. 3 (60 mins)	177		R&V: Continue reading literature setwork as directed by the teacher				
5	W&P: Minutes p. 68	147–150	Act. 4 (60 mins)	177, 260		R&V: Continue reading literature setwork as directed by the teacher				
Reflection										
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?					
					HOD/Subject head: _____ Date: _____					



Note 1: On Day 3 conduct **FAT: Writing agenda and minutes of a meeting.**

Extra resources: Folklore: *The king of the birds* CR pp. 8–12. Rubric for transactional writing TG p. 260.

VIA AFRIKA Week 6 Unit 13 Theme: Taking action continued									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	LSC: Direct and indirect speech p. 68	149 150	Act. 5 (30 mins) Begin Act. 6 (30 mins)	178 178		LSC: Complete Act. 6			
2	LSC: Pronouns – personal, demonstrative & possessive, apostrophe p. 68	150–151 151	Act. 7 (30 mins) Act. 8 (30 mins)	179 180		LSC: Complete Act. 8			
3	LSC: Apostrophe p. 68	151 152	Review Act. 8 (15 mins) FAT: W&P (45 mins)	180 180–181, 260		R&V: Continue reading literature setwork as directed by the teacher			
4	R&V: Literary text (60 mins) p. 70			181–182	Folklore: <i>The king of the birds</i> CR pp. 8–12	R&V: Continue reading literature setwork as directed by the teacher			
5	R&V: Literary text (60 mins) p. 70			181–182	Folklore: <i>The king of the birds</i> CR pp. 8–12	R&V: Continue reading literature setwork as directed by the teacher			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		



Note 1: On Day 3 you can use Act. 3 for **FAT: Oral: Prepared reading**. During this assessment, once learners have been assessed, they can either listen to one another read the newspaper articles, or they can continue reading their literature setwork.

Note 2: As learners might get help in advance, use the FAT (9) in LB pp. 155–157 as practice for the **FAT Task 3: Test 3: Comprehension and language use**. For the final FAT Task 3: Test 3 use the example paper at the end of the tracker.

Extra resources: CD for listening comprehension Act. 1, rubric for prepared reading TG p. 258.

VIA AFRIKA Week 7 Unit 14 Theme: Spotlight on cell phones									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	L&S: Listening comprehension – news p. 69	154	Act. 1 (60 mins)	187–188		R&V: Learners must look for a suitable newspaper article to use for FAT: Prepared reading			
2	L&S: Group discussion – news p. 69 R&V: Literary text p. 70	155	Act. 2 (30 mins)	188	Continue reading and discussing literature setwork (30 mins)	R&V: Learners must look for a suitable newspaper article to use for FAT: Prepared reading			
3	L&S: Prepared reading p. 69 R&V: Literary text p. 70	155	FAT Act. 3 (60 mins)	188–189, 258	Continue reading and discussing literature setwork	R&V: Continue reading literature setwork as directed by the teacher			
4	R&V: Comprehension LSC: Language use p. 123	155–157	Practice FAT Section A: Comprehension (60 mins)	189–190		R&V: Continue reading literature setwork as directed by the teacher			
5	R&V: Comprehension LSC: Language use p. 123 R&V: Literary text p. 70	155–157	Review Practice FAT Section A: Comprehension (30 mins)	189–190	Continue reading and discussing literature setwork (30 mins)	R&V: Continue reading literature setwork as directed by the teacher			
Reflection									
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?				
					HOD/Subject head:			Date:	



Extra resources: Folklore: *Why tortoise's shell is cracked* CR p. 2.

VIA AFRICA Week 8 Unit 14 Theme: Spotlight on cell phones continued											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	W&P: Transactional text – newspaper article, focus on process writing p. 69	158	Begin Act. 4 Planning & drafting (60 mins)	190–191		Complete Act. 4 Revising & editing					
2	LSC: Persuasive & emotive language, bias & prejudice p. 69	159 160–161	Act. 5 (30 mins) Act. 6 (30 mins)	191 191–192		R&V: Continue reading literature setwork as directed by the teacher					
3	LSC: Stereotypes, chronological order p. 69	162 163	Act. 7 (30 mins) Act. 8 (30 mins)	192 193		R&V: Continue reading literature setwork as directed by the teacher					
4	LSC: Nouns – concrete & abstract p. 69 R&V: Literary text p. 70	163	Act. 9 (25 mins)	193, 194–195	Folklore: <i>Why tortoise's shell is cracked</i> CR p. 2 OR Continue with literature setwork (35 mins)	R&V: Continue reading literature setwork as directed by the teacher					
5	LSC: Literal and figurative language p. 69	164	Act. 10 (60 mins)	194		R&V: Continue reading literature setwork as directed by the teacher					
Reflection											
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?						
					HOD/Subject head: _____ Date: _____						

Note 1: On Day 2 you can use Act. 3 no. 7 for **FAT: Oral: Giving directions.**

Note 2: You will probably need more than one period in order to assess each learner. When learners have been assessed, allow them to continue reading the literature network independently.

