



GRADE 9

English
First Additional Language
Teacher Toolkit:
CAPS Planner and Tracker

2019 TERM 1





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A. ABOUT THE CURRICULUM AND ASSESSMENT PLANNER AND TRACKER

1. Your quick guide to using this planner and tracker



What is the NECT and where do I fit in?

What you do matters! What you do every day as a teacher can change the life-chances of every child that you teach. The NECT supports teachers by providing CAPS planners and trackers so that teachers can plan to cover the curriculum, track progress, and seek help when they are falling behind.



But who will help me?

The NECT will work with your school management team (SMT) and assist them to have supportive and professional conversations with you about curriculum coverage that will be orientated to identifying and solving problems.



I have looked at the planner and tracker. It goes too fast!

The CAPS planner and tracker is an expanded ATP. It helps you pace yourself as if you were able to cover everything in the ATP/CAPS. When you fall behind because time has been lost, or because the learners are progressing slowly, you need to confidently discuss this with your teaching team without feeling blamed. The pace of coverage will be determined by the pace of learning. That is why coverage must be tracked by the teacher and the SMT.



How do I use the planner and tracker?

See the "**Quick 5-step Guide to Using the CAPS Planners and Trackers**" on the opposite page.





QUICK 5-STEP GUIDE TO USING THE CAPS PLANNERS AND TRACKERS

1. Find the textbook that YOU are using.
2. Use the planning page each week to plan your teaching for the week. It will help you link the CAPS content and skills to relevant material in the textbook, the teacher's guide, and other materials such as the DBE workbook.
3. Keep a record of the date when you were able to complete the topic. It may be different from the date you planned, and for different classes. Write this date in the column on the right for your records.
4. At the end of the week, reflect and check if you are up to date. Make notes in the blank space.
5. Be ready to have a professional and supportive curriculum coverage conversation with your HoD (or subject or phase head).

The CAPS planners and trackers also provide guidelines for assessment with samples, and may also have enrichment and remedial suggestions. Read the introduction pages carefully for a full explanation.





2. Purpose of the tracker

As an English teacher, you probably know these two expressions:

- **to be on the right/wrong track** – this means doing something in a way that is likely to be successful or unsuccessful;
- **to keep/lose track of something** – this means knowing or not knowing the present state or position of something.

This publication is called a Curriculum and Assessment Planner and Tracker because it has been designed to do at least two things. The first is to assist you to stay on the right track with your teaching and assessment. The second is to help you to keep track of what you and the learners in your classes have done and should be doing in order to meet all the requirements of the Curriculum and Assessment Policy Statement (CAPS) for Grade 9 English First Additional Language (EFAL).

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

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

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

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

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

still needs to be consolidated because learners have found particular content or skills quite difficult. At department meetings, by sharing some of your reflections with your colleagues and listening to or reading theirs, all of you will have opportunities to learn from each other's successes and difficulties.

3. Links to the CAPS

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

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

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

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

4. Links to approved EFAL materials and additional literature texts

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

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

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Some Teacher's Guides suggest how to integrate texts from the Core Reader into a two-week teaching block but others leave the decisions about how to use the Core Reader to you. None of the Teacher's Guides provides guidelines for teaching particular literature set works such as novels, short story anthologies, plays or poetry anthologies because each school will have different collections of texts. However, the Learner's Book, the Teacher's Guide and the Core Reader from each publisher include information about, and activities for, working with literary texts which you can use to guide your teaching of a particular short story, novel, play or poem. Reading of literary texts can be done mostly as a homework task. However, you need to give learners some support in class for the reading that they will do on their own. A few suggestions for how to do this are included in Section C (*Broad Guidelines for Daily Lesson Planning and Preparation*) of this tracker.

5. Links to assessment

In addition to the many activities which you can use for informal assessment on a daily basis, the Grade 9 EFAL Learner's Book includes activities for each formal assessment task which must be done during the term. For some of these you have a choice (e.g. writing a descriptive or a narrative essay) and thus learners will do this task in the two-week teaching block in the CAPS that includes this task. For some sets of LTSMs there are end-of-term tests for Term 1 and Term 3. These tests are either in the Learner's Book, with a memorandum in the Teacher's Guide, or both the test and the memorandum are in the Teacher's Guide. The Term 1 and Term 3 tests must be written at the end of the term. It is a good idea to discuss a testing timetable with colleagues in other subjects. If possible, learners should not write several tests on the same day. This is one of the reasons why it is important to have a carefully drawn up school assessment plan.

Each Grade 9 EFAL Teacher's Guide provides some assessment rubrics for assessing both oral and written work.

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

6. Managing allocated time in the tracker

The tracker for each term outlines how to structure ten hours of teaching for each two-week block in the Grade 9 EFAL CAPS. It is very important that schools allocate

five hours per week in the timetable to EFAL. Each lesson outline is for a daily lesson of one hour (i.e. five per week). If your school timetable allocates lesson times that vary from 30 to 45 minutes or that include both 30 minute and 60 minute lessons (double periods), then you will need to note in your copy of the tracker where you end one lesson and begin another. Should you miss a lesson for any reason, you should get back 'on track' as soon as possible so as not to fall too far behind. Never skip a lesson; always start from where you left off to be sure that you cover the specified curriculum.

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

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

Note 2: This tracker has been designed for a 10 week term, with five days per week for all 10 weeks. Should you use it in a year where the first term is shorter or longer than this, you will need to adjust the pace at which you work to accommodate the different time available. It is important that you check this at the start of the term.

7. Resources

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

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

As these resources are needed for all lessons, there is no column headed *Resources* in the Grade 9 EFAL tracker. Where an additional resource is necessary for, or would enrich, one or more lessons in a two-week block, it is stated under the heading for the lesson outlines for the week.





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

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

The publishers of books for Grade 9 EFAL have approached extension and remediation work and support for literature teaching in different ways as listed below:

Clever English First Additional Language (Macmillan)

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

English Today First Additional Language (Maskew Miller Longman)

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

Interactive English (St Mary's Interactive Learning Experience)

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

Platinum English First Additional Language (Maskew Miller Longman)

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

homework. Each chapter in the Learner's Book ends with revision tasks. The Teacher's Guide includes a section titled *Guidelines for Teaching Literature*.

Spot On English First Additional Language (Heinemann)

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

Successful English (Oxford University Press)

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

Top Class English First Additional Language (Shuter & Shooter)

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

Via Afrika English First Additional Language (Via Afrika Publishers)

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

Note: It would be a good idea to purchase a copy of each set of approved LTSMs, in addition to the set that your school has obtained for learners and teachers, so that you can use these for teaching ideas or additional activities for learners. In particular, the



guidance for lesson preparation and for teaching is more detailed in some Teacher's Guides than in others.

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

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

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

9. Columns in the tracker

The tracker plan consists of the following columns:

- Day of the week (1-5);
- The CAPS content and learner activities with key words and phrases from the curriculum in bold type and the relevant CAPS page number noted;
- Learner's Book pages;
- Teacher's Guide pages;
- Core Reader/literature set work;
- Suggested homework;
- Date completed.

