



GRADE 7

English

First Additional Language

Teacher Toolkit: Planner and Tracker

2019 TERM 4



CONTENTS

A. About the Planner and Tracker	2	5. <i>Spot On English First Additional Language</i> (Heinemann)	47
1. Purpose of the tracker	2	6. <i>Successful English</i> (Oxford University Press)	56
2. Links to the CAPS	2	7. <i>Top Class English First Additional Language</i> (Shuter & Shooter)	65
3. Links to approved EFAL materials and additional literature texts	2	8. <i>Via Afrika English First Additional Language</i> (Via Afrika Publishers)	74
4. Assessment	3		
5. Managing time allocated in the tracker	3	F. Assessment Resources	83
6. Resources	3	1. Information from the CAPS on cognitive levels of question types	83
7. Extension and remediation work and support for literature teaching in each set of LTSMs	3	2. English First Additional Language Grade 7: Task 2: End-of-Year Examination: Paper 2: Comprehension, language use and literature	85
8. Columns in the tracker	5	3. English First Additional Language Grade 7: Task 2: End-of-Year Examination: Memorandum and cognitive levels Paper 2	89
9. Space for recording weekly reflections	5	4. English First Additional Language Grade 7: Task 2: End-of-Year Examination: Paper 3: Writing	91
B. Planning for Assessment	5		
C. Broad Guidelines for Lesson Planning and Preparation	9		
D. Guidelines for Teaching	9		
E. Trackers for Each Set of Approved LTSMs	10		
1. <i>Clever English First Additional Language</i> (Macmillan)	11		
2. <i>English Today First Additional Language</i> (Maskew Miller Longman)	20		
3. <i>Interactive English</i> (St Mary's Interactive Learning Experience)	29		
4. <i>Platinum English First Additional Language</i> (Maskew Miller Longman)	38		

This Planner and Tracker should be used with:

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



A. ABOUT THE PLANNER AND TRACKER

1. Purpose of the tracker

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

The tracker provides guidance for planning your teaching and assessment as you work with the approved EFAL materials (LB, CR and TG), with additional literature texts and with the CAPS. It outlines the following:

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

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

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

Thinking about and evaluating the lessons you have taught is important for your professional development as a teacher. Such thinking and evaluation is often termed *reflection*. At the end of each week there is space in the tracker for you to reflect briefly on what you were pleased about in the week's lessons (e.g. what the learners achieved, how well you explained something) and what you think could be improved 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 7 EFAL is divided into two-week teaching cycles throughout each of the four terms.

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

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

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

3. Links to approved EFAL materials and additional literature texts

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

The lesson guidelines in each Grade 7 EFAL TG describe how to use the Grade 7 EFAL LB with the learners in your classes. Most of the TGs provide answers and assessment suggestions for all the activities, while some provide answers for some activities and general guidelines for assessing others. It is very important to consult the TG regularly.

Some TGs suggest how to integrate texts from the CR into a two-week teaching cycle but others leave the decisions about how to use the CR to you. None of the TGs provides guidelines for teaching particular literature network such as novels, short story anthologies, plays or poetry anthologies because each school will have different collections of texts. However, the LB, the TG and the CR from each publisher include



information about and activities for working with literary texts that you can use to guide your teaching of a particular short story, novel, play or poem. Reading of literary texts can be done mostly as a homework task. However, you need to give learners some support in class for the reading that they will do on their own. A few suggestions for how to do this are included in Section C *Broad Guidelines for Daily Lesson Planning and Preparation* of this tracker.

4. Assessment

The Grade 7 EFAL LBs provide many activities that you can use for informal assessment on a daily basis. In addition, they include activities for each FAT that must be done during the term. For some of these you have a choice, e.g. for oral tasks, and thus learners will do this task in the two-week teaching cycle in the CAPS that includes this task. Each Grade 7 EFAL TG provides some assessment rubrics for assessing both oral and written work. In addition, in Section F (*Assessment Resources*) of this tracker, you will find an exemplar examination Paper 2 and Paper 3 that you may choose to use for the end-of-year examination.

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

The programme of formal assessment in the tracker is aligned to that in the CAPS. It is important to note that the DBE changes the assessment requirements from time to time. If any such changes are not reflected in the tracker, you should adjust the programme accordingly.

5. Managing time allocated in the tracker

The tracker for each term outlines how to structure ten hours of teaching for each two-week cycle in the Grade 7 EFAL CAPS. It is very important that your school allocates five hours per week in the timetable to EFAL. Each lesson outline is for a daily lesson of one hour (i.e. five per week). If your school timetable allocates lesson times that vary from 30 to 45 minutes or that include both 30 minute and 60 minute lessons (double periods), then you will need to adjust the work allocated in the tracker for each lesson accordingly and note in your copy of the tracker where you end one lesson and begin another.

Some lessons will require you to integrate two or more kinds of the knowledge and skills listed above in *Links to the CAPS*. The tracker also suggests which tasks can be

done for homework in order to assist you and the learners to complete what the CAPS requires each fortnight.

Note 1: For a few learning activities, the time allocations suggested in a particular TG may not be practical in your context, so the tracker suggests alternative time allocations.

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

Note 3: This tracker has been designed for a fourth term that is nine weeks long. In some LTSMs the prescribed curriculum work has been set out over the first seven weeks, and revision is allocated to Week 8, while in others Weeks 7 and 8 are used for revision. For all LTSMs Week 9 will be taken up by the end-of-year examinations. Should you use this tracker in a fourth term of a different length, or if your school allocates time for assessment differently, you will need to adjust this programme accordingly. You should check this at the start of the term.

6. Resources

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

- a well prepared teacher;
- the languages, experiences, knowledge and skills that learners already have;
- the LB, the TG and for some lessons, the CR or other literature texts;
- 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 7 EFAL tracker. Where an additional resource is necessary for, or would enrich, one or more lessons in a two-week cycle, it is stated in the notes for the week.

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



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

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

***Clever English First Additional Language* (Macmillan)**

Each two-week unit in the LB ends with one or two extra activities for extension or remediation work. These activities have been integrated into the work for each week either as class work or homework. The TG includes a section with detailed guidelines for teaching literature.

***English Today First Additional Language* (Maskew Miller Longman)**

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

***Interactive English* (St Mary's Interactive Learning Experience)**

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

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

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

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

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

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

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

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

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

In the LB there is an extra practice activity at the end of each two-week unit. There is a separate booklet titled *Your Guide to Literature Studies* for you to use when planning classwork or homework on novels, short stories, folktales, plays or poems. The CR has been divided into terms. Material for some L&S activities is supplied on a CD. A photocopiable recording assessment sheet is provided on p. xxi of the TG.

***Via Afrika English First Additional Language* (Via Afrika Publishers)**

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

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

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





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

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

8. Columns in the tracker

The tracker plan consists of the following columns:

- Day of the week (1–5);
- CAPS content and learner activities with key words and phrases from the curriculum in bold type and the relevant CAPS page number noted;
- LB pages;
- LB unit and activity number;
- TG pages;
- CR/literature setwork;
- Suggested homework;
- Date completed.

9. Space for recording weekly reflections

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

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

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

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



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

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

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

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

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

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

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

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

Note 2: The LTSMs provide an exemplar end-of-year examination and memorandum in the TG. Where the examination papers are in the LB, it is not advisable to use these for the end-of-year examinations, as learners may have prepared them in advance. Rather use these for practice, and use your own examination papers, or the papers in the TG of a different set of LTSMs or the exemplar papers provided at the end of the tracker for the end-of-year examination. You may also use any of the papers that you do not use as the end-of-year examination as practice examination papers.



LTSM	Task 1: Oral	Task 2: End-of-year examination
	Reading aloud/debate/group discussion/(un)prepared speech	Paper 1: Oral Paper 2: Comprehension, language and literature (2 hrs) Paper 3: Writing: 1 essay and 1 transactional text (1 hr)
Clever English	Week 1: Reading aloud; Act. 4; LB pp. 200–201; TG pp. 189, 252 Week 5: Prepared speech; Act. 3; LB pp. 229–230; TG pp. 210, 253 Week 7: Unprepared reading; Act. 2; LB pp. 242–243; TG p. 220 Prepared reading aloud; Act. 3; LB p. 243; TG pp. 221, 252 Prepared speech; Act. 5; LB p. 245; TG pp. 223, 253	Exemplar 1: Paper 2; TG pp. 235–238 Memo Exemplar 1: Paper 2; TG pp. 240–241 Exemplar 1: Paper 3; TG p. 239 Memo Exemplar 1: Paper 3; TG p. 241 Exemplar 2: Paper 2; TG pp. 242–246 Memo Exemplar 2: Paper 2; TG pp. 248–249 Exemplar 2: Paper 3; TG pp. 246–247 Memo Exemplar 2: Paper 3; TG p. 249
English Today	Week 1: Prepared reading; Unit 5 Act. 9; LB p. 194; TG pp. 116, 190 Week 4: Group discussion; Unit 4 Act. 8; LB pp. 206–207; TG pp. 125–126 Week 6: Prepared speech; Unit 5 Act. 11; LB pp. 218–219; TG pp. 134, 189 Week 7: Prepared reading; Unit 1 Act. 4; LB p. 225; TG pp. 138, 190	Practice exemplar: Paper 2; LB pp. 236–239 Memo Practice exemplar: Paper 2; TG pp. 167–168 Practice exemplar: Paper 3; LB p. 240 Memo Practice exemplar: Paper 3; TG pp. 169, 186, 187 Final exemplar: Paper 2; TG pp. 178–182 Memo Final exemplar: Paper 2; TG pp. 184–185 Final exemplar: Paper 3; TG p. 183 Memoinal Final exemplar: Paper 3; TG pp. 185, 186, 187
Interactive English	Week 1: Unprepared speech; Act. 1C; LB pp. 228–230; TG pp. 159–160, xxvii Reading aloud; Act. 2; LB pp. 230, 278; TG pp. 160, xxvii Week 3: Group discussion; Act. 2; LB pp. 245–247, 278; TG pp. 171, xxvii Week 5: Prepared speech; Act. 2; LB pp. 258, 278; TG pp. 182, xxvii Week 7: Prepared reading; Act. 1.2; LB pp. 230, 268, 278; TG pp. 190–191, xxvii Prepared speech; Act. 1.3; LB pp. 269, 278; TG pp. 192, xxvii	Week 8: Practice Papers 2 & 3; LB after p. 278 and TG after p. 197 For final examinations see exemplars at the end of the tracker or use an example from another LTSM
Platinum English	Week 1: Reading aloud; Act. 2; LB pp. 204–205; TG pp. 144–145, xxxii Week 2: Unprepared speech; Act. 9; LB p. 215; TG pp. 150–151, xxxiii Week 3: Group discussion; Act. 3; LB p. 219; TG pp. 155, xxxiii Group discussion; Act. 6; LB p. 226; TG pp. 158, xxxiii Week 5: Prepared speech; Act. 3; LB pp. 235–236; TG pp. 165, xxxiii Week 7: Prepared speech; Act. 2; LB p. 246; TG pp. 173, xxxiii Prepared reading; Act. 3; LB p. 247; TG pp. 173, xxxii Unprepared reading; Act. 4; LB p. 247; TG pp. 173–174, xxxii	Practice Paper 2; LB pp. 260–262 Memo: Practice Paper 2; TG p. 180 Practice Paper 3; LB pp. 262–263 Memo: Practice Paper 3; TG pp. 181, xxix, xxx, xxxi Final exemplar Papers 2 & 3; TG pp. 189–192 Memo: Final exemplar Papers 2 & 3; TG pp. 193–195, xxix, xxx, xxxi





LTSM	Task 1: Oral	Task 2: End-of-year examination
	Reading aloud/debate/group discussion/(un)prepared speech	Paper 1: Oral Paper 2: Comprehension, language and literature (2 hrs) Paper 3: Writing: 1 essay and 1 transactional text (1 hr)
<i>Spot On English</i>	Week 1: Unprepared speech; Unit 1 Act. 1.3; LB p. 175; TG pp. 240–241 Week 2: Use the CR or literature work for prepared/unprepared reading Week 6: Prepared speech; Unit 6 Act. 6.1; LB p. 205; TG p. 267	Week 8: Practice Paper 2; LB pp. 218–221 Memo: Practice Paper 2; TG pp. 279–280 Final Paper 2; TG pp. 281–285 Memo: Final Paper 2; TG pp. 286–287 Final Paper 3; TG pp. 288–290 Rubrics; TG pp. 291–292
<i>Successful English</i>	Week 1: Unprepared speech; Act. 1; LB pp. 258–259; TG pp. 132–133 Week 2: Prepared reading; Act. 10; LB p. 273; TG pp. 137–139, 29, 31 Week 4: Debate; Act. 9; LB pp. 289–291; TG pp. 145–146 Week 6: Prepared speech; Act. 9; LB pp. 309–310; TG pp. 155, 32	Week 8: Practice Paper 2; LB pp. 328–336 Memo: Practice Paper 2; TG pp. 180–181 Practice Paper 3; LB pp. 337–342 Memo: Practice Paper 3; TG pp. 182–183 Final Paper 2; TG pp. 194–197 Memo: Final Paper 2; TG pp. 198–199 Final Paper 3; TG pp. 200–201 Memo: Final Paper 3; TG pp. 202–203
<i>Top Class English</i>	Week 1: Unprepared speech; Act. A; LB pp. 184–185; TG pp. 128–129 Reading aloud; Act. B; LB p. 185; TG p. 129 Week 3: Group discussion; Act. E; LB pp. 198–199; TG p. 138 Week 5: Prepared speech; Act. B & C; LB pp. 208–209; TG p. 144–145 Week 7: Prepared reading; Act. B; LB p. 219; TG p. 152 Prepared speech; Act. C; LB pp. 219–220; TG p. 152	Week 8: Practice Paper 2; LB pp. 228–231 Memo: Practice Paper 2; TG pp. 161–162 Practice Paper 3; LB pp. 232–233 Memo: Practice Paper 3; TG pp. 165–166
<i>Via Afrika English</i>	Week 1: Prepared reading; Act. 1; LB pp. 176–177; TG pp. 210, 258 Unprepared speech; Act. 6; LB p. 183; TG pp. 214, 256 Week 3: Group discussion; Act. 5; LB pp. 191–192; TG pp. 225, 256 Week 5: Prepared speech; LB p. 202; TG pp. 237–238, 256 Week 8: Prepared speech; LB p. 216; TG pp. 250, 256 Prepared reading; LB p. 222; TG pp. 253, 258	Week 8: Paper 1; LB p. 222; TG p. 253 Practice Paper 2; LB pp. 223–225 Memo: Practice Paper 2; TG p. 254 Practice Paper 3; LB p. 225 Memo: Practice Paper 3; TG p. 255





C. BROAD GUIDELINES FOR LESSON PLANNING AND PREPARATION

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

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

The plan is the starting point for the further work you need to do to in order to prepare a good quality lesson.

Lesson preparation involves going through your lesson plan and making sure that you are ready to teach according to the plan. Preparation for an English lesson involves:

- making sure that you understand every aspect of the content knowledge and skills addressed in the lesson – this includes reading any texts that learners will be using;
- working through each of the learner activities;
- making notes on likely learner difficulties in relation to the activities;
- collecting any resources you need to use in the lesson, e.g. advertisements, magazine articles.

Note: Please consult the TG for the Grade 7 EFAL LB for guidance on the preparation of each lesson.