Extra resources: Rubric for FAT: Oral: Giving directions.

VIA AFRIKA Week 9 Unit 15 Theme: Going places											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	L&S: Giving directions p. 70	165 166	Act. 1 (40 mins) Act. 2 (oral) (20 mins)	199–200 200		R&V: Continue reading literature network as directed by the teacher					
2	L&S: Discussion – directions p. 69 R&V: Literary text p. 70	166	Begin FAT Act. 3 (60 mins)	200–201	Continue with literature network	R&V: Continue reading literature network as directed by the teacher					
3	L&S: Discussion – directions p. 69 R&V: Literary text p. 70	166	Complete FAT Act. 3 (30 mins)	200–201, 257	Continue with literature network (30 mins)	R&V: Continue reading literature network as directed by the teacher					
4	R&V: Reading for comprehension – blog p. 70	166–168	Act. 4 (60 mins)	201		R&V: Continue reading literature network as directed by the teacher					
5	R&V: Key features of literary text – blog p. 70	168	Act. 5 (20 mins)	201	Continue reading and discussing literature network (40 mins)	R&V: Continue reading literature network as directed by the teacher					
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>						
					<p>HOD/Subject head: _____ Date: _____</p>						

Note 1: On Day 3 you can use Act. 9 for **FAT: W&P: Narrative essay.**

Note 2: Take in learners' drafts, so that they do not get help at home in completing the writing process. Take in on Day 4, and allow the learners to complete under test conditions.

Extra resources: Rubric for narrative essay TG p. 259.

VIA AFRIKA Week 10 Unit 15 Theme: Going places continued											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	R&V: Key features of literary text – poetry p. 70	169–170	Act. 7 (60 mins)	203		R&V: Continue reading literature setwork as directed by the teacher					
2	R&V: Poetry p. 70	170	Act. 8 (60 mins)	203		R&V: Continue reading literature setwork as directed by the teacher					
3	W&P: Narrative essay, focus on process writing p. 70	171	Begin FAT Act. 9 Planning and drafting (60 mins)	204, 259		R&V: Continue reading literature setwork as directed by the teacher					
4	W&P: Narrative essay, focus on process writing p. 70	171	Complete FAT Act. 9 Revising and editing (60 mins)	204, 259		R&V: Continue reading literature setwork as directed by the teacher					
5	LSC: Reinforcement of LSC covered previously p. 70	171–172 172–173	Act. 10 (30 mins) Act. 11 (30 mins)	205 205–206		R&V: Continue reading literature setwork as directed by the teacher					
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>				<p>What will you change next time? Why?</p>							
				<p>HOD/Subject head:</p>				<p>Date:</p>			



Note 1: Use this week to complete any outstanding work as well as to work on the literature network in the CR.

Note 2: Use this week to revise LSC.

Note 3: Complete the tracker to suit your requirements for revision and catch up and FAT Task 3: Test 3: Comprehension and language use or FAT Task 3: Test literature.

Note 4: Use the example **Task 3: Test 3: Comprehension and language use** or **Literature** at the end of the tracker for formal assessment, or tests from another set of LTSMs.

VIA AFRIKA Week 11: Catch up, consolidation and revision – plan your week										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1										
2										
3										
4										
5										
End-of-term reflection										
<p>Think about and make a note of:</p> <p>1. Was the learners' performance during the term what you had expected and hoped for? Which learners need particular support with EFAL in the next term? What strategy can you put in place for them to catch up with the class? Which learners would benefit from extension activities? What can you do to help them?</p> <p>2. With which specific topics did the learners struggle the most? How can you adjust your teaching to improve their understanding of this section of the curriculum in the future?</p>					<p>3. What ONE change should you make to your teaching practice to help you teach more effectively next term?</p> <p>4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back on track?</p>					
					HOD/Subject head:		Date:			



F. ASSESSMENT RESOURCES

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

In all subjects FATs must include questions that are set at a range of cognitive levels. For EFAL, questions can be set at various levels for the comprehension and literature questions in the tests.