10. Space for recording weekly reflections

Reflecting on your lessons is valuable for your professional development as a teacher and for helping the learners in your classes to learn. The tracker includes

some guiding questions at the bottom of each week's teaching plan for you to use in evaluating your lessons. Below are some general questions which you can also use:

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

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

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

B. TERM PLANNING

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

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

gives a summary of the formal assessment tasks included in each of the eight sets of LTSMs.

Please note: It is possible that the formal assessment requirements published in CAPS will change in response to Circular S1 of 2017. However, at the time of printing this tracker, no updated information was available. When you receive official notification of changes, please adjust the programme here and in the trackers accordingly.

Table 2 gives a summary of the formal assessment tasks included in each of the eight sets of LTSMs, and when they are scheduled in each tracker. Where a test is in the Learner's Book, it is not suitable for a formal assessment task as learners can prepare for it in advance, but it can be used for revision. There is a test in Section F of this document which you can use.

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

TABLE 1: Formal assessment tasks for Grade 8 English First Additional Language

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

FORMAL ASSESSMENT TASKS FOR TERM 1

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

FORMAL ASSESSMENT TASKS FOR TERM 2

TASK 1: ORAL	TASK 2: WRITING	TASK 3: TEST 2
Unprepared reading/forum/group discussion	Review/documentary/notice/agenda and minutes	Paper 1: Oral Paper 2: Comprehension and language (2 hr) Paper 3: Writing (1 hr) Paper 4: Response to literature (1 hr 30 mins)

FORMAL ASSESSMENT TASKS FOR TERM 3

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

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

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

TABLE 2: Formal assessment tasks included in each set of LTSMs for Term 1

LTSM	Task 1 Oral	Task 2 Writing	Task 3 Test
Clever English First Additional Language	Week 3: Read a prepared text aloud LB p. 19; TG p. 20; Rubric p. 265	Week 4: Write an informal letter of appreciation LB pp. 24-25; TG pp. 22-23 Week 8: Write a narrative essay LB p. 57; TG pp. 44-45; Rubric pp. 267-268	Week 10: No test provided See test in Section F or set your own
English Today First Additional Language	Week 3: Read a prepared text aloud LB p. 28; TG p. 14; Rubric p. 232	Week 4: Write an informal letter of appreciation LB pp. 31-32; TG p. 16; Rubric p. 229 Week 8: Write a narrative essay LB p. 61-62; TG pp. 34-35	Week 10: Note: The test on pp. 78-80 of the LB is not long enough for the term test but can be used for revision See test in Section F or set your own
Interactive English	Week 3: Read a prepared text aloud LB pp. 26-27; TG p. 22; Rubric p. xxxi	Week 4: Write an informal letter of appreciation LB pp. 41-43; TG pp. 32-33; Rubric p. xxx Week 8: Write a descriptive or narrative essay LB pp. 83-84; TG p. 58; Rubric p. xxix	Week 10: No test provided See test in Section F or set your own
Platinum English First Additional Language	Week 4: Read a prepared text aloud LB pp. 20-21; TG p. 17	Week 4: Write an informal letter of appreciation LB pp. 21-23; TG pp. 17-18; Rubric p. xxxii Week 8: Write a descriptive essay LB pp. 54-55; TG pp. 40-41	Week 10: No test provided See test in Section F or set your own
Spot On English First Additional Language	Week 3: Read a prepared text aloud LB p. 18; TG p. 80	Week 4: Write an informal letter of appreciation LB p. 22; TG p. 83; Rubric p. 306 Week 8: Instead of a reflective essay learners should write a descriptive or narrative essay LB p. 46; TG p. 104	Week 10: No test provided See test in Section F or set your own
Successful English	Week 4: Read a prepared text aloud LB pp. 32-33; TG p. 49; Rubric p. 31	Week 4: Write an informal letter of appreciation LB pp. 37-38; TG p. 50 Week 8: Write a descriptive essay LB pp. 72-75; TG p. 64	Week 10: Note: The test on pp. 93-96 in the LB is an example of a suitable comprehension and language test, but should only be used for practice/revision See test in Section F or set your own
Top Class English First Additional Language	Week 3: Read a prepared text aloud LB pp. 14-15; TG p. 10	Week 4: Write an informal letter of appreciation LB pp. 22-23; TG pp. 14-15 Week 8: Write a narrative essay LB pp. 53-54; TG p. 35	Week 10: Note: The test on pp. 50-52 in the LB can be used for revision purposes See test in Section F or set your own
Via Afrika English First Additional Language	Week 4: Read a prepared text aloud LB p. 25; TG p. 48 for assessment information TG pp. 52-53 for an example of a text in core reader that could be used for prepared reading	Week 3: Write an informal letter of appreciation LB p. 20; TG p. 44 Week 8: Write a descriptive essay; write an informal letter LB pp. 49-50; TG pp. 86-87	Week 10: Note: The test on pp. 59-60 of the LB can be used for revision purposes See test in Section F or set your own

C. BROAD GUIDELINES FOR LESSON PLANNING AND PREPARATION

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

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

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

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

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

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

D. GUIDELINES FOR TEACHING

1. Teaching Reading and Viewing

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

2. Teaching literature

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

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

Examples of homework tasks

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

3. Teaching Writing and Presenting

Learners are expected to learn how to write texts in a range of genres (e.g. essays, reports, letters). For each genre, learners need to work through a **writing process** that

involves planning, drafting, revising, editing and producing a final version of the text. Each Teacher's Guide and Learner's Book shows you and the learners how to work through this process. It is important to note that revising does not just mean checking on language use, it also means making decisions about extra content that may be needed or whether some of the content needs to be presented in a different order.

4. Teaching Listening and Speaking

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

5. Teaching Language Structures and Conventions

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

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

Informal assessment is a vital part of an English teacher's work. Not only is it very important for you to take note of how learners are managing any particular learning activity, but it is equally important for you to tell learners how they are progressing.

For many activities you can do this orally in class and in writing when you mark written work.

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

E. TRACKERS FOR EACH SET OF APPROVED LTSMs

Please note the following:

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

1. Clever English First Additional Language (Macmillan)

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

Extra resources: Template for each learner for the family crest poster; examples of print advertisements. **Note** homework tasks.

