



GRADE 9

English
First Additional Language
Teacher Toolkit: Planner and Tracker

2019 TERM 3



CONTENTS

A. About the Planner and Tracker _____	2	F. Assessment Resources _____	106
B. Term Planning _____	6	1. Information from the CAPS on cognitive levels of question types _	106
C. Broad Guidelines for Lesson Planning and Preparation _____	8	2. Term 3 Test _____	108
D. Guidelines for Teaching _____	8	3. Memorandum and analysis of cognitive levels for Term 3 Test _	111
E. Trackers for Each Set of Approved LTSMs _____	9		
1. <i>Clever English First Additional Language</i> (Macmillan) _____	10		
2. <i>English Today First Additional Language</i> (Maskew Miller Longman) _____	21		
3. <i>Interactive English</i> (St Mary's Interactive Learning Experience) ____	33		
4. <i>Platinum English First Additional Language</i> (Maskew Miller Longman) _____	46		
5. <i>Spot On English First Additional Language</i> (Heinemann) _____	59		
6. <i>Successful English First Additional Language</i> (Oxford University Press) _____	71		
7. <i>Top Class English First Additional Language</i> (Shuter & Shooter) _	82		
8. <i>Via Afrika English First Additional Language</i> (Via Afrika Publishers) _____	94		

This Planner and Tracker should be used with:

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

A. ABOUT THE PLANNER AND TRACKER

1. Purpose of the tracker

In the introduction to the Term 1 and 2 Trackers you learnt that **to be on the right/wrong track** means to be doing something in a way that is likely to be successful/unsuccessful while **to keep/lose track of something** means to know/not know the present state or position of something.

As was explained in these Trackers, this publication is called a Curriculum and Assessment Planner and Tracker because it has been designed to do at least two things. The first is to assist you to stay on the right track with your teaching and assessment. The second is to help you to keep track of what you and the learners in your classes have done and should be doing in order to meet all the requirements of the Curriculum and Assessment Policy Statement (CAPS) for Grade 9 English First Additional Language (EFAL). Thus the tracker is a tool to help you plan how to cover the curriculum and also a tool to help you monitor your progress in doing so.

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

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

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

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

Thinking about and evaluating the lessons you have taught is important for your professional development as a teacher. Such thinking and evaluation is often termed

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

2. Links to the CAPS

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

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

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

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

The CAPS for Term 3 consists of five two-week blocks, so the tracker has been prepared for 10 weeks, ending with a Term 3 Test. As this tracker has been designed for a third term that is 11 weeks long, Week 11 is available for you to complete any work not done, go over assessment tasks and do remediation work with learners. What should best be done in this week will vary from class to class, so Week 11 has been left blank for you to fill in your own plan. Should you use this tracker in a third term that is longer or shorter than 11 weeks, you will need to adjust the programme accordingly.

3. Links to approved EFAL materials and additional literature texts

As the approved EFAL materials (Learner's Book, Core Reader and Teacher's Guide) follow the CAPS document, they also divide the Grade 9 EFAL curriculum into two-week blocks. Learners have opportunities to use content and activities based on a particular **theme** to develop the knowledge and skills required by the CAPS.

The lesson guidelines in each Grade 9 EFAL Teacher's Guide describe how to use the Grade 9 EFAL Learner's Book with the learners in your classes. Most of the Teacher's Guides provide answers and assessment suggestions for all the activities, while some provide answers for some activities and general guidelines for assessing others. It is very important to consult the Teacher's Guide regularly.

Some Teacher's Guides suggest how to integrate texts from the Core Reader into a two-week teaching block, but others leave the decisions about how to use the Core Reader to you. The tracker gives some suggestions for including texts from the Core Reader for each set of approved LTSMs. None of the Teacher's Guides provides guidelines for teaching particular literature set works such as novels, short story anthologies, plays or poetry anthologies because each school will have different collections of texts. However, the Learner's Book, the Teacher's Guide and the Core Reader from each publisher include information about, and activities for, working with literary texts 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 Daily Lesson Planning and Preparation*) of this tracker.

4. Links to assessment

Begin the lesson on Day 1 of Term 3 with feedback on the mid-year examination, so that learners know what they did well and what they still need to improve on or understand more fully.

In addition to the many activities that you can use for informal assessment on a daily basis, the Grade 9 EFAL Learner's Book includes activities for each formal assessment task that must be done during the term. For some of these you have a choice (e.g. writing a narrative or an argumentative essay), so learners will do this task in the two-

week teaching block in the CAPS that includes this task. Each Grade 9 EFAL Teacher's Guide provides some assessment rubrics for assessing both oral and written work.

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

5. Managing time allocated in the tracker

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

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

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

6. Resources

For most lessons in the Grade 9 EFAL curriculum, the main resources required are the following:

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

As these resources are needed for all lessons, there is no column headed *Resources* in the Grade 9 EFAL tracker. Where an additional resource is necessary for, or would enrich,



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

If your school has computers and access to the internet, or if some learners have internet access via smart phones, encourage them to use this resource. For example, they could use the internet to access information to use when preparing a speech. Learners should also be encouraged to listen to radio programmes or 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 9 EFAL have approached extension and remediation work and support for literature teaching in different ways as listed below:

Clever English First Additional Language (Macmillan)

Each two-week unit in the Learner's Book ends with one or two extra activities for extension or remediation work. The Teacher's Guide includes a section with detailed guidelines for teaching literature.

English Today First Additional Language (Maskew Miller Longman)

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

Interactive English (St Mary's Interactive Learning Experience)

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

Platinum English First Additional Language (Maskew Miller Longman)

The Learner's Book is accompanied by booklets for remediation (for learners who need extra support) and for extension (for strong/advanced learners) activities. There is one worksheet for remediation (Worksheet A) and one for extension (Worksheet B) for

each chapter of the Learner's Book. The answers to worksheet activities are in the final section of the Teacher's Guide. If you have these photocopiable worksheets at your school, they are a useful source of extra learning activities for classwork or homework. Each chapter in the Learner's Book ends with revision tasks. The Teacher's Guide includes a section titled *Guidelines for Teaching Literature*.

Spot On English First Additional Language (Heinemann)

Each chapter in the Learner's Book ends with a revision page. For some chapters, there are photocopiable resources in the Teacher's Guide 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 First Additional Language (Oxford University Press)

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

Top Class English First Additional Language (Shuter & Shooter)

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

Via Afrika English First Additional Language (Via Afrika Publishers)

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

4 Grade 9 English First Additional Language





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

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

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

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

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;
- Learner's Book pages;
- Teacher's Guide pages;
- Core Reader/literature set work;
- 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 that you can also use:

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

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

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



B. TERM PLANNING

When you plan your daily and weekly teaching for the term, it is important to decide when you will do the formal assessment tasks required by the CAPS and when you will do the teaching and informal assessment that are linked to each formal assessment task. Section D (*Trackers for Each Set of Approved LTSMs*) of this tracker will help you to do this.

Table 1 gives a summary of the formal assessment tasks for Grade 9 EFAL that must be completed during the year and in end-of-year examinations. Table 2 gives a summary of

the formal assessment tasks for Term 3 that are included in each of the eight sets of LTSMs. Notice that you have some choices within the oral and written tasks that learners must complete for oral and written school-based assessment (SBA). Also notice that sometimes an example test is given in the Learner's Book, meaning that while it is useful as a practice test, it cannot be used as the formal assessment task as learners can prepare for it in advance. If this is the case in the LTSM you have chosen, you can use a test from a different set of LTSMs, set your own or use the example test we have provided in Section F.

Table 1: Formal assessment tasks for Grade 9 English First Additional Language

FORMAL ASSESSMENT		
DURING THE YEAR	END-OF-YEAR EXAMINATION	
40%	60%	
School-based assessment (SBA)	End-of-year exam papers	
40%	39,2%	20,8%
Formal assessment tasks <ul style="list-style-type: none"> • 4 oral tasks • 3 writing tasks • 2 tests • 1 mid-year examination 	Written examinations Paper 2: Comprehension and language use Paper 3: Writing Paper 4: Response to literature	Oral assessment tasks: Paper 1: Listening, speaking and reading The oral tasks undertaken during the course of the year constitute the end-of-year assessment

FORMAL ASSESSMENT TASKS FOR TERM 1		
TASK 1: ORAL	TASK 2: WRITING	TASK 3: TEST 1
Prepared reading/ conversation	Descriptive/narrative essay and informal letter/review/dialogue	Comprehension and language use

FORMAL ASSESSMENT TASKS FOR TERM 2		
TASK 1: ORAL	TASK 2: WRITING	TASK 3: MID-YEAR EXAM
Unprepared reading/forum/group discussion	Review/documentary/notice/agenda and minutes	Paper 1: Oral Paper 2: Comprehension and language (2 hr) Paper 3: Writing (1 hr) Paper 4: Response to literature (1 hr 30 mins)

FORMAL ASSESSMENT TASKS FOR TERM 3		
TASK 1: ORAL	TASK 2: WRITING	TASK 3: TEST 2
Prepared speech/role play/debate/discussion of CV/will/testament	Descriptive/narrative/reflective/argumentative essay and covering letter and CV	Comprehension and language use

FORMAL AND END-OF-YEAR ASSESSMENT TASKS FOR TERM 4

TASK 1: ORAL	TASK 2: END-OF-YEAR EXAMINATION
Debate/interview/conversation/prepared speech/unprepared speech/forum/group/panel discussion/listening comprehension/meeting procedures	Paper 1: Oral Paper 2: Comprehension and language (2 hr) Paper 3: Writing (1 hr) Paper 4: Response to literature (1 hr 30 mins)

Table 2: Term 3 Formal Assessment Tasks included in each set of LTSMs

LTSM	Task 1 Oral	Task 2 Writing	Term 3 Test
Clever English First Additional Language	Week 3: Participate in a role play LB p. 154; TG pp. 148–149 OR Weeks 7/8: Present a prepared speech LB pp. 187–188; TG p. 173; Rubric p. 266	Week 4: Write a CV & a covering letter LB pp. 161–162; TG pp. 154–156 AND Week 6: Write a narrative essay LB p. 179; TG p. 167	None provided
English Today First Additional Language	Week 2: Participate in a group discussion about a will LB pp. 152–153; TG p. 83 OR Week 8: Present a prepared speech LB p. 196; TG p. 100; Rubric p. 230	Week 3: Write a CV & a covering letter LB pp. 162–163; TG p. 90; Rubric p. 229 AND Week 6: Write an argumentative essay LB pp. 181–182; TG pp. 100–101; Rubric p. 228	On pp. 216–218 of the Learner's Book, there is an example of a test that can be used for revision/practice but not for the test itself
Interactive English	Week 1: Present a role play in pairs LB p. 177; TG p. 128 OR Week 7: Present a prepared speech LB p. 232; TG p. 165; Rubric p. xxxi OR Week 9: Present a role play in pairs LB p. 247; TG p. 174	Week 3: Write a CV & a covering letter LB p. 208; TG p. 149 AND Week 6: Write a reflective essay LB pp. 224–225; TG pp. 160–161	None provided
Platinum English First Additional Language	Week 6: Participate in a debate LB pp. 168–169; TG pp. 129–130 OR Week 7: Present a prepared speech LB p. 179; TG Rubric pp. xxxiv & xxxv OR Week 9: Present a role play in pairs LB pp. 192–193; TG p. 148	Week 4: Write a CV & a covering letter LB pp. 156–158; TG pp. 121–122; Rubric p. xxxi AND Week 6: Write a narrative essay LB p. 175; TG p. 133; Rubric p. xxx	None provided
Spot On English First Additional Language	Week 5: Participate in a debate LB pp. 134–135; TG Rubric p. 212 OR Week 7: Present a prepared speech LB pp. 146–148; TG p. 223 (Rubric) OR Week 9: Present a role play in pairs LB p. 158; TG p. 236	Week 3: Write a CV & a covering letter LB pp. 128–129; TG p. 203; Rubric p. 306 AND Week 6: Write a descriptive essay LB pp. 140–141; TG p. 217; Rubric p. 305	On pp. 244–247 of the Teacher's Guide, there is an example of a comprehension and language test & a memorandum that could be used, as learners will not have seen this
Successful English First Additional Language	Week 8: Present a prepared speech LB p. 237; TG p. 127 OR Week 9: Present a role play in pairs LB pp. 245–247; TG p. 132	Week 4: Write a CV & a covering letter LB pp. 202–203; TG pp. 112–113; Rubric p. 34 AND Week 6: Write a narrative essay LB pp. 219–220; TG pp. 120–121; Rubric p. 33	On pp. 257–258 of the Learner's Book, there is an example of a test that can be used for revision/practice but not for the test itself



LTSM	Task 1 Oral	Task 2 Writing	Term 3 Test
Top Class English First Additional Language	Week 5: Participate in a debate LB pp. 158–159; TG pp. 113–114 OR Week 7: Present a prepared speech LB p. 172; TG p. 121 (Rubric) OR Week 10: Present a role play in pairs LB pp. 194–195; TG p. 131	Week 4: Write a CV & a covering letter LB pp. 149–152; TG p. 108 AND Week 6: Write a reflective essay LB pp. 165–167; TG p. 117; Rubric p. 185	On pp. 189–191 of the Learner's Book, there is an example of a test that can be used for revision/practice but not for the test itself. There is a memorandum on p. 130 of the Teacher's Guide
Via Afrika English First Additional Language	Week 6: Present a role play in pairs OR Week 7: Present a prepared speech LB pp. 165–167; TG pp. 232–233; Rubric p. 309 OR Week 10: Present a role play in pairs LB p. 185; TG p. 249	Week 4: Write a CV & a covering letter LB p. 148; TG pp. 206–207 AND Week 6: Write a reflective essay LB p. 159; TG pp. 222–223	Note: The test based on an extract from <i>Romeo and Juliet</i> (Learner's Book pp. 180–182) is not suitable for the term test

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 Teacher's Guide for the Grade 9 EFAL Learner's Book for guidance on the preparation of each lesson.

D. GUIDELINES FOR TEACHING

1. Teaching Reading and Viewing

You will notice that in the CAPS Reading and Viewing is described as a process. To become successful readers and viewers of a range of text types (e.g. graphs, magazine articles, advertisements, poems, short stories), learners need to engage in a **reading process** that involves doing pre-reading, during-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 9. Each Learner's Book and Core Reader includes short literary texts (mainly short stories and poems), and each Teacher's Guide suggests how to teach these. In addition to these short texts, learners are expected to read longer texts (longer stories, novels, plays). Learners will mainly read these longer texts for homework, but it is very important to do the following in class:

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

Examples of homework tasks

- Read the first chapter of a story/first five pages of a story/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.

3. Teaching Writing and Presenting

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

4. Teaching Listening and Speaking

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

5. Teaching Language Structures and Conventions

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

It is very important to have dictionaries in your classroom, to teach learners how to use them and to encourage them to consult a dictionary regularly.

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

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

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

E. TRACKERS FOR EACH SET OF APPROVED LTSMs

Please note the following:

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

1. Clever English First Additional Language (Macmillan)

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

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

Note 3: Note the homework task each day.

CLEVER ENGLISH Week 1 Theme: I bequeath									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	Listen to teacher's feedback on mid-year examination papers (30 mins); L&S: Learn about wills; listen to a dialogue that involves negotiation; take notes to use for answering questions (30 mins) p. 107	137 137 Act. 1	135–136		LB p. 137 Act. 1 L&S: Use notes to answer Q 1–6				
2	L&S: Compare answers with a partner & decide on final answers (10 mins); participate in a group discussion & reach consensus about details to be included in a will (25 mins); listen to brief report from each group (15 mins); R&V: Listen to teacher's introduction to literature set work (10 mins) p. 107	137–138 138 Act. 2	136 136	Literature set work	Begin reading literature set work				
3	R&V: Discuss literature set work (10 mins); learn vocabulary about wills (10 mins); scan, skim & then read intensively a will; begin to write answers to questions on it (40 mins) p. 107	139 140–142 Act. 3	137–138		LB pp. 141–142 Act. 3 R&V: Complete answers to questions				
4	R&V: Discuss & mark h/w (15 mins); read a poem & begin to answer questions on its structure, typography, rhyme & message (45 mins) p. 107	140–142 142–143 Act. 4	137–138 138–139		LB pp. 142–143 Act. 4 R&V: Complete answers to questions				
5	R&V: Discuss & mark h/w (30 mins); read a poem & discuss questions on it, including questions on imagery (30 mins) p. 107	142–143	138–139 144–145	CR pp. 96–97 & 103 <i>My home</i> Literature set work	Continue reading literature set work				
Reflection									
<p>Think about and make a note of: Learners are unlikely to be familiar with the specialised language of a will. Were you satisfied with what you did to assist them in understanding the dialogue and the example of a will? Why or why not? How well did learners manage the group discussion about what should be included in a will?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>				
<p>HOD/Subject head:</p>					<p>Date:</p>				



Note: For the writing activity on Days 2 and 3 you are expected to give each learner a photocopy of the template on pp. 141-142 in the Teacher's Guide. If this is not possible, write the template on your chalkboard, and ask learners to copy it, leaving space for what they must write in order to complete the will.

CLEVER ENGLISH Week 2 Theme continued: I bequeath									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss literature set work (15 mins); read three cartoons & answer questions on each one ; discuss & mark answers (45 mins) p. 108	143–145 Act. 5	139–140	Literature set work	Continue reading literature set work				
2	R&V: Discuss literature set work (10 mins); W&P: Learn about features of a will; plan & write first draft of a will; exchange draft with a partner & give each other feedback (50 mins) p. 107	145–146	140–142		LB p. 146 W&P: Revise first draft in preparation for Act. 6				
3	W&P: Plan what to write in each section of the template of a will; complete each section, proofread & make any corrections needed (60 mins) p. 107	145–147 Act. 6	140–142	Literature set work	Continue reading literature set work				
4	R&V: Discuss literature set work (10 mins); LSC: Revise abstract & concrete nouns, adjectives, conjunctions, passive voice, direct & indirect speech, paronyms, polysemes, homonyms & homophones; begin answering questions on some of these aspects of language (50 mins) p. 107	147–150 Act. 7	142–143		LB pp. 147–150 Act. 7 LSC: Answer questions on language use				
5	LSC: Discuss & mark h/w (25 mins); do an activity on prefixes & suffixes and on correct forms of verbs ; discuss & mark answers (35 mins) p. 107	149–150 150 Extra Act. 1	142–143 143–144	Literature set work	Continue reading literature set work				
Reflection									
<p>Think about and make a note of: On Day 4 learners were expected to revise several different aspects of language. Were you pleased with your teaching of each of these aspects? Why or why not? Did learners' answers to Act. 7 suggest that you need to revise any of the aspects of language covered this week? If yes, which aspects, and how will you revise them?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>				
					<p>HOD/Subject head: _____ Date: _____</p>				



Note: If you have more than 40 learners in your class, you may need to assess some of the role-plays at break or after school.

CLEVER ENGLISH Week 3 Theme: Get ready									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss literature set work (15 mins); LSC & L&S: Learn about job interviews (15 mins); listen to a job interview, take notes & use these to begin answering questions (30 mins) p. 109	152–153 Act. 1	147–148		LB pp. 152–153 Act. 1 L&S: Use notes to finish answering questions				
2	L&S: Discuss & mark h/w (10 mins); R&V: In pairs, prepare a 5-minute job interview role play (10 mins); 8 pairs perform role play to the class for teacher to assess (40 mins) Note: This role play can be done for Term 3, Formal Assessment Task 1 p. 109	152–153 154 Act. 2	148 148–149	Literature set work	Continue reading literature set work				
3	L&S: 12 pairs perform role play to the class for teacher to assess (60 mins) p. 109	154 Act. 2	148–149	Literature set work	Continue reading literature set work				
4	R&V: Discuss literature set work (15 mins); L&S: In groups discuss CVs and covering letters & report key ideas to the class (30 mins); R&V: Read a visual text & begin to answer questions on it (15 mins) p. 109	154 Act. 3 156 Act. 4	149–150 150–151		LB p. 156 Act. 4 R&V: Finish answering questions				
5	R&V: Discuss & mark h/w (15 mins); revise the characteristics of a short story (10 mins); read an extract from a short story & begin answering comprehension questions on it (35 mins) p. 109	156 156 157–158	151 151 151–152		LB pp. 157–158 Act. 5 R&V: Finish answering questions				
Reflection									
<p>Think about and make a note of: What were the strengths and weaknesses of learners' role-plays? What could you do to assist them to build on their strengths and to overcome their weaknesses? Were you pleased with the way you led the class discussion of answers to the questions on the visual text? Why or why not?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>				
<p>HOD/Subject head:</p>					<p>Date:</p>				

CLEVER ENGLISH Week 4 Theme continued: Get ready

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss & mark h/w (15 mins); read a second extract from a short story; answer comprehension questions on it , discuss & mark answers (45 mins) p. 109	157–158 158–159 Act. 6	152 152–153	Literature set work	Continue reading literature set work					
2	R&V: Discuss literature set work (15 mins); read a poem & discuss answers to questions on structure, mood & figurative language (45 mins) p. 109	159–160 Act. 7	153–154	Literature set work	Continue reading literature set work					
3	W&P: Learn how to write a CV and a covering letter; plan & begin writing a first draft of each (60 mins) p. 109	161–162 Act. 8	154–156		LB pp. 161–162 Act. 8 W&P: Complete first drafts					
4	W&P: Exchange drafts with a partner; give each other feedback; revise drafts; write, proofread and present final version of CV & covering letter (60 mins) p. 109 Note: This must be done for Term 3, Formal Assessment Task 2	161–162 Act. 8	154–156		LB pp. 162–165 LSC: Revise degrees of comparison, word meanings, question forms, punctuation, descriptive and sequence paragraphs					
5	LSC: Use what was revised to write answer to a language activity; discuss & mark answers (45 mins); discuss answers to vocabulary questions (15 mins) p. 109	163–166 Act. 9 166 Extra Act. 1	157 157–158	Literature set work	Continue reading literature set work					
Reflection										
<p>Think about and make a note of: Were you satisfied with the way you taught learners about the features of a CV and covering letter? Why or why not? Did learners' answers to Act. 9 suggest that you need to revise any of the aspects of language covered this week? If yes, which aspects, and how will you revise them?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					HOD/Subject head:		Date:			

Note: According to the CAPS a debate can be used for Term 3, Formal Assessment Task 1. However, it is difficult to assess each learner's contribution to a debate, so in this tracker it is suggested that the debate is a class activity rather than a task for formal assessment.