On pp. 121 and 122 of the CAPS for EFAL Grades 7–9 there is very useful information

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

COGNITIVE LEVEL	ACTIVITY	PERCENTAGE OF TASK
Literal (Level 1)	<p>Questions that deal with information explicitly stated in the text. The following are examples:</p> <ul style="list-style-type: none"> • Name the things/people/places/elements ... • State the facts/reasons/points/ideas ... • Identify the reasons/persons/causes ... • List the points/facts/names/reasons ... • Describe the place/person/character ... • Relate the incident/episode/experience ... 	Levels 1 & 2: 40%
Reorganisation (Level 2)	<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"> • Summarise the main points/ideas/pros/cons ... • Group the common elements/factors ... • State the similarities/differences ... • Give an outline of ... 	
Inference (Level 3)	<p>Questions that require candidates to use their 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"> • Suggest why X (a character in a story) acted in this way. • What is the likely outcome of X's actions? • What do X's comments reveal about her attitude to ...? • Is the situation described in the text similar to or different from what people experience in South Africa? 	Level 3: 40%
Evaluation (Level 4)	<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"> • Do you think that what happens is realistic/likely/possible? • Is the character's attitude/behaviour/action justifiable or acceptable to you? Give reasons for your answer. • Is the writer justified in suggesting that ...? Give a reason for your answer. • Does the writer provide a coherent argument to support her views? • Through his choice of words what does the writer want you to believe/do? Are you persuaded by these words? Give a reason for your answer. 	Levels 4 & 5: 20%



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

Note 1: Information about the cognitive levels of the various reading comprehension and literature questions is provided after the memorandums for each test.

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



2. English First Additional Language Grade 7: Task 3: Test 3: Comprehension and language use

This test consists of TWO sections:

Section A: Reading comprehension (16 marks)

Section B: Language in context (14 marks)

Total: 30 marks

Suggested time: One hour

Instructions

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

The Grand Canyon

- 1 The Grand Canyon is a large river canyon in Arizona. It is over 354 kilometres long and over two kilometres deep in some places. Its widest point is 29 kilometres wide. The canyon is considered one of the Seven Natural Wonders of the World.
- 2 Over millions of years, the Colorado River wore away rocks as it passed through the area. Slowly, the river made the path deeper and deeper. Now, the canyon is surrounded by steep walls on either side, while the river continues to flow at the bottom of the canyon. Besides its large size, the Grand Canyon is also known for its magnificent colors.
- 3 The canyon is made of layers of rock, and each layer of rock has a different depth and color. Geologists have identified almost 40 different layers of rock exposed by the river's erosion. The climate in canyon area is primarily desert, with both high and low temperatures. The upper rims of the canyon often receive snowfall. The air quality is usually very high, although dust storms and smoke from fires can change the air.
- 4 The Grand Canyon is home to variety of plants and animals. Plants range from various species of cactus to pine forests. Many types of animals live in the area, including the bald eagle, bobcats, bats and gila monsters. Six different kinds of rattlesnakes have been identified in the area.
- 5 Native Americans have inhabited the area for around 3,000 years. Spanish conquistadors first explored the area in 1540. Later, Spanish priests and explorers returned in 1776. However, they did not stay, as they found the canyon impassable.
- 6 Arizona became part of the United States in 1848, and the first geological studies were completed on the Grand Canyon in 1856. Today, the canyon is part of the Grand Canyon National Park. About five million tourists visit the park each year.

Glossary:

Canyon (para. 1)	A deep valley with straight sides
Primarily (para. 3)	Mainly
Bobcat (para. 4)	North American mammal from the cat family
Gila monster (para. 4)	Poisonous type of lizard
Conquistadores (para. 5)	People who conquer other lands

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Section A Reading comprehension**16 marks**

1. What is the main purpose of the passage? 3
2. What caused the canyon? 1
3. How would you explain the meaning of the *Seven Natural Wonders of the World*? (para. 1) 3
4. Name three features of the canyon that would attract visitors to the Grand Canyon. 3
5. Why would you want to visit the Grand Canyon? 2
6. If you did plan to visit the Grand Canyon, to which country would you have to travel? 1
7. In which century did the Spanish first visit the area? 1
8. Why do you think so many tourists visit the park each year? 2

Total 16**Section B Language use****14 marks**

1. Give a reason why *Seven Natural Wonders of the World* is spelt with capitals. (para. 1) 1
2. Complete this sentence from the options: "Geologists are..." Write the letter only.
 - A Scientists who study the physical properties of the earth.
 - B Scientists who study plants and animals.
 - C Scientists who study numbers. 1
3. 3.1 *Slowly, the river made the path deeper and deeper.* (para. 2)

In this sentence, what part of speech is deeper? Write the word only.