CLEVER ENGLISH Week 1 – Theme: Breaking the ice							
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class	
						Date completed	
1	W&P: Understand how to prepare a poster about self (15 mins); L&S: Groups discuss and exchange views on two advertisements (20 mins); L&S: Listen to an advertisement and make notes (25 mins); p. 96	1-2 Act. 1 3 Act. 2 4 Act. 3	2 3 3-4		W&P: Begin to prepare poster about self		
2	L&S: Use notes to answer questions on manipulative and persuasive language; p. 96	4-5 Act. 4	5		Complete poster about self		
3	W&P: Present poster to group (20 mins); R&V: Read a cartoon and answer questions on body language and other aspects of it (30 mins); R&V: Listen to teacher’s introduction to short story <i>Needled</i>; p. 96	1-2 Act. 1 5-6 Act. 5	2 6	<i>Needled</i> CR pp. 46-50	Begin reading short story <i>Needled</i> CR pp. 46-50		
4	R&V: Read a second cartoon and answer questions on it (40 mins); L&S: In groups discuss the possible influences of television advertisements on viewers (20 mins); p. 96	7 Act. 6 7 Act. 7	7 7	<i>Needled</i> CR pp. 46-50	Complete reading short story <i>Needled</i> CR pp. 46-50		
5	Discuss questions on <i>Needled</i> CR p. 87 (20 mins); R&V: Do skimming, scanning and intensive reading activities on the summary of a story and then answers question on it; p. 96	8-9 Act. 8-9	13-14 7-10	<i>Needled</i> CR pp. 46-50	Complete answers to LB pp. 8-9 Act. 9		
Reflection							
<p>Think about and make a note of: You have been teaching learners who are likely to be new to you. What have you noticed about their knowledge and use of English? What were you pleased about in your lessons? What, if anything, would you like to improve on? Did you cover all the work set for the week? If not, how will you get back on track?</p>				<p>What will you change next time? Why?</p>			
				HOD/Subject head:		Date:	



Extra resources: Examples of advertisements; a copy of the literature set work for each learner.

CLEVER ENGLISH Week 2 – Theme: Take a commercial break									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	Discuss and mark answers to Act. 9 (15 mins); R&V: Understand features of advertisements (25 mins); W&P: Begin planning own poster advertisement (20 mins); p. 96	9 10 10 Act. 10	9-10 11		W&P: Design first draft of advert				
2	W&P: Continue to work on advertisement; p. 96	10 Act. 10	11 Rubric 275		Edit and proof read final version of advert				
3	R&V/LSC: Understand and correct ambiguity and other language errors in classified advertisements (40 mins); LSC: Revise spelling rules and begin Act. 12 (20 mins); p. 96	11 Act. 11 12 Act. 12	11		Complete LB p. 12 Act. 12				
4	Discuss and mark Act. 12 (10 mins); LSC: Understand abbreviations and do Act. 13 (35 mins); revise nouns, adjectives and pronouns (15 mins); p. 96	12 13-14 Act. 13 15 Act. 14	12		Do LB p. 15 Act. 14				
5	Discuss and mark homework (10 mins); LSC: Understand the structure of a simple sentence and do Act. 15 (35 mins); R&V: Listen to teacher's introduction to literature set work (15 mins); p. 96	15 15-16 Act. 15	13 13	Literature set work	Begin reading literature set work				
Reflection									
Think about and make a note of: Were you satisfied with your teaching of the features of advertisements and with the examples that you used to do this? How successfully did learners design and produce an advertising poster? Did you cover all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?				
					HOD/Subject head:			Date:	



Note: There is an error on LB p. 19 and TG p. 18. Listening comprehension is not a formal assessment task for Term 1 Grade 9. Present a prepared reading is the Term 1 Formal Assessment Task 1.
Extra resources: A copy for each learner of the map on TG p. 17.

CLEVER ENGLISH Week 3 – Theme: Destinations										
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
										Date completed
1	Discuss literature set work (10 mins); L&S: Groups discuss literal and figurative journeys (10 mins); L&S: Listen to text, draw journey on map, answer questions and discuss how teacher read the text (40 mins); p. 97	18 Act. 1 19 Act. 2-3	18 18-19		Prepare for Classroom Act. 4 by finding a text to read					
2	R&V: Use reading strategies to read an extract from a novel and answer questions on characters and theme; p. 97	20-21 Act. 5	20-21		Practise prepared reading					
3	L&S: Present prepared reading to class; Note: This activity can be done for Term 1 Formal Assessment Task 1; p. 97	19 Act. 4	20 Rubric p. 265	Literature set work	Continue reading literature set work as directed by teacher					
4	L&S: Present prepared reading to class (rest of class) (45 mins); Discuss literature set work (15 mins); p. 97	19 Act. 4	20 Rubric p. 265	<i>The road not taken</i> LB p. 22	Read the information about figurative journeys and the poem <i>The road not taken</i> LB p. 22					
5	R&V: Discuss structure, metaphor and theme in a poem and; p. 97				Continue reading literature set work as directed by teacher					
Reflection										
<p>Think about and make a note of: Were you satisfied with your explanations and examples of literal and figurative language? If so, why? If not, why not? How well did learners manage the prepared reading task? What did you do assist them with their preparation for reading? Did you cover all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					HOD/Subject head:		Date:			

CLEVER ENGLISH Week 4 – Theme continued: Destinations

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Discuss literature set work (10 mins); R&V: Read a cartoon and answer questions on it (25 mins); W&P: Prepare for writing a letter of appreciation and begin first draft (25 mins); p. 97	23 Act. 7 23-25 Act. 8	22 22-23		Complete first draft of letter					
2	W&P: Revise, edit and proof read final version of letter; Note: This can be done for Term 1 Formal Assessment Task 2; p. 97	23-25 Act. 8	22-23		LSC: Rewrite a note and correct errors LB p. 26 Act. 9					
3	LSC: Revise stems, prefixes and suffixes; direct and indirect (reported) speech, figurative language and answer Act. 10; p. 97	26-27 28 Act. 10	23-24 24		LSC: Revise parts of speech and spelling rules LB pp. 28-29					
4	Mark homework (5 mins); LSC: Revise parts of speech and do Act. 11 (25 mins); R&V: Read poem <i>Sea fever</i> CR p. 92 and answer questions on CR p. 102; p. 97	26-29 Act. 11	24 24-25 36-37 <i>Sea fever</i>	<i>Sea fever</i> CR p. 92; Questions on p. 102	Complete answers to questions on poem; Bring literature set work to class					
5	Mark and discuss homework (20 mins); R&V: Read and discuss literature set work				Continue reading literature set work as directed by teacher					
Reflection										
<p>Think about and make a note of: Were you satisfied with the support you gave learners when they were preparing and writing their letter of appreciation? If so, why? If not, why not? When you were revising aspects of language knowledge what did learners find easy or difficult? Did you cover all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					HOD/Subject head:		Date:			



CLEVER ENGLISH Week 5 – Theme: Legal eagles

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
1	Discuss literature set work (10 mins); L&S: Discuss the implications of breaking agreements/promises (10 mins); prepare to listen to conversation between a call centre agent and a client; listen and discuss language use and tone in the conversation (40 mins); p. 98	31 Act. 1 Act. 2 33	31 31-32		Prepare for Act. 3 by thinking about what to say in the role play					
2	L&S: Prepare a role play about a verbal transaction between buyer and seller, and a subsequent dispute regarding the transaction; perform the role play to a group; p. 98	33 Act. 3	32		Read vocabulary about contracts LB p. 34					
3	R&V: Understand the language of a contract (30 mins); read and answer questions on a poem about a broken contract (30 mins); p. 98	34-35 Act. 4 36-37 Act. 5	32-33		Complete answers to Act. 5					
4	Discuss and mark answers to Act. 5 (15 mins); R&V: Use reading strategies to read a contract and answer comprehension questions on it (45 mins); p. 98	Act. 5 37-39 Act. 6-7	34	Literature set work	Continue reading literature set work as directed by teacher					
5	Discuss literature set work (15 mins); R&V: Read a poem and answers questions on rhyme scheme, figures of speech and theme; p. 98		36-37	CR <i>Timothy Winters</i> p. 93 and 102	Continue reading literature set work as directed by teacher					
Reflection										
<p>Think about and make a note of: Learners may have found the content on contracts quite challenging. Were you pleased with the support you gave them? Is there anything you could improve on? Did you cover all the work set for the week? If not, how will you get back on track?</p>		<p>What will you change next time? Why?</p>								
		HOD/Subject head:				Date:				