CLEVER ENGLISH Week 5 Theme: Pandora's box									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss literature set work (15 mins); L&S: Revise debating procedures; listen to a debate; make notes on the stages of the debate; decide on a winner (40 mins); decide on the 3 speakers for and 3 speakers against the debate motion & on the chairperson (5 mins) p. 110	169–171	161–163		LB pp. 169–171 Act. 1 L&S: Prepare to participate in a debate as a speaker, chairperson or member of the floor				
2	L&S: Hold a class debate (45 mins); evaluate the speeches & the discussion from the floor (15 mins) p. 110	171 Act. 1	163	Literature set work	Continue reading literature set work				
3	R&V: Discuss literature set work (10 mins); learn about myths, fables & legends; read a myth; begin answering comprehension questions on a myth (50 mins) p. 110	171–174 Act. 2	163–164		LB pp. 172–173 Act. 2 R&V: Finish answering questions about a myth				
4	R&V: Discuss & mark h/w (20 mins); learn about rhyme, rhythm, enjambment & figures of speech; read a poem & begin to answer questions on it (40 mins) p. 110	172–174 174 175–176 Act. 3	164		LB pp. 175–176 Act. 3 R&V: Finish answering questions on poem				
5	R&V: Discuss & mark h/w (15 mins); R&V & W&P: Revise summary writing; read a story & summarise it in point form; discuss & mark summaries (45 mins) p. 110	175–176 176–177 Act. 4	165–166 166–167	Literature set work	Continue reading literature set work				
Reflection									
<p>Think about and make a note of: Were you pleased with the way you prepared learners for conducting the debate? Why or why not? What were the strengths and weaknesses of the debate? Some learners find summarising difficult. How well did learners manage the summarising task?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>				
HOD/Subject head:					Date:				



Note 1: If your class does not have copies of the Core Reader, on Day 1 conduct a class discussion of myths, fables and folktales that the learners know. The idea is to prepare them for writing a narrative essay in which they tell a myth, fable or folktale.

Note 2: As *Clever English* includes only a narrative essay, this essay must be written for Term 3, Formal Assessment Task 2.

CLEVER ENGLISH Week 6 Theme continued: Pandora's box									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss literature set work (15 mins); read and discuss a myth in preparation for writing a narrative essay (45 mins) p. 110		169	<i>Zeus, Hera and little Io</i> CR pp. 27–30 & p. 42	LB. pp. 177–178 LSC: Revise past tenses in preparation for writing a narrative essay				
2	W&P: Plan & write first draft of a narrative essay (60 mins) p. 110	179 Act. 5	167		LB p. 179 Act. 5 W&P: Revise first draft of essay				
3	W&P: Exchange first draft with a partner; give each other feedback; revise, proofread & write final version (60 mins) p. 110 Note: This essay must be written for Term 3, Formal Assessment Task 2	179 Act. 5	167	Literature set work	Continue reading literature set work				
4	R&V: Discuss literature set work (10 mins); LSC: Revise conjunctions, punctuation & spelling ; complete a language activity; discuss & mark answers (50 mins) p. 110	179–181 Act. 6	167–168		LB. p. 182 Extra Act. 1, Q 1 LSC: Write a paragraph correctly				
5	LSC: Discuss & mark h/w (10 mins); R&V: Understand figures of speech (15 mins); read a poem & discuss questions about its structure & figures of speech (35 mins) p. 110	182 182 Extra Act. 1 182–184 Extra Act. 2	168 168 168–169	Literature set work	Continue reading literature set work				
Reflection									
Think about and make a note of: Were you pleased with what you did to prepare learners for writing a narrative essay? Why or why not? What progress are you and the learners making with this term's literature set work?					Did you cover all the work set for the week? If not, how will you get back on track?				
					HOD/Subject head: _____ Date: _____				



Note: If you have more than 45 learners in your class, you may need to listen to some of the prepared speeches at break or after school.

CLEVER ENGLISH Week 7 Theme: The world is your oyster									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss literature set work (10 mins); L&S: Learn about techniques for public speaking; listen to a speech, make notes & use notes to begin to answer questions on it (50 mins) p. 111	185–186 Act. 1	171–172		LB p. 186 Act. 1 L&S: Complete answers to questions				
2	L&S: Discuss & mark h/w (10 mins); listen to teacher's instructions for doing research for a prepared speech (10 mins); R&V: Revise the structure of a short story; read an extract from a short story & work with a partner to answer questions on it (40 mins) p. 111	186 187–188 189–191 Act. 3	173 173–174		LB p. 187 L&S: Find information to use for preparing a speech				
3	R&V & W&P: Write a summary; discuss & mark summary (40–45 mins); R&V: Read the ending to a story & discuss answers to questions on it (15–20 mins) p. 111	192 Act. 4 192 Act. 5	174 174–175		LB p. 187 L&S: Continue finding information for speech; start planning speech				
4	R&V: Revise information about cartoons; read two cartoons & answer questions on them; discuss & mark answers (60 mins) p. 111	193 Act. 6	175–176		LB pp. 187–188 L&S: Finish planning speech and practise it				
5	L&S: 20–25 learners make a 2–3 minute prepared speech (60 mins) Note: This speech can be presented for Term 3, Formal Assessment Task 1; p. 111	187–188 Act. 2	173 Rubric 266	Literature set work	Continue reading literature set work				
Reflection									
<p>Think about and make a note of: What were the strengths and weaknesses of learners' summaries? What could you do to assist them to build on the strengths and to overcome the weaknesses? Were you pleased with the way in which you guided learners to prepare for and present their speeches? Why or why not?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>				
HOD/Subject head:					Date:				

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

CLEVER ENGLISH Week 8 Theme continued: The world is your oyster									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	L&S: 20–25 learners make a 2–3 min prepared speech (60 mins) p. 111	187–188 Act. 2	173 Rubric 266	Literature set work	Continue reading literature set work				
2	R&V: Discuss literature set work (15 mins); read a poem, write answers to questions on its structure, rhythm & theme; discuss & mark answers (45 mins) p. 111	193–194 Act. 7	176–177		LB pp. 195–196 W&P: Study the information about formal & informal invitations and acceptances to prepare for writing task				
3	W&P: Prepare the first draft of an invitation card for a wedding and an acceptance note for the same wedding (60 mins) p. 111	195–197 Act. 8	177		LB p. 197 Act. 8 W&P: Revise, proofread and write final versions of an invitation card & acceptance letter				
4	LSC: Learn about various kinds of paragraphs; revise punctuation; learn a spelling pattern & complete language exercises; discuss & mark exercises (55 mins); R&V: Listen to teacher’s introduction to a short story (5 mins) p. 111	197–199 Act. 9	178	<i>The boy who talked with animals</i> CR pp. 71–74 & 88	R&V: Read <i>The boy who talked with animals</i> CR pp. 71–74 & prepare to answer questions on p. 88				
5	R&V: Discuss short story (20 mins); LSC: Identify adjectives in a paragraph; use adverbs correctly; discuss & mark answers (20 mins); R&V: Read & discuss a cartoon (20 mins) p. 111	200 Extra Act. 1–3		Literature set work	Continue reading literature set work				
Reflection									
<p>Think about and make a note of: This week’s poem required sensitive teaching. Were you satisfied with the way you supported learners in reading and discussing it? Were you pleased with the support you gave learners for writing an invitation card and acceptance letter? How well did they manage this task?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>				
					HOD/Subject head:		Date:		

Note 1: This tracker suggests replacing Act. 4 on p. 208 of the Learner's Book with a final class discussion of the literature set work on Day 4 of Week 10.

CLEVER ENGLISH Week 9 Theme: Relationships									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss literature set work (10 mins); L&S: Learn about oral storytelling & dialogue in a story (20 mins); in groups of 3–5 prepare & practise a 3–5 minute story to tell the class (30 mins) p. 112	201–203 204 Act. 1	183	Literature set work	Continue reading literature set work				
2	L&S: In a group tell a story to the class (60 mins) p. 112	204 Act. 1	183	Literature set work	Continue reading literature set work				
3	R&V: Discuss literature set work (10 mins); learn about features of drama; read a play & begin to answer comprehension questions on it (50 mins) p. 112	204–207 Act. 2	183–184		LB pp. 205–207 Act. 2 R&V: Complete answers to questions on a play				
4	R&V: Discuss & mark h/w (15 mins); read a poem & begin to answer questions on language, structure, rhyme, mood & message (45 mins) p. 112	205–207 207–208 Act. 3	184 184–186		LB pp. 207–208 Act. 3 R&V: Complete answers to questions on a poem				
5	R&V: Discuss & mark h/w (15 mins); W&P: Learn about writing dialogue; plan & begin to write first draft of a dialogue (45 mins) p. 112	207–208 209–210 Act. 5	185–186 186–187		LB pp. 209–210 Act. 5 W&P: Complete first draft of a dialogue				
Reflection									
<p>Think about and make a note of: What were the strengths and weaknesses of the oral storytelling? What could you do to assist learners to build on the strengths and to overcome the weakness? How well did learners manage the reading comprehension questions on a play?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>				
					<p>HOD/Subject head: _____ Date: _____</p>				



CLEVER ENGLISH Week 10 Theme continued: Relationships

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	W&P: Exchange dialogue with a partner; give each other feedback; revise, edit, proofread & write final version of dialogue (60 mins) p. 112	210 Act. 5	186–187	Literature set work	Continue reading literature set work					
2	LSC: Revise verbs, pronouns, paragraph types & punctuation; begin to answer a language activity (60 mins) p. 112	211–214 Act. 6	187		LB p. 214 LSC: Complete answers to language activity					
3	LSC: Discuss & mark h/w (20 mins); punctuate a paragraph (15 mins); R&V: Read & discuss a poem (25 mins) p. 112	214 215 Extra Act. 1 & 2	188 188	Literature set work	Complete reading of literature set work					
4	R&V: Have final discussion of literature set work (30 mins); R&V & LSC: Review term's work in preparation for term test (30 mins)				Revise for Term 3 Test					
5	Term 3 Test									
Reflection										
<p>Think about and make a note of: What pleased you most about learners' written dialogues? What could you do to assist them to write even better dialogues in future? What did you notice about learners' responses to this term's literature set work? In future, if you have a choice of texts, would you use this text again? Why or why not?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					HOD/Subject head:		Date:			





Note: Week 11 is available for you to complete any work not done, go over assessment tasks and do remediation work with learners. You should fill in and track your own plan for this week.

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



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

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

Note 2: There is an error in the information on p. 150 of the Learner's Book. A complex sentence must consist of a main and subordinate clause, not a main clause and a phrase. There must be two verbs in the sentence, one for each clause. An example of a complex sentence to use in place of the incorrect example is the following: Granny Mtetwa, who is an excellent cook, made chicken soup with beans and vegetables in it. Main clause: Granny Mtetwa made chicken soup with beans and vegetables in it. Subordinate clause: who is an excellent cook.

Note 3: Note the homework task each day.

ENGLISH TODAY Week 1 Theme: Elderly people in our lives									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	Listen to teacher's feedback on mid-year examination papers (25 mins); L&S: With a partner, talk about a photograph (5 mins); learn about negotiation; listen to two short dialogues & with a partner, decide on answers to Q 3a-d (30 mins) p. 107	145-146 146-147 Act. 1	79-80		LB p. 147 L&S: Write an answer to Q 2				
2	L&S: As a whole class, discuss answers to questions on the dialogues (10 mins); with a partner, role play the dialogues (10 mins); LSC: Revise direct and indirect speech & write conversations in both direct and indirect speech ; discuss & mark answers (35 mins); listen to teacher's introduction to literature set work for the term (5 mins) p. 107	147 147 147 Act. 2	79-80 80 80	Literature set work	Begin reading literature set work				
3	R&V: Discuss literature set work (15 mins); learn how to read a will & testament; read a will & testament & begin writing answers to questions on a will & testament (45 mins) p. 107	148-149 Acts. 3 & 4	81		LB pp. 148-149 Act. 3 R&V: Finish answering questions				
4	R&V: Discuss & mark h/w (15 mins); LSC: Revise simple, complex & compound sentences; write each type of sentence ; discuss & mark answers (35 mins); revise concrete & abstract nouns & learn about transitions to prepare for h/w task (10 mins) p. 107	149 150 Act. 5 150-151 Act. 6	81 82 82		LB pp. 151-151 Act. 6 LSC: Answer questions on nouns & transitions				
5	LSC: Discuss & mark h/w (15 mins); W&P: Plan & draft a will (45 mins) p. 107	151 Act. 7	82 83		LB pp. 151-152 Act. 7 W&P: Revise first draft of will				



Reflection	
<p>Think about and make a note of: It is important for learners to understand the concept of negotiation. Were you pleased with your teaching about this concept? Why or why not? How well did learners understand and role-play the dialogues about negotiation?</p>	<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>
<p>HOD/Subject head: _____ Date: _____</p>	

Note: If your class does not have copies of the Core Reader, ask learners to continue reading the literature set work for homework on Day 1.

ENGLISH TODAY Week 2 Theme continued: Elderly people in our lives										
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	W&P: Exchange first draft with a partner; give each other feedback; revise, edit, proofread and write final version (55 mins); R&V: Listen to teacher's introduction to a poem (5 mins) p. 107	151 Act. 7	83 82	<i>Direction</i> CR pp. 29–30	Read the poem <i>Direction</i> CR pp. 29–30 & write answers to Act. 1 on p. 30					
2	R&V: Discuss answers to questions on the poem <i>Direction</i> CR pp. 29–30 OR questions on literature set work (10–15 mins); L&S: In groups of four, choose roles for a group discussion (5 mins); R&V: Read a poem & answer questions on rhythm, structure & imagery; discuss & mark answers (40–45 mins) p. 107	152–153 Act. 8 153–154 Acts. 9 & 10	82 & 173 83 84–85		LB pp. 152–153 Act. 8 L&S: Prepare for role in group discussion					
3	L&S: Each group of four presents a 4–5 minute discussion to the class (60 mins) Note: The discussion can be presented for Term 3, Formal Assessment Task 1; p. 107	152–153 Act. 8	83	Literature set work	Continue reading literature set work					





Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Date completed				
4	R&V: Discuss literature set work (10 mins); LSC: Learn a spelling pattern & use it to write verbs in the past tense (5–10 mins); learn about polysemes, homonyms, homophones & paronyms; do a vocabulary activity; discuss & mark answers (40 mins); listen to teacher's instructions for h/w on active & passive voice (5 mins) p. 107	154–155 Act. 11 155 Act. 12 156 Act. 13	85 85 86		LB p. 156 Act. 13 LSC: Revise active & passive voice & write sentences					
5	LSC: Discuss & mark h/w (15 mins); R&V: Learn about body language in a cartoon; read a cartoon & answer questions on it ; discuss & mark answers (40 mins); LSC & W&P: Listen to teacher's instructions for h/w activity (5 mins) p. 108	156 157 Act. 14 158	86 86 87		LB p. 158 Revision page LSC & W&P: Do revision tasks					
Reflection										
<p>Think about and make a note of: Learning about and writing a will is a rather adult activity for learners. Were you satisfied with your teaching of this rather sensitive topic? Why or why not? What were the strengths and weaknesses of learners' group discussions? What could you do to help them build on the strengths and overcome the weaknesses?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					HOD/Subject head:		Date:			



Note: If your class does not have copies of the Core Reader, ask learners to continue reading the literature set work for homework on Day 5.

ENGLISH TODAY Week 3 Theme: The world of work							
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class	
						Date completed	
1	LSC & W&P: Discuss & mark h/w (15 mins); L&S: Talk about a photograph (5 mins); learn about job interviews; listen to a job interview; notice how the interviewer & interviewee speak (40 mins) p. 109	158 160 160 Act. 1	87 87–88	Literature set work	Continue reading literature set work		
2	R&V: Discuss literature set work (15 mins); R&V & L&S: Read & discuss a CV (30 mins); W&P: Learn about writing a CV & a covering letter (15 mins) p. 109	161 Act. 2 162–163 Act. 3	89–90 90 & Rubric 229		LB p. 163 Act. 3 W&P: Read two job advertisements & decide which one to respond to		
3	W&P: Plan & begin writing the first draft of a CV and covering letter (60 mins) p. 109	162–163 Act. 3	90 & Rubric 229		LB p. 163–164 Act. 3 W&P: Complete first drafts		
4	W&P: Exchange drafts with a partner; give each other feedback; revise, edit, proofread and write final version of CV and covering letter (60 mins) p. 109 Note: This must be done for Term 3, Formal Assessment Task 2	162–163 Act. 3	90 & Rubric 229	Literature set work	Continue reading literature set work		
5	R&V: Discuss literature set work (15 mins); LSC: Revise synonyms, antonyms, homonyms, homophones & polysemes & answer vocabulary questions ; discuss & mark answers (35 mins); learn two spelling patterns (5 mins); R&V: Listen to teacher's introduction to a poem (5 mins) p. 109	164–165 Act. 4 165	91 93 & 174	<i>Sea fever</i> CR pp. 34–36	R&V: Read the poem <i>Sea Fever</i> CR pp. 34–36 & prepare to answer questions on it		
Reflection							
<p>Think about and make a note of: Were you pleased with the way you led discussions on the world of work? Why or why not? How well did learners manage the vocabulary development activities? Are you encouraging them to use the new vocabulary that they are learning?</p>				<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>			
				HOD/Subject head:		Date:	



Note 1: If your class does not have copies of the Core Reader, continue reading the literature set work for homework on Days 2 and 3, and discuss it in class on Day 4. In the Teacher's Guide the story is part of Weeks 1 & 2, but there is no time to include it here.

Note 2: If you cannot make copies of Worksheet 9 from the *English Today Worksheet Book*, set your own language homework on Day 5.

ENGLISH TODAY Week 4 Theme continued: The world of work									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss questions on <i>Sea Fever</i> CR pp. 34–36 OR discuss literature set work (15 mins); read an account (report) & a diagram; answers questions on both ; discuss & mark answers (45 mins) p. 109	166–167 Act. 5	174 91–92	Literature set work	Continue reading literature set work				
2	R&V: Discuss literature set work (15 mins); learn about conflict in a plot; read a youth short story & answer questions on it ; discuss & mark answers (40 mins); listen to teacher's introduction to short story in preparation for h/w task (5 mins) p. 109	168–169 Acts. 6&7	92–93 84	<i>Mansoor and the donkey</i> CR pp. 112–118	Begin reading <i>Mansoor and the donkey</i> CR pp. 112–118				
3	LSC: Learn about and identify adverbial phrases & clauses ; discuss & mark answers (40 mins); R&V & LSC: Read an article & begin to answer comprehension & language questions on it (20 mins) p. 109	169–170 Act. 8 172 Revision	94 95	CR pp. 112–118 <i>Mansoor and the donkey</i>	Finish reading <i>Mansoor and the donkey</i> CR pp. 112–118 & prepare to answer questions on p. 118				
4	R&V: Discuss short story & questions on it (30 mins); R&V & LSC: Finish answering comprehension & language questions on an article ; discuss & mark answers (30 mins) p. 109	172 Revision	94 & 177 95	Literature set work	Continue reading literature set work				
5	R&V: Discuss literature set work (15 mins); read a poem & answer questions on its structure & imagery ; discuss & mark answers (45 mins)	170–171 Act. 10	94–95		LSC: Answer Worksheet 9 on adverbial clauses, CR p. 10 in the <i>English Today Worksheet Book</i>				
Reflection									
<p>Think about and make a note of: This week learners read and discussed several texts (a report, a diagram, 1–2 short stories, a poem & their literature set work). Were you pleased with the way you supported their reading and understanding? Why or why not? Did they find any of the texts more difficult than the others?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>				
<p>HOD/Subject head:</p>					<p>Date:</p>				



Note 1: For Day 4 you will need to make a recording of a debate from radio or television for learners to listen to/watch and listen to.

ENGLISH TODAY Week 5 Theme: The need for speed									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	LSC: Discuss & mark h/w (10 mins); L&S: Talk about a photograph (5 mins); R&V: Learn about features of news feature articles; read a feature article & look at the photograph; begin to answer questions on the article & photograph/s (45 mins) p. 110	173–174 174–176 Acts. 1&2	Work– sheet Book 27 97		LB pp. 175–176 Act. 2 R&V: Complete answers to questions on article & photograph				
2	R&V: Discuss & mark h/w (20 mins); R&V & W&P: Complete a point form summary of the news article; discuss & mark summaries (20–25 mins); LSC: Learn about onomatopoeia & use an example in a short poem or sentence (15–20 mins) p. 110	175–176 177 Act. 3 177 Act. 4	97–98 98 98	Literature set work	Continue reading literature set work				
3	R&V: Discuss literature set work (20 mins); LSC: Learn about conjunctions & use them in complex & compound sentences; discuss & mark sentences (40 mins) p. 110	178 Act. 5	99 98	Literature set work	Continue reading literature set work				
4	L&S: Listen to or watch a debate & take notes on how speakers speak; discuss the notes (40 mins); learn about the structure of a formal debate; choose speakers & chairperson for a class debate to be held in Week 6 (20 mins) p. 110	179 Act. 6 180 Act. 7	99 99–100	Literature set work	Continue reading literature set work				
5	R&V: Discuss literature set work (20 mins); W&P: Learn how to write an argumentative essay; plan & begin writing first draft (40 mins) p. 110	181–182 Act. 8	176 100–101		LB p. 180 Act. 7 L&S: Prepare for class debate as a main speaker or a participant from the floor				
Reflection									
<p>Think about and make a note of: It is important for learners to become visually literate. How well did they manage the questions based on the photograph that formed part of the feature article? Were you pleased with the way you explained the structure of simple, compound and complex sentences? Why or why not? How are learners responding to the literature set work?</p>				<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
				HOD/Subject head:		Date:			



ENGLISH TODAY Week 6 Theme continued: The need for speed							
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class	
						Date completed	
1	L&S: Hold a class debate & conclude with a vote (60 mins) p. 110	180 Act. 7	100		LB p. 181–182 Act. 8 W&P: Complete first draft of argumentative essay		
2	W&P: Exchange draft with a partner & give each other feedback; revise, edit, proofread & write final version of essay (60 mins) p. 110 Note: This essay must be written for Term 3, Formal Assessment 2	181–182 Act. 8	100–101 Rubric p. 228	Literature set work	Continue reading literature set work		
3	R&V: Discuss literature set work (10 mins); learn about sound devices & personification; read a poem & answer questions on it ; discuss & mark answers (50 mins) p. 110	182–183 Act. 9	101	Literature set work	Continue reading literature set work		
4	R&V: Discuss literature set work (10 mins); LSC: Learn to pronounce words with a silent letter (10 mins); R&V: Learn about suspense, surprise & ironic twists in stories; read a folktale & begin to answer questions on it (40 mins) p. 110	183 Act. 10 184–185 Act. 11	101–102 102		LB pp. 184–185 Act. 11 R&V: Complete answers to questions on a folktale		
5	R&V: Discuss & mark h/w (15 mins); LSC: Learn about & identify puns ; discuss & mark answers (30 mins); R&V: Read a poem & begin to answer questions on it (15 mins) p. 110	184–185 185 Act. 12 186 Revision	102 102–103 103		LB p. 186 Revision R&V: Complete answers to questions on poem		
Reflection							
Think about and make a note of: What were the strengths and weaknesses of learners' contributions to the class debate? How could they be assisted to build on the strengths and to overcome the weaknesses? Were you satisfied with the way you prepared learners for writing an argumentative essay? Why or why not?				Did you cover all the work set for the week? If not, how will you get back on track?			
				HOD/Subject head:		Date:	



Note: If your class does not have copies of the Core Reader for homework on Day 5 this week and Day 1 next week, ask learners to continue reading the literature set work.