 - 3.1.1 Verb
 - 3.1.2 Superlative adjective
 - 3.1.3 Comparative adjective
 - 3.1.4 Adverb
- 3.2 *The air quality is usually very high.* (para. 3)

In this sentence, what part of speech is the word usually? Write the word only.

 - 3.2.1 Adverb
 - 3.2.2 Adjective
 - 3.2.3 Conjunction
 - 3.2.4 Pronoun





**3. English First Additional Language Grade 7: Task 3:
Test 3 Memorandum: Comprehension and language use**

Section A

Reading comprehension

16 marks

1. **What is the main purpose of the passage?**
The passage aims to give general information about the geography, history and the importance of the Grand Canyon today. 3
2. **What caused the canyon?**
The river has worn away the rocks over many years. 1
3. **How would you explain the meaning of the *Seven Natural Wonders of the World?* (para. 1)**
Own answer or A natural wonder is an amazing feat of nature or an unusual rare spectacle. 3
4. **Name three features of the canyon that would attract visitors to the Grand Canyon.**
Learners must name at least three of the following features:
The geological features/colours/many species of animals/many species of plants. 3
5. **Why would you want to visit the Grand Canyon?**
Own answer 2
6. **If you did plan to visit the Grand Canyon, to which country would you have to travel?**
The United States of America. 1
7. **In which century did the Spanish first visit the area?**
16th century 1
8. **Why do you think so many tourists visit the park each year?**
They want to see this incredible area with its spectacular geographical features and its many plants and animals. 2

Total 16

Section B

Language use

14 marks

1. Give a reason why *Seven Natural Wonders of the World* is spelt with capitals. (para. 1)
Seven Natural Wonders of the World is a proper noun. 1
2. Complete this sentence from the options: "Geologists are..."
A Scientists who study the physical properties of the earth.
B Scientists who study plants and animals.
C Scientists who study numbers. 1
3. 3.1 *Slowly, the river made the path deeper and deeper.* (para. 2)
In this sentence what part of speech is the word deeper?
Write the word only.
3.1.1 Verb
3.1.2 Superlative adjective
3.1.3 **Comparative adjective**
3.1.4 Concrete noun ½
- 3.2 *The air quality is usually very high.* (para. 3)
In this sentence what part of speech is the word usually?
Write the word only.
3.2.1 **Adverb**
3.2.2 Adjective
3.2.3 Conjunction
3.2.4 Pronoun ½
4. Change the spelling of the underlined word in the sentence from American English spelling to South African English spelling.
Besides its large size, the Grand Canyon is also known for its magnificent colors.
Colours 1





5. Change the following sentence into indirect speech.
"I am going to visit the Grand Canyon," said John.
John said (1) that (1) he was going (1) to visit the Grand Canyon. 3
6. Change the following sentence into the passive voice.
Native Americans have inhabited the area for around 3,000 years.
The area (1) has been inhabited (1) by Native Americans for around 3,000 years (1) 3
7. Supply a synonym for the underlined word in the following sentence.
 The climate in canyon area is primarily desert.
Mainly 1
8. Read the following section from the passage, and then identify the words which show chronological order. Write the words only.
Spanish conquistadors first explored the area in 1540. Later, Spanish priests and explorers returned in 1776. However, they did not stay, as they found the canyon impassable.
first, later 2
9. Join the following sentences to make one sentence.
The Grand Canyon is home to variety of plants. Plants range from various species of cactus to pine forests.
The Grand Canyon is home to a variety of plants that range from various species of cactus to pine forests. 1
- Total 14**