CLEVER ENGLISH Week 6 – Theme continued: Legal eagles

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Discuss literature set work (15 mins); W&P: Prepare to write a report by reading and discussing report writing and the situation to be written about; p. 98	39-41 Act. 8	34-35		Plan and write first draft of report					
2	W&P: Revise first draft, write, edit and proof read final version of report; p. 98	Act. 8 39-41	34-35 Rubric 274	Literature set work	Continue reading literature set work as directed by teacher					
3	Discuss literature set work (15 mins); LSC: Understand conjunctions and use them in compound and complex sentences; revise direct and indirect (reported) speech and question formation; p. 98	42-43 Act. 9	35		LSC: Understand uses of the apostrophe and do LB pp. 43-44 Act. 10					
4	Mark and discuss homework (15 mins); LSC: Understand and identify types of abbreviations (45 mins); p. 98	Act. 10 44-45 Act. 11	35-36 36	Literature set work	Continue reading literature set work as directed by teacher					
5	Discuss and read literature set work			Literature set work	Continue reading literature set work as directed by teacher					
Reflection										
<p>Think about and make a note of: How are learners responding to the literature set work? Are you pleased with what you are doing to encourage them to read and discuss the text? Did you cover all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					HOD/Subject head:		Date:			

Extra resources: One sheet of paper per learner and ink/paint for ink/paint blob activity.

Note: There is an error on LB p. 50 and TG p. 41. An unprepared speech is not a formal assessment task for Term 1 Grade 9.

CLEVER ENGLISH Week 7 – Theme: The magical world of art						
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class
						Date completed
1	R&V/L&S: Read about and discuss optical illusions (15 mins); L&S: Listen to a conversation (dialogue), make notes and use these to answer questions (45 mins); p. 99	47-48 Act. 1 48 Act. 2	39 39-41		Think about what the ink blot shows in preparation for class discussion LB p. 49	
2	L&S: In groups discuss views on what the ink blot shows (15 mins); L&S: Understand how to make a speech ; do the art activity on which an unprepared speech will be based; get ideas for speech (45 mins); p. 99	49 Act. 3 49 50 Act. 4	41		Revise information on speech making LB p. 49	
3	L&S: Make an unprepared speech to a group (teacher monitors); p. 99	Act. 4 50	41 Rubric 267	Literature set work	Continue reading literature set work as directed by teacher	
4	Discuss literature set work (10 mins); R&V/L&S: Read an extract from a play aloud to capture tone and mood; answer comprehension questions on extract (50 mins); p. 99	50-52 Act. 5	42	Literature set work	Continue reading literature set work as directed by teacher	
5	R&V: Read the lyrics of a song and discuss structure and language use (30 mins); R&V: Read a poem and answer questions on it (30 mins); p. 99	53-54 Act. 6	42-43 48	<i>Black art</i> CR p. 94 Questions on p. 102	Complete answers to questions on poem	
Reflection						
<p>Think about and make a note of: Was the ink/paint blob activity a useful preparation for the unprepared speech? If you taught this lesson again is there anything you would do differently? What do you think learners learned from reading and discussing the extract from a play, the song lyrics and the poem? Did you cover all the work set for the week? If not, how will you get back on track?</p>		<p>What will you change next time? Why?</p>				
		HOD/Subject head:			Date:	



Note: Term 1 Formal Assessment Task 2 is to write a descriptive or narrative essay – not a reflective essay. The essay this week must be a narrative essay.

CLEVER ENGLISH Week 8 – Theme continued: The magical world of art									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	Discuss and mark answers to questions on poem (15 mins); R&V: Read a story about stories and answer comprehension questions (45 mins); p. 99	54-55 Act. 7	48 43-44	<i>Black art</i> CR p. 94; Questions on CR p. 102	Continue reading literature set work as directed by teacher				
2	Discuss literature set work (15 mins); W&P: Understand features of reflective and narrative essays; choose a topic for a narrative essay brainstorm and plan the essay, begin writing first draft (45 mins); p. 99	56-57 Act. 8	44-45		Complete first draft of essay				
3	W&P: Revise draft, write, edit and proof read final version of essay; Note: The narrative essay can be done for Term 1 Formal Assessment Task 2; p. 99	56-57 Act. 8	44-45 Rubric 267-268		Continue reading literature set work as directed by teacher				
4	Discuss literature set work (10 mins); R&V/LSC: Read a text and answer language questions based on it; p. 99	57-58 Act. 9	45-46		Read the poem and think about how to perform it <i>Nightfall</i> LB p. 59				
5	R&V/L&S: Perform <i>Nightfall</i> for a group (teacher monitors) (30 mins); read and perform <i>Prayer to the hunting star, Canopus</i> ; p. 99	59 Extra Act. 1 60 Extra Act. 3	46 47		Continue reading literature set work as directed by teacher				
Reflection									
Think about and make a note of: How well did learners manage the essay writing task? Were you satisfied with the support you gave them for their writing? What did you notice about the ways learners performed the poems? Did you cover all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?				
					HOD/Subject head:		Date:		



Note: The comprehension task for Act. 4 is not a Term 1 Formal Assessment Task as stated on LB p. 64 and TG p. 53.

CLEVER ENGLISH Week 9 – Theme: Call the doctor						
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class
						Date completed
1	L&S: Groups identify names of different medical specialists (10 mins); L&S: Listen to a newspaper report, make notes, discuss answers to questions in order to prepare an oral report for television; decide on each group member's role in the report; p. 100	61-62 Act. 1 62-63 Act. 2 -3	51 51-52		Practise role for presentation in next lesson	
2	L&S: Each group presents part of the report in role, paying attention to language use, register, tone, body language, introduction and conclusion; p. 100	62-63 Act. 2-3	51-52		Continue reading literature set work as directed by teacher	
3	Discuss literature set work (10 mins); R&V: Read a newspaper report and answer comprehension questions on it (50 mins); p. 100	64-66 Act. 4-5	53		LSC: Revise figures of speech LB p. 66	
4	R&V: Read a poem and discuss its internal and external structure, mood and theme; answer questions on the poem; p. 100	67-68 Act. 6-7	54-55		LSC: Revise the apostrophe LB p. 68	
5	LSC: Answer teacher's questions about the apostrophe (5-10 mins); R&V: Skim and scan a newspaper report and answer questions on it (50-55 mins); p. 100	69-70 Act. 8	55		Continue reading literature set work as directed by teacher	
Reflection						
<p>Think about and make a note of: Did you and the learners enjoy the role plays of a television news report? What do you think learners learned from this activity? Did you cover all the work set for the week? If not, how will you get back on track?</p>		<p>What will you change next time? Why?</p>				
		HOD/Subject head:			Date:	