ENGLISH TODAY Week 7 Theme: A friend indeed									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss & mark h/w (10 mins); L&S: Discuss a proverb with a partner (5 mins); R&V: Learn about different types of conflict & predict the type of conflict to be found in an extract from a youth novel (20 mins); R&V & LSC: Read an extract from a youth novel & begin to answer comprehension and language questions on it (25 mins) p. 111	186 188 188–189 Act. 1 189–190 Acts. 2&3	186 105–106 106		LB pp. 190–191 Act. 3 R&V & LSC: Complete answers to questions				
2	R&V & LSC: Discuss & mark h/w (15 mins); R&V: Learn how to make inferences; make inferences about the extract from a youth novel ; discuss & mark answers (30 mins); L&S: Discuss questions on the term <i>ubuntu</i> (15 mins) p. 111	189–191 191 Act. 4 192 Act. 5	106 106–107 107	Literature set work	Continue reading literature set work				
3	R&V: Discuss literature set work (10 mins); L&S: Learn how to identify tone in a speech; listen to a speech; make notes & use these to answer questions on its tone & content ; discuss & mark answers (50 mins) p. 111	192 Acts. 6&7	108	Literature set work	Continue reading literature set work				
4	W&P: Learn about invitation & reply cards; plan & begin to write the first draft of both cards (60 mins) p. 111	193 Act. 8	108–109		LB p. 193 Act. 8. W&P: Complete first draft of cards				
5	W&P: Exchange cards with a partner & give each other feedback on the drafts; revise, edit, proofread & write final version of an invitation & reply card (55 mins); R&V: Listen to teacher's introduction to short story <i>The Friendship</i> CR pp. 81–87 (5 mins) p. 111	193 Act. 8	108–109	<i>The friendship</i> CR pp. 81–87	R&V: Begin reading the short story <i>The friendship</i> CR pp. 81–87				
Reflection									
Think about and make a note of: Most of this week's tasks were quite challenging for learners. Which ones did most learners find the easiest and which the most difficult? In each case, why do you think they found a task easy or difficult?		Did you cover all the work set for the week? If not, how will you get back on track?							
HOD/Subject head:					Date:				

Note 1: For the prepared speech it is not a good idea to ask all learners to speak on the same topic as is suggested on p. 196 of the Learner's Book. Firstly, the class will get bored and secondly, those learners who speak last will have an advantage over those who speak first in terms of content that they can use to improve their speeches. Prepare a list of 10 topics, and allocate them to learners (4–5 learners will have the same topic).

Note 2: If you have a very large class (i.e. more than 45 learners), you may need to listen to some of the speeches at break or after school.

ENGLISH TODAY Week 8 Theme continued: A friend indeed										
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	L&S: Learn how to present a prepared speech; do an activity on presentation skills (40 mins); LSC: Learn about choice paragraphs; identify choice phrases in a paragraph ; discuss & mark answers (20 mins) p. 111	194–195 Act. 9 196 Act. 10	109 110	<i>The friend-ship</i> CR pp. 81–87	R&V: Finish reading the short story <i>The friendship</i> & prepare to answer the questions on p. 87					
2	R&V: Discuss questions on short story OR discuss literature set work (25 mins); LSC: Work with attributive adjectives; replace phrases with single words ; discuss & mark answers (35 mins) p. 111	197 Acts. 12&13	176 110–111		LB p. 196 Act. 11 L&S: Do research for prepared speech & plan the speech					
3	R&V: Read a poem & answer questions on it ; discuss & mark answers (40 mins); LSC & W&P: Learn about description & classification paragraphs (20 mins) p. 111	198 Act. 14	111 112		LB p. 196 Act. 11 L&S: Practise the speech					
4	L&S: 20–25 learners present a 2–3 minute speech (60 mins) Note: The speech can be presented for Term 3, Formal Assessment Task 1; p. 111	196 Act. 11	110 Rubric p. 230		LB p. 200 Revision LSC: Write answers to Q 1&2					
5	L&S: 20–25 learners present a 2–3 minute speech (60 mins)	196 Act. 11	110 Rubric p. 230		LB p. 200 Revision LSC: Write answer to Q 6					
Reflection										
Think about and make a note of: How successfully did learners prepare and present their speeches? Were you satisfied with the guidance you gave them? Why or why not?					Did you cover all the work set for the week? If not, how will you get back on track?					
HOD/Subject head:					Date:					

Note 1: Learners prepare to role-play a dialogue on Day 5 but present it to each other in groups on Day 1 of Week 10.

ENGLISH TODAY Week 9 Theme: Creating order							
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class	
						Date completed	
1	LSC: Discuss & mark h/w (10 mins); L&S: Talk about the chapter title & a photograph (5 mins); R&V & L&S: Discuss the features of a play (10 mins); R&V: Read an extract from a play & begin to write answers to questions on it (35 mins) p. 112	200 201–202 202 Act. 1 203–205 Act. 2	112 114		LB pp. 203–205 Act. 2 R&V: Complete answers to questions on play extract		
2	R&V: Discuss & mark h/w (10–15 mins); L&S: Learn how to tell a story well; with a partner plan how to retell the story in the play to the class; practise telling it (20–25 mins); 5 pairs tell the story to the class (20 mins) p. 112	203–205 206 Act. 3	115 115 116	Literature set work	Continue reading literature set work		
3	L&S: Rest of class, in pairs, tells story to the class (60 mins) p. 112	206 Act. 3	115–116	Literature set work	Continue reading literature set work		
4	R&V: Discuss literature set work (15 mins); W&P: Learn the format of a dialogue; plan & begin writing first draft of a dialogue (45 mins) p. 112	207 Act. 4	116		LB p. 207 Act. 4 W&P: Complete first draft of dialogue		
5	W&P: Read dialogue to a partner; make improvements; revise, edit, proofread and write final version of dialogue (45 mins); L&S: With the same partner, plan how to role play the two dialogues to a group (12–13 mins); LSC: Listen to teacher's instructions for h/w task (2–3 mins) p. 112	207–208 Act. 4 208 Act. 5	116 116 117		LB pp. 208–209 Act. 6 LSC: Revise pronouns, past tense & one word for a phrase & complete language task		
Reflection							
<p>Think about and make a note of: This week's lessons focused on storytelling in written and oral forms. How well did learners manage the storytelling and dialogue writing tasks? Which did they manage better? What could you do to assist them to improve as storytellers and dialogue writers?</p>				<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>			
				HOD/Subject head:		Date:	



Note: The example test in the Learner's Book is useful for revision and preparation for the Term Test but should not be used for the test itself, because learners would be able to find answers to the questions before writing the test. Either set your own test, or use the test provided in Section F of this tracker.

ENGLISH TODAY Week 10 Theme continued: Creating order										
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	LSC: Discuss & mark h/w (15 mins); L&S: Role play dialogues in groups of 3–6 pairs (15 mins); LSC & W&P: Learn how to organise a paragraph & practise doing so (30 mins) p. 112	209 208 Act. 5 209–210 Act. 7	117 116 117–118		LB p. 211 Act. 8 LSC & W&P: Learn how to write a procedures paragraph & practise writing one					
2	LSC & W&P: Discuss & mark h/w (10 mins); LSC & W&P: Learn how to write a concluding paragraph; practise writing one (30 mins); R&V: Read a poem & talk about its style & message (20 mins) p. 112	210–211 211 Act. 9 212–213 Act. 10	118 118 118	Literature set work	Complete reading of literature set work					
3	R&V: Final discussion of literature set work (30 mins); W&P: Plan & begin to draft the agenda & minutes of a meeting (30 mins) p.112	213 Act. 11	118–119		LB p. 213 Act. 11 W&P: Complete draft of agenda & minutes					
4	W&P: Revise, edit & write final version of agenda & minutes (40 mins) p.112 R&V & LSC: Prepare for Term 3 Test by discussing example test (20 mins)	213 Act. 11 Example test 214–216	118–119		Revise for Term 3 Test					
5	Term 3 Test: Comprehension and language use									
Reflection										
<p>Think about and make a note of: This final week of the term involved a great deal of written work. Were you satisfied with the way in which you taught the features of various kinds of paragraphs? Why or why not? If you had a choice of texts, would you use this term's literature set work again? Why or why not?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					<p>HOD/Subject head: _____ Date: _____</p>					





Note: Week 11 is available for you to complete any work not done, go over assessment tasks and do remediation work with learners. You should fill in and track your own plan for this week.

ENGLISH TODAY Week 11: Plan your week									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1									
2									
3									
4									
5									
End-of-term reflection									
<p>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: L&S = Listening and Speaking; R&V = Reading and Viewing; W&P = Writing and Presenting; LSC = Language Structures and Conventions; Act. = Activity.

Note 2: If you wish the role-play to be presented for Term 3, Formal Assessment Task 1, ask learners to do this in pairs rather than in groups.

Note 3: If your class does not have copies of the Core Reader, ask learners to continue reading the literature set work for homework on Day 4 and discuss it for a few minutes at the beginning of the lesson on Day 5.

Note 4: Note the homework task each day.

INTERACTIVE ENGLISH Week 1 Theme: Extinction										
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Listen to teacher's feedback on mid-year examination papers (25 mins); L&S: Prepare to listen to a dialogue by learning vocabulary & learning about negotiation (10 mins); listen while two learners read a dialogue involving negotiation; in groups discuss the negotiation process used in this dialogue (25 mins) p. 107	176 & 177 176 Act. 1 177	127 127 127–128		LB p. 177 L&S: Prepare for a role play by listing ideas for a negotiation					
2	L&S: In pairs prepare & practise a role play (15 mins); 8–10 pairs present a 3–5 min role play to the class (40 mins); R&V: Listen to teacher's introduction to literature set work (5 mins)	177 (NB: pairs, not groups)	128	Literature set work	Begin reading literature set work					
3	R&V: Discuss literature set work (10 mins); L&S: Rest of class present role plays in pairs (50 mins) Note: Although the role play is not part of CAPS for Weeks 1–2, it can be presented for Term 3, Formal Assessment Task 1	177	128	Literature set work	Continue reading literature set work					
4	L&S: Revise the guidelines for group discussion (5 mins); participate in a group discussion about wills and testaments & report your answers to the class (30 mins); LSC: Revise the terms used in a will & testament & do a vocabulary activity ; discuss & mark answers (20 mins); listen to teacher's introduction to three legends (5 mins) p. 107	110 180 Act. 2 180 Act. 2	128 128 128 131	<i>How the earth was created</i> CR pp. 98–101	R&V: Read three legends & be prepared to answer questions on them					
5	R&V: Discuss legends (15 mins); compare & contrast two wills (15 mins); read an abridged will & begin to answer questions on it (30 mins) p. 107	117 & 181–182 Act. 3	131 129		LB pp. 181–182 Act. 3 R&V: Complete answers to questions					

Reflection

Think about and make a note of: Were you pleased with the way in which you introduced the literature set work? Why or why not? What were the strengths and weaknesses of learners' role-plays and group discussions? How could you help learners to build on their strengths and to overcome their weaknesses?

Did you cover all the work set for the week? If not, how will you get back on track?

HOD/Subject head:

Date:

Note: Page 183 of the Learner's Book states that 'like a novel, a poem tells a story'. Please note that this is not true of all poems. For example, some poems may express strong feelings about something or be a description of something, without telling a story.

INTERACTIVE ENGLISH Week 2 Theme continued: Extinction

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss & mark h/w (15 mins); learn about features of poems, especially their external & internal structure; read a poem, discuss it & begin to answer questions on it (45 mins) p. 107	181–182 183–184 Act. 4	131 130–131		LB pp. 183–184 Act. 4 R&V: Complete answers to questions on poem					
2	R&V: Discuss & mark h/w (15 mins); LSC: Learn about & identify homonyms & homophones ; discuss & mark answers (20 mins); revise passive voice & write sentences in active and passive voice ; discuss & mark answers (25 mins) p. 107	183–184 184–185 Act. 4 185 Act. 4	130–131 131 131	Literature set work	Continue reading literature set work					
3	R&V: Discuss literature set work (5 mins); read two visual texts & write answers to comprehension questions ; discuss & mark answers (55 mins) p. 108	185–187 Act. 5	132		LB pp. 188–189 Act. 6 LSC: Learn a spelling pattern with the prefix 'ex-'					



Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Date completed				
4	LSC: Revise parts of speech, complete a table & mark answers; (20 mins); use conjunctions to combine sentences & mark answers (20 mins); revise clauses & phrases, identify them in sentences & mark answers (20 mins) p. 107	188–189 Act. 6 189 Act. 6 189–190 Act. 7	133 133 134		LB pp. 189–190 Act. 7 LSC: Revise sentence types & identify them in a paragraph					
5	LSC: Discuss & mark h/w (5 mins); revise direct speech & punctuate part of a dialogue (15 mins); learn about paragraph types & identify a paragraph type (5 mins); W&P: Use the format of a will & testament to begin drafting a will (35 mins) p. 107	190 191 Act. 7 191 Act. 7 191–192 Act. 8	135 135 135 136–137		LB pp. 191–192 Act. 8 W&P: Complete draft of will; revise, edit & write final version					
Reflection										
<p>Think about and make a note of: How well did learners manage the visual literacy tasks on Day 3? What could you do to help them to further develop their visual literacy knowledge and skills? This week the Learner's Book included a great deal of language work. Were you satisfied with what you did to help learners to understand the information and to complete the activities? Why or why not?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					HOD/Subject head:		Date:			



Note: The order of learner activities suggested in this tracker is different from the order in the Learner's Book. After learners have read and completed activities on a CV and covering letter, they should proceed to the activity of writing a CV and covering letter.

INTERACTIVE ENGLISH Week 3 Theme: Eco-tourism							
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class	
						Date completed	
1	L&S: Prepare to listen to an interview (10 mins); listen to an interview, make notes & use these to begin to answer questions (50 mins) p. 109	194–195 Act. 1	139–141		LB p. 195 L&S: Use notes to complete answers to questions		
2	L&S: Discuss & mark h/w (15 mins); R&V: Read & discuss a CV & answer questions on it; discuss & mark answers (45 mins) p. 109	195 196–197 Act. 2	141 142	Literature set work	Continue reading literature set work		
3	R&V: Discuss literature set work (10 mins); read a covering letter for a CV & discuss its format, tone & content (20 mins); W&P: Plan & begin writing a first draft of a CV & covering letter (30 mins) p. 109	197–198 Act. 2 208 Act. 7	142 149		LB p. 208 Act. 7 W&P: Complete first draft of CV & covering letter		
4	W&P: Exchange drafts with a partner; give each other feedback; revise, edit, proofread & write final version of CV & covering letter (60 mins) p. 109 Note: This must be done for Term 3, Formal Assessment Task 2	208 Act. 7	149	Literature set work	Continue reading literature set work		
5	R&V: Discuss literature set work (10 mins); skim a short story & then read it in detail; describe setting, characters, plot & theme & answer further questions orally (50 mins) p. 109	199–200 Act. 3	143–145		LB pp. 200–201 LSC: Identify synonyms, antonyms, homonyms, homophones, polysemes & adjectives		
Reflection							
Think about and make a note of: How well did learners manage to listen, take notes and use them to answer questions? What could you do to assist any learners who found this activity difficult? Were you pleased with the way you taught learners about a CV and covering letter? Why or why not?				Did you cover all the work set for the week? If not, how will you get back on track?			
				HOD/Subject head:		Date:	

Note: If your class does not have copies of the Core Reader, ask learners to continue reading the literature set work for homework on Day 1 and discuss it in class on Day 2.

INTERACTIVE ENGLISH Week 4 Theme continued: Eco-tourism									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	LSC: Discuss & mark h/w (10 mins); R&V & LSC: Write answers to comprehension questions on a short story ; discuss & mark answers (45 mins); R&V: Listen to teacher's introduction to a folktale (5 mins) p. 109	200–201 202 Act. 3	145 145	<i>Nyami-nyami and the Kariba Dam</i> CR pp. 120–123	R&V: Read a folktale & prepare to answer questions on it <i>Nyami-nyami and the Kariba Dam</i> CR pp. 120–123				
2	R&V: Discuss folktale & questions on it (20 mins); read a poem & begin to write answers to questions on figures of speech, mood & message (40 mins) p. 109	203–204 Act. 4	146		LB pp. 203–204 Act. 4 R&V: Complete answers to questions on poem				
3	R&V: Discuss & mark h/w (20 mins); LSC: Learn a spelling pattern; identify examples of this spelling pattern & of abbreviations in an article ; discuss & mark answers (40 mins) p. 109	204–205 Act. 5	147	Literature set work	Continue reading literature set work				
4	R&V: Discuss literature set work (15 mins); LSC: Learn how to punctuate questions in direct speech; write questions in direct speech ; discuss & mark answers (45 mins) p. 109	206 Act. 6	147–148	Literature set work	Continue reading literature set work				
5	R&V: Discuss literature set work (15 mins); LSC: Learn more about clauses & phrases; identify examples in a text ; discuss & mark answers (40 mins); listen to teacher's instructions for h/w task on writing compound & complex sentences (5 mins) p. 109	207 Act. 7 208 Act. 8	148 149		LB pp. 208–209 Act. 8 LSC: Write compound & complex sentences				
Reflection									
<p>Think about and make a note of: Did learners find any of this week's language work difficult? If so, what could you do to help them to overcome these difficulties? What progress are you and the learners making with this term's literature set work?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>				
HOD/Subject head:					Date:				

Note 1: While learners' participation in a debate can be assessed for Term 3, Formal Assessment Task 1, it is very difficult to assess fairly and accurately the contributions of each learner, so the tracker suggests that learners participate in a class debate but not for formal assessment. Note that learners need time to prepare for a debate.

Note 2: if the class does not have copies of the Core Reader, ask learners to continue reading the literature set work for homework on Day 4 and discuss it in class on Day 5.

INTERACTIVE ENGLISH Week 5 Theme: Mother Earth									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	LSC: Discuss & mark h/w (10 mins); L&S: Learn about debating; listen to a debate & make notes; with a partner, use the notes to make a point form summary of the speakers' arguments; participate in a class vote on the winning side (50 mins) p. 110	209 211–213 Act. 1	150 152–154	Literature set work	Continue reading literature set work				
2	R&V: Discuss literature set work (10 mins); R&V & L&S: Study & discuss a diagram (10 mins); L&S: Prepare for a debate on Day 3 (20 mins); LSC: Learn spelling & pronunciation patterns & understand idiomatic expressions that include the word 'earth' (20 mins) p. 110	213 Act. 2 220 Act. 6	154 159		LB p. 214 Act. 2 L&S: Finish preparations for debate & practise speaking				
3	L&S: Participate in a class debate as a speaker or participant from the audience (40 mins); R&V: Read a creation myth (folklore) & begin to write answers to questions on characters, milieu, symbolism, plot, theme & images (20 mins) p. 110	213–214 Act. 2 215–216 Act. 3	155 155–156		LB pp. 215–216 Act. 3 R&V: Complete answers to questions under heading 'Classwork'				
4	R&V: Discuss & mark h/w (15 mins); read & discuss a poem (song), particularly the use of figurative language & sound devices (40 mins); listen to teacher's introduction to h/w task (5 mins) p. 110	216 217 Act. 4	156–157 157	<i>Earth song</i> CR pp. 102–103	R&V: Read <i>Earth song</i> CR pp. 102–103 & prepare to answer the questions on p. 103				
5	R&V: Discuss <i>Earth song</i> CR pp. 102–103 (20 mins); match photographs to headings; discuss & mark answers (15 mins); classify 15 statements about environmental challenges under five headings; discuss & mark answers (20 mins); R&V & W&P: Listen to teacher's instructions for h/w task (5 mins) p. 110	218 Act. 5 219 Act. 5	157 157–158 158 157–158		LB p. 220 R&V & W&P: Summarise the paragraph on declining biodiversity				

Reflection

Think about and make a note of: Much of this week's work was about debates and debating. Were you pleased with the way you taught this topic? Why or why not? How well did learners manage the tasks of matching headings to images and of classifying information under headings? What could you do to support learners who found either (or both) of these tasks difficult?

Did you cover all the work set for the week? If not, how will you get back on track?

HOD/Subject head:

Date:

Note: For Day 5, prepare activities based on the literature set work that learners are reading.

INTERACTIVE ENGLISH Week 6 Theme continued: Mother Earth							
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class	
						Date completed	
1	R&V & W&P: Discuss & mark h/w summaries (5–10 mins); R&V & LSC: Read an article & identify transition words, compound & complex sentences & a pun in the title; discuss answers (45 mins); LSC: Revise indirect speech in preparation for h/w task (5–10 mins) p. 110	220 221–222 Act. 7 222–223 Act. 7	158 158–159 159–160		LB pp. 222–223 Act. 7 LSC: Write six direct speech comments from the article in indirect speech		
2	LSC: Discuss & mark h/w (15 mins); change six sentences in direct speech into indirect speech; discuss & mark answers (30 mins); W&P: Learn about reflective essays & how to write them (15 mins) p. 110	223 223 Act. 7 224–225 Act. 8	160 160 160–161	Literature set work	Continue reading literature set work		

Note: If there are more than 45 learners in your class, you may need to listen to some of the speeches at break or after school.

INTERACTIVE ENGLISH Week 7 Theme: Sustainability									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	L&S: Listen to a speech & also follow it in a printed text; discuss answers to questions about it (40 mins); learn about bias, prejudice & stereotyping & discuss examples of these in the speech (20 mins) p. 111	228–230 Act. 1 230 Act. 1	163–164		LB pp. 228–230 Act. 1 L&S & R&V: Write answers to comprehension questions on the speech				
2	L&S & R&V: Discuss & mark h/w (15 mins); L&S: In groups discuss a topic & then discuss the speech read in Act. 1 (25 mins); learn how to present a speech & start making notes for a prepared speech (20 mins) p. 111	230 231 Act. 2 232	164 165		LB p. 232 Act. 2 L&S: Do research for speech & make notes				
3	R&V: Read two extracts from a youth novel; compare & contrast the mood of the two extracts (30 mins); discuss answers to questions on the extracts in a group (30 mins) p. 111	233–235 Act. 3 233–235 Act. 3	166 166		LB p. 232 Act. 2 L&S: Use notes to prepare speech; practise speech				
4	L&S: 20–25 learners present a 2–3 min speech (60 mins) p. 111	232 Act. 2	165 Rubric xxxi		LB pp. 233–235 Act. 3 R&V: Begin writing answers to comprehension questions A 1–10				
5	L&S: 20–25 learners present 2–3 min speech (60 mins) Note: The prepared speech can be presented for Term 3, Formal Assessment Task 1; p. 111	232 Act. 2	165 Rubric xxxi		LB pp. 233–235 Act. 3 R&V & LSC: Finish writing answers to comprehension Q A 1–10 & answer questions on attributive adjectives				
Reflection									
<p>Think about and make a note of: Much of this week's work focused on speeches. Were you pleased with the way you taught learners to identify bias, prejudice and stereotyping in speeches? Why or why not? What were the strengths and weaknesses of learners' prepared speeches? What could you do to help them to build on their strengths and to overcome their weaknesses?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>				
					HOD/Subject head:		Date:		

Note: If your class does not have copies of the Core Reader, ask learners to continue reading the literature set work for homework on Day 5, and then discuss it for a few minutes on Day 1 of Week 9.