D. GUIDELINES FOR TEACHING

1. Teaching Reading and Viewing

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

2. Teaching literature

This is part of teaching reading and is compulsory in Grade 7. Each LB and CR includes short literary texts (mainly short stories and poems), and each TG suggests how to teach these. In addition to these short texts, learners are expected to read longer texts (longer stories, novels, plays). Learners will mainly read these longer texts for homework, but it is very important to do the following in class:

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

Examples of homework tasks

(i) Read the first chapter of a story/first five pages of a story/the first scene of the play, and take note of the setting (where the events in this chapter/part of the story/play take place) and the characters. We will discuss these in class in the next lesson.

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

Time allocation for teaching literature

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

3. Teaching Writing and Presenting

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

4. Teaching Listening and Speaking

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

5. Teaching Language Structures and Conventions

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

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

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

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

E. TRACKERS FOR EACH SET OF APPROVED LTSMs

Please note the following:

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

Notes for all LTSMs

- **Note 1:** If your class does not have copies of the CR, work with the literature setwork, and set homework reading on this text. The next day take a few minutes to review what has been read from the literature setwork.
- **Note 2:** EFAL should be taught for ten hours every fortnight, with homework tasks in addition to these ten hours. Consequently, times have been suggested for each activity.
- **Note 3:** Note where there are homework tasks.

1. Clever English First Additional Language (Macmillan)

Note 1: On Day 4, use Act. 4 for **FAT: Oral – reading aloud**. If you do not finish assessing each learner, you may have to take time after school to complete the assessment.

Note 2: When learners have completed their reading aloud, allow them to continue reading their literature setwork or text for Act. 5 independently.

Note 3: As this is a short term, you may find that there is not enough time to complete all the CR activities as well as the literature setwork. You may use the lessons assigned to the literature setwork for the CR activities if you prefer.

Extra resources: Tests done at the end of Term 3 for review and feedback. Rubric for FAT: reading aloud TG p. 252. Literature setwork.

CLEVER ENGLISH Week 1 Unit 16 Theme: Celebrities!									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	L&S: L&S strategies p. 72	198	Listen to teacher's feedback on Term 3 tests (30 mins) Act. 1 (30 mins)	187					
2	L&S: L&S strategies – comprehension p. 72 L&S: Introducing a speaker p. 72	198 199–200	Act. 2 (20 mins) Act. 3 (40 mins)	187–188 188					
3	R&V: Literary text – youth novel/short story/drama p. 72				Introduce literature setwork (60 mins)	R&V: Continue reading literature setwork as directed by the teacher			
4	L&S: Reading aloud – literary text: youth novel/short story/drama p. 72	200–201 201–204	FAT: Act. 4 (60 mins) Act. 5	189, 252 189	Read literature setwork when reading aloud assessment is completed OR read text for Act. 5	R&V: Continue reading literature setwork as directed by the teacher			
5	R&V: Reading for comprehension p. 72 LSC: Punctuation – apostrophe p. 72	203–204 205–206	Act. 6 (30 mins) Act. 7 (30 mins)	190 190		R&V: Continue reading literature setwork as directed by the teacher			
Reflection									
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?				
HOD/Subject head:					Date:				

Note 1: Only do Extra Act. 1 if you have the time.

Extra resources: CR short story: *Sugar baby* p. 43. Literature setwork.

CLEVER ENGLISH Week 2 Unit 16 Theme: Celebrities! continued									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	R&V: Literary text – youth novel/short story/drama p. 72	206–207	Act. 8 (20 mins)	190–191	Read and discuss literature setwork (40 mins)	R&V: Continue reading literature setwork as directed by the teacher			
2	W&P: Shorter transactional text – invitation & giving directions; focus on process writing p. 72	207–208	Begin Act. 9.1 & 9.2 (60 mins)	191–192		W&P: Complete planning and drafting of Act. 9.1 and 9.2			
3	W&P: Shorter transactional text – invitation & giving directions; focus on process writing p. 72 LSC: Simple, compound & complex sentences, punctuation p. 72	207–208 209 209–210	Complete Act. 9.1 & 9.2 – revising and editing (20 mins) Act. 10 (10 mins) Act. 11 (30 mins)	191–192 192 192		R&V: Continue reading literature setwork as directed by the teacher			
4	LSC: Adverbs p. 72	210 211	Act. 12 (15 mins) Extra Act. 2 (15 mins)	192 193		R&V: Continue reading literature setwork as directed by the teacher			
5	W&P: Transactional text – poster p. 72 R&V: Short story p. 72	211	Extra Act. 3 (30 mins)	193, CR 193–194	CR short story: <i>Sugar baby</i> p. 43 (30 mins)	R&V: Continue reading literature setwork as directed by the teacher			
Reflection									
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?				
					HOD/Subject head:		Date:		

Extra resources: Map of SA. Pamphlets and photos of popular South African holiday resorts and destinations. Scissors, glue and A3 sheets for posters. Literature setwork.

CLEVER ENGLISH Week 3 Unit 17 Theme: The world in one country									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	L&S: Comprehension – write answer, group discussions p. 73	212–213 214	Act. 1 (40 mins) Act. 2 (20 mins)	197 197		R&V: Continue reading literature setwork as directed by the teacher			
2	L&S: News p. 73	215	Act. 3 (45 mins)	198–199	Read and discuss literature setwork (15 mins)	Collect pamphlets advertising holiday resorts			
3	L&S: Group discussion – posters/flyers p. 73 R&V: Comprehension p. 73	216 217–218	Act. 4 (30 mins) Act. 5 (30 mins)	199 199–200		R&V: Continue reading literature setwork as directed by the teacher			
4	R&V: Comprehension p. 73	219	Act. 6 (45 mins)	200–201	Read and discuss literature setwork (15 mins)	R&V: Continue reading literature setwork as directed by the teacher			
5	R&V: Poetry p. 73 W&P: Poster p. 73	219–220	Act. 7 (60 mins)	201		R&V: Continue reading literature setwork as directed by the teacher			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		

Extra resources: Rubric – transactional writing TG p. 261. CR poetry: *When the first slave was brought to the Cape* p. 61, CR folklore: *The king of the birds* pp. 11–15.

CLEVER ENGLISH Week 4 Unit 17 Theme: The world in one country continued											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	W&P: Diary entry p. 73	221–222	Begin Act. 8 (60 mins)	201, 261		R&V: Continue reading literature setwork as directed by the teacher					
2	W&P: Diary entry p. 73	221–222	Complete Act. 8 (60 mins)	201, 261		R&V: Continue reading literature setwork as directed by the teacher					
3	LSC: Pronouns, collective nouns, verbs, adjectives, antonyms, punctuation, literal and figurative meaning p. 73	223–224	Act. 9 (60 mins)	202–203		R&V: Continue reading literature setwork as directed by the teacher					
4	R&V: Flyer p. 73 W&P: Pamphlet p. 73	225 226	Extra Act. 1 (20 mins) Extra Act. 2 (40 mins)	203 203		R&V: Continue reading literature setwork as directed by the teacher					
5	R&V: Poetry, folklore p. 73			203–205	CR poetry: <i>When the first slave was brought to the Cape</i> p. 61 and CR folklore: <i>The king of the birds</i> pp. 11–15 (60 mins)	R&V: Complete reading CR folklore: <i>The king of the birds</i> pp. 11–15					
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>						
HOD/Subject head:					Date:						



Note 1: On Days 2 and 3 use Act. 3 for **FAT Oral: prepared speech**. If you do not have enough class time for this assessment, complete it by taking time after school.
Extra resources: Literature setwork. Rubric for prepared speech TG p. 253.

CLEVER ENGLISH Week 5 Unit 18 Theme: Cooking up a storm!										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	L&S: Comprehension p. 74	227–228 228–229	Act. 1 (15 mins) Act. 2 (45 mins)	208 208–209		R&V: Continue reading literature setwork as directed by the teacher				
2	L&S: Prepared speech p. 74	229–230	Begin FAT Act. 3 (30 mins)	210, 253	Read and discuss literature setwork (30 mins)	R&V: Continue reading literature setwork as directed by the teacher				
3	L&S: Prepared speech p. 74	229–230	Complete FAT Act. 3 (60 mins)	210, 253		Act. 4 LB p. 230 TG p. 210				
4	R&V: Short story comprehension p. 74	231–233	Act. 5 (60 mins)	210–211		R&V: Continue reading literature setwork as directed by the teacher				
5	R&V: Poetry pp. 74, 32	233–234	Act. 6 (40 mins)	211–212	Read and discuss literature setwork (20 mins)	R&V: Continue reading literature setwork as directed by the teacher				
Reflection										
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?					
HOD/Subject head:					Date:					



Note 1: Use the CR or literature network to complete the template for Extra Act. 3 on LB p. 239.

Extra resources: Rubric for descriptive essay TG p. 255. Literature network. Photocopies of template for Extra Act. 3 LB p. 239. CR folklore: *Stone soup* pp. 16–19.

CLEVER ENGLISH Week 6 Unit 18 Theme: Cooking up a storm! continued									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	W&P: Descriptive essay – focus on process writing p. 74	235–236	Begin Act. 7 – planning and drafting (60 mins)	212–213, 255		R&V: Continue reading literature network as directed by the teacher			
2	W&P: Descriptive essay – focus on process writing p. 74	235–236	Complete Act. 7 – revising and editing (60 mins)	212–213, 255		R&V: Continue reading literature network as directed by the teacher			
3	LSC: Punctuation, emotive & manipulative language, degrees of comparison p. 74	237 238	Act. 8 (30 mins) Act. 9 (30 mins)	213 214		R&V: Find a short magazine article and bring to school for Extra Act. 2 LB p. 239			
4	W&P: Revision – introductions and conclusions, chronological sequence p. 74	238 239	Extra Act. 1 (30 mins) Extra Act. 2 (30 mins)	214 214		R&V: CR folklore: <i>Stone soup</i> pp. 16–19			
5	W&P: Short transactional text, poetry p. 73	239 239–240	Extra Act. 3 (20 mins) Extra Act. 4 (40 mins)	215 215		R&V: Continue reading from CR pp. 16–19			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		

Note 1: On Day 1 you can use Act. 2 for **FAT Oral – unprepared reading**. You might have to take time after school to assess all the learners.

Note 2: On Day 2 you can use Act. 3 for **FAT Oral – prepared reading**.

Note 3: When learners have been assessed, they should continue reading the literature network, or they may read from the CR.

Note 4: On Day 4 you can use Act. 5 for **FAT Oral – prepared speech**.

Note 5: When learners have had their speech assessed, they should begin Act. 6.

Extra resources: Passages for prepared reading – Act. 3. Literature network. Rubric for prepared reading TG p. 252. Rubric for prepared speech TG p. 253.

CLEVER ENGLISH Week 7 Unit 19 Theme: ... a friend indeed!									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	L&S: Discussion and unprepared reading p. 75	242 242–243	Act. 1 (30 mins) FAT Act. 2 (30 mins)	220 220		L&S: Find a suitable article from a magazine or newspaper for prepared reading for Act. 3			
2	L&S: Prepared reading p. 75	243	FAT Act. 3 (60 mins)	221, 252	Continue reading literature network	L&S: Prepare a speech – Act. 5: <i>A friendship that changed my life</i>			
3	L&S: Listening comprehension, prepared speech p. 75	243–244 245	Act. 4 (30 mins) Begin FAT Act. 5 (30 mins)	222–223 223, 253					
4	L&S: Prepared speech p. 75 R&V: Comprehension – text features, reading process p. 75	245 246–248	Complete FAT Act. 5 (30 mins) Begin Act. 6 (30 mins)	223, 253 224–225					
5	R&V: Comprehension – text features, reading process p. 75 LSC: Reflexive pronouns p. 248	244–248	Complete Act. 6 (20 mins) Reflexive pronouns (15 mins)	224–225	Read and discuss literature network (25 mins)				
Reflection									
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?				
HOD/Subject head:					Date:				

Note 1: Before the revision writing and comprehension activities go through the tips in LB pp. 256–258.

Extra resources: Examples of agendas and minutes of meetings. Literature setwork.

CLEVER ENGLISH Week 8 Unit 19 Theme: ...a friend indeed! continued									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	R&V: Poetry p. 75	248–250	Act. 7 (45 mins)	225–226	Complete reading and discussing literature setwork (15 mins)				
2	W&P: Revision & preparation for exams – agenda & minutes of a meeting p. 75	250–251	Act. 8 (60 mins)	226					
3	W&P: Revision & preparation for exams – shorter transactional text: dialogue p. 75	251–252	Act. 9 (60 mins)	226–227					
4	LSC: Reinforcement of LSC covered previously p. 75	252 253	Act. 10 (30 mins) Act. 11 (30 mins)	227 227					
5	W&P: Revision & preparation for exams – shorter transactional text: questionnaires p. 75 R&V: Literary text – folklore p. 75 W&P: Paragraph p. 75	254–255 255	Extra Act. 1 (30 mins) Extra Act. 2 (30 mins)	228 228		Read the tips for examinations on LB pp. 256–258			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		



Note 1: During this week you will conduct the end-of-year examinations.

Note 2: Go through the tips for exams on LB pp. 256–258.

Note 3: Two exemplar papers and memos are provided in the TG pp. 235–249. Choose one of these papers for Task 2: Paper 2 – Comprehension: language and literature and Paper 3 – Writing: essay and transactional text.

Extra resources: Rubrics for Task 2 Paper 3: Writing TG pp. 255–256 and 260–262.

CLEVER ENGLISH Week 9 Unit 20 Theme: Summative assessment: End-of-year examinations									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1									
2									
3									
4									
5									
Reflect on the year									
<p>Think about and make a note of:</p> <p>1. Did you complete the curriculum according to the CAPS requirements? If not, why not, and what could you do to cover all of the work next year?</p> <p>2. Did the tracker help with curriculum planning and coverage? How could you use it even more effectively next year?</p> <p>3. What concepts and skills did learners grasp well this year? What good practice could you use again next year?</p>					<p>4. What did learners struggle with? How can you help your group next year understand these concepts and develop these skills better?</p> <p>5. What needs to be communicated to the teacher who will teach this group of learners next year?</p> <p>6. What aspects of your teaching and assessment practices would you like to develop further next year? How will you go about this?</p>				
HOD/Subject head:						Date:			



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

Note 1: On Day 5 you can use Unit 5 Act. 9 for **FAT Oral – prepared reading**. First introduce the literature network, which learners can continue to read once they have completed their prepared reading.

Note 2: If you do not have time to complete the **FAT Oral – prepared reading** in class, you might have to take time after school.

Note 3: The texts for the listening comprehensions are repeated in the TG pp. 245–250.

Extra resources: Tests done at the end of Term 3 for review and feedback. CR poetry: *Cowboy* p. 16. Rubric for prepared reading TG p. 190. Literature network.