CLEVER ENGLISH Week 10 – Theme continued: Call the doctor

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Discuss literature set work (10 mins); W&P: Plan and begin writing first draft of a newspaper report (50 mins); p. 100	70-71 Act. 9	55		Complete first draft of report					
2	W&P: Revise first draft, write, edit and proof read final version of report; p. 100	70-71 Act. 9	55	<i>This is going to hurt just a little bit</i> CR pp. 94-95	Read and think about <i>This is going to hurt just a little bit</i> CR pp. 94-95					
3	R&V: Discuss a poem <i>This is going to hurt just a little bit</i> and answer questions on it (30 mins); LSC: Identify sentence types; use verb forms correctly (30 mins); p. 100	71-73 Act. 10-11	57-58 56	Questions CR pp. 102-103; Literature set work	Continue reading literature set work as directed by teacher					
4	Discuss literature set work (30 mins); LSC: Understand and use active and passive voice (30 mins); p. 100	73-74 Act. 12	57	Literature set work	Revise for term test					
5	Term 1 Formal Assessment Task 3: Comprehension and Language Test									
End-of-term reflection										
Think about and make a note of: 1. Was the learners' performance during the term what you had expected and hoped for? Which learners need particular support with EFAL in the next term? What strategy can you put in place for them to catch up with the class? Which learners would benefit from extension activities? What can you do to help them? 2. With which specific topics did the learners struggle the most? How can you adjust your teaching to improve their understanding of this section of the curriculum in the future?					3. What ONE change should you make to your teaching practice to help you teach more effectively next term? 4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back on track ?					
HOD/Subject head:					Date:					

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

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

Extra resources: Examples of advertisements. **Note** homework tasks.

ENGLISH TODAY Week 1 – Theme: Voices in the market									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	L&S: Discuss a photograph with a partner (5 mins); L&S: Listen to a radio advertisement, take notes about pace, tone and persuasive techniques, use notes in group discussion, use notes to write answers to questions (55 mins); p. 96	10-11 Act. 1-3	3-4		Complete written answers to Act. 3				
2	Discuss and mark answers (10-15 mins); R&V: Understand features of multimodal advertisements; skim an advertisement to answer questions; read an advertisement and answer comprehension questions on it (45-50 mins); p. 96	11 Act. 3 12 Act. 4 12-13 Act. 5	4 4-5 5	<i>The grey pipit</i> CR pp. 119-124	Begin reading <i>The grey pipit</i> CR pp. 119-124				
3	LSC: Identify nouns and adjectives in an advertisement (20 mins); understand concord and use concord correctly; understand abbreviations (20 mins); p. 96	13 Act. 6 13 Act. 7 14 Act. 8	5 5 6	<i>The grey pipit</i> CR pp. 119-124	Complete reading <i>The grey pipit</i>				
4	R&V: Discuss the short story <i>The grey pipit</i> and answer questions CR p. 119-124; p. 96		4 177	<i>The grey pipit</i> CR pp. 119-124	Do Act. 9 LB p. 14 on spelling rules				
5	Mark and discuss homework (10 mins); W&P: Plan and draft a one page advertisement; p. 96		200 6		Revise draft advert				
Reflection									
<p>Think about and make a note of: You have been teaching learners who are likely to be new to you. What have you noticed about their knowledge and use of English? What were you pleased about in your lessons? What, if anything, would you like to improve on? Did you cover all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		

Extra resources: Examples of advertisements; a copy of the literature set work for each learner

ENGLISH TODAY Week 2 – Theme continued: Voices in the market									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	W&P: Get feedback on first draft of advertisement, revise, edit and proof read final version to display in class; p. 96		6		R&V: Read the information on parts of a book LB pp. 16-17 and answer Act. 11 Parts 1-3				
2	Mark and discuss homework (10 mins); R&V: Identify parts of a book (40 mins); R&V: Understand how writers of short stories present characters (10 mins); p. 96	17 Act. 12 17	7 7 8		R&V: Read a short story LB pp. 18-19				
3	R&V: Answer post-reading questions on a short story (40 mins); LSC: Revise and use simple past tense; p. 96	19 Act. 14 20 Act. 15	8 8		LSC: Extend vocabulary by doing LB p. 20 Act. 16				
4	Mark and discuss homework (5-10 mins); LSC: Revise and use adjectives and pronouns (25 -30 mins); R&V: Read the last part of short story <i>Market days</i> LB p. 22; p. 96	22	9 9		Answer questions on <i>Market day</i> LB p. 22				
5	Mark and discuss homework (10-15 mins); R&V: Read short story <i>The bird with golden feathers</i> CR p. 130 -131 and answer questions on it (35-40 mins); listen to teacher's introduction to literature set work (5-10 mins); p. 96	Revision LB p. 20	9 178	<i>The bird with golden feathers</i> CR pp. 130-131; Literature set work	Begin reading literature set work				
Reflection									
<p>Think about and make a note of: How well did learners manage the poster designing task? Were you satisfied with the support you gave them? What have you noticed about learners' ability to read and respond to short stories? Did you cover all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
<p>HOD/Subject head:</p>					<p>Date:</p>				

Note: The rubric for assessing prepared reading is on TG p. 232 not p. 231 as stated on p. 14 of the guide.

ENGLISH TODAY Week 3 – Theme: Women and war									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	Discuss literature set work (10 mins); L&S: Discuss a photograph (5 mins); R&V: Read an extract from a short story; understand background, setting and characters, make inferences and answer questions (45 mins); p. 97	24-26 Act. 1-2	11		Complete answers to LB p. 26 Act. 2				
2	Mark and discuss homework (15 mins); R&V: Compare, contrast and evaluate the settings of two stories (45 mins); p. 97	26 Act. 3	11-12 12		LSC: Understand stems, prefixes and suffixes and answer LB p. 27 Act. 4				
3	Mark and discuss homework (5-10 mins); L&S: Listen to a reading and note how the reader uses her/his voice; discuss the content of the reading (30 mins); L&S: Understand how to choose a text for prepared reading; choose a text (20 mins); p. 97	27 27 Act. 5 28 Act. 8	13-14 14		Practise prepared reading				
4	L&S: Present prepared reading to class; Note: This is Term 1 Formal Assessment Task 1; p. 97	28 Act. 8	14 Rubric 232	Literature set work	Continue reading literature set work as directed by teacher				
5	L&S: Rest of class presents prepared reading; if time, discuss literature set work; p. 97	28 Act. 8	14 Rubric 232		LSC: Revise punctuation and answer LB p. 29 Act. 7 No. 2				
Reflection									
<p>Think about and make a note of: Were you pleased with the way in which you modelled prepared reading for the learners? How well did they manage the prepared reading task? What could you do to assist any learners who found this difficult? Did you cover all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		