INTERACTIVE ENGLISH Week 8 Theme continued: Sustainability							
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class	
						Date completed	
1	R&V & LSC: Discuss & mark h/w (10–15 mins); R&V: Read a poem & answer questions on its structure, language used and message; discuss & mark answers (45 mins) p. 111	235 236 Act. 4	166– 167 167	Literature set work	Continue reading literature set work		
2	R&V: Discuss literature set work (15 mins); read an article (print & visuals); write answers to question on it; discuss & mark answers (45 mins) p. 111	237–238 Act. 5	167–168		LB pp. 237–238 Act. 5 R&V & W&P: Summarise events in a story in logical sequence		
3	R&V & W&P: Discuss & mark summaries (15 mins); LSC: Learn a spelling pattern & extend vocabulary (20 mins); LSC & W&P: Learn about different types of paragraphs & the structure of paragraphs (15 mins); plan a descriptive or a choice paragraph (10 mins) p. 111	238 238–239 Act. 6 239–240 Act. 7	168 169 169		LB pp. 239–240 Act. 7 LSC & W&P: Write a descriptive or choice paragraph		
4	W&P: Read the h/w paragraph to a partner before submitting it for assessment (5 mins); learn how to write an invitation & a reply; read & discuss an example of an invitation (30 mins); plan an invitation card and a reply letter politely declining the invitation (25 mins) p. 111	240–242 Act. 8	169 170		LB pp. 240–242 Act. 8 W&P: Write first draft of invitation card & reply letter		
5	W&P: Exchange first draft with a partner; give each other feedback; revise, edit, proofread & write final version of invitation card & reply letter (55 mins); R&V: Listen to teacher’s introduction to an article (5 mins) p. 111	240–242 Act. 8	170	<i>Being an environmentalist</i> CR pp. 109–113	R&V: Read <i>Being an environmentalist</i> CR pp. 109–113 & prepare to answer questions on the article		
Reflection							
<p>Think about and make a note of: What could you do to encourage learners to use new vocabulary that they have learnt? Were you pleased with the way you taught learners about different kinds of paragraphs? Why or why not? How well did they manage the paragraph-writing task?</p>				<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>			
				HOD/Subject head:		Date:	

Note: If your class does not have copies of the Core Reader, ask learners to continue reading the literature set work for homework on Day 5, and then discuss it for a few minutes on Day 1 of Week 10.

INTERACTIVE ENGLISH Week 9 Theme: Go green									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss article read for h/w (15 mins); L&S: Read & discuss a storyteller's story; learn how to tell a story & take turns to tell a story in a group of five (45 mins) p. 112	244–245 Act. 1	173	Literature set work	Continue reading literature set work				
2	R&V: Discuss literature set work (10 mins); LSC: Learn & use new vocabulary (30 mins); L&S: With a partner prepare & practise a role play using some of the new vocabulary (20 mins) p. 112	246–247 Act. 2 247 Act. 2	173 174	Literature set work	Continue reading literature set work				
3	L&S: 15 pairs present a 3–4 min role play (60 mins) p. 112 Note: The role play can be presented for Term 3, Formal Assessment Task 1	247 Act. 2	174	Literature set work	Continue reading literature set work				
4	L&S: Rest of class present role plays (60 mins) p. 112 Note: If there is time left, use it to discuss the literature set work	247 Act. 2	174	Literature set work	Continue reading literature set work				
5	R&V: Learn about features of a play (drama) (15 mins); read & discuss extracts from a play (45 mins) p. 112	248–251 Act. 3	174–175	<i>Rest in peace</i> CR pp. 32–58	Read the rest of the play & be prepared to discuss it				
Reflection									
Think about and make a note of: What impressed you about the role played dialogues? What could learners still improve on?					Did you cover all the work set for the week? If not, how will you get back on track?				
HOD/Subject head:					Date:				

INTERACTIVE ENGLISH Week 10 Theme continued: Go green

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss a play OR discuss literature set work (15 mins); read a poem & discuss rhyme, rhythm, typography, punctuation, external structure, theme & message (45 mins) p. 112	251–252 Act. 4	175		LB pp. 252–252 Act. 4 R&V: Write answers to comprehension & language questions on a poem					
2	R&V: Discuss & mark h/w (15 mins); read an extract from a youth novel; answer comprehension & language questions on it; discuss & mark answers (45 mins) p. 112	252 253–254 Act. 5	175–176 176–177	Literature set work	Complete reading of literature set work					
3	R&V: Participate in final discussion of literature set work (15 mins); W&P: Learn how to write a dialogue; plan & begin to write first draft of an interview in dialogue form (45 mins) p. 112	256–257 Act. 8	179		LB pp. 256–257 Act. 8 W&P: Complete first draft of interview dialogue					
4	W&P: Revise, edit, proofread & write final version of an interview dialogue (40 mins); review Term 3's work in preparation for Test (20 mins) p. 112	256–257 Act. 8	179		Revise for Term 3 Test					
5	Term 3 Test: Comprehension and language use									
Reflection										
<p>Think about and make a note of: What have you noticed about learners' ability to discuss features of poems and plays? What do they do well? What do they need further help with? If you had a choice, would you use this term's literature set work again or not? (Give reasons for your answer.)</p>						<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>				
						HOD/Subject head:		Date:		



Note: Week 11 is available for you to complete any work not done, go over assessment tasks and do remediation work with learners. You should fill in and track your own plan for this week.

INTERACTIVE ENGLISH Week 11: Plan your week									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1									
2									
3									
4									
5									
End-of-term reflection									
<p>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: L&S = Listening and Speaking; R&V = Reading and Viewing; W&P = Writing and Presenting; LSC = Language Structures and Conventions; Act. = Activity.

Note 2: If your class does not have copies of the Core Reader, for homework on Day 5 ask learners to continue reading the literature set work, and discuss it on Day 1 of Week 2.

Note 3: Note that for each two-week theme in the Learner's Book there are two photocopiable worksheets in the *Extension and Remediation Worksheets Book* that can be used to consolidate or extend the work done in each lesson.

Note 4: Note the homework task each day.

PLATINUM ENGLISH Week 1 Theme: Making important decisions									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	Listen to teacher's feedback on mid-year examination papers (25 mins); L&S: With a partner talk about a photograph (5 mins); R&V & LSC: Learn some legal language; read two versions of a short will; begin to answer questions on both wills (30 mins) p. 107	131–132 Act. 1 132–134 Act. 2	102–103 103–104		LB pp. 132–134 Act. 2 R&V & LSC: Finish writing answers to questions				
2	R&V & LSC: Discuss & mark h/w (15 mins); L&S: Listen to a dialogue involving negotiation; take notes & use them to answer questions ; discuss & mark answers (45 mins) p. 107	133–134 135–136 Act. 3	104 104–105		LB pp. 134–135 LSC: Write sentences using comparative or superlative adjectives correctly; use abstract nouns correctly in sentences				
3	LSC: Discuss & mark h/w (10 mins); L&S: Revise procedures for group discussion; participate in a group discussion about the contents of a will, and aim to reach consensus (40 mins); R&V: Listen to teacher's introduction to literature set work (10 mins) p. 107	134–135 136 Act. 4	104 05	Literature set work	Begin to read literature set work				
4	R&V: Discuss literature set work (10 mins); read a poem & answer questions about it ; discuss & mark answers (50 mins) p. 107	137–138 Act. 5	106–107	Literature set work	Continue reading literature set work				
5	R&V: Read a cartoon & answer questions about it ; discuss & mark answers (45 mins); listen to teacher's introduction to a poem in which rhythm is very important (5 mins) pp. 107–108	138–139 Act. 6	107	<i>The rhythmic sound</i> CR pp. 108–109	Read the poem <i>The rhythmic sound</i> CR pp. 108–109 & think about answers to the questions on p. 109				



Reflection	
<p>Think about and make a note of: Were you satisfied with the way you introduced the sensitive topic of wills and taught learners about them? Why or why not? How well did learners manage the activity based on a cartoon? What could you do to assist any learners who find visual literacy activities difficult?</p>	<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>
<p>HOD/Subject head: _____ Date: _____</p>	

PLATINUM ENGLISH Week 2 Theme continued: Making important decisions										
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss a poem OR discuss literature set work (20 mins); LSC: Learn about noun phrases; write sentences using noun phrases; discuss & mark sentences (40 mins) p. 107	140 Act. 7	235 108–109		LB pp. 139 LSC: Write sentences correctly in direct & indirect speech					
2	LSC: Discuss & mark h/w (10 mins); learn about verb phrases; write sentences using verb phrases; discuss & mark answers (25 mins); learn about phrasal verbs; use phrasal verbs in sentences; discuss & mark answers (25 mins) p. 107	139 141 Act. 8 141–142 Act. 9	108 109 109	Literature set work	Continue reading literature set work					
3	R&V: Discuss literature set work (15 mins); W&P: Plan & begin to write the first draft of a will (45 mins) p. 107	143 Act. 11	110–111		LB. p. 143 Act. 11 W&P: Complete first draft of a will					



PLATINUM ENGLISH Week 3 Theme: Dare to dream

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V & LSC: Discuss & mark h/w (15 mins); L&S: Talk about photographs with a partner (10 mins); R&V: Read a poem & answer questions on figurative language, rhyme scheme, mood & message; discuss & mark answers (35 mins) p. 109	144 145–146 Act. 1 146–147 Act. 2	111 114 115		LB. p. 147 LSC: Identify antonyms & synonyms					
2	LSC: Discuss & mark h/w (5–10 mins); R&V: Read an extract from a novel & write answers to questions on it; discuss & mark answers (50–55 mins) p. 109	147 148–149 Act. 3	115 116	Literature set work	Continue reading literature set work					
3	R&V: Discuss literature set work (15 mins); LSC: Complete a table using comparative & superlative forms of adjectives; discuss & mark answers (15 mins); revise reported (indirect) speech & past tense & rewrite direct speech as reported speech; discuss & mark answers (20 mins); R&V & LSC: Prepare to read a newspaper article by learning new vocabulary & skimming it for specific information (10 mins) p. 109	150 150 150–151 Act. 4	117 117 117	Literature set work	Continue reading literature set work					
4	R&V: Read a newspaper article; answer comprehension questions on it; discuss & mark answers (50 mins); LSC: Match phrases with figurative meanings; discuss & mark answers (10 mins) p. 109	150–152 Act. 4 152	118 118		LB p. 152 LSC: Write sentences to show two meanings of homophones and homonyms					
5	LSC: Discuss & mark h/w (10 mins); learn about & use adjectival & adverbial clauses; discuss & mark answers (30 mins); use relative pronouns in sentences; discuss & mark answers (20 mins)	152 153 Act. 5 154 Act. 6	118 119 119		LB p. 154 Act. 7 LSC: Use conjunctions to combine sentences					
Reflection										
<p>Think about and make a note of: This week learners read and answered comprehension questions on an extract from a novel and on a newspaper article. Did you notice any differences in their understanding of the two texts? What could you do to assist learners who found either or both of these texts difficult to read? Were you satisfied with the way you taught learners about clauses? Why or why not?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					HOD/Subject head:		Date:			



PLATINUM ENGLISH Week 4 Theme continued: Dare to dream

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	LSC: Discuss & mark h/w (10 mins); L&S: With a partner read a CV & discuss answers to questions on it; participate in a whole class discussion about CVs (50 mins) p. 109	156 154–156 Act. 8	120 120–121	Literature set work	Continue reading literature set work					
2	R&V: Discuss literature set work (15 mins); W&P: Learn about covering letters; plan a CV & covering letter & begin to write a first draft of each (45 mins) p. 109	156–158 Act. 9	121–122		LB pp. 156–158 Act. 9 W&P: Complete first draft of CV & covering letter					
3	W&P: Exchange first draft with a partner; give each other feedback; revise, edit, proofread & write final version of CV & covering letter (60 mins) p. 109 Note: The CV & covering letter must be written for Term 3, Formal Assessment Task 2	156–158 Act. 9	121–122 Rubric xxxi	Literature set work	Continue reading literature set work					
4	R&V: Discuss literature set work (15 mins); LSC: Learn about condition & result clauses; complete sentences using these ; discuss & mark answers (30 mins); begin answering revision questions (15 mins) p. 109	158 Act. 10 160 Revision	122		LB p. 160 LSC: Complete answers to questions on Revision page					
5	LSC: Discuss & mark h/w (15 mins); L&S: Listen to part of a job interview; make notes & use these to answer questions ; discuss & mark answers (45 mins) p. 109	160 159 Act. 11	123 122–123	Literature set work	Continue reading literature set work					
Reflection										
<p>Think about and make a note of: Much of this week's work focused on a CV and covering letter. Were you pleased with the way you guided learners through the discussion and writing activities? Why or why not? How are you and the learners responding to the literature set work?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					HOD/Subject head:		Date:			



Note: In order to participate in a formal debate, learners need time to prepare and practise. If each learner's contribution to a debate is to be assessed for Term 3, Formal Assessment Task 1, then time needs to be allocated for each group of six participants to present their debate. For these reasons the preparation time is allocated some class and some homework time in Week 5, and the presentation of the debates is allocated time in Week 6.

PLATINUM ENGLISH Week 5 Theme: High flyers									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss literature set work (10 mins); L&S & R&V: Talk about a photograph (5–10 mins); L&S: Listen to a radio debate; make notes; use notes to answer questions; discuss & mark answers (40–45 mins) p. 110	161–162 Act. 1 162–163 Act. 2	125–126 126		LB p. 163 LSC: Work out the meanings of sentences in which figurative language is used				
2	LSC: Discuss h/w task (10 mins); L&S: Learn terms used in debating (15 mins); read extracts from a debate & begin to write answers to questions on the debate (35 mins) p. 110	163 164 Act. 3 164–165 Act. 3	127 127 127–128		LB pp. 165–166 Act. 3 R&V: Complete answers to questions on a debate				
3	R&V: Discuss & mark h/w (15 mins); LSC: Learn about puns; identify & explain puns in sentences (20 mins); revise active & passive voice; begin to answer questions on active & passive voice (25 mins) p. 110	164–165 166 167 Act. 4	128 128 128–129		LB pp. 167–168 Act. 4 LSC: Complete answers to questions on active & passive voice				
4	LSC: Discuss & mark h/w (15 mins); L&S: In groups of six, choose to be a member of team of three that proposes or opposes a motion in a debate; decide on the research that each team member will do (15 mins); R&V: Learn about legends; read a legend & makes notes on setting, characters, plot, language use & resolution; discuss notes with the class (30 mins) p. 110	167 168–169 Act. 5 170–171 Act. 6	129 129–130 130		LB pp. 168–169 Act. 5 L&S: Do research for part in debate				
5	L&S: Report on research for debate; organise arguments in preparation for debate next week (20–30 mins); R&V: Write answers to questions on legend; discuss & mark answers (30–40 mins)	168–169 Act. 5 170–171 Act. 6	129–130 131		LB pp. 168–169 Act. 5 L&S: With team members practise speeches for debate				



Reflection	
<p>Think about and make a note of: Were you pleased with the way you taught learners about debating? Why or why not? Puns are sometimes quite difficult for additional language learners to identify and understand. How well did learners manage this task?</p>	<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>
<p>HOD/Subject head: _____ Date: _____</p>	

Note: If your class does not have copies of the Core Reader, for homework on Day 5 ask learners to continue reading the literature set work.

PLATINUM ENGLISH Week 6 Theme continued: High flyers							
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class	
						Date completed	
1	L&S: 2 teams of 3 speakers present a 15 min debate (4 debates in total) (60 mins) p. 110	168–169 Act. 5	129–130	Literature set work	Continue reading literature set work		
2	L&S: 2 teams of 3 speakers present a 15 min debate (4 debates in total) (60 mins) p. 110 Note: Participation in a formal debate can be assessed for Term 3, Formal Assessment Task 1	168–169 Act. 5	129–130	Literature set work	Continue reading literature set work		
3	R&V: Discuss literature set work (10 mins); while reading a poem, complete a table on examples of similes, alliteration, consonance & onomatopoeia; after reading, answer questions on sound & visual devices & on structure; discuss & mark answers (50 mins) p. 110	172–173 Act. 7	131 132		LB p. 174 Act. 8 LSC: Learn spelling rules & choose the correct spelling of words according to these rules		





Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Date completed				
4	LSC: Discuss & mark h/w (15 mins); W&P: Plan & begin first draft of a narrative essay (45 mins) p. 110	174 175 Act. 9	133		LB p. 175 Act. 9 W&P: Complete first draft of narrative essay					
5	W&P: Exchange draft with a partner & give each other feedback; revise, edit, proofread & write final version of narrative essay (55 mins); R&V: Listen to teacher's introduction to a folktale (5 mins) p. 110 Note: This essay must be written for Term 3, Formal Assessment Task 2	175 Act. 9	133 Rubric xxx	<i>The mantis and the moon</i> CR pp. 68–72	Read a folktale <i>The mantis and the moon</i> CR pp. 68–72 & prepare to answer questions on it					
Reflection										
<p>Think about and make a note of: What were the strengths and weaknesses of learners' contributions to the debates? What could you do to help them to build on the strengths and to overcome the weaknesses? How well did learners manage the task of identifying language and visual devices in a poem? What could you do to assist any learners who found this task difficult?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					HOD/Subject head:		Date:			



Note: If you have more than 45 learners in your class, you may need to listen to some of the prepared speeches at break or after school.

PLATINUM ENGLISH Week 7 Theme: Identity										
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss folktale (15 mins); L&S & R&V: Talk about a photograph (10 mins); L&S: Listen to an extract from a speech by a former president; write notes under headings; use notes to discuss answers to questions (35 mins) p. 111	178 Act. 1 178–179 Act. 2	229–230 136 137	Literature set work	Continue reading literature set work					
2	R&V: Discuss literature set work (10 mins); L&S: Learn how to prepare & present a formal speech (10–15 mins); R&V: Read an extract from a short story; answer questions on it; discuss & mark answers (35–40 mins) p. 111	179 Act. 3 180–181 Act. 4	137 138		LB p. 179 L&S: Begin preparing and practising a 2–3 min speech					
3	R&V & LSC: Explain images used in the extract from a short story (10 mins); R&V: Read a poem & answer questions on it; discuss & mark answers (50 mins) p. 111	181 182–183 Act. 5	139 139		LB p. 179 L&S: Finish preparing and practising a 2–3 min speech					
4	L&S: 20–25 learners present 2–3 min prepared speech (60 mins) p. 111	179 Act. 3	Rubric xxxiv & xxxv	Literature set work	Continue reading literature set work					
5	L&S: 20–25 learners present 2–3 min prepared speech p. 111 Note: The prepared speech can be presented for Term 3, Formal Assessment Task 1	179 Act. 3	Rubric xxxiv & xxxv	Literature set work	Continue reading literature set work					
Reflection										
Think about and make a note of: What were the strengths and weaknesses of learners' prepared speeches? What could you do to assist any learners who found this task difficult?					Did you cover all the work set for the week? If not, how will you get back on track?					
HOD/Subject head:					Date:					

Note: If your class does not have copies of the Core Reader, for homework on Days 2 and 3 ask learners to continue reading the literature set work, and then plan some activities on it for the first half of the lesson on Day 4.

PLATINUM ENGLISH Week 8 Theme continued: Identity									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss literature set work (15 mins); read an article & answer comprehension questions on it ; discuss & mark answers (40 mins); LSC & W&P: Listen to teacher's introduction to h/w task on types of paragraphs (5 mins) p. 111	183–184 Act. 6 185 <i>Work with sentences</i>	139–140 140		LB p. 185 LSC & W&P: Answer questions about types of paragraphs				
2	LSC & W&P: Discuss & mark h/w (10–15 mins); LSC: Match adjectives with their synonyms (5–10 mins); R&V & W&P: Write a summary of two paragraphs from the article ; discuss & mark summary (30 mins); R&V: Listen to teacher's introduction to a short story (5–15 mins) p. 111	185 185 186 Act. 7	140 140 140–141	<i>The tiger in the tunnel</i> CR pp. 38–44	R&V: Begin reading <i>The tiger in the tunnel</i> CR pp. 38–44				
3	W&P: Learn how to write an invitation & an acceptance note; plan & write first draft of each (60 mins) p. 111	186–187 Act. 8	141	<i>The tiger in the tunnel</i> CR pp. 38–44	R&V: Finish reading <i>The tiger in the tunnel</i> CR pp. 38–44 & be prepared to answer questions on the story				
4	R&V: Discuss questions on short story (30 mins); W&P: Exchange draft invitation & reply with a partner & give each other feedback; revise & edit the invitation & reply (30 mins) p. 111	186–187 Act. 8	227 141		LB p. 186–187 Act. 8 W&P: Proofread & write final version of invitation & reply				
5	LSC: Learn more about adjectives & use them in sentences ; discuss & mark answers (35 mins); practise using one word in place of a phrase ; discuss & mark answers (25 mins) p. 111	188–189 Act. 9 189 Act. 10	141–142 142–143		LB p. 190 LSC & W&P: Complete answers to Revision tasks				
Reflection									
<p>Think about and make a note of: This week learners completed several writing tasks. How well did they manage the summary writing, paragraph writing and invitation/reply writing tasks? What could you do to support learners who found any of these tasks difficult?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>				
					HOD/Subject head:		Date:		



PLATINUM ENGLISH Week 9 Theme: Courageous people							
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class	
						Date completed	
1	LSC: Discuss & mark h/w from Revision page (15 mins); L&S: Discuss a photograph (5–10 mins); learn about features of a dialogue & about body language; read a dialogue with a partner; add four things that each person says; practise reading the whole dialogue aloud for presentation to the class (35–40 mins) p. 112	190 191–192 Act. 1 192–193 Act. 2	143 145 145–146		LB p. 195 <i>Work with words</i> LSC: Use the past tense to write 10 sentences		
2	LSC: Discuss & mark h/w (10 mins); L&S: 12 pairs present 3–4 min dialogue to the class (50 mins) p. 112 Note: The role play of a dialogue can be presented for Term 3, Formal Assessment Task 1	195 192–193 Act. 2	146 146	Literature set work	Continue reading literature set work		
3	L&S: Rest of class presents 3–4 min dialogue to the class (50 mins); L&S & R&V: Begin to read a story & the notes on it & the notes on how to tell a story well (10 mins) p. 112	192–193 Act. 2 194 Act. 3	146 146		LB pp. 194–195 L&S: Plan & practise telling a 3 min story about a heroic act		
4	L&S: In groups of four, tell stories to each other (15 mins); R&V: Read an extract from a play & begin to write answers to questions on it (45 mins) p. 112	194 Act. 3 195–197 Act. 4	146 146–147		LB pp. 196–197 R&V: Complete answers to questions on an extract from a play		
5	R&V: Discuss & mark answers (15 mins); R&V & LSC: Put events in the play in order; discuss & mark answers (10 mins); LSC: Give one word for a phrase from the play extract; discuss & mark answers (10 mins); learn about interrogative, relative, demonstrative & indefinite pronouns & begin to identify them in sentences (25 mins) p. 112	197 197 197 198 Act. 5	147 147–148 148 148		LB pp. 198–199 Acts. 5 & 6 LSC: Finish identifying pronouns in sentences; use relative pronouns to complete sentences		
Reflection							
<p>Think about and make a note of: What impressed you about the role-played dialogues that learners presented? What could they still improve on? How well did learners understand the extract from a play? What could you do to assist any learners who struggled to comprehend and to respond to the play?</p>				<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>			
				HOD/Subject head:		Date:	





PLATINUM ENGLISH Week 10 Theme continued: Courageous people									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	LSC: Discuss & mark h/w on pronouns (10–15 mins); R&V: Read a poem & write answers to questions on rhyme, metaphor, repetition & theme ; discuss & mark answers (45–50 mins) p. 112	198–199 199–200 Act. 7	148 149		LB p. 201 <i>Work with words</i> LSC: Use suffixes to complete words				
2	LSC: Discuss & mark h/w (5–10 mins); W&P: Revise features of a good dialogue; plan & begin writing first draft of a dialogue (50–55 mins) p. 112	201 201 Act. 8	150 150		LB p. 201 Act. 8 W&P: Complete first draft of dialogue				
3	W&P: Exchange draft with a partner & give each other feedback; revise, edit, proofread & write final version of dialogue (60 mins) p. 112	201 Act. 8	150	Literature set work	Finish reading literature set work				
4	R&V: Participate in final discussion of literature set work (30 mins); review term's work in preparation for test (30 mins)				Revise for Term Test				
5	Term 3 Test: Comprehension and language use								
Reflection									
<p>Think about and make a note of: Were you satisfied with the way you guided learners through the reading of this term's literature set work? Why or why not? If you had a choice, would you use this text again?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>				
HOD/Subject head:					Date:				





Note: Week 11 is available for you to complete any work not done, go over assessment tasks and do remediation work with learners. You should fill in and track your own plan for this week.