Cognitive levels

Section A

Reading comprehension

16 marks

1. What is the main purpose of the passage?
Level 3: Inference as learners have to explain the main idea. 3
2. What has caused the canyon?
Level 1: Literal as learners must deal with information stated explicitly in the text. 1
3. How would you explain the meaning of the *Seven Natural Wonders of the World?* (para. 1)
Level 2: Reorganisation as learners have to engage with the information in the text and explain how metaphor/image affects understanding. 3
4. Name three features of the canyon that would attract visitors to the Grand Canyon.
Level 1: Literal because learners must deal with information stated explicitly in the text. 3
5. Why would you want to visit the Grand Canyon?
Level 3: Inference as this question requires the learners to engage with information explicitly stated in the text in terms of his/her own experience. 2
6. If you did plan to visit the Grand Canyon to which country would you have to travel?
Level 1: Literal. The learners have to name the country. 1
7. In which century did the Spanish first visit the area?
Level 2: Reorganisation as learners have to analyse the information, i.e. the date 1540, to arrive at the correct answer. 1
8. Why do you think so many tourists visit the park each year?
Level 4: Evaluation as this question deals with the learners' judgement of the value of the park. 2

Total 16

4. English First Additional Language Grade 7: Task 3: Test 3: Literature

20 marks

Instructions

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

The cheetah and the lazy hunter

A traditional Zulu story

- 1 Long ago, a wicked and lazy hunter sat under a tree. He was hungry, but did not want to be bothered to find food. Below him on the grassy field, there were robust springbok grazing. Our friend, the hunter did nothing, he only watched the animals as they fed, wishing he could have meat without working for it.
- 2 Suddenly he noticed the movement of a female cheetah seeking food. She singled out a springbok who had foolishly wandered away from the rest. Suddenly she gathered her long legs under her and sprang forward. With great speed she came upon the springbok and brought it down. Startled, the rest of the herd raced away as the cheetah attacked her prey.
- 3 The hunter watched as the cheetah dragged her prize to some shade on the edge of the clearing. There, three beautiful cheetah cubs were waiting for her. The lazy hunter was filled with envy for the cubs and wished that he could have such a good hunter provide for him. Then he had a wicked idea. He decided that he would steal one of the cheetah cubs and train it to hunt for him. He decided to wait until the mother cheetah left the vicinity to make his move. He smiled to himself, feeling like a genius. He imagined dining on delicious meat every day without having to do the actual hunting.
- 4 When the sun began to set, the cheetah hid her cubs in a bush and set off to the waterhole. The hunter quickly grabbed his spear and trotted down to the bushes where the cubs were hidden. There he found the three cubs, still too young to be frightened of him or to run away. First, he chose one, then decided upon another, and then changed his mind again. Finally he decided to steal all three cubs, thinking to himself that he would do better to keep them all.
- 5 Mother cheetah returned half an hour later only to find her cubs gone. She cried until there were no more tears in her eyes. Day and night she cried and searched for her cubs. Until she met an old man who came to find out what the problem was.
- 6 The old man was wise and knew the ways of the animals. When he heard what the wicked hunter had done, he became very angry. The lazy hunter was not only a thief; he had broken the traditions of the tribe. Everyone knew that a hunter must use only his own strength and skill. Any other way of hunting was surely a dishonour. The old man returned to the village and told the elders what had happened. The villagers became angry. They found the lazy hunter and drove him away from the village. The old man took the three cheetah cubs back to their grateful mother.

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- 1. Which words at the beginning of the story are typical of folktales? 2
- 2. The storyteller uses the adjective *lazy* to describe the hunter. Choose an adjective to describe the cheetah. Give a reason for your choice. 2
- 3. *"She singled out a springbok who had foolishly wandered away from the rest."* (para. 2) Explain why the springbok was foolish. 2
- 4. Explain how the hunter behaves in a lazy and greedy way. 2
- 5. *"He smiled to himself feeling like a genius."* (para. 3) Which figure of speech is in this sentence? Write the number only.
 - 4.1 Personification
 - 4.2 Simile
 - 4.3 Metaphor
- 6. How are the springbok different from the cheetah? 1
- 7. How do we know that the story tells us of events that took place over a long period of time? 2
- 8. Give a reason why we know that the old man was wise. 1
- 9. Do you agree with the way the villagers behaved towards the hunter? Give a reason for your answer. 2
- 10. What are the most important characteristics of a good hunter according to this story? 3
- 11. There is a moral to a folktale to help teach the hearers and readers a lesson. What is the lesson that you have learnt from this story? 2