ENGLISH TODAY Week 4 – Theme continued: Women and war

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	LSC: Mark and discuss homework (5 mins); do Act. 7 No. 1 with a partner (5 mins); LSC: Revise the past tenses and use these tenses in sentences (30 mins); W&P: Prepare to write a letter of appreciation, plan the letter; p. 97	29 Act. 7 30 Act. 8 31-32 Act. 9	15 15 16		Write first draft of letter of appreciation					
2	W&P: Revise, edit, write and proof read final version of letter; Note: This can be done for Term 1 Formal Assessment Task 2; p. 97	31-32 Act. 9	16 Rubric 229	<i>Swimming in time</i> CR pp. 72-80	Begin reading short story <i>Swimming in time</i> CR pp. 72-80					
3	LSC: Understand and explain idioms, proverbs and euphemisms (30 mins); R&V: Read a poem and answer questions about language use, theme, message and structure (30 mins); p. 97	34 Act. 10 34-35 Act. 11	16-17 17		Complete answers to LB pp. 34-35 Act. 12					
4	Mark and discuss Act. 12 (15 mins); LSC: Learn spelling and spelling patterns (30 mins); continue reading short story <i>Swimming in time</i> (15 mins); p. 97	35 Act. 13	17 17-18	<i>Swimming in time</i> CR pp. 72-80	Complete reading short story <i>Swimming in time</i> CR pp. 72-80					
5	R&V: Discuss questions on events, characters, theme and message in <i>Swimming in time</i> CR p. 80; p. 97		175	<i>Swimming in time</i> CR pp. 72-80	Do revision task LB p. 36					
Reflection										
<p>Think about and make a note of: What did you notice about the strongest and weakest learners' use of language in their letters and in their responses to the literary texts they read this week? What can you do to support both groups of learners? Did you cover all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					HOD/Subject head:		Date:			

Extra resources: Examples of contracts (if possible).

ENGLISH TODAY Week 5 – Theme: Promises, promises						
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class
						Date completed
1	Mark and discuss homework (10 mins); Discuss a photograph (3 mins); L&S: Listen to tone, register and content of conversations between a call centre agent and a client; complete a table; discuss questions about the conversations Act. 2 Q 1-3 (47 mins); p. 98	36 38-39 Act. 1 39 Act. 2	18 20-21 21		Write answers to LB p. 39 Act. 2 Q 4-6	
2	Discuss homework (5-10 mins); R&V: Scan a contract for specific information (10 mins); read a contract and answer questions on contract speak and content of a contract (40 mins); p. 98	40-41 Act. 3 40-42 Act. 4	22 22-23	Literature set work	Continue reading literature set work as directed by teacher	
3	LSC: Revise active and passive voice; direct and indirect speech and write sentences using these language forms; p. 98	43 Act. 5-7	23-24		LSC: Learn more about abbreviations and do LB p. 44 Act. 8	
4	Mark and discuss homework (10 mins); LSC: Correct spelling errors (10 mins); L&S: Role play to a group an agreed purchase and a dispute about the purchase (40 mins); p. 98	44 Act. 9 45 Act. 10	24 24 25	Literature set work	Continue reading literature set work as directed by teacher	
5	Discuss literature set work (15 mins); W&P: Learn how to write a report, plan a report and begin writing first draft (45 mins); p. 98	46-47 Act. 11	26		Complete first draft of report	
Reflection						
<p>Think about and make a note of: Learners may have found the content on contracts quite challenging. Were you pleased with the support you gave them? Is there anything you could improve on? Did you cover all the work set for the week? If not, how will you get back on track?</p>		<p>What will you change next time? Why?</p>				
		HOD/Subject head:			Date:	



ENGLISH TODAY Week 6 – Theme continued: Promises, promises

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	W&P: Revise first draft of report, write, edit and proof read final version of report; p. 98	46-47 Act. 11	26	Literature set work	Continue reading literature set work as directed by teacher					
2	Discuss literature set work (15 mins); R&V: Identify themes, mood, imagery and structure in two poems (45 mins); p. 98	47-49 Act. 12-13	26-27		Complete answers to LB pp. 48-49 Act. 13					
3	Discuss and mark answers to Act. 13 (15 mins); LSC: Understand proverbs and idioms (45 mins); p. 98	49 Act. 14	27-28		Read a contract and answer questions about it LB p. 50 (Revision)					
4	Mark and discuss homework (20 mins); R&V: Read about a poem, read a poem and answer questions on it; p. 98			<i>The dancer</i> CR pp. 18-22	Complete answers to CR p. 21 Act. 1					
5	Discuss and mark answers to questions on <i>The dancer</i> (30 mins); LSC: Revise active/passive voice by completing Worksheet 19 in the worksheet book; p. 98			Literature set work	Continue reading literature set work as directed by teacher					
Reflection										
<p>Think about and make a note of: What did you notice about the reports written by the strongest and weakest learners? Having answered this question, would you make any changes to your teaching of report writing for future lessons? What pleased you about your teaching of poetry this week? Is there anything that you think you could improve when teaching poetry? Did you cover all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					HOD/Subject head:		Date:			





ENGLISH TODAY Week 7 – Theme: Sport crosses boundaries

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Discuss literature set work (10 mins); L&S: Discuss a photograph (5 mins); listen to a dialogue, take notes and use these to answer questions (45 mins); p. 99	51-52 52-53 Act. 1	29-30	<i>The jump</i> CR pp. 96-106	Begin reading <i>The jump</i> CR pp. 96-106					
2	R&V: Learn about features of a novel, read an extract from a novel which includes dialogue; answer comprehension questions on the extract; p. 99	53-55 Act. 2-3	30-31	<i>The jump</i> CR pp. 96-106	Continue reading <i>The jump</i> CR pp. 96-106					
3	LSC: Identify subject and predicate, main and dependent clauses (30 mins); understand a spelling rule and apply it (10 mins); identify regular and irregular verbs (20 mins); p. 99	56-58 Act. 4-7	31-33	<i>The jump</i> CR pp. 96-106	Complete reading <i>The jump</i> CR pp. 96-106					
4	R&V: Discuss the short story <i>The jump</i> and answer orally the questions in CR p. 106 Act. 1-2; p. 99		31 176	<i>The jump</i> CR pp. 96-106	LSC: Read about subject-verb agreement and do LB p. 58 Act. 8					
5	Mark and discuss homework (5 mins); R&V: Read a praise poem, understand rhythm/meter; answer comprehension questions and identify an acronym in the poem (55 mins); p. 99	59-61 Act. 9-11	33-34	<i>The praises of the Canna</i> CR pp. 15-17	Read <i>The praises of the Canna</i> aloud and then silently, and then answer questions on CR p. 17					
Reflection										
<p>Think about and make a note of: Learners were expected to do a considerable amount of reading this week. How did they manage? Were you satisfied with the ways in which you assisted them to comprehend what they read and to give their views on what they read? Did you cover all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					HOD/Subject head:		Date:			



Note: There is an error on LB p. 66 and TG p. 36. In *Revision for homework* Question 4, there are no dependent clauses in the two sentences given. **Of the players** and **From all over the world** are phrases not clauses as they do not include a verb.