PLATINUM ENGLISH Week 11: Plan your week									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1									
2									
3									
4									
5									
End-of-term reflection									
<p>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: For many activities, the times suggested in the tracker are different from the ones listed in the Learner's Book because EFAL should be taught for ten hours per fortnight, with homework tasks in addition to these ten hours.

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

Note 3: If your class does not have copies of the Core Reader, for homework on Day 5 of Week 1 and Day 2 of Week 2, ask learners to continue reading the literature set work. Prepare some activities based on it for the first half of the lesson on Day 3 of Week 2.

Note 4: Note the homework task each day.

SPOT ON ENGLISH Week 1 Theme: 'Til death do us part									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	Listen to teacher's feedback on mid-year examination papers (30 mins); L&S: Listen to a short extract from a film script; make notes & use them to answer questions on the script (20 mins); learn about negotiation & the skills involved (10 mins) p. 107	110 Act. 1.1 111 Act. 1.2	183–184 185		LB p. 111 Act 1.2 L&S: Think of ideas to contribute to the negotiation dialogue & make notes				
2	L&S & W&P: With a partner, write a dialogue that involves successful negotiation (20 mins); L&S: In a group of four perform the two dialogues for each other (10 mins); R&V & L&S: Revise how to take part in a group discussion (5 mins); read a short extract from a film script & then in a group of four discuss the importance of a will & testament (20 mins); R&V: Listen to teacher's introduction to the literature set work for this term (5 mins) p. 107	111 Act. 1.2 113 112–113 Acts. 2.1 & 2.2	185 186 186	Literature set work	Begin reading literature set work				
3	R&V: Discuss literature set work (10 mins); read a humorous will; summarise information from it in a table; answer comprehension questions on it ; discuss & mark answers (50 mins) p. 107	114–115 Act. 3.1	187–188	Literature set work	Continue reading literature set work				
4	R&V: Discuss literature set work (15 mins); LSC: Revise abstract & common nouns; complete language activities ; discuss & mark answers (45 mins) p. 107	116 Act. 4.1	189	Literature set work	Continue reading literature set work				
5	R&V: Discuss literature set work (10 mins); read a cartoon & answer questions on it ; discuss & mark answers (50 mins) p. 108	117 Act. 5.1	190	<i>The stranger</i> CR pp. 145–179	Begin reading a play <i>The Stranger</i> CR pp. 145–179				



Reflection

Think about and make a note of: Were you satisfied with the way you introduced the sensitive topic of wills and taught learners about them? Why or why not? How well did learners manage the activity based on a cartoon? What could you do to assist any learners who find visual literacy activities difficult?

Did you cover all the work set for the week? If not, how will you get back on track?

HOD/Subject head:

Date:

SPOT ON ENGLISH Week 2 Theme continued: 'Til death do us part

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	W&P: Discuss & learn some legal terms (jargon) (10 mins); plan & begin first draft of a will and testament (50 mins) p. 107	118 118 Act. 6.1	191		LB pp. 118–119 Act. 6.1 W&P: Complete first draft of will and testament					
2	W&P: Exchange first draft with a partner & give each other feedback; revise, edit, proofread & write final version of will & testament (60 mins) p. 107	118 Act. 6.1	191	<i>The stranger</i> CR pp. 145–179	Complete the reading of a play <i>The stranger</i> CR pp. 145–179					
3	R&V: Discuss questions on a play OR on literature set work (30 mins); LSC: Revise passive voice; draw a table & fill in the blanks; discuss & mark answers (30 mins) p. 107	120 Act. 7.1	341–342 192	Literature set work	Continue reading literature set work					



SPOT ON ENGLISH Week 3 Theme: Working to the rhythm of the beat

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss literature set work (15 mins); L&S: Listen to a job interview; make notes & use these to discuss questions on the interview, including questions about language & power (45 mins) p. 109	124 Act. 1.1	197–198	Literature set work	Continue reading literature set work					
2	L&S: Participate in a group discussion about CVs & report findings to the class (40 mins); R&V: Read song lyrics & begin to answer questions on rhythm, structure, language use & message (20 mins) p. 109	124 Act. 1.2 125 Act. 2.1	198 201		LB p. 125 Act. 2.1 R&V: Complete answers to questions on song lyrics					
3	R&V: Discuss & mark h/w (15 mins); learn how to analyse a visual text; learn about colours as symbols; read a visual text & begin to answer questions on it (45 mins) p. 109	126–127 Act 3.1	201 202		LB pp. 126–127 Act. 3.1 R&V: Complete answers to questions on a visual text					
4	R&V: Discuss & mark h/w (15 mins); W&P: Learn about the format & content of a CV & a covering letter; plan a CV & covering letter (45 mins) p. 109	128–129	202 203		LB pp. 128–129 W&P: Begin first draft of CV & covering letter					
5	W&P: Complete first draft of covering letter & CV (30 mins); exchange drafts with a partner & give each other feedback; begin to revise drafts (30 mins) p. 109 Note: The CV and covering letter must be written for Term 3, Formal Assessment Task 2	128–129	203 Rubric 306		LB pp. 128–129 W&P: Complete revisions; edit, proofread & write final version of CV & covering letter					
Reflection										
<p>Think about and make a note of: The visual literacy task was quite challenging. How well did learners manage this? Were you pleased with the way you assisted learners to prepare for the task of writing a CV and covering letter? Why or why not?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					HOD/Subject head:		Date:			

Note: If your class does not have copies of the Core Reader, ask learners to continue reading and discussing the literature set work for homework on Day 2, and prepare some activities on it for class work on Day 3.

SPOT ON ENGLISH Week 4 Theme continued: Working to the rhythm of the beat									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Read a very short story & answer questions on emotive language, repetition, climax & message; discuss & mark answers (40 mins); LSC: Learn about homonyms & polysemy; study dictionary definitions & read the questions about language used in the story in preparation for h/w task (20 mins) p. 109	130 Act 5.1 130 Act. 5.2	204 204		LB p. 130 Act. 5.2 LSC: Use information from a dictionary to answer questions				
2	LSC: Discuss & mark h/w (10 mins); learn about the perfect continuous tenses; practise using these tenses in sentences; discuss & mark answers (45 mins); R&V: Listen to teacher's introduction to more song lyrics & another very short story (5 mins) p. 109	131 Act. 6.1	204 205	Short story CR pp. 84–85	Read <i>Short story</i> CR pp. 84–85 & think about how to answer the questions on it				
3	R&V: Write answers to the questions on a short story discuss & mark answers (60 mins) p. 109		329	Literature set work	Continue reading literature set work				
4	R&V: Discuss literature set work (30 mins); study a cartoon & answer Q 1–6; discuss & mark answers (30 mins) p. 109	132 Revision Act. 1	206	Literature set work	Continue reading literature set work				
5	R&V: Discuss literature set work (25 mins); LSC: Answer language & dictionary Q 7–9; discuss & mark answers (35 mins) p. 109	132 Revision Act. 1	206	Literature set work	Continue reading literature set work				
Reflection									
<p>Think about and make a note of: Are you pleased with what you are doing to support learners as they read and respond to the literature set work? Why or why not? This week learners worked on tasks based on dictionary entries. How well did they manage these tasks? What could you do to assist learners who find dictionary work difficult?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>				
HOD/Subject head:					Date:				

SPOT ON ENGLISH Week 5 Theme: Good planets are hard to find

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	L&S & LSC: Learn about irony & bias; listen to a radio debate; take notes & use these to answer questions; discuss & mark answers (45 mins); L&S: Participate in a short group discussion about the debaters' contributions & report findings to class (15 mins) p. 110	134 Act. 1.1 134 Act. 1.2	208–210 211	Literature set work	Continue reading literature set work					
2	R&V: Discuss literature set work (15 mins); L&S: Learn how a formal debate works; in groups of six, choose a topic & a team (3 learners per team); work with team members to prepare and practise (45 mins) p. 110	134–135 Act. 1.3	211–212		LB pp. 134–135 Act. 1.3 L&S: Practise contribution to debate					
3	L&S: Teams present debates (15–20 mins per debate) (60 mins) p. 110	134–135 Act. 1.3	Rubric 212	Literature set work	Continue reading literature set work					
4	L&S: Teams present debates (15–20 mins per debate) (60 mins) p. 110 Note: Each learner's participation in a debate can be assessed for Term 3, Formal Assessment Task 1	134–135 Act. 1.3	Rubric 212	Literature set work	Continue reading literature set work					
5	R&V: Discuss literature set work (10 mins); read a short story; write answers to questions on it; discuss & mark answers (40–45 mins); LSC: Learn about paragraph types in preparation for h/w task (5–10 mins) p. 110	136–137 Act. 2.1 & 2.2 137 Act. 2.3	213 214		LB p. 137 Act. 2.3 LSC: Answer questions on paragraph types & other aspects of language in a short story					
Reflection										
<p>Think about and make a note of: What were the strengths and weaknesses of learners' contributions to the debates? What could you do to assist them to build on the strengths and to overcome the weaknesses?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					HOD/Subject head:		Date:			

SPOT ON ENGLISH Week 6 Theme continued: Good planets are hard to find

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	LSC: Discuss & mark h/w (15 mins); R&V: Read an advertisement & answer questions on language, image & overall design ; discuss & mark answers (45 mins) p. 110	137 138 Act. 3.1	214 215		LB p. 139 Act. 3.2 R&V: Read a poster & answer questions on language, image & overall design					
2	R&V: Discuss & mark h/w (15 mins); W&P: Learn how to write a descriptive essay; choose an image to describe; plan essay & begin writing first draft (45 mins) p. 110	139 140–141 Act. 4	216 217		LB pp. 140–141 W&P: Complete first draft of descriptive essay					
3	W&P: Exchange draft essay with a partner & give each other feedback; revise, edit, proofread & write final version of descriptive essay (60 mins) p. 110 Note: The descriptive essay must be written for Term 3, Formal Assessment Task 2	140–141 Act. 4	217 Rubric 305	Literature set work	Continue reading literature set work					
4	R&V: Discuss literature set work (10 mins); LSC: Learn about the passive form of verbs in continuous & perfect tenses; write sentences using these forms ; discuss & mark answers (30 mins); learn about puns & explain three puns (15 mins); listen to instructions for h/w task on onomatopoeia (5 mins) p. 110	142 Act 5.1 143 Act. 6.1 143 Act. 6.1	218 219 219		LB p. 143 LSC: Do tasks on onomatopoeia, alliteration, assonance & consonance					
5	LSC: Discuss & mark h/w (15 mins); R&V: Read a cartoon; answer questions on it ; discuss & mark answers (45 mins) p. 110	143 144 Revision Act. 12	219 220	Literature set work	Continue reading literature set work					
Reflection										
Think about and make a note of: How well did learners manage the visual literacy activities on the advertisement, poster and cartoon? What could you do to assist any learners who found these activities difficult?					Did you cover all the work set for the week? If not, how will you get back on track?					
					HOD/Subject head: _____ Date: _____					

Note: If you have more than 45 learners in your class, for assessment purposes you may need to listen to some of the prepared speeches at break or after school.

SPOT ON ENGLISH Week 7 Theme: Artful							
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class	
						Date completed	
1	R&V: Discuss literature set work (10 mins); L&S: Read & discuss guidelines for making a prepared speech (10 mins); listen to a speech by a well-known cartoonist; make notes & use them to answer questions on language; tone of voice, attitude & content; discuss & mark answers (40 mins) p. 111	146–148 Act. 1 149 Act 2.1	222 224–225		LB pp. 146–148 L&S: Find information for a 2–3 min speech & begin to plan the speech		
2	R&V & W&P: Learn about summarising; summarise sentences; discuss & mark answers (25 mins); read an article & begin to write a point form summary of it (35 mins) p. 111	150 Act. 3.1 151 Act. 3.2	226 226		Finish planning speech; practise speech		
3	L&S: 20–25 learners present a 2–3 min speech (60 mins) p. 111 Note: The prepared speech can be presented for Term 3, Formal Assessment Task 1	146–148 Act. 1	Rubric 223	Literature set work	Continue reading literature set work		
4	L&S: 20–25 learners present a 2–3 min speech (60 mins) p. 111	146–148 Act. 1	Rubric 223		LB p. 151 Act. 3.2 R&V & W&P: Finish point form summary		
5	R&V & W&P: Discuss & mark point form summary (15 mins); R&V: Read two cartoons & write answers to comprehension Q 1–10 on each; discuss & mark answers (45 mins) p. 111	151 152–153 Act. 4.1	226–227 228		LB pp. 152–153 Act. 4.1 R&V: Compare the cartoons by answering Q 11–13		
Reflection							
Think about and make a note of: What were the strengths and weaknesses of learners' prepared speeches? What could you do to help them build on the strengths and overcome the weaknesses? How well did learners manage the activities based on two cartoons? What could you do to assist learners who still find visual literacy activities difficult?				Did you cover all the work set for the week? If not, how will you get back on track?			
				HOD/Subject head:		Date:	

Note: If your class does not have copies of the Core Reader, for the second part of the lesson on Day 1, the Day 1 homework & the first part of the lesson on Day 2, you could make photocopies of pp. 125–127 from your own copy of the Core Reader or make copies of another poem and questions. If you are not able to make photocopies, write the poem and a few questions on your chalkboard for learners to copy into their class workbooks.

SPOT ON ENGLISH Week 8 Theme continued: Artful									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss & mark h/w (15 mins); R&V & LSC: Learn about attributive adjectives; identify attributive adjectives & a pun in a cartoon; discuss & mark answers (20 mins); R&V: Read a poem that includes attributive adjectives & begin to answer questions on it (25 mins) p. 111	152–153 153 Act. 4.2	228 229	<i>The African pot</i> CR pp. 126–127	R&V & LSC: Complete answers to questions on <i>The African pot</i> CR pp. 126–127				
2	R&V: Discuss & mark h/w on poem & further discuss its unusual features (30 mins); W&P: Learn about the features of invitation cards; choose an event & begin to draft an invitation card (30 mins) p. 111	154–155 Act. 5.1	336 230–232		LB pp. 154–155 W&P: Complete first draft of invitation card				
3	W&P: Exchange draft invitation card with a partner & give each other feedback; revise, edit, proofread & write final version of invitation card (60 mins) p. 111	154–155 Act. 5.1	230–232	Literature set work	Continue reading literature set work				
4	R&V: Discuss literature set work (15 mins); W&P: Learn about features of an acceptance of an invitation & draft an acceptance letter (45 mins) p. 111	155 Act. 5.2	232		LB pp. 154–155 W&P: Revise, edit, proofread & write final version of acceptance letter				
5	R&V & W&P: Read a cartoon & write a point form summary of the story it tells; discuss & mark answers (60 mins) p. 111	156 Revision Act. 13	234	Literature set work	Continue reading literature set work				
Reflection									
Think about and make a note of: Were you satisfied with the way in which you guided learners to write an invitation card and a reply? Why or why not? How well did learners manage the point form summary of a cartoon strip?					Did you cover all the work set for the week? If not, how will you get back on track?				
					HOD/Subject head: _____ Date: _____				



SPOT ON ENGLISH Week 9 Theme: Safety

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss literature set work (15 mins); L&S: Listen to teacher telling a story & discuss how s/he tells it (15 mins); in groups of four tell each other a 3–5 min story about an accident (25 mins); L&S & W&P: Listen to instructions for h/w task (5 mins) p. 112	158 Act. 1.1 158 Act. 1.1	236 236		LB p. 158 Act 1.2 L&S & W&P: Read a dialogue & write three more speaking turns for each speaker					
2	L&S: Work with a partner; read the extra speaking turns that each of you wrote; decide which you like best, add them to the dialogue & practise speaking it (30 mins); 10 pairs of learners role play their 2–3 min dialogue for the class (30 mins) p. 112 Note: The role play can be done for Term 3, Formal Assessment Task 1	158 Act. 1.2	236	Literature set work	Continue reading literature set work					
3	L&S: Rest of class role plays a 2–3 min dialogue in pairs; have class discussion about features of a good dialogue/role play (60 mins) p. 112	158 Act. 1.2	236	Literature set work	Continue reading literature set work					
4	W&P: Learn about how to write a dialogue; plan a dialogue & begin writing first draft (60 mins) p. 112	159 Act. 2.1	237		LB p. 159 Act. 2.1 W&P: Complete first draft of dialogue					
5	W&P: Exchange draft dialogue with a partner & give each other feedback; revise, edit, proofread & write final version of dialogue (60 mins) p. 112	159 Act. 2.1	237	Literature set work	Continue reading literature set work					
Reflection										
<p>Think about and make a note of: What impressed you about the learners' role-played dialogues? What could they still improve on? Were you pleased with the guidance you gave learners for writing a dialogue? Why or why not?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					HOD/Subject head:		Date:			



SPOT ON ENGLISH Week 10 Theme continued: Safety

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss literature set work (10 mins); read an article & answer comprehension & language questions on it ; discuss & mark answers (50 mins) p. 112	160–161 Act. 3.1	238		LB p. 167 Act. 7.1 LSC: Learn a spelling pattern & change 10 words to a verb form					
2	LSC: Discuss & mark h/w (10 mins); R&V: Learn about pie charts & bar graphs; read two pie charts & a bar graph & answer questions on them; discuss & mark answers (40 mins); W&P: In a group, draw a pie chart (10 mins) p. 112	167 162–163 Acts. 4.1 & 4.2	242 239 239	Literature set work	Complete reading of literature set work					
3	R&V: Participate in final discussion of literature set work (20 mins); LSC: Learn about indefinite pronouns; use pronouns in sentences; discuss & mark sentences (40 mins) p. 112	164–165 Acts. 5.1, 5.2 & 5.3	240		Revise for Term 3 Test					
4	LSC: Learn about modal verbs; use them correctly in sentences ; discuss & mark answers (30 mins); R&V & LSC: Review term's work in preparation for test (30 mins) p. 112	166 Act. 6.1	241		Revise for Term 3 Test					
5	Term 3 Test									
Reflection										
<p>Think about and make a note of: Were you satisfied with the way you guided learners through the reading of this term's literature set work? Why or why not? If you had a choice, would you use this text again?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					HOD/Subject head:		Date:			



Note: Week 11 is available for you to complete any work not done, go over assessment tasks and do remediation work with learners. You should fill in and track your own plan for this week.

SPOT ON ENGLISH Week 11: Plan your week									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1									
2									
3									
4									
5									
End-of-term reflection									
<p>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 First Additional Language (Oxford University Press)

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

Note 2: Note the homework task each day.

SUCCESSFUL ENGLISH Week 1 Theme: The road ahead									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	Listen to teacher's feedback on mid-year examination papers (25 mins); L&S: Talk with a partner about life choices (5 mins); listen to a dialogue involving negotiation in order to discuss how the negotiators reached an agreement (25 mins); R&V: Listen to instructions for h/w task (5 mins) p. 107	178 178-179 Act. 1	101 101-102		LB p. 180 Act. 2 R&V: Do pre- & during-reading activities on an abridged will & testament p. 107				
2	R&V: Discuss responses to pre- & during-reading activities (5 mins); write answers to questions on a will & testament ; discuss & mark answers (45 mins); listen to teacher's introduction to literature set work (10 mins) p. 107	179-180 Act. 2 179-181 Act. 2	102 102-103	Literature set work	Begin reading literature set work				
3	R&V: Discuss literature set work (10 mins); LSC: Revise conjunctions & transition words & use some in sentences ; discuss & mark answers (20 mins); L&S: Participate in a group discussion about wills (30 mins) p. 107	181 Act. 3 182 Act. 4	103 103	Literature set work	Continue reading literature set work				
4	R&V: Discuss literature set work (10 mins); LSC: Revise phrases & clauses & identify main clauses, subordinate clauses & phrases in sentences ; discuss & mark answers (40 mins); R&V & LSC: Learn about key features of poetry & begin reading a poem (10 mins) p. 107	183 Act. 5 184-186 Act. 6	103-104 104		LB pp. 184-185 R&V: Write answers to questions on the poem				
5	R&V: Discuss & mark h/w (20 mins); W&P: Plan & begin to write first draft of a will (40 mins) p. 107	184-186 186-187 Act. 8	105		LB p. 186 W&P: Complete first draft of will				
Reflection									
<p>Think about and make a note of: It is important for learners to understand the concept of negotiation. Were you pleased with your teaching about this concept? Why or why not?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>				
					HOD/Subject head:		Date:		



Note: If your class does not have copies of the Core Reader, prepare some activities on the literature set work for learners to do in class on Day 5 OR do Challenge Act. 7 on p. 186 of the Learner's Book.