ENGLISH TODAY Week 1 Chapter 15 Theme: Let's dance									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	L&S: Introduce a speaker p. 72	188–189	Listen to teacher's feedback on Term 3 tests (20 mins) Unit 1 Act. 1 (20 mins)	113	CR poetry: <i>Cowboy</i> p. 16 (20 mins)				
2	R&V: Comprehension p. 72	189–191	Unit 2 Act. 2 & 3 (60 mins)	113–114					
3	LSC: Synonyms, antonyms, adjectives, adverbial phrases, punctuation, compound and complex sentences p. 72	191–192	Unit 3 Act. 4, 5, 6 & 7 (60 mins)	114–115		LSC: Complete Unit 3 Act. 4, 5, 6 & 7			
4	LSC: Synonyms, antonyms, adjectives, adverbial phrases, punctuation, compound and complex sentences p. 72 R&V: Comprehension p. 72	191–192 192–193	Review Unit 3 Act. 4, 5, 6 & 7 (20 mins) Unit 4 Act. 8 (40 mins)	114–115 115–116		L&S: Prepare to read passage in Unit 5 Act. 9 for assessment			
5	L&S: Prepared reading aloud p. 72 R&V: Literary text – youth novel/short stories/drama p. 72	194	FAT Unit 5 Act. 9 (45 mins)	116, 190	Introduce literature network (15 mins)	R&V: Continue reading literature network as directed by the teacher			
Reflection									
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?				
					HOD/Subject head:		Date:		

Extra resources: Literature setwork. Rubric for transactional writing – giving directions TG p. 187.

ENGLISH TODAY Week 2 Chapter 15 Theme: Let's dance continued									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	LSC: Prepositions p. 72 R&V: Literary text p. 72	194	Unit 6 Act. 10 (30 mins)	105, 116–117	Continue reading and discussing literature setwork (30 mins)	R&V: Continue reading literature setwork as directed by the teacher			
2	R&V: Comprehension – visual texts p. 72	195 195–196	Unit. 7 Act. 11 (30 mins) Act. 12 (30 mins)	117 117–118		R&V: Continue reading literature setwork as directed by the teacher			
3	W&P: Giving directions – focus on process writing p. 72	197	Begin Unit 8 Act. 13 – planning and drafting (60 mins)	118, 187		R&V: Continue reading literature setwork as directed by the teacher			
4	W&P: Giving directions – focus on process writing p. 72	197	Complete Unit 8 Act. 13 – revising and editing (60 mins)	118, 187		Revision LB p. 198			
5	R&V: Comprehension – visual texts p. 72 R&V: Literary text p. 72	198	Review revision (20 mins)	118	Read and discuss literature setwork (40 mins)	R&V: Continue reading literature setwork as directed by the teacher			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
<p>HOD/Subject head:</p>					<p>Date:</p>				

Extra resources: CR poetry: *Boy Girl* p. 12. Rubric for transactional writing – diary entry TG p. 187.

ENGLISH TODAY Week 3 Chapter 16 Theme: Being a teen											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	L&S: Listening comprehension p. 73	200–201	Unit 1 Act. 1 & 2 (60 mins)	120–121		R&V: Continue reading literature setwork as directed by the teacher					
2	R&V: Comprehension p. 73	201–203	Unit 2 Act. 3 & 4 (60 mins)	121–122		R&V: Continue reading literature setwork as directed by the teacher					
3	LSC: Figurative language, abbreviated statements, antonyms, rhetorical questions, suffixes, prefixes p. 73	203 204	Unit 2 Act. 5 (20 mins) Act. 6 (40 mins)	122 123		R&V: Continue reading literature setwork as directed by the teacher					
4	R&V: Poetry p. 73 W&P: Diary entry p. 73	205	Begin Unit 3 Act. 7 – planning and drafting (30 mins)	123 124–125, 187	CR poetry: <i>Boy Girl</i> p. 12 (30 mins)	R&V: Continue reading literature setwork as directed by the teacher					
5	W&P: Diary entry p. 73 R&V: Literary text p. 74	205	Complete Unit 3 Act. 7 – revising and presenting (40 mins)	124–125, 187	Read and discuss literature setwork (20 mins)	R&V: Continue reading literature setwork as directed by the teacher					
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>						
					HOD/Subject head:		Date:				



Note 1: On Day 1 you can use Unit 4 Act. 8 for **FAT Oral – group discussion**. When a group has been assessed, learners should continue to read the literature setwork.

Note 2: If you are not able to complete Unit 4 Act. 8: **FAT Oral – group discussion**, take time after school.

Extra resources: Literature setwork. For extension activity TG p. 129, provide photocopies of email template, or draw on chalkboard for learners to copy. Photocopies of extension activities TG pp. 128–129.

ENGLISH TODAY Week 4 Chapter 16 Theme: Being a teen continued											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	L&S: Comprehension, group discussion p. 73 R&V: Literary text p. 74	206–207	FAT Unit 4 Act. 8 (60 mins)	125–126	Continue reading literature setwork	R&V: Continue reading literature setwork as directed by the teacher					
2	R&V: Poetry p. 73	207–208	Unit 5 Act. 9 & 10 (60 mins)	126–127		R&V: Continue reading literature setwork as directed by the teacher					
3	LSC: Pronouns, collective nouns p. 73	208–209	Unit 6 Act. 11 & 12 (60 mins)	127		R&V: Continue reading literature setwork as directed by the teacher					
4	LSC: Definite and indefinite articles p. 73 R&V: Comprehension p. 73	209 210	Unit 6 Act. 13 (15 mins) Revision (30 mins)	127–128 128	Read and discuss literature setwork (15 mins)	R&V: Continue reading literature setwork as directed by the teacher					
5	LSC: Reinforcement of LSC covered previously p. 73		Remediation & extension activities (60 mins)	128–129		R&V: Continue reading literature setwork as directed by the teacher					
Reflection											
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?						
					HOD/Subject head:		Date:				



Extra resources: CR short story: *There's an alien on the internet* p. 66.

ENGLISH TODAY Week 5 Chapter 17 Theme: Making choices									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	L&S: Comprehension p. 74	212–213	Unit 1 Act. 1 & 2 (60 mins)	131		R&V: Continue reading literature setwork as directed by the teacher			
	R&V: Key features in short stories p. 74	213–215	Unit 2 Act. 3 & 4 (60 mins)	131–132		R&V: Continue reading literature setwork as directed by the teacher			
3	LSC: Adjectives – comparison, finite and auxiliary verbs p. 74	215–216	Unit 3 Act. 5, 6 & 7 (60 mins)	132–133		R&V: Continue reading literature setwork as directed by the teacher			
4	LSC: Punctuation p. 74 R&V: Poetry p. 74	216–217	Unit 4 Act. 8 & 9 (60 mins)	133–134		R&V: Continue reading literature setwork as directed by the teacher			
5	R&V: Literary text p. 74				CR short story: <i>There's an alien on the internet</i> p. 66 (60 mins)	R&V: Continue reading literature setwork as directed by the teacher			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		



Note 1: On Day 1 allow learners to prepare for **FAT Oral – prepared speech**, which will take place on Day 2.

Note 2: Instead of working with the literature setwork on Day 5, you can do the writing extension work (see TG p. 135).

Extra resources: Rubric for prepared speech TG p. 189.

ENGLISH TODAY Week 6 Chapter 17 Theme: Making choices continued									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	L&S: Prepared speech p. 74	218–219	Prepare FAT Unit 5 Act. 10 (60 mins)	134, 189		L&S: Practise speech at home for assessment on Day 2			
2	L&S: Prepared speech p. 74	218–219	FAT Unit 5 Act. 11 (60 mins)	134, 189		R&V: Continue reading literature setwork as directed by the teacher			
3	W&P: Revision and preparation for exams – narrative essay p. 74 R&V: Literary text p. 74	219–220	Unit 6 Act. 12 (40 mins)	134–135	Read and discuss literature setwork (20 mins)	R&V: Continue reading literature setwork as directed by the teacher			
4	W&P: Revision and preparation for exams – descriptive paragraph p. 74 R&V: Literary text p. 74	220–221	Unit 6 Act. 13 (40 mins)	135	Read and discuss literature setwork (20 mins)	Revision LB p. 222			
5	LSC: Reinforcement of LSC covered previously p. 74 R&V: Literary text p. 74	222	Review revision (30 mins)	135	Read and discuss literature setwork (30 mins)	R&V: Continue reading literature setwork as directed by the teacher			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
HOD/Subject head:					Date:				



Note 1: On Day 2 you can use Unit 1 Act. 4 for **FAT Oral – prepared reading**.
Extra resources: Rubric for **FAT Oral – prepared reading** TG p. 190.

ENGLISH TODAY Week 7 Chapter 18 Theme: Examination revision and preparation											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	L&S: Listening comprehension, conversation p. 75	224–225	Unit 1 Act. 1, 2 & 3 (60 mins)	137–138		L&S: Choose an extract from a book to read aloud in class					
2	L&S: Prepared reading p. 75	225	FAT Unit 1 Act. 4 (60 mins)	138, 190		R&V: Continue reading literature setwork as directed by the teacher					
3	LSC: Simple, compound & complex sentences p. 75	225–226	Unit 2 Act. 5 & 6 (60 mins)	138		R&V: Continue reading literature setwork as directed by the teacher					
4	LSC: Pronouns – subject-verb agreement p. 75 R&V: Literary text p. 75	226	Unit 2 Act. 7 (20 mins)	139	Complete reading and discussing literature setwork (40 mins)						
5	R&V: Reading comprehension p. 75	227–228	Unit 3 Act. 8 & 9 (60 mins)	139–140							
Reflection											
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?				What will you change next time? Why?							
				HOD/Subject head:		Date:					



Note 1: The activities for this week are all revision activities that will help learners prepare for the end-of-year exams.

Note 2: If you prefer you can rather use the exemplar end-of-year exam papers provided in the LB on pp. 235–240; the memos are in the TG on pp. 167–169, 186, 187.

ENGLISH TODAY Week 8 Chapter 18 Theme: Examination revision and preparation continued										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	W&P: Transactional – filling in a form p. 75	229 230	Unit 4 Act. 10 (40 mins) Begin Unit 4 Act. 11 – planning & drafting (20 mins)	140 140		Practice Paper 2 LB pp. 236–239 TG pp. 167–168				
2	W&P: Transactional letters p. 75 R&V: Comprehension p. 75	230 230–231	Compete Unit 4 Act. 11 – revising & editing (10 mins) Unit 5 Act. 12 (50 mins)	140 141						
3	R&V: Comprehension p. 75	236–239	Review exemplar Paper 2 (60 mins)	167–168						
4	R&V: Poetry – figurative language p. 75	232–233	Unit 6 Act. 13 (60 mins)	141–142						
5	LSC: Revision – punctuation, synonyms, antonyms p. 75	234	Unit 7 Act. 14, 15 & 16	142						
Reflection										
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
<p>HOD/Subject head:</p>					<p>Date:</p>					





Note 1: For the final end-of-year exams, use the papers provided in the TG on pp. 178–183 and the memos in the TG on pp. 184–187, or use the papers provided at the end of the tracker.
Extra resources: Rubrics for Paper 3: Writing TG pp. 186 and 187.

ENGLISH TODAY Week 9 Theme: Summative assessment: End-of-year examination										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1										
2										
3										
4										
5										
Reflect on the year										
<p>Think about and make a note of:</p> <p>1. Did you complete the curriculum according to the CAPS requirements? If not, why not, and what could you do to cover all of the work next year?</p> <p>2. Did the tracker help with curriculum planning and coverage? How could you use it even more effectively next year?</p> <p>3. What concepts and skills did learners grasp well this year? What good practice could you use again next year?</p>						<p>4. What did learners struggle with? How can you help your group next year understand these concepts and develop these skills better?</p> <p>5. What needs to be communicated to the teacher who will teach this group of learners next year?</p> <p>6. What aspects of your teaching and assessment practices would you like to develop further next year? How will you go about this?</p>				
HOD/Subject head:						Date:				



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

Note 1: On Day 2 use Act. 1–C for **FAT Oral – unprepared speech**.

Note 3: On Day 2 use Act. 2 for **FAT Oral – reading aloud**. If you cannot complete the assessment in one day, take time after school to do so.

Extra resources: Tests done at the end of Term 3 for review and feedback. Rubrics for unprepared reading and unprepared speech TG p. xxvii.

INTERACTIVE ENGLISH Week 1 Theme: Team SA: buildings and places ... in honour of heroes									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	L&S: Unprepared speech – introducing a speaker p. 72	228	Listen to teacher's feedback on Term 3 tests (30 mins) Act. 1 – class work A & B (30 mins)	159		R&V: Find a suitable text for FAT – reading aloud for Act. 2			
2	L&S: Unprepared speech – introducing a speaker p. 72 R&V: Literary text – short story p. 72	229–230	FAT Act. 1 Group work C (60 mins)	159–160, xxvii		R&V: CR short story: <i>The story of Nkosi Johnson</i> pp. 56–62			
3	L&S: Reading aloud p. 72 R&V: Literary text – short story p. 72	230, 278	FAT Act. 2 (60 mins)	160, xxvii		R&V: CR short story: <i>The story of Nkosi Johnson</i> pp. 56–62			
4	R&V: Literary text – short story p. 72	231–232	Act. 3 (60 mins)	161					
5	R&V: Comprehension p. 72 R&V: Literary text – short story p. 72	233–234	Act. 4 Group work A–D (30 mins)	162	Read and discuss CR short story: <i>The story of Nkosi Johnson</i> pp. 56–62 (30 mins)				
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
HOD/Subject head:					Date:				

Extra resources: Literature setwork. Rubric for short transactional text – giving directions TG p. xxvi. Photocopies for Act. 7 TG p. 167.

INTERACTIVE ENGLISH Week 2 Theme: Team SA: buildings and places ... in honour of heroes continued											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	LSC: Complex nouns, punctuation p. 72 R&V: Literary text – short story p. 72	235–236	Act. 4 Pair work 1–5 (30 mins)	163	Introduce literature setwork (30 mins)	R&V: Continue reading literature setwork as directed by the teacher					
2	LSC: Prepositions p. 72	236	Act. 5 (30 mins)	163–164	Continue reading literature setwork (30 mins)	R&V: Continue reading literature setwork as directed by the teacher					
3	LSC: Simple, compound & complex sentences, adverbial & adjectival clauses p. 72	237–238	Act. 6 (60 mins)	164		R&V: Continue reading literature setwork as directed by the teacher					
4	W&P: Giving directions – focus on process writing p. 72	238–240	Act. 7 (60 mins)	165–166, xxvi		R&V: Continue reading literature setwork as directed by the teacher					
5	W&P: Giving directions – writing p. 72	240	Act. 8 (40 mins)	166–167	Continue reading literature setwork (20 mins)	R&V: Continue reading literature setwork as directed by the teacher					
Reflection											
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?						
					HOD/Subject head: _____ Date: _____						

Note 1: On Days 2 and 3 use Act. 2 group work for **FAT Oral – group discussion**.

Extra resources: Rubrics for **FAT Oral – group discussion** LB p. 278 and TG p. xxvii. CR poetry: *Swim your own race* pp. 63–65. Literature network.

INTERACTIVE ENGLISH Week 3 Theme: Team SA: sports heroes										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	L&S: Listening comprehension p. 73	242–245	Act. 1 (60 mins)	169–170		R&V: Continue reading literature network as directed by the teacher				
2	R&V: Poetry p. 73 L&S: Group discussion p. 73	245–246, 278 247	Act. 2 Class work (15 mins) Begin FAT Act. 2 Group work A (45 mins)	171, xxvii		R&V: Continue reading literature network as directed by the teacher				
3	L&S: Group discussion p. 73	245–246, 278 247	Act. 2 Class work (15 mins) Complete FAT Act. 2 Group work A (45 mins)	171, xxvii		R&V: Continue reading literature network as directed by the teacher				
4	R&V: Diary p. 73	248–249	Act. 3 Class & group work (60 mins)	172–173		R&V: Continue reading literature network as directed by the teacher				
5	LSC: Prefixes and suffixes p. 73 R&V: Poetry p. 73	248 250–251	Act. 3 Pair work (15 mins) Act. 4 (45 mins)	173 174–175	CR poetry: <i>Swim your own race</i> pp. 63–65	R&V: Continue reading literature network as directed by the teacher				
Reflection										
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
<p>HOD/Subject head:</p>					<p>Date:</p>					

Extra resources: Rubrics for diary entries and emails LB p. 277 and TG p. xxvi. Literature setwork.