ENGLISH TODAY Week 8 – Theme continued: Sport crosses boundaries									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	Discuss answers to homework task (20 mins); W&P: Plan and begin writing first draft of a narrative essay (40 mins); p. 99	61-62 Act. 12	172-173 34-35	<i>The praises of the Canna</i> CR pp. 15-17	Complete first draft of essay				
2	W&P: Revise draft with a partner, write, edit and proof read final version of essay; Note: This can be done for Term 1 Formal Assessment Task 2; p. 99	61-62 Act. 12	34-35 228		Continue reading literature set work as directed by teacher				
3	Discuss literature set work (15 mins); L&S: Understand how to make an unprepared speech; make an unprepared speech to a group (45 mins); p. 99	63 Act. 13	35		Continue reading literature set work as directed by teacher				
4	R&V: Discuss and read literature set work				Continue reading literature set work as directed by teacher				
5	Discuss literature set work (10 mins); R&V/LSC: Read an article and answer questions on content and language use (50 mins); p. 99	64 Revision	35-36		Continue reading literature set work as directed by teacher				
Reflection									
<p>Think about and make a note of: What are the strengths and weaknesses of learners' narrative essays? How could you build on the strengths and help learners to overcome their weaknesses? Were you satisfied with the lesson you taught on the literature set work? If so, why? If not, why not? Did you cover all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		

Extra resources: Extra information about alien invasive plants (if possible).

ENGLISH TODAY Week 9 – Theme: Protect our plants!						
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class
						Date completed
1	Discuss literature set work (10 mins); L&S: Discuss a photograph (5 mins); L&S: Listen to a newspaper report, make notes and use the notes in a class discussion (45 mins); p. 100	66-67 Act. 1-2	38-39		Do research on alien invasive plants for oral report LB p. 67	
2	R&V: Read a poem <i>Inside my Zulu hut</i> , focus on the poet's choice of words, and answer questions on the poem ; p. 100		172	<i>Inside my Zulu hut</i> CR pp. 9-11	Plan report under headings and practise presenting it LB pp. 67-68	
3	L&S: Present a report to a group paying attention to language, register, tone, introduction and conclusion ; p. 100	68 Act. 3	39		LSC: Identify verb moods; understand spelling patterns ; do LB pp. 68-69 Act. 4-5	
4	Mark and discuss homework (10 mins); R&V: Read a magazine article; infer meanings, answer questions on it ; p. 100	70-71 Act. 6-7	39 40		R&V: Read about indigenous knowledge LB p. 72 Act. 8	
5	Discuss homework reading (5 mins); R&V: Understand literal and figurative language in a poem; answer questions about a poem ; p. 100	72 Act. 8 76-77 Act. 14	41 43		Research indigenous knowledge by doing LB p. 72-73 Act. 9	
Reflection						
<p>Think about and make a note of: What have learners learned about oral and written reports? Have they understood how to make inferences when they are reading? If not, what could you do to assist them? Did you cover all the work set for the week? If not, how will you get back on track?</p>			<p>What will you change next time? Why?</p>			
			HOD/Subject head:		Date:	

Extra resources: Extra information about alien invasive plants (if possible).

ENGLISH TODAY Week 10 – Theme continued: Protect our plants!							
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class	
						Date completed	
1	L&S: Report findings about indigenous knowledge (20 mins); W&P: Plan and begin first draft of a magazine report (40 mins); p. 100	72-73 Act. 9 74-75 Act. 11	42		Complete first draft of report		
2	W&P: Revise report with a partner, write, edit and proof read final version of report; p. 100	74-75 Act. 11	42	Literature set work	Continue reading literature set work as directed by teacher		
3	R&V: Discuss literature set work (15 mins); LSC: Understand and identify progressive (continuous) tenses; change sentences from passive to active voice (45 mins); p. 100	75-76 Act. 12-13	42	Literature set work	Continue reading literature set work as directed by teacher		
4	R&V: Final discussion of literature set work (20 mins); LSC: Revision of aspects of term's language work (40 mins)	Note: Test on pp. 78-80 could be used for revision			Revise for term test		
5	Term 1 Formal Assessment Task 3: Comprehension and Language Test						
End-of-term reflection							
Think about and make a note of: 1. Was the learners' performance during the term what you had expected and hoped for? Which learners need particular support with EFAL in the next term? What strategy can you put in place for them to catch up with the class? Which learners would benefit from extension activities? What can you do to help them? 2. With which specific topics did the learners struggle the most? How can you adjust your teaching to improve their understanding of this section of the curriculum in the future?				3. What ONE change should you make to your teaching practice to help you teach more effectively next term? 4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back on track ?			
HOD/Subject head:						Date:	

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

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

Extra resources: Examples of advertisements; six copies of TV advertisement from TG p. 8 for role play. **Note** homework tasks.

INTERACTIVE ENGLISH Week 1 – Theme: Awareness						
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class
						Date completed
1	LSC: Build vocabulary by completing paragraph on self-esteem (20 mins); L&S: Participate in group discussion about advertisements aimed at teenagers (20 mins); R&V: Read an advertisement and answer questions on it (20 mins); p. 96	4 Act. 1 4-5 Act. 1 6-7 Act. 2	7 8 10		Read information on interpreting adverts LB p. 8	
2	L&S: Class listens while some learners role play an advertisement; groups discuss questions on advertisement; class listens to role play again; learners make notes in a template and use these to write a paragraph; p. 96	5-6 Act. 1 8-9 Act. 2	8 9 10		Complete paragraph on advert	
3	R&V: Read and view cartoons; discuss questions on them in groups; R&V/W&P: Write a paragraph response to a cartoon; p. 96	9-11 Act. 3	11-13		Complete paragraph on cartoon	
4	R&V/W&P: Read paragraph to a group (10 mins); identify features of a teen novel and answer questions about these (50 mins); p. 96	12-13 Act. 4	13		R&V: Read an extract from a teen novel and notice punctuation, language use and characters LB pp. 13-15	
5	R&V: Answer group, pair and individual questions on extract from teen novel; p. 96	13-15 Act. 5	14-15	<i>A dark and stormy Facebook tale</i> CR pp. 8-12	Read teenage story <i>A dark and stormy Facebook tale</i> CR pp. 8-12	
Reflection						
Think about and make a note of: You have been teaching learners who are likely to be new to you. What have you noticed about their knowledge and use of English? What were you pleased about in your lessons? What, if anything, would you like to improve on? Did you cover all the work set for the week? If not, how will you get back on track?			What will you change next time? Why?			
			HOD/Subject head:		Date:	

Extra resources: Examples of poster advertisements; a copy of the literature set work for each learner.