SUCCESSFUL ENGLISH Week 2 Theme continued: The road ahead							
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class	
						Date completed	
1	W&P: Exchange first draft with a partner & give each other feedback (10 mins); revise, edit, proofread & write final version of will (50 mins) p. 107	186–187 Act. 8	105	Literature set work	Continue reading literature set work		
2	R&V: Discuss literature set work (15 mins); learn about paronyms, polysemes, homonyms & homophones & identify examples of these in sentences ; discuss & mark answers (45 mins) p. 107	188 Act. 9	105–106		LB p. 189 Act. 10 LSC: Learn a spelling pattern & write sentences using words that have this pattern		
3	LSC: Discuss & mark h/w (10 mins); R&V: Do pre-reading activities on three cartoons; discuss answers (30 mins); write a paragraph to explain the point made in a cartoon (20 mins) p. 108	189 189–192 Act. 11	106 106		LB. pp. 190–192 Act. 11 R&V: Write answers to Q 2 & 3 about cartoons		
4	R&V: Discuss & mark h/w (35 mins); LSC & W&P: Learn about types of paragraphs & match types to definitions ; discuss & mark answers (25 mins) p. 107	189–192 192 Act. 12	107	Literature set work	Continue reading literature set work		
5	R&V: Discuss literature set work (15 mins); read a sonnet & discuss its key features and message (45 mins) p. 107			<i>Shall I compare thee to a Summer's day?</i> CR pp. 85–87	Continue reading literature set work		
Reflection							
<p>Think about and make a note of: How well did learners manage the activities based on three cartoons? What could you do to assist learners who find visual literacy activities difficult? Are you pleased with the ways in which learners are responding to the literature set work? Why or why not?</p>				<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>			
				HOD/Subject head:		Date:	



Note: The extract from an autobiography that learners read on Day 3 is about Oscar Pistorius. You will need to briefly remind learners about what has happened to him since this extract was included in the Learner's Book.

SUCCESSFUL ENGLISH Week 3 Theme: Looking ahead									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss literature set work (15 mins); L&S: In a group talk about important decisions (5–10 mins); R&V: Read & discuss a poem & begin to write answers to questions on language, rhyme, rhythm & theme (35–40 mins) p. 109	194 195–196 Act. 1	109 109–110		LB pp. 194–195 Act. 1 R&V: Complete answers to questions on poem				
2	R&V: Discuss & mark h/w (15 mins); L&S: Listen to an interview & make notes on the content & on the language used; use the notes to participate in a class discussion about the interview (40 mins); LSC: Listen to teacher's instructions of h/w task (5 mins) p. 109	196 Act. 2	109–110 110		LB p. 197 Act. 3 LSC: Change sentences in direct speech into indirect speech				
3	LSC: Discuss & mark h/w (10 mins); R&V: Do pre- & during-reading activities on a photograph & an extract from an autobiography; begin to answer post-reading questions (50 mins) p. 109	197 197–199 Act. 4	110 111		LB pp. 197–199 Act. 4 R&V: Complete answers to questions				
4	R&V: Discuss & mark h/w (15 mins); LSC: Revise adjectives, verb tenses, sentence types & paragraph types by answering questions ; discuss & mark answers (40 mins); listen to teacher's instructions for h/w task (5 mins) p. 109	197–199 199–200 Act. 5	111 111–112		LB p. 200 Act. 6 LSC: Identify phrases & clauses in texts				
5	LSC: Discuss & mark h/w (10 mins); R&V & L&S: Learn about CVs & covering letters & participate in a group discussion about their purpose & contents (50 mins)	200 200–201 Act. 7	112 112	Literature set work	Continue reading literature set work				
Reflection									
<p>Think about and make a note of: This week learners participated in two discussions. Were you pleased with the way you led the class discussion of the interview? Why or why not? What did you notice about learners' participation in the group discussion of the CV and covering letter?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>				
					HOD/Subject head:		Date:		

Note: If your class does not have copies of the Core Reader, for the second half of the lesson on Day 5, continue reading and discussing the literature set work.

SUCCESSFUL ENGLISH Week 4 Theme continued: Looking ahead									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss literature set work (10 mins); W&P: Learn about the formats of a CV and covering letter; plan a CV & covering letter & begin to write the first draft of each one (50 mins) p. 109	202–203 Act. 8	112– 113		LB pp. 202–203 Act. 8 W&P: Complete first drafts of CV & covering letter				
2	W&P: Exchange drafts with a partner; give each other feedback; revise, edit, proofread & write final version of CV & covering letter (60 mins) p. 109 Note: The CV and covering letter must be written for Term 3, Formal Assessment Task 2	202–203 Act. 8	112– 113 Rubric 34	Literature set work	Continue reading literature set work				
3	R&V: Discuss literature set work (15 mins); do pre- & during-reading tasks on visual & written texts & discuss answers to these tasks (45 mins) p. 109	204–205 Act. 9	113– 114	Literature set work	Continue reading literature set work				
4	R&V: Write answers to questions on visual & written texts (55 mins); listen to teacher’s instructions for h/w task (5 mins) p. 109	204–206 Act. 9	113– 114		LB p. 206 Acts. 9 & 10 R&V & LSC: If unfinished in class, complete answers to questions on texts; then do task on homophones & homonyms & polysemes				
5	R&V & LSC: Discuss & mark h/w (30 mins); R&V: Read & discuss a descriptive poem (30 mins) p. 109	204–206	114 172	<i>Inside my Zulu hut</i> CR pp. 88–90 Literature set work	Continue reading literature set work				
Reflection									
<p>Think about and make a note of: What were the strengths and weaknesses of learners’ CVs and covering letters? What could you do to assist them to build on the strengths and to overcome the weaknesses? The visual and written texts were quite challenging. How well did learners manage the tasks based on them?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>				
HOD/Subject head:					Date:				

Note: On Day 2 while the learners are debating in groups of six, circulate among the groups to encourage learners and to informally assess how well they are debating.

SUCCESSFUL ENGLISH Week 5 Theme: Making choices									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss literature set work (10 mins); L&S: Talk about debates with a partner (5 mins); listen to a radio debate; make notes while listening & use them to discuss the content of the debate (30 mins); learn the structure of a formal debate & divide into groups of six – three learners per team of proposers & three learners per team of opposers (15 mins) p. 110	208 208 Act. 1 209–210 Act. 2	116 116–117 117		LB pp. 209–210 Act. 2 L&S: Prepare ideas for team to use in the debate				
2	L&S: In a team of three, decide which ideas each speaker will use (20 mins); in a group of six, hold the debate (30 mins); participate in a class discussion about the experience of debating (10 mins) p. 110	209–210 Act. 2	117	Literature set work	Continue reading literature set work				
3	R&V: Discuss literature set work (15 mins); read a comic strip & begin to answer comprehension & language questions on it (45 mins) p. 110	210–212 Act. 3	117–118		LB pp. 211–212 Act. 3 R&V: Complete answers to comprehension & language questions				
4	R&V & L&S: Discuss & mark h/w (20 mins); R&V: Read an extract from a biography & a poster; begin to answer questions on both (40 mins) p. 110	212–213 212–215 Act. 4	117–118 118–119		LB pp. 212–215 Act. 4 R&V & LSC: Complete answers to Q 1a–m.				
5	R&V & LSC: Discuss & mark h/w (20 mins); R&V & W&P: Revise summary writing & draft a summary of the extract from a biography (40 mins) p. 110	214–215 215 Act. 4	118–119 119		LB p. 216 Act. 4 R&V & W&P: Write final version of summary				
Reflection									
<p>Think about and make a note of: Were you pleased with the way you guided learners through the preparations for a debate? Why or why not? What were the strengths and weaknesses of the debates that you listened to? How well did learners manage the visual literacy tasks based on a comic strip and poster?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>				
					HOD/Subject head:		Date:		

Note: If your class does not have copies of the Core Reader for the second part of the lesson on Day 5 continue reading and discussing the literature set work.

SUCCESSFUL ENGLISH Week 6 Theme continued: Making choices								
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class		
						Date completed		
1	R&V & W&P: Discuss & mark summary (10 mins); LSC: Learn about sound words in poetry & identify examples; discuss & mark answers (30 mins); R&V: Read a poem & begin to answer questions on theme & sound words (20 mins) p. 110	215 216–217 Act. 6 217–218 Act. 7	119 119 120		LB pp. 217–218 Act. 7 R&V: Complete answers to questions on poem			
2	R&V: Discuss & mark h/w (15 mins); W&P: Revise features of a narrative essay; plan & begin first draft of essay (45 mins) p. 110	218 219–220 Act. 8	120 120–121		LB pp. 219–220 Act. 8 W&P: Complete first draft of essay			
3	W&P: Exchange first draft with a partner & give each other feedback; revise, edit, proofread & write final version of narrative essay (60 mins) p. 110 Note: The narrative essay must be written for Term 3, Formal Assessment Task 2	219–220 Act. 8	120–121 Rubric 33		LB p. 216 Act. 5 LSC: Write the correct forms of incorrectly spelled words			
4	LSC: Discuss & mark h/w (5–10 mins); R&V & L&S: Read a comic strip & discuss the humour in it (15 mins); R&V: Revise key features of a novel; look at two illustrations from a teen novel; read an extract from a teen novel & begin to write answers to questions on it (35–40 mins) p. 110	216 220 Act. 9 221–224 Act. 10	119 121 121–122		LB pp. 222–224 Act. 10 R&V: Complete answers to Q 1a–l			
5	R&V: Discuss & mark h/w (20 mins); read a poem that uses onomatopoeia & discuss questions on it (40 mins) p. 110	223–224	121–122 172	<i>The sound of the stars</i> CR pp. 91–93 Literature set work	Continue reading literature set work			
Reflection								
<p>Think about and make a note of: Were you satisfied with the way you taught learners about sound words in poetry? Why or why not? Are learners becoming more visually literate (e.g. noticing more details in drawings or photographs)? What could you do to assist learners who still have difficulty with visual literacy activities?</p>				<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>				
				HOD/Subject head:		Date:		

SUCCESSFUL ENGLISH Week 7 Theme: Talk through your differences

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss literature set work (10 mins); L&S: Talk with a partner about what you know about Nelson Mandela's inauguration (5 mins); listen to part of President Mandela's inaugural address, take notes on the tone & content of the speech; use the notes to answer questions (45 mins) p. 111	226 226–227 Act. 1	124 124–125	Literature set work	Continue reading literature set work					
2	R&V: Discuss literature set work (10 mins); revise features of short stories; read an extract from a short story; begin to answer questions on it (50 mins) p. 111	227–230 Act. 2	125		LB pp. 227–230 Act. 2 R&V: Complete answers to questions on short story extract					
3	R&V: Discuss & mark h/w (15 mins); LSC: Replace phrases with single words ; discuss & mark answers (15 mins); R&V: Learn vocabulary & read a written text; begin to write answers to questions on it (30 mins) p. 111	228–230 230 Act. 4 231–233 Act. 5	125 126 126		LB pp. 231–233 Act. 5 R&V: Complete answers to comprehension questions					
4	R&V: Discuss & mark h/w (15 mins); read four visual texts for information; discuss answers to the questions on these texts (40 mins); LSC: Listen to teacher's instructions for h/w task (5 mins) p. 111	231–233 233–236 Act. 6	126 126–127		LB p. 236 Act. 7 LSC: Identify attributive adjectives in sentences					
5	LSC: Discuss & mark h/w (5–10 mins); L&S: Learn how to make a prepared speech (15 mins); R&V: Read a poem & answer questions on it including questions about literal & figurative meanings (35–40 mins) p. 111	236 237 Act. 8 240–241 Act. 13	127 127 129		LB p. 236–237 Act. 8 L&S: Prepare & practise a speech					
Reflection										
<p>Think about and make a note of: This week learners read several different kinds of texts. Which did they find the easiest, and which the most difficult? Were you satisfied with what you did to assist learners who found any of the texts difficult? Why or why not?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					HOD/Subject head:		Date:			

Note 1: If you have more than 45 learners in your class you may need to assess some of the prepared speeches at break or after school.

Note 2: If your class does not have copies of the Core Reader for homework on Day 4 and class work on Day 5 continue reading the literature set work and doing activities based on it.

SUCCESSFUL ENGLISH Week 8 Theme continued: Talk through your differences									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	L&S: 20–25 learners present a 2–3 min speech (60 mins) p. 111 Note: The prepared speech can be presented for Term 3, Formal Assessment Task 1	237 Act. 8	127	Literature set work	Continue reading literature set work				
2	L&S: 20–25 learners present a 2–3 min speech (60 mins) p. 111	237 Act. 8	127	Literature set work	Continue reading literature set work				
3	R&V: Discuss literature set work (15 mins); W&P: Learn about features of invitations and replies; plan an invitation & a reply; begin writing first draft (45 mins) p. 111	238–240 Acts. 10 & 11	128		LB pp. 238–239 Acts. 10 & 11 W&P: Complete first draft of invitation & reply				
4	W&P: Exchange first draft with a partner & give each other feedback; revise, edit, proofread & write final version of invitation & reply (55 mins); R&V: Listen to teacher’s introduction to a short story with a first person narrator (5 mins)	238–240 Acts. 10 & 11	128	<i>A pound of flesh</i> CR pp. 123–127	Read a short story & prepare to answer questions on it				
5	R&V: Write answers to questions on a short story; discuss & mark answers (60 mins)		174–175	Literature set work	Continue reading literature set work				
Reflection									
Think about and make a note of: What were the strengths and weaknesses of learners’ prepared speeches? What could you do to help learners build on the strengths and overcome the weaknesses?					Did you cover all the work set for the week? If not, how will you get back on track?				
					HOD/Subject head: _____ Date: _____				

SUCCESSFUL ENGLISH Week 9 Theme: Tell your story

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss literature set work (10 mins); discuss questions on a photograph with a partner (5–10 mins); L&S: Learn about storytelling & listen to teacher’s instructions for storytelling task (10 mins); R&V: Read a poem & begin to write answers to questions on it (35 mins) p. 112	244 244–245 Act. 1 245–247 Act. 2	131 131 131–132		LB pp. 244–245 Act. 1 L&S: Prepare a story & practise telling it					
2	L&S: In groups, tell each other a 5-minute story (60 mins) p. 112	244–245 Act. 1	131		LB pp. 245–246 Act. 2 R&V: Finish answering questions on poem					
3	R&V: Discuss & mark h/w on poem (20 mins); L&S: With a partner, prepare a 2–3 minute dialogue to role play for the class (15 mins); 8 pairs of learners role play a dialogue for the class (25 mins) p. 112 Note: Role playing a dialogue can be done for Term 3, Formal Assessment Task 1	245–247 248 Act. 4	132 132 132	Literature set work	Continue reading literature set work					
4	L&S: Rest of class, in pairs, role play a dialogue (60 mins) p. 112	248 Act. 4	132	Literature set work	Continue reading literature set work					
5	R&V: Discuss literature set work (15 mins); LSC: Revise & use interrogative, demonstrative & indefinite pronouns (15–20 mins); W&P: Plan & begin writing first draft of a dialogue (25–30 mins) p. 112	247–248 Act. 3 249–250 Act. 5	132 132–133		LB pp. 249–250 Act. 5 W&P: Complete first draft of dialogue					
Reflection										
<p>Think about and make a note of: This week much of the learning focus was on oral work. What impressed you about the learners’ storytelling and role-plays? Did any learners find these tasks difficult? If so, what could you do to support them?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					HOD/Subject head:		Date:			

SUCCESSFUL ENGLISH Week 10 Theme continued: Tell your story

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	W&P: Exchange first draft with a partner & give each other feedback; revise, edit, proofread & write final version of a dialogue (60 mins) p. 112	249–250 Act. 5	132–133	Literature set work	Continue reading literature set work					
2	R&V: Revise key features of drama; read an extract from a script; begin to answer questions on it (60 mins) p. 112	250–253 Act. 6	133–134		LB pp. 251–253 Act. 6 R&V: Complete answers to questions on script					
3	R&V: Discuss & mark h/w (20 mins); LSC: Learn about different types of paragraphs & complete a short paragraph writing task (40 mins) p. 112	251–253 254–256 Act. 8	134 134	Literature set work	Complete reading of literature set work					
4	R&V: Participate in final discussion of literature set work (30 mins); R&V & LSC: Review term's work in preparation for test (30 mins) p. 112				Revise for Term 3 Test					
5	Term 3 Test									
Reflection										
<p>Think about and make a note of: How well did learners manage the task of writing a dialogue? Were you satisfied with the way you guided learners through the reading of this term's literature set work? Why or why not? If you had a choice, would you use this text again?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					<p>HOD/Subject head: _____ Date: _____</p>					



Note: Week 11 is available for you to complete any work not done, go over assessment tasks and do remediation work with learners. You should fill in and track your own plan for this week.

SUCCESSFUL ENGLISH Week 11: Plan your week									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1									
2									
3									
4									
5									
End-of-term reflection									
<p>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: L&S = Listening and Speaking; R&V = Reading and Viewing; W&P = Writing and Presenting; LSC = Language Structures and Conventions; Act. = Activity.

Note 2: If your class does not have copies of the Core Reader, ask learners to continue reading the literature set work for h/w on Day 4 and prepare some activities for them to do on it for part of the lesson on Day 5.

Note 3: Note the homework task each day.

TOP CLASS ENGLISH Week 1 Theme: The circle of life									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	Listen to teacher's feedback on mid-year examination papers (20 mins); L&S: Learn about negotiation skills; listen to a dialogue involving negotiation, make notes & use these to discuss the dialogue (35 mins); R&V: Listen to teacher's introduction to literature set work (5 mins) p. 107	130 130–132 Act. A	97	Literature set work	Begin reading literature set work				
2	R&V: Discuss literature set work (15 mins); L&S: Revise how to hold a group discussion; learn some vocabulary about wills; participate in a group discussion about wills & testaments (45 mins) p. 107	132 Act. B	97	Literature set work	Continue reading literature set work				
3	R&V: Discuss literature set work (10 mins); R&V & LSC: Learn about paragraph types; read a will and write answers to questions about it, including questions on paragraph types in it; discuss & mark answers (50 mins) p. 107	134 133–135 Act. C	98	Literature set work	Continue reading literature set work				
4	R&V: Discuss literature set work (10 mins); R&V & LSC: Read a poem & write answers to questions on its structure, theme & the language used in it; discuss & mark answers (45 mins); R&V: Listen to teacher's introduction to a short story (5 mins) p. 107	135–136 Act. D	98	<i>Strange encounter</i> CR pp. 63–69	Read a short story & prepare to answer questions on it CR pp. 63–69				
5	R&V: Discuss questions on short story (25 mins); R&V & LSC: Read a cartoon & begin to answer comprehension & language questions on it (35 mins) p. 108	136–137 Act. E	98–99 99–100		LB pp. 136–137 Act. E R&V & LSC: Finish answering questions on a cartoon				
Reflection									
<p>Think about and make a note of: Were you satisfied with the way you introduced the sensitive topic of wills and taught learners about them? Why or why not? Are you pleased with the progress that you and the learners are making with the literature set work? Why or why not?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>				
					HOD/Subject head:		Date:		



Note: If your class does not have copies of the Core Reader, for homework on Day 2 ask learners to continue reading the literature set work and prepare some questions on it for them to answer in the first part of the lesson on Day 3.

TOP CLASS ENGLISH Week 2 Theme continued: The circle of life									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V & LSC: Discuss & mark h/w (15 mins); W&P & LSC: Revise sentence types; use guidelines provided to plan & begin drafting a will (45 mins) p. 107	136–137 138 137–138 Act. F	99–100 100		LB pp. 137–138 W&P & LSC: Complete first draft of will				
2	W&P: Exchange first draft with a partner & give each other feedback; revise, edit, proofread & write final version of a will (55 mins); R&V: Listen to teacher's introduction to a poem (5 mins) p. 107	137–138 Act. F	100 Rubric 187	<i>The sound of the stars</i> CR pp. 70–72	Read a poem & prepare to answer questions on it CR pp. 70–72				
3	R&V: Discuss questions on poem (20 mins); LSC: Revise conjunctions & transition words; use some of these words in sentences ; discuss & mark answers (20 mins); learn about paronyms, polysemes, homonyms & homophones & do a task based on them ; discuss & mark answers (20 mins) p. 107	138–139 Act. G 139 Act. H	99 100 100–101		LB pp. 139–140 Act. I LSC: Revise some spelling rules & correct spelling & punctuation errors in a paragraph				
4	LSC: Discuss & mark h/w (15 mins); revise phrases & clauses & identify them in sentences ; discuss & mark answers (20 mins); learn about the present perfect tense; identify verbs in present perfect tense ; discuss & mark answers (25 mins) p. 107	140 Act. J 140–141 Act. K	101 101–102	Literature set work	Continue reading literature set work				
5	R&V: Discuss literature set work (15 mins); LSC: Write a choice paragraph & read it to a group to get feedback (45 mins) p. 107	141 Act. L	102		LB p. 142 Act. L LSC: Identify the correct homophone in sentences				
Reflection									
Think about and make a note of: How well did learners manage the activity based on a cartoon? What could you do to assist any learners who find visual literacy activities difficult?					Did you cover all the work set for the week? If not, how will you get back on track?				
					HOD/Subject head: _____ Date: _____				



Note: If your class does not have copies of the Core Reader, for homework on Day 4 ask learners to continue reading the literature set work and prepare some activities on it for the first half of the lesson on Day 5.