INTERACTIVE ENGLISH Week 4 Theme: Team SA: sports heroes continued											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	LSC: Pronouns, building sentences p. 73	252–253	Act. 5 & 6 (60 mins)	175–176		R&V: Continue reading literature setwork as directed by the teacher					
2	W&P: Diary entries and emails – focus on process writing p. 73	253–254, 277	Begin planning and drafting Act. 7 (60 mins)	177, xxvi		R&V: Continue reading literature setwork as directed by the teacher					
3	W&P: Diary entries and emails – focus on process writing p. 73	253–254, 277	Complete revising and editing Act. 7 (60 mins)	177, xxvi		R&V: Continue reading literature setwork as directed by the teacher					
4	LSC: Reinforcement of LSC covered previously – definite and indefinite articles p. 73 W&P: Editing p. 73 R&V: Literary text p. 72	254	Act. 8 (30 mins)	178	Continue reading and discussing literature setwork (30 mins)	R&V: Continue reading literature setwork as directed by the teacher					
5	R&V: Literary text p. 72				Continue reading and discussing literature setwork (60 mins)	R&V: Continue reading literature setwork as directed by the teacher					
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>						
					HOD/Subject head:		Date:				



Note 1: On Days 4 and 5 use Act. 2 individual work for **FAT Oral – prepared speech**.

Note 2: Allow learners to prepare on Day 4 and then deliver the speech on Day 5. When they have been assessed, allow them to continue reading the literature network.

Extra resources: Rubrics for **FAT Oral – prepared speech** LB p. 278 TG p. xxvii.

INTERACTIVE ENGLISH Week 5 Theme: Team SA: unsung heroes											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	L&S: Listening comprehension p. 74	256–257	Act. 1 (60 mins)	180–181		R&V: Continue reading literature network as directed by the teacher					
2	L&S: Listening comprehension p. 74	256–257	Act. 1 Individual work (60 mins)	180–181		R&V: Continue reading literature network as directed by the teacher					
3	L&S: Prepared speech p. 74	257–258	Act. 2 Pair work A & B (30 mins)	181–182	Read and discuss literature network (30 mins)	R&V: Continue reading literature network as directed by the teacher					
4	L&S: Prepared speech p. 74	258, 278	FAT Act. 2 Preparation Individual work (60 mins)	182, xxvii		L&S: Practise your prepared speech					
5	L&S: Prepared speech p. 74	258, 278	FAT Act. 2 Individual work (60 mins)	182, xxvii		R&V: Continue reading literature network as directed by the teacher					
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>						
					HOD/Subject head:		Date:				



Extra resources: Literature network. Rubrics for descriptive essay LB p. 276, TG p. xxv.

INTERACTIVE ENGLISH Week 6 Theme: Team SA: unsung heroes continued											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	R&V: Literary text – folklore p. 74	259–261	Act. 3 (60 mins)	183–185		R&V: Continue reading literature network as directed by the teacher					
2	R&V: Literary text – poetry p. 74	262	Act. 4 (40 mins)	185–186	Continue reading and discussing literature network (20 mins)	R&V: Continue reading literature network as directed by the teacher					
3	LSC: Degrees of comparison, finite and auxiliary verbs p. 74	263–264	Act. 5 (60 mins)	186–187		R&V: Continue reading literature network as directed by the teacher					
4	W&P: Revision and preparation for exams – descriptive essay p. 74	264–266, 276	Act. 6 Planning & drafting (60 mins)	187–188, xxv		R&V: Continue reading literature network as directed by the teacher					
5	W&P: Revision and preparation for exams – descriptive essay p. 74	264–266, 276, 266	Act. 6 Revising & editing (40 mins) Act. 7 (20 mins)	187–188, xxv, 188		R&V: Continue reading literature network as directed by the teacher					
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>						
					<p>HOD/Subject head: _____ Date: _____</p>						



Note 1: On Day 2 use Act. 1 for **FAT Oral – prepared reading**. When learners have been assessed, allow them to continue reading their literature network.

Note 2: On Day 3 use Act. 1.3 for **FAT Oral – prepared speech**. If there is not enough time in class to complete this assessment, then take time after school.

Note 3: Most of the activities in this chapter are revision activities.

Extra resources: Photocopies of prepared reading passage LB p. 278, TG p. 191, rubric for prepared reading TG p. xxvii. Rubrics for **FAT – prepared speech** LB p. 278, TG p. xxvii. Literature network.

INTERACTIVE ENGLISH Week 7 Theme: Team SA: become your hero										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	L&S: Listening comprehension p. 75	268, 256	Act. 1.1 Class & pair work (60 mins)	190–191		L&S: Prepare passage TG p. 191 for FAT – prepared reading aloud				
2	L&S: Prepared reading p. 75	230, 268, 278	FAT Act. 1.2 Individual work Prepared reading (60 mins)	190–192, xxvii	Continue reading literature network	L&S: Prepare speech for FAT LB p. 269				
3	L&S: Prepared speech p. 75	269, 278	FAT Act. 1.3 Prepared speech (60 mins)	192, xxvii		R&V: Continue reading literature network as directed by the teacher				
4	R&V: Comprehension p. 75	270–271	Act. 2 (60 mins)	192–193		R&V: Continue reading literature network as directed by the teacher				
5	R&V: Literary text – folklore p. 75	272–273	Act. 3 (60 mins)	193–194		R&V: Continue reading literature network as directed by the teacher				
Reflection										
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?					
					HOD/Subject head:		Date:			





Note 1: In the LB after p. 278 and TG after p. 197 there are examples of Task 2: Paper 2: Comprehension, language use and literature, and Task 2: Paper 3: Writing. Do not use these papers for the final exams, as learners may have had help in advance. Use these for practice, and for the final papers use the exemplars at the end of the tracker or examples from any other LTSM.

Extra resources: Literature setwork. Rubrics for transactional writing TG p. xxvi and LB p. 277.

INTERACTIVE ENGLISH Week 8 Theme: Team SA: become your hero continued									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	LSC: Revision – reinforcement of LSC covered in previous weeks p. 75	274	Act. 4 (60 mins)	194–195		Continue reading literature setwork			
2	W&P: Revision transactional texts – interview p. 75	275, 277	Act. 5 – Interview (60 mins)	195, xxvi		Continue reading literature setwork			
3	W&P: Revision transactional texts – letter p. 75 R&V: Literary text – youth novel p. 75	275, 277	Act. 5 – Letter (30 mins)	195–196, xxvi	Complete reading literature setwork (30 mins)				
4	R&V: Revision and preparation for examinations p. 75	After p. 278	Practice Paper 2 & 3	After p. 197					
5	R&V: Revision and preparation for examinations p. 75	After p. 278	Practice Paper 2 & 3	After p. 197					
Reflection									
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?				
					HOD/Subject head:		Date:		





Note 1: For final end-of-year examination papers see the exemplar papers at the end of the tracker, or use papers from any other LTSM.

Extra resources: Rubrics for Paper 3: Writing, TG pp. xxv and xxvi.

INTERACTIVE ENGLISH Week 9 Theme: Summative assessment: End-of-year examination									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1									
2									
3									
4									
5									
Reflect on the year									
<p>Think about and make a note of:</p> <p>1. Did you complete the curriculum according to the CAPS requirements? If not, why not, and what could you do to cover all of the work next year?</p> <p>2. Did the tracker help with curriculum planning and coverage? How could you use it even more effectively next year?</p> <p>3. What concepts and skills did learners grasp well this year? What good practice could you use again next year?</p>					<p>4. What did learners struggle with? How can you help your group next year understand these concepts and develop these skills better?</p> <p>5. What needs to be communicated to the teacher who will teach this group of learners next year?</p> <p>6. What aspects of your teaching and assessment practices would you like to develop further next year? How will you go about this?</p>				
HOD/Subject head:						Date:			



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

Note 1: In the TG there is an index to chapter contents. The heading *Term 4* in this index should precede Chapter 15 not Chapter 16.

Note 2: On Day 2 you can use Act. 2 for **FAT Oral – reading aloud**.

Note 3: If you cannot complete **Act. 2 FAT Oral – reading aloud** in class, take time after school.

Extra resources: Tests done at the end of Term 3 for review and feedback. Photocopies of paragraphs for reading aloud TG pp. 144–145. Rubric for reading aloud TG p. xxxii. Literature network or CR short story: *Four bullies meet their match* p. 9. *Extension and Remediation Worksheet Book (ERW)* Act. 1, Chapter 15, Worksheet A, TG p. 222.

PLATINUM Week 1 Chapter 15 Theme: Friends or foe									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	L&S: Discussion – photograph p. 72	204	Listen to teacher's feedback on Term 3 tests (40 mins) Act. 1 (20 mins)	143					
2	L&S: Reading aloud p. 72	204–205	FAT Act. 2 (60 mins)	144–145, xxxii					
3	R&V: Comprehension p. 72	205–207	Act. 3 (60 mins)	145–146		LSC: Work with words LB p. 207			
4	LSC: Adjectives p. 72 R&V: Literary text – youth novel p. 72	207 207–209	Review homework (10 mins) Act. 4 (50 mins)	146 146–147					
5	LSC: Finite verbs, main clause, dependent clauses – adjectival, idioms p. 72 R&V: Literary text – youth novel p. 72	210	Act. 4 continued Work with words & sentences (40 mins)	147–148	Introduce literature network or CR short story: <i>Four bullies meet their match</i> p. 9 (20 mins)	LSC: <i>ERW</i> Act. 1 Chap. 15 Worksheet A TG p. 222			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		

Note 1: The time allocation for Act. 5 has been shortened in order to accommodate all the activities for this week.

Note 2: On Days 4 and 5 you can use Act. 9 for **FAT Oral – unprepared speech**.

Extra resources: Rubric for unprepared speech TG p. xxxiii. Rubric for short transactional text TG p. xxx. Literature setwork or CR short story: *Four bullies meet their match* p. 9.

PLATINUM Week 2 Chapter 15 Theme: Friends or foe continued									
Day	CAP content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	W&P: Transactional text – letter p. 72 R&V: Literary text – youth novel p. 72	211–212	Act. 5 (45 mins)	148, xxx	Continue reading literature setwork or CR short story: <i>Four bullies meet their match</i> p. 9 (15 mins)				
2	W&P: Transactional text – letter p. 72	212	Begin Act. 6 – Planning and drafting (60 mins)	148–149, xxx		W&P: Complete letter from Act. 6			
3	LSC: Prepositions, adverbs p. 72	213 214	Act. 7 (30 mins) Act. 8 (30 mins)	149 150		Continue reading literature setwork			
4	L&S: Unprepared speech p. 72	215	Begin FAT Act. 9 (60 mins)	150–151, xxxiii		LSC: Revision LB p. 216 TG p. 151			
5	L&S: Unprepared speech p. 72 LSC: Reinforcement of LSC covered previously p. 72	215 216	Complete FAT Act. 9 (40 mins) Review Revision (20 mins)	150–151, xxxiii 151		R&V: Continue reading literature setwork as directed by the teacher			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
HOD/Subject head:					Date:				

Note 1: On Day 2 you can use Act. 3 for **FAT Oral – group discussion**. You might only have time to assess some learners, so complete assessment later in the week when you do Act. 6.

Note 2: On Day 5 you can use Act. 6 for **FAT Oral – group discussion**.

Extra resources: Literature setwork. *ERW* Chapter 16, A 1–2, TG pp. 222, 236. Text for listening comprehension TG pp. xLi–xLii. Rubrics for **FAT Oral – group discussion** TG p. xxxiii.

PLATINUM Week 3 Chapter 16 Theme: Friends of the forest											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	R&V: Literary text – youth novel p. 73	218	Act. 1 (15 mins)	154	Read and discuss literature setwork (45 mins)	R&V: Continue reading literature setwork as directed by the teacher					
2	L&S: Listening comprehension, group discussion p. 73	218–219 219	Act. 2 (40 mins) FAT Act. 3 (20 mins)	154–155, xLi–xLii 155, xxxiii		R&V: Continue reading literature setwork as directed by the teacher					
3	R&V: Comprehension – information p. 73 LSC: Prefixes and suffices, indefinite nouns p. 73	220–222	Act. 4 Work with words (60 mins)	155–156		LSC: <i>ERW</i> Chapter 16 A1–2 TG pp. 236–237					
4	LSC: Prefixes and suffices, collective nouns, sentence types p. 73 R&V: Diary entry p. 73	222–225	Review homework <i>ERW</i> Chapter 16 B1–2 (10 mins) Act. 5 (50 mins)	156, 236–237 157–158		LSC: Work with words & sentences LB p. 225 TG pp. 157–158					
5	LSC: Prefixes and suffices, collective nouns, sentence types p. 73 L&S: Discussion – diary entry p. 73	225 226	Review homework – Work with words & sentences (15 mins) FAT Act. 6 (45 mins)	157–158 158, xxxiii		R&V: Continue reading literature setwork as directed by the teacher					
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>				<p>What will you change next time? Why?</p>							
				<p>HOD/Subject head: _____ Date: _____</p>							

Extra resources: Rubric for diary entry TG p. xxxi. CR poetry: *All the trees of Africa shall mourn* p. 70. ERW Chapter 16 B-3 TG p. 237.

PLATINUM Week 4 Chapter 16 Theme: Friends of the forest continued										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	W&P: Diary entry p. 73	227	Begin Act. 7 – Planning and drafting (60 mins)	159, xxxi		ERW Chapter 16 B3 TG p. 237				
2	W&P: Diary entry p. 73	227	Complete Act. 7 – Revising and editing (60 mins)	159, xxxi		R&V: Continue reading literature setwork as directed by the teacher				
3	R&V: Poetry p. 73	227–229	Act. 8 (60 mins)	159–160	CR poetry: <i>All the trees of Africa shall mourn</i> p. 70	R&V: Continue reading literature setwork as directed by the teacher				
4	LSC: Pronouns, question prompts p. 73	230 230–231	Act. 9 (30 mins) Act. 10 (30 mins)	160–161 161		LSC: Revision LB p. 232				
5	LSC: Reinforcement of LSC covered previously p. 73 R&V: Literary text – youth novel p. 74	232	Review homework – revision (25 mins)	162	Continue reading and discussing literature setwork (35 mins)	R&V: Continue reading literature setwork as directed by the teacher				
Reflection										
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					HOD/Subject head:		Date:			

Note 1: On Day 2 help learners to prepare a speech for **FAT Oral – prepared speech**.

Note 2: On Day 3 listen to speeches for **FAT Oral – prepared speech**. If you cannot complete the assessment in class, take time after school.

Extra resources: Rubric for **FAT Oral – prepared speech** TG p. xxxiii. CR poetry: *There was a young lady from Niger* p. 64. Text for listening comprehension Act. 2 TG p. xLii.