Total 20



**5. English First Additional Language Grade 7: Task 3:
Test 3 Memorandum: Literature**

20 marks

1. **Which words at the beginning of the story are typical of folktales?**
Long ago 2
2. **The storyteller uses the adjective *lazy* to describe the hunter. Choose an adjective to describe the cheetah. Give a reason for your choice.**
Learners' own choice 2
3. ***"She singled out a springbok who had foolishly wandered away from the rest."***
Explain why the springbok was foolish.
The springbok was foolish to move away from the protection of the herd. 2
4. **Explain how the hunter behaves in a lazy and greedy way.**
The hunter does not hunt himself, and he gets the three cubs to do the hunting for him. 2
5. ***"He smiled to himself feeling like a genius."*** (para. 3)
Which figure of speech is in this sentence? Write the number of your answer only.
 - 4.1 Personification
 - 4.2 **Simile**
 - 4.3 Metaphor 1
6. **How are the springbok different from the cheetah?**
The springbok are not hunters of other animals.
They eat grass not meat. Learners must give one of these options 1

7. **How do we know that the story tells us of events that took place over a long period of time?**
We are told that the cheetah searched 'day and night', which suggests a long time. 2
 8. **Give a reason why we know that the old man was wise.**
He knows how to solve the problem that the hunter had caused. 1
 9. **Do you agree with the way the villagers behaved towards the hunter? Give a reason for your answer.**
Yes because the hunter betrayed the tribe OR own suitable answer 2
 10. **What are the most important characteristics of a good hunter according to this story?**
A hunter must be strong, skilful and honourable. Learners can choose two out of these three attributes. 3
 11. **There is a moral to a folktale to help teach the hearers and readers a lesson. What is the lesson that you have learnt from this story?**
The moral is that one must not be lazy and dishonourable. Instead, one must work hard to get what you want. 2
- Total 20**





Cognitive levels

Literature

16 marks

1. **Which words at the beginning of the story are typical of folktales?**

Long ago

This is a **Level 1 Literal** question as learners have to point out the language that distinguishes a folktale.

2

2. **The storyteller uses the adjective *lazy* to describe the hunter. Choose an adjective to describe the cheetah. Give a reason for your choice.**

Learners' own choice. This is a **Level 3 Inference** question, as the learners have to infer the nature of the springbok's behaviour from the text.

2

3. ***"She singled out a springbok who had foolishly wandered away from the rest."***

Explain why the springbok was foolish.

The springbok was foolish to move away from the protection of the herd.

This is a **Level 3 Inference** question as the learners have to explain the effect of the springbok's behaviour.

2

4. **Explain how the hunter behaves in a lazy and greedy way.**

The hunter does not hunt himself, and he wants more than one cub to do the work for him.

This is a **Level 3 Inference** question as the learners have to explain what the hunter's actions reveal about his character.

2

5. ***"He smiled to himself feeling like a genius."* (para. 3)**
Which figure of speech is in this sentence? Write the number only.

4.1 Personification

4.2 Simile

4.3 Metaphor

1

This is a **Level 1 Literal** question as learners have to name something.

1

6. **How are the springbok different from the cheetah?**

The springbok are not hunters of other animals. They eat grass not meat.

This is a **Level 2 Reorganisation** question as the learners have to state the differences.

1

7. **How do we know that the story tells us of events that took place over a long period of time?**

We are told that the cheetah searched 'day and night', which suggests a long time.

This is a **Level 1 Literal** question as the learners have to identify the phrase that indicates a folktale.

2

8. **Give a reason why we know that the old man was wise.**

He knows how to solve the problem that the hunter had caused.

This is a **Level 3 Inference** question as the learners have to comment on the attitude and actions of the character.

1

9. **Do you agree with the way the villagers behaved towards the hunter? Give a reason for your answer.**

Yes because the hunter had betrayed the tribe.

This is a **Level 4 Evaluation** question as the learners have to comment critically on the motives of the villagers.

2

10. **What are the most important characteristics of a good hunter according to this story?**

A hunter must be strong, skilful and honourable. Learners can choose two out of these three attributes.

This is a **Level 1 Literal** question as the learners must describe a particular character.

3

11. **There is a moral to a folktale to help teach the hearers and readers a lesson. What is the lesson that you have learnt from this story?**

The moral is that one must not be lazy and dishonourable. Instead one must work hard to get what you want.

This is a **Level 3 Inference** question as the learners have to explain the main idea of the story.

2

Total 20