TOP CLASS ENGLISH Week 3 Theme: The world of work										
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	LSC: Discuss & mark h/w (10 mins); L&S: Learn about interviews & talk with a partner about interviews (10 mins); listen to an interview, take notes & use them to answer questions about the interview (40 mins) p. 109	142 143 Act. A 143–144 Act. B	102 103 103–105	Literature set work	Continue reading literature set work					
2	R&V: Discuss literature set work (15 mins); L&S: With a partner discuss questions about a CV & covering letter & then participate in a whole class discussion of these questions (45 mins) p. 109	144 Act. C	105	Literature set work	Continue reading literature set work					
3	R&V & LSC: Read a short story & answer questions on milieu, characters & theme; direct speech & sentence types; discuss & mark answers (60 mins) p. 109	145–147 Act. E	105–106	Literature set work	Continue reading literature set work					
4	R&V: Discuss literature set work (10 mins); read a poem; discuss questions on it with a partner; participate in whole class discussion of the poem (45 mins); listen to teacher's introduction to another poem (5 mins) p. 109	147–148 Act. F	106	<i>Preludes</i> CR pp. 73–76	Read the information about a poet and a poem; read an extract from the poem & prepare to answer questions on it					
5	R&V: Discuss questions on a poem, including questions on structure & figures of speech (30 mins); LSC: Learn a spelling rule for prefixes; form antonyms by using prefixes; choose the correct homophone; discuss & mark answers & listen to instructions for h/w task (30 mins) p. 109	152 Act. J 153 Act. K Q 1	107 108 109		LB p. 153 Act. K Q 2 LSC: Write sentences to show the different meanings of five homonyms					
Reflection										
<p>Think about and make a note of: Were you pleased with the way you guided learners' discussion of an interview and of a CV & covering letter? Why or why not? How well did learners manage the questions on poetry? What could you do to assist learners who have difficulty in reading and responding to poems?</p>				<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>						
				HOD/Subject head:		Date:				

TOP CLASS ENGLISH Week 4 Theme continued: The world of work

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	LSC: Discuss & mark h/w on homonyms (10 mins); R&V: Read two advertisements & answer questions on visual elements & words ; discuss & mark answers (45 mins); LSC: Listen to teacher's instruction for h/w task (5 mins) p. 109	152 148–149 Act. G	109 107		LB p. 153 Act. L LSC: Write sentences with verbs in future tense					
2	LSC: Discuss & mark h/w (5 mins); W&P: Read a covering letter and CV; plan & begin to write first drafts of each (55 mins) p. 109	153 149–152 Act. H	109 108		LB p. 152 W&P: Complete first draft of covering letter & CV					
3	W&P: Exchange first draft with a partner & give each other feedback; revise, edit, proofread & write final version of a covering letter & CV (60 mins) p. 109 Note: The CV and covering letter must be written for Term 3, Formal Assessment Task 2	149–152 Act. H	108	Literature set work	Continue reading literature set work					
4	R&V: Discuss literature set work (20 mins); LSC & W&P: Learn about paragraph types & identify an example of a paragraph type (20 mins); LSC: Revise phrases & clauses & identify examples in sentences ; discuss & mark answers (20 mins) p. 109	153–154 Act. M 154–155 Act. N	109 110	Literature set work	Continue reading literature set work					
5	R&V: Discuss literature set work (20 mins); LSC: Write sentences using adjectives ; discuss & mark sentences (25 mins); identify antonyms ; discuss & mark answers (15 mins) p. 109	155 Act. O 155 Act. O	110 110	Literature set work	Continue reading literature set work					
Reflection										
<p>Think about and make a note of: What did you notice about learners' responses to the two advertisements? What could you do to assist any learners who find it difficult to read such texts? What were the strengths and weaknesses in learners' CVs and covering letters? What could you do to help them build on their strengths and overcome their weaknesses?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					HOD/Subject head:		Date:			

Note: If there are more than 42 learners in your class you may need to extend the debates into a third lesson. If the number of learners does not divide evenly into teams of seven, you could ask 1–6 learners to comment on the debates and assess their comments for a mark. Day 5 can be used for completing the debates and for various other activities as indicated.

TOP CLASS ENGLISH Week 5 Theme: The wishes of women							
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class	
						Date completed	
1	R&V: Discuss literature set work (10 mins); L&S: Learn about terms used in debating; listen to a radio debate & complete a table while listening; discuss the table in a group (50 mins) p. 110	156 156–157 Act. A	111–113	Literature set work	Continue reading literature set work		
2	R&V: Discuss literature set work (10 mins); W&P & LSC: Learn about conjunctions & transition words in order to use them in writing a choice or an evaluation paragraph for h/w (15 mins); L&S: Learn about the structure of a formal debate; in groups of seven, prepare for debates (35 mins) p. 110	157 Act. B 158–159	113 113–114		LB p. 157 Act. B W&P & LSC: Write a choice or evaluation paragraph		
3	L&S: 3 groups of 7 present a 15–20 minute debate (60 mins) p. 110 Note: The debates can be presented for Term 3, Formal Assessment Task 1	158–159	113–114	Literature set work	Continue reading literature set work		
4	L&S: 3 groups of 7 present a 15–20 minute debate (60 mins) p. 110	158–159	113–114	Literature set work	Continue reading literature set work		
5	L&S: If necessary, final groups present debate; W&P & LSC: Read & discuss choice or evaluation paragraphs; R&V: Discuss literature set work (60 mins)	158–159 157	113–114		LB pp. 159–160 Act. D R&V: Prepare to read folklore by reading about milieu & the role of women in the Middle Ages		
Reflection							
Think about and make a note of: How well did learners manage the listening task on Day 1? What could you do to assist any learners who have difficulty in listening and taking notes? Were you satisfied with the guidance you gave learners in preparing for the debates? Why or why not?				Did you cover all the work set for the week? If not, how will you get back on track?			
				HOD/Subject head:		Date:	



TOP CLASS ENGLISH Week 6 Theme continued: The wishes of women									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Read an extract from a folktale & answer questions on the story; discuss & mark answers; note h/w task (60 mins) p. 110	160–161 Act. E	114–115		LB p. 162 Act. G R&V & W&P: Write a short plot summary				
2	R&V & W&P: Discuss & mark summary (10 mins); R&V: Learn about literary devices; read a poem & begin to answer questions on it (50 mins) p. 110	162 164 162–165 Act. H	116 116–117		LB p. 162–165 Act. H R&V: Complete answers to questions				
3	R&V: Discuss & mark h/w (20 mins); W&P: Plan & begin to write first draft of a reflective essay (40 mins) p. 110 Note: The reflective essay must be written for Term 3, Formal Assessment Task 2	165–167	117 Rubric 185		LB pp. 165–167 W&P: Complete first draft of reflective essay				
4	W&P: Exchange first draft with a partner & give each other feedback; revise, edit, proofread & write final version of a reflective essay (60 mins) p. 110	165–167	117 Rubric 185	<i>Sir Gawain and the Lady Ragnell</i> CR pp. 77–85	Begin reading the rest of the folktale <i>Sir Gawain and the Lady Ragnell</i> CR pp. 77–85				
5	LSC: Revise sentence types & identify them in sentences; discuss & mark answers (15 mins); revise tenses & choose correct tenses in sentences; discuss & mark answers (15 mins); use punctuation & spelling correctly; discuss & mark answers (20 mins); change statements into questions; discuss & mark answers (10 mins) p. 110	167–168 Acts. J–M	117–118	<i>Sir Gawain and the Lady Ragnell</i> CR pp. 77–85	Finish reading the folktale <i>Sir Gawain and the Lady Ragnell</i> CR pp. 77–85 & prepare to discuss the questions on pp. 84–85				
Reflection									
Think about and make a note of: What did you notice about learners' responses to the folktale and the poem? On Day 5, were you satisfied with the way you introduced the language revision work and discussed learners' answers? Why or why not?					Did you cover all the work set for the week? If not, how will you get back on track?				
					HOD/Subject head:				



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

TOP CLASS ENGLISH Week 7 Theme: Going places							
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class	
						Date completed	
1	R&V: Discuss questions on a folktale (15 mins); L&S: Discuss some questions in a group (5 mins); learn about powerful language (5–10 mins); scan questions, listen to a speech, make notes & use them to begin to answer questions (30–35 mins) p. 111	169 169–170 170 Act. A	115–116 119 119–120		LB p. 170 Act. A L&S: Use notes to finish answering questions		
2	L&S: Discuss h/w (15 mins); W&P & L&S: Learn how to do some research, including how to interview people; prepare questions & a survey form (30 mins); LSC: Work with adjectives ; discuss & mark answers (15 mins) p. 111	170 170–171 Act. B 180 Act. H	120 120 123–124		LB p. 170–171 L&S: Act. B Conduct five interviews & record answers on survey sheet		
3	L&S: Share survey results a with a group & discuss each group member's findings (20 mins); use information from the survey & discussion to write a 2–3 minute speech (35 mins); discuss the notes on making a speech (5 mins) p. 111	170–171 172	120		LB p. 172 L&S: Practise making a prepared speech		
4	L&S: 20–25 learners make a 2–3 minute speech (60 mins) p. 111 Note: The prepared speech can be presented for Term 3, Formal Assessment Task 1	172	Rubric 121	Literature set work	Continue reading literature set work		
5	L&S: 20–25 learners make a 2–3 minute speech (60 mins) p. 111	172	Rubric 121	Literature set work	Continue reading literature set work		
Reflection							
<p>Think about and make a note of: How well did learners manage the task of interviewing people and then using the information they obtained in their prepared speeches? Were you satisfied with what you did to assist learners with their research and with the preparation and presentation of their speeches? Why or why not?</p>				<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>			
				HOD/Subject head:		Date:	



Note: If your class does not have copies of the Core Reader for homework on Day 4 and for the first part of the lesson on Day 5, ask learners to continue to read and discuss the literature set work.

TOP CLASS ENGLISH Week 8 Theme continued: Going places									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss literature set work (10 mins); read an extract from a youth novel & write answers to Q 3a–n ; discuss & mark answers (50 mins) p. 111	172–174 Act. D	121–122		LB pp. 173–175 Act. D R&V & W&P: Answer Q 4 by writing a summary				
2	R&V & W&P: Discuss & mark summary (10 mins); R&V: Read a poem & discuss answers to questions as a class (40 mins); W&P: Choose to write a choice or classification or description paragraph & begin planning it (10 mins) p. 111	174 175–176 Act. E 177–178 Act. F	122 122–123 123		LB p. 177 Act. F W&P: Write a paragraph				
3	W&P: Read paragraphs to each other in a group & give each other feedback (15 mins); learn about the language and layout of an invitation card and an acceptance card; plan & begin first draft of both cards (45 mins) p. 111	177–178 178–179 Act. G	123 123		LB pp. 178–179 Act. G W&P: Complete first draft of invitation & acceptance cards				
4	W&P: Exchange first draft with a partner & give each other feedback; revise, edit, proofread & write final version of invitation & acceptance card (55 mins); listen to teacher's introduction to a poem (5 mins) p. 111	178–179 Act. G	123	<i>Windy nights</i> CR pp. 91–92	R&V: Read a poem & prepare to answer questions on it				
5	R&V: Discuss questions on poem (15 mins); LSC: Use vocabulary & spelling correctly ; discuss & mark answers (45 mins) p. 111	180–182 Acts. I–K	123 124	Literature set work	Continue reading literature set work				
Reflection									
<p>Think about and make a note of: Learners completed two writing tasks this week. What were the strengths and weaknesses of their paragraphs and their invitation cards? What could you do to assist learners to build on the strengths and to overcome the weaknesses?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>				
					HOD/Subject head:		Date:		



Note 1: The Learner's Book includes a short comprehension and language test. This can be used for revision purposes in Week 10 but should not be used for the term test because learners could find out the answers to questions ahead of the test.

Note 2: Learners wrote an agenda and minutes for formal assessment during Term 2. The tracker suggests ignoring this task in the Learner's Book and spending more time on writing dialogue for a role-play that is specified in CAPS for Weeks 9 & 10 of Term 3. Note that the dialogue is between two characters, so learners must work in pairs. In Week 10 they can present the dialogue for Term 3, Formal Assessment Task 1 if you wish them to do so.

Note 3: If learners do not have copies of the Core Reader, ask them to continue reading the literature set work for homework on Day 3 and discuss it at the beginning of the lesson on Day 4.

TOP CLASS ENGLISH Week 9 Theme: Grandparents are great										
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss literature set work (10 mins); L&S: Talk in a group about stories (10 mins); L&S & R&V: Revise the structure of stories & storytelling skills & note h/w task (15 mins); R&V: Prepare to read an extract from a play; read the extract (25 mins) p. 112	183 183–184 Act. A 184–186 Act. B	125 125 125–126		LB p. 184 Act. A L&S: Prepare & practise a 2–3 minute story to tell a group					
2	L&S: In groups of five, tell a story to each other (25 mins); R&V: Write answers to Q a–f on the extract from a play; discuss & mark answers (35 mins) p. 112	184 Act. A 184–187 Act. B	125 126		LB p. 187 Act. B LSC: Revise pronouns & answer Q G					
3	LSC: Discuss & mark h/w (5 mins); R&V: Read a poem & discuss answers to questions on message, mood, structure & language use (40 mins); LSC: Use one word for a phrase; discuss & mark answers (15 mins) p. 112	187 187–189 Act. C 189 Act. D	126 128–129 129	<i>Gran can you rap?</i> CR pp. 93–96	R&V: Read the poem, noting its rhythm & prepare to answer the questions on p. 93					
4	R&V: Discuss rap poem (15 mins); W&P: Decide on a story with two characters to role play in pairs; learn how to write dialogue; plan & begin first draft of a dialogue – each partner writes a draft dialogue (45 mins) p. 112	194–195 Act. I	130 131		LB pp. 194–195 Act. I W&P: Complete first draft of dialogue					
5	W&P: Exchange first draft with partner & give each other feedback; revise, edit, proofread & write final version & decide which of the two written role plays to perform for the class (60 mins) p. 112	194–195 Act. I	131		LB p. 194 Act. J L&S: Practise a 2–3 minute role play					



Reflection	
<p>Think about and make a note of: What impressed you about learners' storytelling? What could they improve on, and how could you help them to improve? Were you pleased with the way in which you and the learners discussed the poem (or poems) this week? Why or why not?</p>	<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>
<p>HOD/Subject head: _____ Date: _____</p>	

TOP CLASS ENGLISH Week 10 Theme continued: Grandparents are great								
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class		
						Date completed		
1	L&S: Half the class presents 2–3 minute role plays in pairs (60 mins) p. 112 Note: The role play can be presented for Term 3, Formal Assessment Task 1	196 Act. J	131	Literature set work	Continue reading literature set work			
2	L&S: The rest of the class presents 2–3 minute role plays in pairs (60 mins) p. 112	196 Act. J	131	Literature set work	Complete reading of literature set work			
3	R&V: Participate in final discussion of literature set work (30 mins); LSC: Work with spelling patterns & discuss & mark answers (15 mins); revise transitive & intransitive verbs & identify them in sentences; discuss & mark answers (15 mins) p. 112	196 Act. K 196 Act. L	131–132 132		LB p. 197 Act. M LSC: Identify pronouns & finite or non-finite verbs in sentences			





Note: Week 11 is available for you to complete any work not done, go over assessment tasks and do remediation work with learners. You should fill in and track your own plan for this week.

TOP CLASS ENGLISH Week 11: Plan your week									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1									
2									
3									
4									
5									
End-of-term reflection									
<p>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: L&S = Listening and Speaking; R&V = Reading and Viewing; W&P = Writing and Presenting; LSC = Language Structures and Conventions; Act. = Activity.

Note 2: Note the homework task each day.

VIA AFRIKA Week 1 Theme: Getting what you want									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	Listen to teacher's feedback on mid-year examination papers (25 mins); L&S: Learn about negotiation skills (10 mins); L&S & LSC: Listen to a dialogue & identify negotiation skills used in it; begin to answer language questions based on it (25 mins) p. 107	126–128 128 Act. 1	185 186–187		LB p. 128 Act. 1 LSC: Complete activities on past tense & sentence types				
2	LSC: Discuss & mark h/w (10 mins); L&S: Listen to information about a will & make notes; use notes to participate in a group discussion about wills (35 mins); R&V: Listen to teacher's introduction to literature set work (15 mins) p. 107	128 129 Act. 2	187 188	Literature set work	R&V: Begin reading literature set work				
3	R&V: Discuss literature set work (10 mins); read information about wills; learn some vocabulary; do pre-reading activities on a will & discuss them (30 mins); read a will & begin to write answers to questions 1–9 (20 mins) p. 107	129–130 Act. 3 131–133 Act. 4	189		LB pp. 131–133 Act. 3 R&V: Complete answers to Q 1–9				
4	R&V: Discuss & mark h/w (15 mins); LSC: Write answers to language questions on a will (concrete & abstract nouns, adjectives, active & passive voice, homonyms, homophones, paronyms); discuss & mark answers (45 mins) p. 107	131–133 Act. 4	190–191	Literature set work	R&V: Continue reading literature set work				
5	R&V: Discuss literature set work (15 mins); W&P: Plan to write a will & begin to write first draft (45 mins) p. 107	134 Act. 5	191–192		LB p. 134 Act. 5 W&P: Complete first draft of will				



Reflection	
<p>Think about and make a note of: Learners are unlikely to be familiar with the specialised language of a will. Were you satisfied with what you did to assist them in understanding the dialogue and the example of a will? Why or why not? How well did learners manage the group discussion about wills?</p>	<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>
<p>HOD/Subject head: _____ Date: _____</p>	

Note: If your class does not have copies of the Core Reader, ask learners to continue reading the literature set work in class on Day 5, and set some activities on it.

VIA AFRICA Week 2 Theme continued: Getting what you want							
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class	
						Date completed	
1	W&P: Exchange first draft with partner & give each other feedback; revise, edit, proofread & write final version of a will (60 mins) p. 107	134 Act. 5	191–192	Literature set work	R&V: Continue reading literature set work		
2	R&V: Discuss literature set work (10 mins); R&V & W&P: Learn about rhythm & typography in poetry; read a cinquain & read a concrete poem; in a small group answer questions on poems & note h/w task (45 mins) p. 107	135–136 Act. 6	192–193		LB p. 136 Act. 6 W&P: Write a cinquain or a concrete poem		
3	W&P: Take turns to read h/w poem in a group of five (20 mins); R&V: Learn about cartoons & irony; read a cartoon & begin to answer comprehension questions on it (40 mins) p. 108	135–136 137–138 Act. 7	192–193 193–194		LB pp. 137–138 Act. 7 R&V: Complete answers to questions on a cartoon		





Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Date completed				
4	R&V: Discuss & mark h/w (15–20 mins); LSC: Learn a spelling rule; revise the distinction between phrases & clauses; write answers to language questions ; discuss & mark answers (40–45 mins) p. 107	137–138 138–139 Act. 8	193–194 194–195	Literature set work	R&V: Continue reading literature set work					
5	R&V: Discuss literature set work (15 mins); read & discuss a poem (45 mins) p. 107		196–197	<i>The moon is...</i> CR pp. 107–109 Literature set work	R&V: Continue reading literature set work					
Reflection										
<p>Think about and make a note of: This week's lessons included several visual activities. How well did learners manage the activities on the 'shape poems' and on the cartoon? What could you do to assist learners who find visual literacy activities difficult?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					HOD/Subject head:		Date:			





VIA AFRIKA Week 3 Theme: Doing what it takes										
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss literature set work (15 mins); R&V & L&S: Read information about a CV & covering letter & discuss the information in a group (15 mins); L&S: Listen to a job interview & make notes to use in a group discussion (30 mins) p. 109	140–142 Act. 1 142–143 Act. 2	201 202	Literature set work	R&V: Continue reading literature set work					
2	R&V: Discuss literature set work (15 mins); L&S: Participate in a group discussion of answers to questions based on the listening text (20 mins); R&V: Do pre-reading activities on the cover of a youth novel & on an extract from it ; discuss & mark answers (25 mins) p. 109	142–143 Act. 2 143–144 Act. 3	202 203–204	Literature set work	R&V: Continue reading literature set work					
3	R&V: Discuss literature set work (15 mins); R&V: Read the extract from a youth novel & begin to answer comprehension & language questions on it (45 mins) p. 109	144–146 Act. 4	204–205		LB pp. 144–146 R&V & LSC: Complete answers to questions					
4	R&V & LSC: Discuss & mark h/w (20 mins); W&P: Follow the instructions for preparing a CV; plan a CV & begin writing the first draft (40 mins) p. 109	143–144 146–147 Act. 5	204–205 206		LB pp. 146–147 W&P: Complete first draft of CV					
5	W&P: Exchange first draft with a partner & give each other feedback; revise, edit, proofread & write final version of a CV (60 mins) p. 109	146–147 Act. 5	206	Literature set work	R&V: Continue reading literature set work					
Reflection										
<p>Think about and make a note of: Were you pleased with the way you introduced learners to CVs & covering letters? Why or why not? How well are learners managing the reading and discussion of the literature set work?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
HOD/Subject head:					Date:					



Note 1: If your class does not have copies of the Core Reader, ask learners to continue reading the literature set work for homework on Day 4, and set some activities on it to do in class on Day 5.

Note 2: The Learner's Book includes a second activity on writing a CV and covering letter at the end of Week 8. Learners must be taught how to write a CV and covering letter in Weeks 3–4 (a CAPS requirement), but teachers can choose whether to do the Formal Assessment Task in Week 4 or Week 8.

VIA AFIKA Week 4 Theme continued: Doing what it takes									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss literature set work (15 mins); W&P: Plan & write first draft of a covering letter (45 mins) p. 109	148 Act. 6	206–207		LB p. 148 Act. 6 W&P: Revise first draft of covering letter				
2	W&P: Edit, proofread and write final version of covering letter (40 mins); R&V: Revise repetition; scan & skim a poem & answer questions (20 mins) p. 109 Note: The CV and covering letter must be written for Term 3, Formal Assessment Task 2	148 Act. 6 148 Act. 7	206–207 207	Literature set work	R&V: Continue reading literature set work				
3	R&V: Answer questions on a poem; discuss & mark answers (35 mins); discuss literature set work (25 mins) p. 109	148 Act. 7	207	Literature set work	R&V: Continue reading literature set work				
4	R&V: Discuss literature set work (15 mins); LSC: Revise passive voice; learn a spelling pattern; complete a language activity ; discuss & mark answers (40 mins); R&V: Listen to teacher's introduction to a short story (5 mins) p. 109	149–150 Act. 8	208	<i>Uncle Podger</i> CR pp. 73–76	R&V: Read a short story CR pp. 73–76 & prepare to answer questions on it				
5	R&V: Write answers to questions on short story ; discuss & mark answers (60 mins) p. 109		209	Literature set work	R&V: Continue reading literature set work				
Reflection									
Think about and make a note of: What were the strengths and weaknesses of the CVs and covering letters that learners wrote? What could you do to assist learners to build on the strengths and to overcome the weaknesses?			Did you cover all the work set for the week? If not, how will you get back on track?						
			HOD/Subject head:				Date:		

VIA AFRIKA Week 5 Theme: Looking after the planet

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss literature set work (10 mins); L&S: Learn about debates & listen to a radio debate; make notes & use them to answer questions in a group (50 mins) p. 110	151–152 Act. 1	215 215–218	Literature set work	R&V: Continue reading literature set work					
2	L&S: Learn the conventions of debating (20 mins); work in groups of seven to choose a debate topic, three proposers, three opposers & a chairperson to debate the topic & begin planning the debate (20 mins); R&V: Look at visuals to make predictions about a fable & discuss predictions (20 mins) p. 110	153 Act. 2 154 Act. 3	218 219		LB pp. 153–154 Act. 2 L&S: Prepare speech for debate on Day 5					
3	R&V: Read a fable & answer Q 1–7 & question 10; discuss & mark answers (60 mins) p. 110	155–156 Act. 4	219–221		LB p. 156 Act. 4 W&P & LSC: Write a short dialogue in direct speech & write a short summary					
4	W&P & LSC: Discuss & mark h/w (15 mins); R&V: Learn about sound patterns in poetry; read an amusing poem & in a group discuss questions about sound patterns & personification (45 mins) p. 110	155–156 157 Act. 5	221–222		LB pp. 153–154 Act. 2 L&S: Practise speech for debate on Day 5					
5	L&S: In groups of seven participate in debates (45 mins); participate in a class discussion on the experience of debating (15 minutes)	153 Act. 2	218	Literature set work	R&V: Continue reading literature set work					
Reflection										
<p>Think about and make a note of: Were you satisfied with the way you taught learners about debating? Why or why not? How well did learners manage to debate a topic? What could you do to assist any learners who found debating difficult?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					HOD/Subject head:			Date:		

Note: If your class does not have copies of the Core Reader, ask learners to continue reading the literature set work for homework on Days 4 and 5.