PLATINUM Week 5 Chapter 17 Theme: Animal attitudes									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	L&S: Listening comprehension p. 74	234 234–235	Act. 1 (15 mins) Act. 2 (45 mins)	164 164–165, xLii		L&S: Read information on how to prepare a speech and practise speech LB pp. 235–236			
2	L&S: Prepared speech p. 74	235–236	Begin FAT – preparation Act. 3	165–166, xxxiii		L&S: Read information on how to prepare a speech and practise speech LB pp. 235–236			
3	L&S: Prepared speech p. 74	235–236	FAT Listen to speeches Act. 3 (60 mins)	165–166, xxxiii		R&V: Continue reading literature setwork as directed by the teacher			
4	R&V: Short story p. 74	237–239	Act. 4 (60 mins)	166		LSC: Work with words and sentences LB p. 239			
5	LSC: Adjectives, bias, prejudice, punctuation, antonyms p. 74 R&V: Poetry p. 74	239 240–241	Review – Work with words and sentences (20 mins) Act. 5 (40 mins)	167 167–168	CR poetry: <i>There was a young lady from Niger</i> p. 64	LSC: Complete Work with words and sentences LB p. 241			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		

Extra resources: ERW Chapter 17–B. Literature setwork.

PLATINUM Week 6 Chapter 17 Theme: Animal attitudes continued											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	W&P: Revision – essays p. 74	241–242	Begin Act. 6 – planning and drafting (60 mins)	168–169		R&V: Continue reading literature setwork as directed by the teacher					
2	W&P: Revision – essays p. 74	241–242	Complete Act. 6 Revising and editing ERW Chapter 17 B (60 mins)	168–169 222		R&V: Continue reading literature setwork as directed by the teacher					
3	R&V: Literary text p. 74				Continue reading and discussing literature setwork (60 mins)	R&V: Continue reading literature setwork as directed by the teacher					
4	LSC: Auxiliary verbs p. 74	243 243	Act. 7 (30 mins) Act. 8 (30 mins)	169 169–170		R&V: Continue reading literature setwork as directed by the teacher					
5	LSC: Reinforcement of LSC covered previously p. 74	244	Revision (40 mins)	170	Continue reading and discussing literature setwork (20 mins)	R&V: Continue reading literature setwork as directed by the teacher					
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>						
<p>HOD/Subject head:</p>					<p>Date:</p>						

Note 1: On Day 1 and 2 you can use Act. 2 for **FAT Oral – prepared speech**.

Note 2: Allow learners to prepare their speeches in class on Day 1, and then assess the speeches on Day 2.

Note 3: On Day 3 you can use Act. 3 for **FAT Oral – prepared reading** and Act. 4 on Day 4 for **FAT Oral – unprepared reading**.

Extra resources: Rubric for **FAT Oral – prepared speech** TG p. xxxiii, rubric for **FAT Oral – prepared and unprepared reading** TG, p. xxxii. Text for listening comprehension Act. 5, TG p. xLii.

PLATINUM Week 7 Chapter 18 Theme: Simply study											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	L&S: Discussion and prepared speech p. 75	246 246	Act. 1 (15 mins) Begin FAT Act. 2 Preparation in groups (45 mins)	172 173, xxxiii		L&S: Practise prepared speech Act. 2					
2	L&S: Discussion and prepared speech p. 75	246	Complete FAT Act. 2 Listen to speeches (60 mins)	173, xxxiii		L&S: Practise prepared reading Act. 3					
3	LSC: Prepared reading p. 75	247	FAT Act. 3 (60 mins)	173, xxxii		R&V: Continue reading literature network as directed by the teacher					
4	LSC: Unprepared reading p. 75	247	FAT Act. 4 (60 mins)	173–174, xxxii		R&V: Continue reading literature network as directed by the teacher					
5	L&S: Listening comprehension p. 75	248	Act. 5 (60 mins)	174, xLii		R&V: Continue reading literature network as directed by the teacher					
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>						
					<p>HOD/Subject head: _____ Date: _____</p>						



Note 1: There are many activities to complete this week, so you may have to leave some out or do the activities with the learners and write the answers on the board e.g. Act. 9 and 10.
Note 2: Use Paper 2 on LB pp. 260–262 for practice for the end-of-year exams.

PLATINUM Week 8 Chapter 18 Theme: Simply study continued									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	R&V: Reading comprehension, summary p. 75	249–251	Act. 6 (60 mins)	174–175		R&V: Act. 7 LB pp. 252–252 TG pp. 175–176			
2	R&V: Poetry p. 75 LSC: Reinforcement of LSC covered previously p. 75	253–254 255	Act. 8 (40 mins) Act. 9 & 10 (20 mins)	176–177 177–178		LSC: Act. 11			
3	LSC: Reinforcement of LSC covered previously p. 75 W&P: Revision transactional text – letter p. 75	256 257–259	Review homework Act. 11 (10 mins) Act. 12 (50 mins)	178 179		R&V: Begin Paper 2 Part A – comprehension			
4	R&V: Revision and exam preparation p. 75 LSC: Reinforcement of LSC covered previously p. 75	260–262 261–262	Review Paper 2 Part A Continue with Paper 2 Part B (60 mins)	180 180		R&V: Continue reading literature setwork as directed by the teacher			
5	R&V: Literary text p. 75	262–263	Review Paper 3 (30 mins)	181	Complete reading literature setwork (30 mins)				
Reflection									
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?				
					HOD/Subject head:		Date:		





Note 1: For the final examinations use the exemplar papers in the TG pp. 189–192 and the memos on TG pp. 193–195; or use either the exemplar papers provided at the end of the tracker or exams from another LTSM.

Extra resources: Rubrics for Paper 3: Essay and transactional writing, TG pp. xxix and xxx.

PLATINUM Week 9 Theme: Summative assessment: End-of-year examination										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1										
2										
3										
4										
5										
Reflect on the year										
<p>Think about and make a note of:</p> <p>1. Did you complete the curriculum according to the CAPS requirements? If not, why not, and what could you do to cover all of the work next year?</p> <p>2. Did the tracker help with curriculum planning and coverage? How could you use it even more effectively next year?</p> <p>3. What concepts and skills did learners grasp well this year? What good practice could you use again next year?</p>						<p>4. What did learners struggle with? How can you help your group next year understand these concepts and develop these skills better?</p> <p>5. What needs to be communicated to the teacher who will teach this group of learners next year?</p> <p>6. What aspects of your teaching and assessment practices would you like to develop further next year? How will you go about this?</p>				
HOD/Subject head:						Date:				



5. Spot On English First Additional Language (Heinemann)

Note 1: On Day 2 you can use Act. 1.3 for **FAT Oral – unprepared speech**.

Note 2: If you do not complete the assessment in class, take time after school.

Extra resources: Tests done at the end of Term 3 for review and feedback. Photocopies of Resource 15 – topics for unprepared speaking TG p. 241. Literature network or CR short story: *Autumn* p. 60.

SPOT ON Week 1 Module 15 Theme: Life lessons									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	R&V: Short story p. 72 L&S: Unprepared speech p. 72	174–175 175	Review tests done at the end of Term 3 (30 mins) Unit 1 Act. 1.1 (20 mins) Act. 1.2 (10 mins)	240 240					
2	L&S: Unprepared speech p. 72	175	FAT Act. 1.3 (60 mins)	240–241					
3	R&V: Short story p. 72	176–177	Unit 2 Act. 2.1 (45 mins)	242	Introduce literature network or read CR short story: <i>Autumn</i> p. 60 (15 mins)	R&V: Continue reading literature network or read CR short story: <i>Autumn</i> p. 60			
4	R&V: Literary text – youth novel or short story p. 72 LSC: Prepositions p. 72	178	Unit 3 Act. 3.1 and 3.2 (30 mins)	243	Continue reading and discussing literature network or read CR short story: <i>Autumn</i> p. 60 (30 mins)	R&V: Continue reading literature network			
5	W&P: Transactional text – letter p. 72	179	Unit 4 Act. 4.1 and 4.2 (60 mins)	244		R&V: Continue reading literature network			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		

Note 1: Neither the LB nor the TG mention reading aloud, which the CAPS notes must be done this week.

Note 2: Ask learners to select a passage from their literature setwork or CR, and use this for **FAT Oral – unprepared/prepared reading**.

Extra resources: Literature setwork or read CR short story: *Autumn* p. 60.

SPOT ON Week 2 Module 15 Theme: Life lessons continued									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	R&V: Comprehension p. 72 R&V: Literary text p. 72	180–181	Unit 5 Act. 5.1 (40 mins)	245	Continue reading and discussing literature setwork or read CR short story: <i>Autumn</i> p. 60 (20 mins)	R&V: Continue reading literature setwork			
2	R&V: Comprehension – visual text p. 72 R&V: Literary text p. 72	182	Unit 5 Act. 5.2 and 5.3 (30 mins)	245	Continue reading and discussing literature setwork (30 mins)	R&V: Continue reading literature setwork			
3	LSC: Reinforcement of LSC covered previously – pronouns p. 72 R&V: Literary text p. 72	183	Unit 6 Act. 6.1 (40 mins)	246	Continue reading and discussing literature setwork (20 mins)	R&V: Continue reading literature setwork			
4	LSC: Reinforcement of LSC covered previously p. 72	184	Revision Act. 15	247		R&V: Choose passage from the literature setwork for prepared reading aloud			
5	L&S: Reading aloud p. 72				FAT – learners read a passage from the literature setwork or CR for prepared reading aloud	R&V: Continue reading Literature setwork			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		

Note 1: On p. 248 of the TG there is an error. There is no poem on p. 75 of the CR.
Extra resources: CR poetry: *Dance of rain* p. 72. Literature setwork.

SPOT ON Week 3 Module 16 Theme: My colourful world										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	R&V: Diary p. 73	186–187	Unit Act. 1.1 and 1.2 (60 mins)	249		R&V: Continue reading literature setwork				
2	R&V: Poster p. 73 W&P: Transactional text – poster p. 73	188 189	Unit 2 Act. 2.1 (30 mins) Begin Act. 2.2 (30 mins)	250 250		R&V: Continue reading literature setwork				
3	R&V: Literary text p. 73 W&P: Transactional text – poster p. 73	189	Complete Act. 2.2 (40 mins)	250	Continue reading and discussing literature setwork (20 mins)	R&V: Continue reading literature setwork				
4	R&V: Poetry p. 73	190 190 190–191	Unit 3 Act. 3.1 (5 mins) Act. 3.2 (15 mins) Act. 3.3 (20 mins)	251 251 251	CR poetry: <i>Dance of rain</i> p. 72 (20 mins)	R&V: Continue reading literature setwork				
5	W&P: Diary entry p. 73 R&V: Literary text p. 73	191	Begin Unit 3 Act. 3.4 – Planning and drafting (40 mins)	252	Continue reading and discussing literature setwork (20 mins)	R&V: Continue reading literature setwork				
Reflection										
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?					
					HOD/Subject head:		Date:			

Extra resources: Photocopies of Resource 16 TG p. 255. Literature setwork.

SPOT ON Week 4 Module 16 Theme: My colourful world continued									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	W&P: Diary entry p. 73 R&V: Literary text p. 73	191	Complete Unit 3 Act. 3.4 – revising and editing (40 mins)	252	Continue reading and discussing literature setwork (20 mins)	R&V: Continue reading literature setwork			
2	R&V: Literary text p. 73				Continue reading and discussing literature setwork (60 mins)	R&V: Continue reading literature setwork			
3	L&S: Comprehension p. 73	192 192	Unit 4 Act. 4.1 (15 mins) Act. 4.2 (45 mins)	253 253		R&V: Continue reading Literature setwork			
4	W&P and R&V: Reading and editing p. 73	193	Unit 5 Act. 5.1 (60 mins)	254–255		R&V: Continue reading Literature setwork			
5	LSC: Reinforcement of LSC covered previously p. 73	194	Revision Act. 16 (60 mins)	256		R&V: Continue reading literature setwork			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		



Note 1: In the TG on p. 257 there is an error: the page number for the CR is 15 not 23.

Extra resources: CR folklore: *Why the ostrich has no horns* p. 15. Photocopies of Resource 17, TG p. 262. Literature setwork.

SPOT ON Week 5 Module 17 Theme: Amazing animals!									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	R&V: Folklore p. 74				CR folklore: <i>Why the ostrich has no horns</i> p. 15 (60 mins)	R&V: Continue reading literature setwork			
2	R&V: Folklore p. 74	196 196–197 197	Unit. 1 Act. 1.1 (15 mins) Act. 1.2 (30 mins) Begin Act. 1.3 (15 mins)	258 258 258–259		R&V: Complete Act. 1.3			
3	R&V: Short stories p. 74	198	Act. 1.4 (60 mins)	259		R&V: Continue reading literature setwork			
4	LSC: Bias, prejudice and stereotype p. 74	199	Unit 2 Act. 2.1 (20 mins)	260	Continue reading and discussing literature setwork (40 mins)	R&V: Continue reading literature setwork			
5	LSC: Vocabulary p. 74	200	Unit 3 Act. 3.1 & Resource 17 (60 mins)	261–262		R&V: Continue reading literature setwork			
Reflection									
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?				
					HOD/Subject head:		Date:		



Note 1: On Day 5 use Act. 6.1 for **FAT Oral – prepared speech**.

SPOT ON Week 6 Module 17 Theme: Amazing animals! continued									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	L&S: Listening comprehension p. 74	201	Unit 4 Act. 4.1, 4.2 and 4.3 (60 mins)	263		R&V: Continue reading literature setwork			
2	LSC: Reinforcement of LSC covered previously – adverbs, figures of speech p. 74 W&P: Descriptive paragraph p. 74	202 203	Unit 5 Act. 5.1 (30 mins) Act. 5.2 (30 mins)	264 264		R&V: Continue reading literature setwork			
3	W&P: Exam revision – descriptive essay p. 74	203	Begin Act. 5.3 – planning and drafting (60 mins)	265		R&V: Continue reading literature setwork			
4	W&P: Exam revision – descriptive essay p. 74 LSC: Reinforcement of LSC covered previously – idioms p. 74	203 204	Complete Act. 5.3 – revising and editing (30 mins) Unit 6 Act. 6.1 (30 mins)	265 266		L&S: Choose a topic LB p. 205 and prepare a speech			
5	L&S: Prepared speech p. 74 LSC: Reinforcement of LSC covered previously p. 74	205	FAT Unit 6 Prepared speech (60 mins)	267		Revision Act. 17 LB p. 206 TG p. 268			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		

Extra resources: Literature setwork.

SPOT ON Week 7 Module 18 Theme: Examination preparation									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	R&V: Summary, comprehension p. 75	208 209 209	Unit 1 Act. 1.1 (15 mins) Act. 1.2 (15 mins) Act. 1.3 (30 mins)	270 270 270		R&V: Continue reading literature setwork			
2	R&V: Comprehension p. 75 R&V: Literary text p. 75	210 211	Unit 2 Act. 2.1 (15 mins) Act. 2.2 (30 mins)	271 271	Read and discuss literature setwork (15 mins)	R&V: Continue reading literature setwork			
3	LSC: Reinforcement of LSC covered previously p. 75 R&V: Literary text p. 75	212	Unit 3 Act. 3.1 (30 mins)	272	Read and discuss literature setwork (30 mins)	R&V: Continue reading literature setwork			
4	LSC: Reinforcement of LSC covered previously p. 75	213	Unit 4 Act. 4.1 (30 mins)	273	Read and discuss literature setwork (30 mins)	R&V: Continue reading literature setwork			
5	R&V: Comprehension – literature p. 75 R&V: Literary text p. 75	214 214	Unit 5 Act. 5.1 (15 mins) Act. 5.2 (25 mins)	274 274	Read and discuss literature setwork (15 mins)	R&V: Continue reading literature setwork			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					<p>HOD/Subject head:</p>		<p>Date:</p>		

Note 1: Use the exemplar Paper 2 in LB pp. 218–221 for practice for the exams.
Extra resources: Rubrics Paper 3; TG pp. 291–292. Photocopies of Resource 18 TG p. 277.

SPOT ON Week 8 Module 18 Theme: Examination preparation continued									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	R&V: Literary text p. 75	216	Read through Resource 18 (20 mins) Read through Revision Act. 18 (10 mins)	277	Complete reading and discussing literature setwork (30 mins)				
2	L&S: Comprehension p. 75	215 215	Unit 6 Act. 6.1 (30 mins) Act. 6.2 (30 mins)	275 276					
3	LSC: Reinforcement of LSC covered previously p. 75 R&V: Paper 2: Comprehension and language use p. 75	218–219 220	Section A – Q. 1 and Section B – Q. 2 (60 mins)	279 280					
4	R&V: Paper 2: Literature p. 75	221	Section C – Q. 3 (60 mins)	280					
5	LSC: Reinforcement of LSC covered previously p. 75 R&V: Paper 2: Comprehension and language use and literature p. 75	218–221	Go through memo for Paper 2 (40 mins) Go through requirements for Paper 3 (20 mins)	279–280					
Reflection									
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?				
					HOD/Subject head:		Date:		



Note 1: For the final examinations use the exemplar Paper 2 in the TG pp. 281–285 and Paper 3 in TG pp. 288–290 and memos on TG pp. 286–287 and rubrics on pp. 291–292; or use the exemplar papers provided at the end of the tracker, or exams from another LTSM.

SPOT ON Week 9 Theme: Summative assessment: End-of-year examination									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1									
2									
3									
4									
5									
Reflect on the year									
<p>Think about and make a note of:</p> <p>1. Did you complete the curriculum according to the CAPS requirements? If not, why not, and what could you do to cover all of the work next year?</p> <p>2. Did the tracker help with curriculum planning and coverage? How could you use it even more effectively next year?</p> <p>3. What concepts and skills did learners grasp well this year? What good practice could you use again next year?</p>					<p>4. What did learners struggle with? How can you help your group next year understand these concepts and develop these skills better?</p> <p>5. What needs to be communicated to the teacher who will teach this group of learners next year?</p> <p>6. What aspects of your teaching and assessment practices would you like to develop further next year? How will you go about this?</p>				
HOD/Subject head:						Date:			



6. Successful English First Additional Language (Oxford University Press)

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

Note 2: On Day 2 you can use Act. 1 for **FAT Oral – unprepared speech**.

Note 2: When learners have been assessed for **FAT Oral – unprepared speech**, allow them to continue reading their literature network.

Extra resources: Literature network. Rubric for transactional writing TG p. 34. Tests done at the end of Term 3 for review and feedback.

SUCCESSFUL ENGLISH Week 1 Unit 15 Theme: The power of words									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	R&V: Literary text – youth novel/drama/short stories p. 72		Review tests done at the end of Term 3 (30 mins)		Introduce literature network (30 mins)				
2	L&S: Unprepared speech p. 72 R&V: Literary text p. 72	258–259	FAT Act. 1 (60 mins)	132–133	Continue reading literature network as directed by the teacher				
3	LSC: Adjectives, synonyms and antonyms p. 72 R&V: Literary text p. 72	259–260	Act. 2 (40 mins)	133	Continue reading literature network (20 mins)				
4	LSC: Adverbs p. 72 R&V: Literary text – short story p. 72	261 262–265	Act. 3 (20 mins) Act. 4 (40 mins)	133–134 134–135		R&V: Complete Act. 4 – post-reading questions			
5	LSC: Prepositions p. 72 W&P: Short transactional text – directions p. 72	265–266 267–269	Act. 5 (15 mins) Act. 6 (45 mins)	135 135–136, 34		W&P: Complete revising and editing Act. 6			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
<p>HOD/Subject head:</p>					<p>Date:</p>				



Note 1: On Days 4 and 5 you can use Act. 10 for **FAT Oral – prepared reading**.

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

Extra resources: Literature setwork. Rubrics for prepared reading TG pp. 29, 31 and rubric for short transactional text TG p. 34.

SUCCESSFUL ENGLISH Week 2 Unit 15 Theme: The power of words continued										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	W&P: Short transactional text – directions p. 72 R&V: Literary text p. 72	269	Act. 7 (40 mins)	136, 34	Continue reading literature setwork (20 mins)					
2	R&V: Comprehension visual text p. 72	269–272	Act. 8 (60 mins)	136–137						
3	LSC: Adverbial clauses p. 72 R&V: Literary text p. 72	272–273	Act. 9 (30 mins)	137	Continue reading literature setwork (30 mins)					
4	L&S: Prepared reading p. 72 R&V: Literary text p. 72	273	FAT Act. 10 (60 mins)	137–139, 29, 31	Continue reading literature setwork					
5	L&S: Prepared reading p. 72 R&V: Literary text p. 72	273 274	Complete FAT Act. 10 (40 mins) Act. 11 (20 mins)	137–139, 29, 31 138	Continue reading literature setwork					
Reflection										
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					HOD/Subject head:		Date:			



Extra resources: CD and L&S comprehension passage for Act. 3 TG p. 165. Rubric for transactional text TG p. 34 and creative writing (diary entry) TG p. 33.

SUCCESSFUL ENGLISH Week 3 Unit 16 Theme: Technology at its best and worse									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	R&V: Email p. 73	276–279	Act. 1 (60 mins)	140–141					
2	W&P: Transactional text – poster p. 72	279	Act. 2 (60 mins)	141, 34					
3	L&S: Comprehension news p. 73	279–280	Act. 3 (60 mins)	141–142, 165					
4	LSC: Questions and prompts p. 73	281–282	Act. 4 (40 mins)	142–143	Continue reading literature setwork (20 mins)				
5	W&P: Diary entries – focus on process writing p. 73	282–284	Act. 5 (60 mins)	143, 33					
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		

Note 1: On Days 3 and 4 use Act. 9 to prepare and hold a debate for **FAT Oral – debate**.

Extra resources: Literature setwork. CR poetry: *One day* p. 63.

SUCCESSFUL ENGLISH Week 4 Unit 16 Theme: Technology at its best and worse continued										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	R&V: Poetry p. 73	285–288	Act. 6 (60 mins)	143–145						
2	LSC: Reinforcement of LSC covered previously – definite and indefinite nouns, collective nouns p. 73	288–289 289	Act. 7 (30 mins) Act. 8 (30 mins)	145 145						
3	L&S: Debate p. 73	289–292	Begin FAT (prepare for a debate) Act. 9 (60 mins)	145–146						
4	L&S: Debate p. 73	289–292	Complete FAT (conduct a debate) Act. 9 (60 mins)	145–146						
5	W&P: Summary p. 73 R&V: Literary text p. 73	292	Act. 10 (40 mins)	147	Continue reading and discussing literature setwork or CR poetry: <i>One day</i> p. 63 (20 mins)					
Reflection										
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					HOD/Subject head:		Date:			

Extra resources: CD and text for listening comprehension TG p. 165. Rubric for descriptive essay TG p. 33.

SUCCESSFUL ENGLISH Week 5 Unit 17 Theme: The art of communication									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	L&S: Listening comprehension p. 74	294–295	Act. 1 (60 mins)	149, 165					
2	R&V: Poetry p. 74	295–298	Act. 2 (60 mins)	149–151					
3	LSC: Punctuation, auxiliary verbs p. 74	298–299 300–301	Act. 3 (30 mins) Act. 4 (30 mins)	151 151–152					
4	W&P: Revision – descriptive essay p. 74	301–304	Act. 5 – planning and drafting (60 mins)	152–153, 33					
5	W&P: Revision – descriptive essay p. 74 R&V: Literary text p. 74	301–304	Act. 5 – revising and editing (30 mins)	152–153, 33	Continue reading literature setwork (30 mins)				
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		



Note 1: On Days 3 and 4 you can use Act. 9 for **FAT Oral – prepared speech**.

Extra resources: Examples of advertisements from magazines for Act. 7. Literature setwork. Rubric for prepared speech TG p. 32.

SUCCESSFUL ENGLISH Week 6 Unit 17 Theme: The art of communication continued									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	LSC: Emotive and manipulative language p. 74	304–306	Act. 6 & Act. 7 (60 mins)	153					
2	R&V: Folklore p. 74	306–308	Act. 8 (60 mins)	153–155		L&S: Prepare a speech LB p. 309			
3	L&S: Prepared speech p. 74	309–310	Begin FAT Act. 9 (60 mins)	155, 32					
4	L&S: Prepared speech p. 74	309–310	Complete FAT Act. 9 (60 mins)	155, 32					
5	R&V: Literary text p. 74				Read and discuss literature setwork (60 mins)				
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		





SUCCESSFUL ENGLISH Week 7 Unit 18 Theme: Look back, look ahead

Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	R&V: Reading comprehension p. 75	312–315	Act. 1 (60 mins)	157							
2	LSC: Reinforcement of LSC covered previously – dictionary work p. 75	316–317	Act. 2 (60 mins)	157–158							
3	R&V: Poetry p. 75	317–319	Act. 3 & 4 (60 mins)	158–159							
4	L&S: Discussion p. 75	319–320	Act. 5 (45 mins)	159	Read and discuss literature setwork (15 mins)						
5	W&P: Revision – transactional texts p. 75	320–322	Act. 6 (40 mins)	159–160	Read and discuss literature setwork (20 mins)						

Reflection

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

What will you change next time? Why?

HOD/Subject head:

Date:





Note 1: Use the Exemplar paper 2 in LB pp. 327–336 and paper 3 TG pp. 338–343 to revise for the final exams.
Extra resources: Rubrics for essay and transactional writing TG pp. 33–34. Literature setwork.

SUCCESSFUL ENGLISH Week 8 Unit 18 Theme: Look back, look ahead continued										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	LSC: Reinforcement of LSC covered previously p. 75	323–325, 351	Act. 7 (60 mins)	160						
2	R&V: Revision p. 75	328–330	Paper 2: Section A Q. 1 (60 mins)	180						
3	LSC: Revision p. 75	331–332	Paper 2: Section B Q. 2 (40 mins)	180	Read and discuss literature setwork (20 mins)					
4	R&V: Literature p. 75	333–336	Paper 2: Section C Q. 3 (60 mins)	180–181						
5	W&P: Revision	338–343	Review sample Paper 3 (30 mins)	182–183	Complete reading literature setwork (30 mins)					
Reflection										
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					HOD/Subject head:		Date:			





Note 1: For the final examinations use the exemplar Paper 2: Comprehension, language use and response to literature in the TG on pp. 194–197 and memos in TG on pp. 198–199; and Paper 3: Writing in TG on pp. 200–201 and memo in TG on pp. 202–203; or the exemplar papers provided at the end of the tracker; or exams from another LTSM.

SUCCESSFUL ENGLISH Week 9 Theme: Summative assessment: End-of-year examination										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1										
2										
3										
4										
5										
Reflect on the year										
<p>Think about and make a note of:</p> <p>1. Did you complete the curriculum according to the CAPS requirements? If not, why not, and what could you do to cover all of the work next year?</p> <p>2. Did the tracker help with curriculum planning and coverage? How could you use it even more effectively next year?</p> <p>3. What concepts and skills did learners grasp well this year? What good practice could you use again next year?</p>					<p>4. What did learners struggle with? How can you help your group next year understand these concepts and develop these skills better?</p> <p>5. What needs to be communicated to the teacher who will teach this group of learners next year?</p> <p>6. What aspects of your teaching and assessment practices would you like to develop further next year? How will you go about this?</p>					
HOD/Subject head:						Date:				



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

Note 1: There are useful notes on teaching literature on pp. 167–176 of the TG.

Note 2: On Day 2 you must use Act. A-3 for **FAT Oral – unprepared speech** (introducing a speaker).

Note 3: On Day 3 use Act. B for **FAT Oral – reading aloud**.

Note 4: When learners have been assessed for their reading, they should read the poem and answer the questions on pp. 53–55 of the CR.

Extra resources: Tests done at the end of Term 3 for review and feedback. Rubric for **FAT Oral – prepared speech** TG p. 129. Literature setwork. CR poetry: *There was a naughty boy* pp. 53–55

TOP CLASS Week 1 Unit 15 Theme: Found!											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	L&S: Unprepared speech p. 72	184–185	Review tests done at the end of Term 3 (30 mins) Begin FAT Act. A 1–2 (30 mins)	128–129							
2	L&S: Unprepared speech p. 72	184–185	Conduct FAT Act. A 3 (60 mins)	128–129		L&S: Act. B Prepare a passage from literature setwork or CR for FAT LB p. 185, TG p. 129					
3	L&S: Reading aloud p. 72 R&V: Literary text p. 72	185	FAT Act. B (30 mins)	129	Introduce the literature setwork (30 mins)	R&V: Continue reading literature setwork					
4	L&S: Reading aloud p. 72 R&V: Literary text p. 72	186–187	Act. C (60 mins)	129–130		R&V: Continue reading literature setwork					
5	LSC: Complex nouns, comparative adjectives p. 72	187–188	Act. D & E (30 mins)	130–131	CR poetry: <i>There was a naughty boy</i> pp. 53–55 (30 mins)	R&V: Continue reading literature setwork					
Reflection											
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?						
HOD/Subject head:					Date:						

Extra resources: Literature setwork. Rubric for transactional writing TG p. 166.

TOP CLASS Week 2 Unit 15 Theme: Found! continued									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	LSC: Prepositions p. 72 R&V: Comprehension p. 72	188 189–190	Act. F (30 mins) Act. G (30 mins)	131 131–132		R&V: Continue reading literature setwork			
2	W&P: Transactional writing – giving directions, focus on process p. 72	190–191	Act. H (60 mins)	132, 166		R&V: Continue reading literature setwork			
3	LSC: Simple, complex and compound sentences, adverbs p. 72	191–192 192	Act. I (40 mins) Act. J (20 mins)	133 133		R&V: Continue reading literature setwork			
4	LSC: Adverbial and adjectival clauses, literal and figurative meaning p. 72	192–193 193	Act. K (30 mins) Act. L (10 mins)	133–134 134	Continue reading and discussing literature setwork (20 mins)	R&V: Continue reading literature setwork			
5	LSC: Punctuation, comparative and superlative adjectives p. 72 R&V: Literary text p. 72	193 194	Act. M (35 mins) Act. N (10 mins)	134 134	Continue reading and discussing literature setwork (15 mins)	R&V: Continue reading literature setwork			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		



Note 1: On Day 3 you can use Act. E for **FAT Oral – group discussion**.
Extra resources: Literature setwork.

TOP CLASS Week 3 Unit 16 Theme: Blessing the seeds									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	L&S: Listening comprehension – TV news p. 73	195–197	Act. A & B	135–137					
2	LSC: Figurative language, prompts, reported and direct speech p. 73	197	Act. C (40 mins)	137	Read and discuss literature setwork (20 mins)	R&V: Continue reading literature setwork			
3	L&S: Group discussion p. 73	198 198–199	Act. D (15 mins) FAT Act. E (45 mins)	137 138		R&V: Continue reading literature setwork			
4	R&V: Email p. 73	199–201	Act. F & G (60 mins)	138–139		R&V: Continue reading literature setwork			
5	R&V: Poetry p. 73	202–203	Act. H (60 mins)	139		R&V: Continue reading literature setwork			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
<p>HOD/Subject head:</p>					<p>Date:</p>				



Extra resources: CR short story: *Catalogue cats* pp. 56–61. Literature setwork. Rubric for transactional writing TG p. 166.