VIA AFRIKA Week 6 Theme continued: Looking after the planet									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss literature set work (15 mins); W&P: Learn about reflective essays; plan & begin writing first draft of essay (45 mins) p. 110	159	222–223		LB p. 159 Act. 6 W&P: Complete first draft of reflective essay				
2	W&P: Exchange first draft with a partner & give each other feedback; revise, edit, proofread & write final version of a reflective essay (60 mins) p. 110 Note: The reflective essay must be written for Term 3, Formal Assessment Task 2	159	222–223	Literature set work	R&V: Continue reading literature set work				
3	R&V: Discuss literature set work (10 mins); L&S: In pairs, plan & practise a 2–3 min role play to present to the class (20 mins); LSC: Revise conjunctions & transition words; revise suffixes; complete a language task; discuss & mark answers (30 mins) p. 110	159 160 Act. 7	223 224–225		LB p. 159 L&S: Practise role play				
4	L&S: Half the class presents 2–3 min role plays in pairs (55 mins); R&V: Listen to teacher’s introduction to folktale (5 mins) p. 110 Note: The role plays can be presented for Term 3, Formal Assessment Task 1	159	Rubric 224–225	<i>Why crocodile has no tongue</i> CR pp. 46–52	Begin reading folktale <i>Why crocodile has no tongue</i> CR pp. 46–52				
5	L&S: Rest of the class presents 2–3 min role plays in pairs (60 mins) p. 110	159	Rubric 224	<i>Why crocodile has no tongue</i> CR pp. 46–52	Finish reading folktale <i>Why crocodile has no tongue</i> CR pp. 46–52 & prepare to answer questions on it				
Reflection									
Think about and make a note of: What were the strengths and weaknesses of learners’ reflective essays? What could you do to help learners build on the strengths and overcome the weaknesses? What impressed you about the role-plays? What aspects of the role-plays could learners improve on?				Did you cover all the work set for the week? If not, how will you get back on track?					
				HOD/Subject head:			Date:		

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

VIA AFRIKA Week 7 Theme: Rain and more rain									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss questions on folktale (15 mins); L&S: Read information about language & power, bias, stereotyping & prejudice (15 mins); listen to a speech & make notes in order to answer questions (30 mins) p. 111	161–162 163 Act. 1	225–226 231 231–232		LB p. 163 Act. 1 L&S: Use notes to write answers to Q 1a–d				
2	L&S: Discuss & mark answers (10 mins) & then discuss Q 3 & 4 in a group (15 mins); learn how to prepare for & make a 2–3 minute prepared speech (15 mins); R&V: With a partner make predictions about a youth novel based on its cover & answer some questions (20 mins) p. 111	163 163 163–164 Act. 2 164–165 Act. 3	231–232 232–233 233		LB pp. 163–164 Act. 2 L&S: Do research for a speech				
3	R&V: Read an extract from a youth novel & write answers to comprehension & language questions 1 to 7; discuss & mark answers (60 mins) p. 111	165–167 Act. 4	234		LB pp. 163–164 Act. 2 L&S: Prepare & practise speech				
4	L&S: 20–25 learners make a 2–3 min prepared speech (60 mins) p. 111 Note: Although the Teacher’s Guide suggests assessing the prepared speech informally, it can be formally assessed for Term 3, Formal Assessment Task 1	163–164 Act. 2	232–233 Rubric 309		LB pp. 165–167 Act. 4 R&V & W&P: Write a summary of the extract from a youth novel				
5	L&S: 20–25 learners make a prepared speech (60 mins) p. 111	163–164 Act. 2	232–233 Rubric 309	Literature set work	R&V: Continue reading literature set work				
Reflection									
Think about and make a note of: What impressed you about learners’ prepared speeches? Is there anything that learners still need guidance on in terms of preparing and presenting a speech?					Did you cover all the work set for the week? If not, how will you get back on track?				
					HOD/Subject head: _____ Date: _____				



Note 1: If your class does not have copies of the Core Reader, ask learners to continue reading the literature set work for homework on Days 3 and 4, and prepare activities on it for classwork on Day 5.

Note 2: On p. 171 of the Learner's Book there are two tasks that could be done for Term 3, Formal Assessment Task 2. These are (i) a descriptive essay, as an alternative to the reflective essay that learners wrote in Week 6 and (ii) a CV and covering letter as an alternative to the ones that learners wrote in Week 4. If you are satisfied with the tasks that learners have already written, ignore p. 171.

VIA AFRIKA Week 8 Theme continued: Rain and more rain									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V & W&P: Discuss & mark summary of extract from youth novel (10–15 mins); R&V: Discuss literature set work (10 mins); learn about how typography, onomatopoeia, repetition & rhythm contribute to meaning in a poem; read a poem & discuss questions on it (45–50 mins) p. 111	167 168–170 Act. 5	234 235	Literature set work	R&V: Continue reading literature set work				
2	R&V: Discuss literature set work (15 mins); W&P: Learn about invitation & acceptance cards; plan & begin to write first draft of an invitation & acceptance card (45 mins) p. 111	170–171 Act. 6	235–236		LB pp. 170–171 W&P: Complete first draft of invitation & acceptance card				
3	W&P: Exchange first draft with a partner & give each other feedback; revise, edit, proofread & write final version of an invitation & acceptance card (55 mins); listen to teacher's introduction to a folktale (5 mins) p. 111	170–171 Act. 6	235–236	<i>The man with the big lips</i> CR pp. 15–21	R&V: Begin reading folktale <i>The man with the big lips</i> CR pp. 15–21				
4	LSC: Learn about the following: attributive adjectives, types of paragraphs, words for phrases & spelling patterns; complete tasks on words & sentences; discuss & mark tasks (60 mins) p. 111	172–173 Act. 7	238	<i>The man with the big lips</i> CR pp. 15–21	R&V: Complete reading folktale <i>The man with the big lips</i> CR pp. 15–21 & prepare to answer questions on it				
5	R&V: Discuss questions on folktale (30 mins); continue reading & discussing literature set work (30 mins) p. 110		238–239	Literature set work	R&V: Continue reading literature set work				
Reflection									
Think about and make a note of: Were you satisfied with your teaching of features of poetry? Why or why not? How well did learners manage the writing of an invitation and acceptance card? What could you do to assist any learners who found this task difficult?					Did you cover all the work set for the week? If not, how will you get back on track?				
HOD/Subject head:					Date:				



Note: The extract from *Romeo and Juliet* and the questions asked on it (pp. 180–182 of the Learner's Book) are not suitable for the Term 3 comprehension and language test for two reasons: (i) learners could have read and discussed the answers before the test; (ii) there are no language questions. The information about the play, the extract and the reading comprehension questions can be used for class work on Days 3 and 4.

VIA AFRIKA Week 9 Theme: The stories we tell									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss literature set work (15 mins); L&S: Learn about storytelling; in a group of five, plan & practise a 5-minute story to tell the class (45 mins) p. 112	174–176 Act. 1	244–245	Literature set work	R&V: Continue reading literature set work				
2	L&S: In a group of five, tell a 5-minute story to the class; if time allows, have a class discussion about the stories (60 mins) p. 112	174–176 Act. 1	245–246	Literature set work	R&V: Continue reading literature set work				
3	R&V: Discuss literature set work (15 mins); LSC: Learn about moods in sentences; learn about interrogative, demonstrative & indefinite pronouns; complete a paragraph by using pronouns correctly; discuss & mark answers (45 mins) p. 112	176–177 177 Act. 3	246		LB pp. 178 Act. 4 LSC: Replace a phrase with a word; learn a spelling pattern				
4	LSC: Discuss & mark h/w (5 mins); R&V: Learn about drama & learn about Shakespeare; skim, scan & then read intensively an extract from a play; begin to answer comprehension questions on the extract (55 mins) p. 112	178 178–182	247 247–248		LB pp. 180–182 R&V: Complete answers to questions on an extract from a play				
5	R&V: Discuss & mark h/w (15 mins); read a poem & write answers to questions on its shape, metaphors & meaning; discuss & mark answers (45 mins) p. 112	180–182 183–184 Act. 5	248 248–249	Literature set work	R&V: Continue reading literature set work				
Reflection									
<p>Think about and make a note of: What impressed you about learners' storytelling? How could learners improve as storytellers? Were you satisfied with the way you introduced the extract from <i>Romeo and Juliet</i>? Why or why not? How well did learners understand the extract?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>				
<p>HOD/Subject head:</p>					<p>Date:</p>				

Note 1: Learners wrote an agenda and minutes for formal assessment during Term 2. The tracker suggests ignoring this task in the Learner's Book and spending more time on writing dialogue for a role-play that is specified in the CAPS for Weeks 9 & 10 of Term 3. Note that the dialogue is between two characters, so learners must work in pairs. They could present the dialogue for Term 3, Formal Assessment Task 1 if you wish them to do so.

Note 2: On Day 4, the number of minutes available for final discussion of the literature set work and of the structure of the term test will depend on how many learners still need to present their role-plays.

VIA AFRIKA Week 10 Theme continued: The stories we tell									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss literature set work (10 mins); L&S & W&P: Learn about writing a dialogue & about role playing a dialogue; with a partner, plan a 2-3 minute dialogue to present to the class & begin writing first draft (50 mins) p. 112	185 Act. 7 184–185 Act. 6	250 249		LB pp. 184–185 L&S & W&P: Complete first draft of written dialogue				
2	W&P: Exchange first draft with partner & give each other feedback; revise, edit, proofread & write final version (45 mins); L&S: Decide which of the two dialogues to role play for the class & practise it (15 mins) p. 112	184–185 Act. 7 185 Act. 6	250	Literature set work	R&V: Continue reading literature set work				
3	L&S: In pairs, present 2-3 minute role plays to the class (60 mins) p. 112 Note: The role plays can be presented for Term 3, Formal Assessment Task 1	185 Act. 6	249	Literature set work	R&V: Complete reading of literature set work				
4	L&S: Rest of class present role plays; R&V: Final discussion of literature set work & of focus of term test (60 mins) p. 112	185	249		Revise for Term 3 Test				
5	Term 3 Test: Comprehension and language use								
Reflection									
<p>Think about and make a note of: What were the strengths and weaknesses of learners' spoken and written dialogues? What could you do to assist learners to build on the strengths and to overcome the weaknesses? Were you satisfied with the way you guided learners through the reading of this term's literature set work? Why or why not? If you had a choice, would you use this text again?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>				
					<p>HOD/Subject head: _____ Date: _____</p>				



Note: Week 11 is available for you to complete any work not done, go over assessment tasks and do remediation work with learners. You should fill in and track your own plan for this week.

VIA AFRIKA Week 11: Plan your week									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1									
2									
3									
4									
5									
End-of-term reflection									
<p>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 formal assessment tasks must include questions that are set at a range of cognitive levels. For EFAL questions can be set at various levels for the Comprehension section of Paper Two and for the Literature questions in Paper Four.

On pp. 121 and 122 of the CAPS for EFAL Grades 7–9 there is very useful information about cognitive levels and the kinds of questions that ‘match’ each level. Notice that the percentage of questions in a test or examination paper is specified for each level, although it is not always possible to follow this exactly, as you will see from the example test paper 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 a candidate to use his or her personal experience/general knowledge to engage with information stated in a text. In other words, not all the information that a candidate needs is in the text itself. The following are examples:</p> <ul style="list-style-type: none"> • 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%



COGNITIVE LEVEL	ACTIVITY	PERCENTAGE OF TASK
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%
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: The memorandum for the Term 3 test provided below includes information on cognitive levels of most of the questions. There is no information about the 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. Term 3 Test

Grade 9 English First Additional Language

Term 3 Test: Comprehension and Language Use

Marks: 40

1. Read the article below, and then write an answer to each question that follows it. Remember to number each answer. Write in complete sentences unless you are asked to write only a word or a letter.

Note: To persevere means to keep trying when something is very difficult to achieve.

It is the opposite of 'to give up'. Refugees are people who have had to leave their own country to escape from war or other dangers.

Children persevere

- 1 The Three2Six Project is a refugee programme based at Sacred Heart College in Johannesburg. It provides free schooling to about 150 refugee children from across the African continent. According to the programme co-ordinator, the school was formed in 2008 when Sacred Heart College was approached to help refugee children, many of whom live quite near the school. The name Three2Six stems from the times the children attend classes – from 3pm to 6pm.
- 2 Three2Six is the only school these children attend because they and their families have faced many obstacles in entering the formal school system. These include financial difficulties, language barriers and lack of the required documents. Three2Six only takes children whom the co-ordinator referred to as "desperate cases", and these children are accepted only after they have been through an application and interview process.
- 3 "Sometimes you will find that there are children who have completed a certain grade in their home country, but they have lost about two or three years of schooling since then while their families have been trying to find refuge in different African countries," said the co-ordinator. The school has a special remedial teacher who helps these learners to catch up.
- 4 Classes focus mainly on English, mathematics and life skills for Grades 1 to 6. The staff are teachers who themselves come from refugee backgrounds, and these staff members are supported by a number of volunteers. The programme is also supported by a number of donors whose contributions make it possible to provide lunch, stationery, uniforms and transport that enables learners to travel safely to and from their homes.
- 5 Many of the learners come from French-speaking countries such as the Democratic Republic of the Congo and often need assistance in improving their English. The programme co-ordinator explained that once their English improves, the children often become interpreters for their parents.
- 6 Three2Six is a bridging programme, and when learners have completed Grade 6 their parents are assisted to enrol them in a regular primary school for a year before they apply for high school. Some of the children have done so well that they have been offered scholarships to private schools. The first group of children to study at Three2Six in 2008 is now in Grade 12, with some of them aiming to enrol for tertiary education in 2016.
- 7 Please note that in this story of children and adults working together to overcome huge challenges no names have been used due to the sensitive nature of their situation.

(slightly adapted from an article by Katherine Fei in the Rosebank Killarney Gazette, 13 March 2015)

Questions

- 1.1 Read statements 1.1.1 and 1.1.2 below, and decide whether they are TRUE or FALSE. Write your answer (1) and use information from the article to support it (1).
- 1.1.1 Three2Six offers part time schooling. (2)
- 1.1.2 All refugee children are welcome to attend Three2Six. (2)
- 1.2 Explain why lack of the required documents is an obstacle to entering the formal school system (paragraph 3). (3)
- 1.3 In terms of learning, explain why some refugee children need to 'catch up' to children of their own age. (2)
- 1.4 Suggest why it may be helpful to refugee children to be taught by teachers who are also refugees. (2)
- 1.5 Re-read paragraph 6, and describe the work of an interpreter. (2)
- 1.6 Choose the correct phrase to complete the sentence below. Write only the phrase. When learners complete grade six, they cross the bridge to _____ (private school/high school/primary school). (1)
- 1.7 **Quote** evidence from the article that the Three2Six programme has been successful. (2)
- 1.8 In paragraph 9 it is stated that the names of children and adults have not been used because of 'the sensitive nature of their situation'. Suggest a difficulty or problem the refugee children or teachers could face if their names were stated in the article. (2)
- 1.9 The headline *Children persevere* could refer to children in many different contexts. Write a headline that more accurately summarises what the article is about. (2)
- 1.10 Re-read paragraph 2, and write the sentence below in active voice. You will find the subject of the sentence in the article.
The school was formed in 2008. (2)
- 1.11 Rewrite the sentence below in direct speech. The co-ordinator said that the school was fortunate to receive support from a number of donors. (2)
- 1.12. In the article the co-ordinator refers to 'desperate cases' (paragraph 2). Use the word 'case' in a sentence in which the word means something different from the meaning it has in the article. (2)
- 1.13. Write one noun form for each of the following verbs used in the article. Here is an example: provide (verb) provision OR provider (nouns)
1.13.1 apply (1)
1.13.2 accept (1)
- 1.14. Rewrite these two simple sentences as one complex sentence:
The parents of many of the refugee children are unemployed.
They are grateful to the Three2Six programme for supporting their children. (2)

Total: 30 marks

2. Study the cartoon and then write the answer to each question below it.
Remember to number each answer.

Write in complete sentences unless you are asked to write only a word or a letter.



- 2.1 Write **one word** to describe the tone of voice in which the teacher is speaking. (1)
- 2.1.2 Give two **reasons** from the cartoon to support your answer. (2)
- 2.2 Give one piece of evidence in the cartoon that supports each of the following statements: (1)
- 2.2.1 'The school is more likely to be in a rural environment than an urban one.' (1)
- 2.2.2 The learners probably come from families that have very little money. (2)
- 2.3 Do you think the learner to whom the teacher is speaking would be worried about being sent to the principal's office? Write Yes or NO, and give a reason for your answer. (3)
- 2.4 What is the main point the cartoonist is making (the main message) in this cartoon? (3)

Total marks: 10

3. Memorandum and analysis of cognitive levels for Term 3 Test

Notes

- For Question 1, comprehension questions 1.1 to 1.8 are described in terms of cognitive level. The levels used are from level 1 to level 3.
- Questions 1.9 to 1.13 are language questions, based on the article and have only 'right/wrong' answers, so they are not described in terms of cognitive level. The language questions all relate to the LSC section of CAPS for Term 3.
- For Question 2, all of the questions are described in terms of cognitive level, and the levels used are from level 2 to level 5.

Question One

1.1.1 & 1.1.2 Comment on question level

These are level 1 (literal) because the reason is stated in the text.

Answers

- 1.1.1 TRUE (1)** The children attend for only three hours per day (from 3pm to 6pm). (2)
- 1.1.2 FALSE (1)** The children have to go through an application and interview process and only the most desperate cases are accepted. (2)

1.2 Comment on question level

This is a level 3 (inference) question because learners need to know from general knowledge or personal experience that schools require some form of personal document as proof of identity when making an application. Learners also need to know the meaning of the word 'obstacle'.

Answer

Schools require documents such as identity documents and/or documents giving permission for a person to live in a country. If a child and his/her family do not have these, then the school will not admit them. (3)

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

1.3 Comment on question level

This question requires learners to reorganise some information that is in the text and thus is a level 2 question.

Answer

Some children need to 'catch up' to children of their own age because they have not been at school for several years. (2)

1.4 Comment on question level

This is a level three (inference) question because the answer is not in the text and learners need to use their experience/general knowledge/imagination to suggest an acceptable answer.

Answer

Teachers who are also refugees are likely to understand the difficulties that refugee children experience and may be able to suggest ways of dealing with these. (2) OR These teachers probably speak the same languages as the refugee children and can thus help them if they struggle with English. (2) **Note: Marks can be awarded for other acceptable answers.**

1.5 Comment on question level

This question requires learners to work out from the article (i.e. to infer) what interpreters do thus is a level 3 question.

Answer

Interpreters translate words from one language into another, or interpreters explain words from one language in another. (2)

1.6 Comment on question level

This is a level 1 question. The answer is stated in the text. All the learner has to do is read the question and the text carefully.

Answer

primary school (1)

1.7 Comment on question level

This is also a level 1 question. Learners can choose one of two examples of evidence that are directly stated in the text.

Answer

‘Some of the children have done so well that they have been offered scholarships to private schools.

OR

‘The first group of children to study at Three2Six in 2008 is now in Grade 12, with some of them aiming to enrol for tertiary education in 2016.’ (2)

1.8 Comment on question level

This question requires learners to infer from their general knowledge or experience the kinds of trouble or difficulty that refugees could face if their names were published and is thus a level 3 question.

Answer

If the names of refugee children or refugee volunteer teachers were published in the newspaper, anyone who is looking for these people in order to send them back to the country they came from or to take some other action against them might be able to find them through the Three2Six programme. (2)

Note: This idea could expressed in several different ways.

1.9 Comment on question level

Summarising is a level 2 task because it involves reorganising information.

Answer

There are several possible answers. Here are three examples: (i) Schooling for refugee children in the Three2Six programme; (ii) Success of Sacred Heart’s Three2Six programme; (iii) Support for refugee children from the Three2Six programme (2)

1.10 Sacred Heart College formed the school in 2008. OR In 2008 Sacred Heart College formed the school. (2)

Note: Award 1 mark if learners write They formed the school in 2008.

1.11 Note: All that learners have to do is use punctuation correctly. (2)

“The school was fortunate to receive support from a number of donors,” the coordinator said.

OR

The co-ordinator said, “The school was fortunate to receive support from a number of donors.” (2)

- 1.12** In the article 'case' refers to the situation that people are in. The alternative meanings that learners are most likely to choose are probably a court case or a container (book case, camera case, etc.). Give credit to any sentence in which case is used with a meaning different to situation. (2)
- 1.13** **1.13.1** application (1)
1.13.2 acceptance (1)
- 1.14** The parents of many of the refugee children, who are unemployed, are grateful to the ThreeSix programme for supporting their children.
OR
 As (or Since or Because) the parents of many of the refugee children are unemployed, they are grateful to the ThreeSix programme for supporting their children. (2)

Total marks: 30

Question Two

The CAPS for Grade 9 Term 3 gave considerable attention to learners' development of visual literacy. Each part of question 2 aims to assess an aspect of learners' developing visual literacy.

2.1.1 and 2.1.2

Comment on question level: Questions 2.1.1 and 2.2.1 require learners to **infer** the teacher's tone of voice from her body language and from the way her words are written in the speech bubble. They are therefore level 3 (inference) questions.

Answers

2.1.1 angry/cross/commanding/stern (1)

2.1.2 Reason 1: The expression on the teacher's face and her pointing arm suggest that she is angry or cross with the learner.

OR

Her facial expression and body language suggest that she is giving the learner a command. (1)

Reason 2: Her words are written in bold type and capital/upper case letters to show that she is speaking loudly and firmly.

OR

She gives a command that ends with an exclamation mark. The learner is expected to obey her. (1)

2.2.1 and 2.2.2

Comment on question level

These questions require learners to analyse, synthesise or organise information that is given in the cartoon drawing but also to relate this information to personal experience. They are therefore a combination of level 2 (reorganisation) and level 3 (inference).

Answers

2.2.1 The main evidence is the cow in the background.

OR

Learners could also be awarded a mark for writing that there is a great deal of open space, which is common in rural areas but unusual in a township or suburb. (1)

2.2.2 Some of the learners have no shoes and no one is wearing a school uniform. This suggests that family members do not have the money to buy shoes and uniforms. (1)

2.3 Comment on question level

This question requires learners to make a judgement and express their views. It is thus a level 4 (evaluation) question.

Answer

Learners could answer Yes or NO. The main point is to give a clear reason. Here are three examples: YES. Even though the principal does not have a real office, he is still in charge of the school and could punish the learner in some way.

OR

NO. The principal is probably so busy trying to cope with his job in very difficult circumstances that he has no time to be concerned about a pupil sent to him by a teacher.

OR

NO. The learner looks very strong and looks able to take care of himself. (2)

2.4 Comment on question level

This is a level 5 (appreciation) question because learners need to express the impact of the cartoon on them as readers.

Answer

Learners' answers could vary, but it is likely that they will express the idea that the cartoonist's message is that some teachers, principals and learners have to work in very difficult circumstances that add to the challenges of learning. (3)

Total marks: 10