TOP CLASS Week 4 Unit 16 Theme: Blessing the seeds continued									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	R&V: Literary text – short story p. 73			140	CR short story: <i>Catalogue cats</i> pp. 56–61 (60 mins)	R&V: Continue reading literature setwork			
2	W & p. Transactional text – email p. 73	203–204	Act. I (40 mins)	140, 166	Read and discuss literature setwork (20 mins)	R&V: Continue reading literature setwork			
3	LSC: Subject-verb agreement, indefinite pronouns and demonstrative pronouns p. 73	204–205 205–206	Act. J (20 mins) Act. K & L (40 mins)	140–141 141		R&V: Continue reading literature setwork			
4	LSC: Collective nouns, punctuation, indefinite pronouns p. 73	206	Act. M, N & O (60 mins)	142		R&V: Continue reading literature setwork			
5	R&V: Literary text p. 73				Read and discuss literature setwork (60 mins)	R&V: Continue reading literature setwork			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		

Note 1: On Day 2 use Act. B and C for learners to prepare their speeches for **FAT Oral – prepared speech**. Assess them on Day 3.

Note 2: When learners have delivered their speeches, allow them to continue reading their literature setwork.

Extra resources: Literature setwork.

TOP CLASS Week 5 Unit 17 Theme: Seeing clearly									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	L&S: Listening comprehension p. 74 R&V: Literary text – youth novel p. 74	207–208	Act. A (40 mins)	143–144	Read and discuss literature setwork (20 mins)	R&V: Continue reading literature setwork			
2	L&S: Prepared speech p. 74	208–209	Preparation for FAT Act. B & C (60 mins)	144–145		L&S: Practise your speech			
3	L&S: Prepared speech p. 74 R&V: Literary text – youth novel p. 74	208–209	FAT Prepared speech (60 mins)	144–145	Continue reading literature setwork				
4	L&S: Listening comprehension and discussion p. 74 R&V: Literary text – youth novel p. 74	209–210	Act. D (40 mins)	145–146	Read and discuss literature setwork (20 mins)				
5	R&V: Literary text – youth novel p. 74	210–213	Act. E & F (60 mins)	146–147					
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		

Extra resources: Literature setwork. CR poetry: *My black skin* p. 63.

TOP CLASS Week 6 Unit 17 Theme: Seeing clearly continued									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	R&V: Poetry p. 74	213–215	Act. G (60 mins)	147–148					
2	W&P: Revision and preparation for exams – narrative essay p. 74	215–216	Begin Act. H – Planning and drafting (60 mins)	148					
3	W&P: Revision and preparation for exams – narrative essay p. 74 R&V: Literary text p. 74	215–216	Complete Act. H – Revising and editing (40 mins)	148	Continue reading and discussing literature setwork (20 mins)				
4	LSC: Finite verbs and auxiliary verbs p. 74	216	Act. I (60 mins)	148					
5	LSC: Punctuation, auxiliary verbs p. 74 R&V: Literary text – poetry p. 74	216–217	Act. J & K (40 mins)	149	CR poetry: <i>My black skin</i> p. 63 (20 mins)				
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		



Note 1: On Day 2 you may use Act B for **FAT Oral – prepared reading**. When learners have been assessed, they should begin preparing their speech – see Act. C.

Note 2: On Day 3 you may use Act. C for **FAT Oral – prepared speech**. When learners have been assessed, they should continue reading their literature setwork.

Note 3: Use Act. D 1–6 to discuss and finalise work on literature setwork.

Extra resources: Suitable passages for *Reading aloud* in Act. B. CR short story: *Mountain girl* p. 64.

TOP CLASS Week 7 Unit 18 Theme: Revision for exams									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	L&S: Listening comprehension p. 75	218–219	Act. A (40 mins)	150–151	CR short story: <i>Mountain girl</i> p. 64 TG p. 153 (20 mins)	R&V: Continue reading literature setwork			
2	L&S: Prepared reading p. 75	219	FAT Act. B (60 mins)	152		R&V: Continue reading literature setwork			
3	L&S: Prepared speech p. 75	219–220	FAT Act. C (60 mins)	152		R&V: Continue reading literature setwork			
4	R&V: Literary text – novel p. 75	220–223	Act. D (60 mins)	152	Complete reading and discussing literature setwork (60 mins)	LSC: Act. J LB p. 225 TG p. 155			
5	R&V: Literary text – novel p. 75	221–223	Act. E (40 mins) Review homework (20 mins)	152					
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		



Note 1: Use the example exam papers for practice.

TOP CLASS Week 8 Unit 18 Theme: Revision for exams continued									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	R&V: Revision – drama, poetry p. 75 W&P: Revision – transactional: email/letter p. 75	223–224	Act. F & G (60 mins)	153–154		W&P: Act. H & I LB p. 224 TG pp. 154–155			
2	LSC: Reinforcement of LSC studied previously p. 75	225–227	Act. K, L, M, N, O, P (60 mins)	155–156		LSC: Complete Act. O & P			
3	R&V: Revision p. 75	228–229	Review home work (15 mins) Paper 2: Section A (45 mins)	161					
4	R&V: Revision p. 75	229–231	Paper 2: Section B & C (60 mins)	161–162					
5	W&P: Revision p. 75	232–233	Paper 3: Section A & Section B (60 mins)	163–166					
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		



Note 1: For the final examinations, use the exemplar papers provided at the end of the tracker or exams from another LTSM.

TOP CLASS Week 9 Summative assessment: End-of-year examination									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1									
2									
3									
4									
5									
Reflect on the year									
<p>Think about and make a note of:</p> <p>1. Did you complete the curriculum according to the CAPS requirements? If not, why not, and what could you do to cover all of the work next year?</p> <p>2. Did the tracker help with curriculum planning and coverage? How could you use it even more effectively next year?</p> <p>3. What concepts and skills did learners grasp well this year? What good practice could you use again next year?</p>					<p>4. What did learners struggle with? How can you help your group next year understand these concepts and develop these skills better?</p> <p>5. What needs to be communicated to the teacher who will teach this group of learners next year?</p> <p>6. What aspects of your teaching and assessment practices would you like to develop further next year? How will you go about this?</p>				
HOD/Subject head:						Date:			



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

Note 1: On Day 1 you can use Act. 1 for **FAT Oral – prepared reading**. In order to complete assessing all learners, you may have to take some time after school.

Note 2: On Day 5 you can use Act. 6 for **FAT Oral – unprepared speech**. When learners have been assessed, allow them to continue reading the literature network.

Extra resources: Tests done at the end of Term 3 for review and feedback. Literature network. Rubric for **FAT Oral – unprepared speech** TG p. 256. Rubric for transactional text TG p. 260. Rubric for **FAT Oral – prepared reading** TG p. 258.

VIA AFRIKA Week 1 Unit 16 Theme: Musicians									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	L&S: Reading aloud p. 72	176–177	Review tests done at the end of Term 3 (30 mins) FAT Act. 1 (30 mins)	210, 258					
2	R&V: Literary text – short story p. 72	177–180	Act. 2 & 3 (60 mins)	211–212					
3	W&P: Transactional text – informal letter p. 72	180–182	Act. 4 (60 mins)	212, 260					
4	LSC: Revision – clauses p. 72 R&V: Literary text p. 72	182	Act. 5 (30 mins)	213	Introduce literature network (30 mins)	R&V: Continue reading literature network			
5	L&S: Unprepared speech – introducing a speaker p. 72 R&V: Literary text p. 72	183	FAT Act. 6 (60 mins)	214, 256	Continue reading literatures network	R&V: Continue reading literature network			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		

Extra resources: Literature setwork. CR poetry: *At the theatre* p. 58.

VIA AFRIKA Week 2 Unit 16 Theme: Musicians continued										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	R&V: Reading comprehension p. 72	184	Act. 7 (60 mins)	214–215		R&V: Continue reading literature setwork				
2	W&P: Transactional – giving directions p. 72	185	Act. 8 (60 mins)	215		R&V: Continue reading literature setwork				
3	W&P: Transactional – interview p. 72	185	Act. 9 (60 mins)	215–216		R&V: Continue reading literature setwork				
4	LSC: Complex nouns, prepositions, punctuation p. 72 R&V: Literary text p. 72	186	Act. 10 (40 mins)	216	Continue reading and discussing literature setwork (20 mins)	R&V: Continue reading literature setwork				
5	R&V: Literary text p. 72 R&V: Poetry p. 73			217	Continue reading and discussing literature setwork and CR poetry: <i>At the theatre</i> p. 58 (60 mins)	R&V: Continue reading literature setwork				
Reflection										
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
HOD/Subject head:					Date:					

Note 1: On Day 4 you can use Act. 5 for **FAT Oral – group discussion**.

Extra resources: Literature setwork. Rubric for group discussion TG p. 256. CD for listening comprehension. Rubric for transactional text – email TG p. 260.

VIA AFRICA Week 3 Unit: 17 Theme: Being connected									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	L&S: Listening comprehension p. 73	187–188	Act. 1	221–223		R&V: Continue reading literature setwork			
2	R&V: Email p. 73 W&P: Transactional text – email p. 73	188–189 190	Act. 2 (40 mins) Act. 3 (20 mins)	223, 260 224, 260		W&P: Complete Act. 3			
3	LSC: Pronouns – interrogative, demonstrative, punctuation p. 73 R&V: Literary text p. 72	191	Act. 4 (40 mins)	224–225	Continue reading and discussing literature setwork (20 mins)	R&V: Continue reading literature setwork			
4	L&S: Group discussion p. 73	191–192	FAT Act. 5 (60 mins)	225, 256		R&V: Continue reading literature setwork			
5	R&V: Poetry p. 73	192–194	Act. 6 (60 mins)	226		R&V: Continue reading literature setwork			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		

Extra resources: CR poetry: *When old folks laugh* p. 61. Literature network. Rubric for transactional text – email TG p. 260.

VIA AFRIKA Week 4 Unit 17 Theme: Being connected continued									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	W&P: Transactional text – email p. 73	194	Act. 7 (60 mins)	227, 260					
2	LSC: Indefinite and collective nouns p. 73 R&V: Literary text p. 72	194–195	Act. 8 (30 mins)	227–228	Continue reading and discussing literature network (30 mins)	R&V: Continue reading literature network			
3	LSC: Prefixes and suffixes, finite verbs p. 73	196 196	Act. 9 (30 mins) Act. 10 (30 mins)	228 228–229		R&V: Continue reading literature network			
4	LSC: Comparative adjectives p. 73 R&V: Poetry p. 73	196	Act. 11 (15 mins)	229–230	CR poetry: <i>When old folks laugh</i> p. 61 (45 mins)	R&V: Continue reading literature network			
5	R&V: Literary text p. 72				Continue reading and discussing literature network (60 mins)	R&V: Continue reading literature network			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		

Note 1: On Day 5 conduct **FAT Oral – prepared speech**.

Extra resources: Literature setwork. Rubric for narrative essay TG p. 259. Rubric for prepared speech TG p. 256.

VIA AFRIKA Week 5 Unit 18 Theme: Overcoming adversity									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	L&S: Listening comprehension p. 74	197–198	Act. 1 (60 mins)	234–235		R&V: Continue reading literature setwork			
2	R&V: Folklore p. 74	199–200	Act. 2 (60 mins)	235–236		R&V: Continue reading literature setwork			
3	W&P: Revision – narrative essay p. 74	200–201	Begin Act. 3 – Planning and drafting (60 mins)	236, 259		L&S: Prepared speech for FAT LB p. 202			
4	W&P: Revision – narrative essay p. 74 LSC: Punctuation p. 74 R&V: Literary text p. 74	201	Act. 4 (30 mins)	237 237	Continue reading and discussing literature setwork	L&S: Prepared speech for FAT LB p. 202			
5	L&S: Prepared speech p. 74	202	FAT Prepared speech (60 mins)	237–238, 256		R&V: Continue reading literature setwork			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		

Extra resources: CR short story: *Thank you, ma'am* pp. 47–52. Rubric for narrative essay TG p. 259.

VIA AFRIKA Week 6 Unit 18 Theme: Overcoming adversity continued										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	R&V: Poetry p. 75	203–204	Act. 5 (60 mins)	238–240		R&V: Continue reading literature setwork				
2	W&P: Revision – narrative essay p. 74	204 200–201	Act. 6 Complete essay in Act. 3 – revising and editing (60 mins)	240–241, 259 236		R&V: Continue reading literature setwork				
3	LSC: Auxiliary and finite verbs p. 74 R&V: Literary text p. 74	205	Act. 7 (30 mins)	241	Continue reading and discussing literature setwork (30 mins)	R&V: Continue reading literature setwork				
4	R&V: Short story p. 74			242–243	Begin CR short story: <i>Thank you, ma'am</i> pp. 47–52 (60 mins)	R&V: Continue reading literature setwork				
5	R&V: Short story p. 74			242–243	Complete CR short story: <i>Thank you, ma'am</i> pp. 47–52 (60 mins)	R&V: Continue reading literature setwork				
Reflection										
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					HOD/Subject head:		Date:			

Note 1: On Day 2 use Act. 2 for **FAT Oral – prepared reading**.

Note 2: Note that the times are different to the suggestions in the TG because many activities have to be completed and much revision has to be done this week.

Extra resources: CD for listening comprehension. Rubric for prepared reading TG p. 258.

VIA AFRIKA Week 7 Unit 19 Theme: Revision									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	L&S: Listening comprehension p. 75	207–208	Act. 1 (60 mins)	246–247		R&V: Continue reading literature setwork			
2	R&V: Prepared reading p. 75	208	FAT Act. 2 (60 mins)	246–247, 258		R&V: Continue reading literature setwork			
3	R&V: Reading comprehension – summarise a text p. 75	209–210	Act. 3 (60 mins)	247		R&V: Continue reading literature setwork			
4	R&V: Reading comprehension p. 75	210–212	Act. 4 (40 mins)	247–248	Complete reading and discussing literature setwork (20 mins)	R&V: Continue reading literature setwork			
5	W&P: Revision – transactional letter and email p. 75	212–213	Act. 5 & 6 (60 mins)	248–249		R&V: Continue reading literature setwork			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		



Note 1: On Day 2 you can use Act. 9 for **FAT Oral – prepared speech**. When learners have been assessed, they should complete Act. 12 and 13.

Note 2: Use the exemplar papers on LB pp. 222–225 for revision and practice. For the final papers, use the examples at the end of the tracker or any exam from another LTSM.

Note 3: On Day 4 you need to conduct **FAT Oral – prepared speech and reading**. You might have to take time after school to complete these assessments or complete them in Week 9, which is set aside for exams.

Extra resources: Rubric for prepared speech TG p. 257. Rubric for prepared reading TG p. 258.

VIA AFRIKA Week 8 Unit 19 Theme: Revision continued									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	LSC: Reinforcement of LSC covered previously, simple, complex and compound sentences, statements and questions p. 75	215	Act. 7 & 8 (60 mins)	249–250		Prepare a speech for FAT LB pp. 215–216			
2	L&S: Prepared speech p. 75 LSC: Reflexive pronouns, punctuation p. 75	216	FAT Act. 9 (60 mins)	250, 257		Complete Act. 12 & 13			
3	LSC: Reflexive pronouns, punctuation p. 75 R&V: Poetry p. 75	218–219 219–220	Act. 11 (40 ins) Review Act. 12 & 13 (20 mins)	251 251–252					
4	L&S: Prepared speaking, prepared reading p. 75	222	FAT Paper 1 Oral (60 mins)	253					
5	R&V: Revision – exam preparation p. 75 LSC: Revision – exam preparation p. 75	223–225	Paper 2 (60 mins)	254					
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
HOD/Subject head:					Date:				





Note 1: Choose either the sample papers at the end of the tracker or exams from another LTSM for your final end-of-year exams.
Extra resources: Rubric for essay writing for Paper 3 TG p. 259. Rubric for transactional writing for Paper 3 TG p. 260.

VIA AFRIKA Week 9 Theme: Summative assessment: End-of-year examination										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1										
2										
3										
4										
5										
Reflect on the year										
<p>Think about and make a note of:</p> <p>1. Did you complete the curriculum according to the CAPS requirements? If not, why not, and what could you do to cover all of the work next year?</p> <p>2. Did the tracker help with curriculum planning and coverage? How could you use it even more effectively next year?</p> <p>3. What concepts and skills did learners grasp well this year? What good practice could you use again next year?</p>					<p>4. What did learners struggle with? How can you help your group next year understand these concepts and develop these skills better?</p> <p>5. What needs to be communicated to the teacher who will teach this group of learners next year?</p> <p>6. What aspects of your teaching and assessment practices would you like to develop further next year? How will you go about this?</p>					
HOD/Subject head:						Date:				



F. ASSESSMENT RESOURCES

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

In all subjects FATs must include questions that are set at a range of cognitive levels. For EFAL, questions can be set at various levels for the comprehension and literature questions in Paper 2 of the end of year examination.

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

Table 1: COGNITIVE LEVELS AND QUESTION TYPES

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



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 her 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 1: In the memorandum to Paper 2 in Section F *Assessment Resources* there is information about the cognitive levels of the various reading comprehension questions.

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



2. English First Additional Language Grade 7: Task 2: End-of-Year Examination: Paper 2: Comprehension, language and literature

Total marks: 40

Suggested time: Two hours

Instructions

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

Part 1: Reading comprehension

Read the letter that Nelson Mandela wrote to his daughter Zinzi while he was in prison, and then answer the questions that follow.

March 1, 1971

My Darling,

Friday the 5th February this year was your 12th birthday and in January I sent you a card containing my congratulations and good wishes. Did you get it? Again I say: many happy returns...

What a lovely letter you wrote me last month! Merci beaucoup! I have started 1971 with a real bang. Yours was the first and only letter I got from the family this year and I read it over and over again. I shall keep it as a souvenir. It pleased me very much to know your subjects for this year and hope that you will work hard right from the beginning of the year and pass. French is an important language. On the African continent more people speak French than English.




I saw the note that you wrote at the back of the letter asking the postman to send the letter away at once and to "be like Elvis, go man, Go." The music of Elvis is very lively and popular and I am glad to note that you are fond of it too. I hope that you also love the music of Miriam Makeba, Mohapeloa, Caluza, Tyamzashe, Paul Robeson, Beethoven (Tchaikovsky). What is even more important, I trust that one day you will be able to compose, sing and play your own music, or do you prefer to be a ballet star in addition to being a scientist, doctor or lawyer?

What games do you play? Basketball, swimming or athletics, especially track events (i.e. running) would keep you healthy and strong, and give you the pleasure of helping your college win victories. Try your luck darling. May this letter bring you the same joy and happiness that yours gave me.

Lots of love and plenty of kisses

Yours affectionately

Tata

- 
- 
- 
-
1. Why did Madiba send his daughter a card? 1
 2. Why do you think that Madiba has to ask if Zinzi got the card that he sent? 2
 3. What does *Merci beaucoup* mean? Write the number of your choice only.
 - 3.1 lots of love 1
 - 3.2 thank you 1
 - 3.3 how are you 1
 4. Why does he say that that it is important to learn French? 1
 5. Name one of the topics that Zinzi wrote about in her letter. 1
 6. Why does he say that he will keep the letter? 2
 7. What message do you think the father wants the daughter to get? 3
 8. Quote three words or phrases that show what feelings Madiba has for his daughter. 3
 9. What would you miss most, if you were in prison? 1
- Total 15**

Part 2: Language in context

Read the passage, then answer the questions that follow

Traditional Healers in South Africa

In South Africa, there are two kinds of traditional healers: the herbalist and the diviner. The diviner is called a sangoma. He/she has received his/her special powers from the ancestors. These powers are hereditary and run in families. These powers came to him/her through a dream or illness.

The sangoma tries to heal people by working with both their minds and bodies whereas a Western doctor simply aims to cure the physical body. Diviners can often foresee the problem by contacting the ancestors. To contact the ancestors, the sangoma gets into a trance. He/she may dance, play drums or smoke a pipe to get into a trance. He/she then throws knucklebones seeds or sticks and reads the patterns formed. He/she has special powers to interpret the patterns. The sangoma may also prescribe herbal remedies.

The herbalist is similar to a Western homeopath. The herbalist gives medicine made from natural things like herbs and plants. However, the herbalist does not have any special powers like the sangoma. He/she has no relationship with the spirits of the ancestors and only makes herbal medicine.

In South Africa, the government recognises the importance of the traditional healers, but this was not the case long ago. People were suspicious of sangomas believing that they used their powers to do harm and curse people. This is where the notion came that all sangomas were "witchdoctors". Witchdoctors do exist, but they are usually feared and hated by the community for using their powers to harm people. Sangomas use their power to help and look after people who are sick or in trouble.

(In Search of Social Sciences OUP, adapted from: www.thutong.doe.gov.za/ResourceDownload.aspx?id=40949)

1. The writer forgot to put the necessary commas in the following sentences. Rewrite each sentence, and put in all the missing commas.
 - 1.1 He/she may dance play drums or smoke a pipe to get into a trance. 2
 - 1.2 He/she then throws knucklebones seeds or sticks and reads the patterns formed. 2
2. Copy out each clause in the following sentence, and then name the clause as either 'main' or 'dependent'. 3

Sangomas use their power to help and look after people who are sick or in trouble.
3. Pick out the finite verbs in the following sentence. Write the words only. 2

People were suspicious of sangomas believing that they used their powers to do harm and curse people.
4. Replace the underlined nouns in the sentence below with pronouns. 2

The sangoma tries to heal people by working with both their minds and bodies.
5. Join these two sentences using a suitable conjunction. 2

However, the herbalist does not have any special powers like the sangoma. He/she has no relationship with the spirits of the ancestors and only makes herbal medicine.
6. Change the underlined verbs in the following sentence, so that the subject and the verbs agree. Write the words only. 2

These powers is hereditary and runs in families.
7. Change the following sentence from passive into the active form. 2

Witchdoctors are usually feared and hated by the community.

Total 15

Part 3: Response to literature

Read the poem, and then answer the questions that follow.

Woman Work – poem by Maya Angelou

I've got the children to tend
 The clothes to mend
 The floor to mop
 The food to shop
 Then the chicken to fry
 The baby to dry
 I got company to feed
 The garden to weed
 I've got shirts to press
 The tots to dress
 The can to be cut
 I gotta clean up this hut
 Then see about the sick
 And the cotton to pick.

Shine on me, sunshine
 Rain on me, rain
 Fall softly, dewdrops
 And cool my brow again.

Storm, blow me from here
 With your fiercest wind
 Let me float across the sky
 'Til I can rest again.

Fall gently, snowflakes
 Cover me with white
 Cold icy kisses and
 Let me rest tonight.

Sun, rain, curving sky
 Mountain, oceans, leaf and stone
 Star shine, moon glow
 You're all that I can call my own.

1. Why is the poem called *Woman work*? 2
2. Who is the speaker in the poem? 1
3. Write a few sentences describing the speaker's life. 2
4. 4.1 Choose a word to describe the rhythm of the first stanza. Write the word only. 2
 - a) Calm
 - b) Rapid
 - c) Frightening
- 4.2 Give a reason for your choice in 4.1 2
5. 5.1 The poet uses the word 'rest' in the last lines of Stanzas 3 and 4. This repetition shows her: 2
 - a) Despair
 - b) Determination
 - c) Anger
 - d) Loneliness
- 5.2 Give a reason for your choice in Question 5.1 2
6. Does the poet use free verse for this poem? Give a reason for your answer. 1

Total 10



3. English First Additional Language Grade 7: Task 2: End-of-Year Examination: Memorandum and cognitive levels Paper 2

Part 1: Reading comprehension

1. Why did Madiba send his daughter a card?
It was her birthday.
Cognitive level 1 Literal: The learner has to find information available in the text.
2. Why do you think that Madiba has to ask if Zinzi got the card that he sent?
As a prisoner he could not post the letter himself, so he had to rely on the guards (prison authorities) to do it for him. Perhaps to punish him they did not always send his letters.
Cognitive level 4 Evaluation: This question deals with a judgement regarding Mandela's situation. (1)
3. What does *Merci beaucoup* mean? Write the number of your choice only.
 - 3.1 lots of love
 - 3.2 thank you
 - 3.3 how are you**Cognitive level 3 Inference:** The learner has to infer the meaning from the context of the letter.
4. Why does he say that it is important to learn French?
More French is spoken in Africa than English.
Cognitive level 1 Literal: The learner has to find information in the text. (1)
5. Name one of the topics that Zinzi wrote about in her letter.
She wrote about her school subjects.
Cognitive level 1 Literal: The learner has to state facts. (1)
6. Why does he say that he will keep the letter?
It will be like a memory of her and give him comfort.
Cognitive level 3 Inference: The learner has to explain the writer's intention. (2)
7. What message do you think the father wants the daughter to get?
He wants her to **work hard** and **pass** and **be healthy**, so she must take part in sports. He also wants her to **love music**. **Learners should choose three of these options.**
Cognitive level 3 Inference: The learner has to discuss the writer's motivation. (3)

8. Quote three words or phrases that show what feelings Madiba has for his daughter.
Darling, Lots of love, plenty of kisses, lovely letter. Learners should choose three of these options.
Cognitive level 5 Appreciation: The learner has to react to the writer's use of language. (3)
9. What would you miss most if you were in prison?
Own answer.
Cognitive level 5 Appreciation: The learner has to empathise with the writer and show appreciation of what it is like to be in prison and be parted from one's family. (1)

Total 15

Part 2: Language in context

- (2) 1. The writer forgot to put the necessary commas in the following sentences. Rewrite each sentence and put in all the missing commas.
 - 1.1 He/she may **dance, play** drums or smoke a pipe to get into a trance.
 - 1.2 He then throws **knucklebones, seeds** or sticks and reads the patterns formed. (2)
2. Copy out each clause in the following sentence, and then name the clause as either 'main' or 'dependent.'
Sangomas use their power to help and look after people who are sick or in trouble.
Sangomas use their power to help – main clause
Sangomas use their power and look after people – main clause
who are sick or in trouble – dependent clause (3)
- (1) 3. Pick out the finite verbs in the following sentence. Write the words only.
People were suspicious of sangomas believing that they used their powers to do harm and curse people.
were
used (2)
4. Replace the underlined nouns in the sentence below with pronouns. Write the words only.
The Sangoma tries to heal people by working with both their minds and bodies.
He/she **them** (2)





5. Join these two sentences using a suitable conjunction.
However, the herbalist does not have any special powers like the sangoma. He/she has no relationship with the spirits of the ancestors and only makes herbal medicine.
 However, the herbalist does not have any special powers like the sangoma because he/she has no relationship with the spirits of the ancestors and only makes herbal medicine. (2)
6. Change the underlined verbs in the following sentence, so that the subject and the verbs agree. Write the words only.
These powers is hereditary and runs in families.
are run (2)
7. Change the following sentence from passive into the active form.
Witchdoctors are usually feared and hated by the community.
The community usually fears and hates the witchdoctors. (2)
- Total 15**

Part 3: Response to literature

1. Why is the poem called *Woman work*?
The poem tells us about all the tasks or jobs a woman has to do every day.
Cognitive level 1 Literal: The learner has to find information that is available in the text. (2)
2. Who is the speaker in the poem?
The speaker is a woman/poet.
Cognitive level 1 Literal: The learner has to find information that is available in the text. (1)
3. Write a few sentences describing the speaker's life.
Learners should comment on how the woman has little rest as she has to do so much. They should also explain how she longs to rest.
Cognitive level 2 Reorganisation: The learner has to give an outline or summary. (2)
4. 4.1 Choose a word to describe the rhythm of the first stanza.
 Write the word only.
 a) Calm
 b) Rapid
 c) Frightening

- Cognitive level 1 Literal:** The learner has to base the response on the information that the text gives.
- 4.2 Give a reason for your choice in 4.1.
b) She has so much to do and has no time to stop and rest.
Cognitive level 5 Appreciation: The learner has to discuss the effectiveness of the literary devices. (2)
5. 5.1 The poet uses the word 'rest' in the last lines of Stanzas 3 and 4. This repetition shows her:
 Despair
 Determination
 Anger
 Loneliness
Cognitive level 1 Literal: The learner has to base the response on the information that the text gives.
- 5.2 Give a reason for your choice in Question 5.1. If learners choose **b) Determination** they need to say that she wants to rest more than anything else but continues working. If they choose **a) Despair** they should explain that she is so desperate that she does not think that she will ever be able to stop and rest. If they choose **c) Anger**, they need to explain how the woman feels this way because her life is so hard. If they choose **d) Loneliness** they have to explain that the woman worked so hard that she did not have time to spend with friends and family.
Cognitive level 3 Inference: The learner has to discuss the speaker's attitude. (2)
6. Does the poet use free verse for this poem?
 Give a reason for your answer.
The poem uses rhyme in all the stanzas, so it is not in free verse.
Cognitive level 5 Appreciation: The learner has to discuss the effectiveness of the literary devices. (1)
- Total 10**



4. English First Additional Language Grade 7: Task 2: End-of-Year Examination Paper 3: Writing

Total marks: 30

Suggested time: One hour

Instructions

- Answer ONE question from Section A and ONE question from Section B. Start EACH section on a NEW page.
- You must plan, draft revise and edit your work.
- Number each question according to the number system used on the question paper.
- Write down the heading of your response. Give your response a title or heading if one has not been provided.
- Your essay must be 130–180 words.
- Decide before you begin whether your essay will be a descriptive or narrative essay.

Section A: Essay

Total: 20 marks

Question 1

- 1.1 You dream about visiting other countries. Write an essay in which you describe the country you wish to visit and what you would like to do during your visit.
- 1.2 Write a story about a very frightening experience that you had.
- 1.3 Write a story that begins with the following phrase: The happiest...
- 1.4 Write a story that begins with the following phrase: The most difficult...

Section B: Transactional Texts

Total: 10 marks

Question 2

- 2.1 Your class wants to raise funds for a school trip to Durban. You have been chosen as the chairperson of the fund-raising committee. Write the minutes of the meeting to plan how to raise funds for the trip to Durban.
- 2.2 You have been selected to represent your school in a national singing competition. Write a diary entry for the day that you received this news.
- 2.3 An important sports personality will be visiting your school to attend your annual sport day. You have been asked to thank this personality. Write the thank you speech.
- 2.4 An important sports personality will be visiting your school to attend your annual sport day. Write the directions that you will email to this sports hero, so that she/he can find your school.