INTERACTIVE ENGLISH Week 2 – Theme continued: Awareness									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss <i>A dark and stormy Facebook tale</i> and answer questions on CR p. 12 (30 mins); R&V: Listen to teacher's introduction to literature set work and begin reading set work (30 mins); p. 96		15-16	<i>A dark and stormy Facebook tale</i> CR pp. 8-12	Continue reading literature set work as directed by teacher				
2	Discuss literature set work (15 mins); LSC: Understand and practise using spelling patterns (40 mins); revise sentence structure to prepare for homework task (10 mins); p. 96	16-17 Act. 6-7	15-17		LSC: Identify, subject and predicate, nouns, pronouns, verbs and adjectives in sentences LB p. 17				
3	Mark and discuss homework (10 mins); LSC: Understand subject-verb agreement and write sentences correctly (30 mins); R&V/W&P: Understand features of a poster advertisement ; p. 96	18 19-20 Act. 8	17		Plan a poster advert LB p. 20				
4	W&P: Draft and revise poster ; p. 96	19-20 Act. 8	18		Complete final version of poster				
5	LSC: Revise punctuation rules (10-15 mins); R&V: Do activities on literature set work as directed by teacher; p. 96	21	19		Continue reading literature set work as directed by teacher				
Reflection									
Think about and make a note of: What did you notice about the advertising poster designs of the strongest and weakest learners? What could you do to assist learners who found this task difficult? How satisfied are you with your teaching of the literature set work? Did you cover all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?				
					HOD/Subject head: _____ Date: _____				

Note: The formal assessment task on prepared reading will need to be done at breaks or after school because all learners are asked to read the same story and this would be very boring for a class to listen to over and over again.

INTERACTIVE ENGLISH Week 3 – Theme: Responsibility									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Read and discuss the questions on the short story <i>Responsibility rules!</i>; p. 97		21	<i>Responsibility rules!</i> CR pp. 13-16	Answer the four questions at the top of LB p. 23				
2	L&S: Share answers to the four questions (5-10 mins); prepare to listen to a magazine article by discussing key vocabulary (5-10 mins); listen to readings of an article and answer questions on content, colloquial language and overall message (40-50 mins); p. 97	23 Act. 1 23	21 21 21-22		Read the information about prepared reading and practise reading the article LB p. 24				
3	L&S: Partners take turns to read article on LB p. 24 to each other and then read the quotation on LB p. 25 to each other to revise how to read aloud; partners take turns to read <i>The day Gogo went to vote</i> to each other; Note: This can be done for Term 1 Formal Assessment Task 1; p. 97	24 25 26-27 Act. 2	22 Rubric xxxi		R&V: Read about <i>Chandra</i> , do the prediction tasks and read the extract from this novel LB p. 28				
4	R&V/LSC: Answer questions on the extract from <i>Chandra</i>, understand euphemisms and idiomatic expressions (45 mins); R&V: Read <i>A song about responsibility</i> CR pp. 59-60 and begin answering questions on CR p. 61; p. 97	28-30 Act. 3	23-24	<i>A song about responsibility</i> CR pp. 59-61	Complete answers to questions CR p. 61				
5	Discuss and mark answers to questions on <i>A song about responsibility</i> (10-15 mins); R&V: Read a poem and answer questions about external and internal structure, theme, message and tone; p. 97	31-33 Act. 4	25-26		LSC: Answer vocabulary and language questions LB p. 33				
Reflection									
Think about and make a note of: Learners have been required to read many texts this week. How have they managed? Are you satisfied with what you did to support them in their reading? Did you cover all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?				
HOD/Subject head:					Date:				



Note: A letter of appreciation can be written either formally or informally. The example on LB p. 41 is a formal letter but this letter can also be written as an informal letter and can be done for Term 1 Formal Assessment Task 2.

INTERACTIVE ENGLISH Week 4 – Theme continued: Responsibility									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	Mark and discuss homework (10-15 mins); R&V: Identify features of four visual texts and answer questions about Texts 1-3; p. 97	33 34-36 Act. 5	27-28		Copy the IOO form and complete it LB p. 36; Answer questions on Text 4				
2	Mark completed IOO form (5 mins); LSC: Understand and use roots, prefixes and suffixes (55 mins); p. 97	36-38 Act. 6	29-30		LSC: Learn how to spell plural forms of words LB p. 38				
3	Spelling quiz on homework words (5-10 mins); LSC: Revise verb tenses and subject-verb agreement; revise direct and indirect (reported speech) and write sentences correctly (50-55 mins); p. 97	8-39 Act. 7	30 30-31		LSC: Understand and identify idioms and proverbs LB p. 40				
4	Mark and discuss homework (5-10 mins); W&P: Plan and write first draft of an informal letter of appreciation; p. 97	41-43 Act. 8	32-33		Revise first draft of letter				
5	W&P: Write, edit and proof read final version of letter of appreciation; Note: This can be done for Term 1 Formal Assessment Task 2; p. 97	41-43 Act. 8	32-33 Rubric xxx	Literature set work	Continue reading literature set work as directed by teacher				
Reflection									
<p>Think about and make a note of: Were you pleased with the ways that learners responded to the visual texts? If so, what pleased you? If not, how could you improve your teaching of visual literacy? How well did learners manage the letter writing task? If they need further help what else could you do to support them? Did you cover all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
HOD/Subject head:					Date:				



Extra resources: Examples of contracts (if possible).

INTERACTIVE ENGLISH Week 5 – Theme: Agreement										
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Discuss literature set work (10 mins); L&S: Read a comic strip about managing money; discuss features of a comic strip and its message (30 mins); R&V: Read a short story <i>Sphamandla</i> CR pp. 23-27 (20 mins)	45-46 Act. 1	35-36 39	<i>Sphamandla</i> CR pp. 23-27	Complete reading <i>Sphamandla</i> and answer questions CR p. 27					
2	Mark and discuss homework (15 mins); L&S: Listen to a dialogue between a call centre agent and a client read by two learners; talk about tone, language, content of the dialogue; role play the dialogue with a partner (45 mins); p. 98	47-49 Act. 2	36-37	<i>Sphamandla</i> CR p. 23-27	Continue reading literature set work as directed by teacher					
3	Discuss literature set work (10 mins); L&S: In pairs role play a verbal transaction between seller and buyer in which the deal turns sour to a group (50 mins); p. 98	49-50 Act. 3	37		R&V: Read information about contracts and an example of a contract LB pp. 51-54 Act. 4					
4	R&V: Skim and scan a contract and answer questions; read a contract in detail and answer questions on it; p. 98	53-55 Act. 5	38-39		Complete answers to <i>Individual work</i> LB p. 55					
5	Mark and discuss homework (15 mins); R&V: Read a love song (poem) and discuss questions on structure, tone, imagery and language use (45 mins); p. 98	56-57 Act. 6	39-40	Literature set work	Continue reading literature set work as directed by teacher					
Reflection										
<p>Think about and make a note of: Learners may have found the content on contracts quite challenging. Were you pleased with the support you gave them? Is there anything you could improve on? Did you cover all the work set for the week? If not, how will you get back on track?</p>		<p>What will you change next time? Why?</p>								
		HOD/Subject head:			Date:					

INTERACTIVE ENGLISH Week 6 – Theme continued: Agreement

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Discuss literature set work (15 mins); LSC: Understand and use spelling tools (15 mins); LSC: Revise sentence types and identify them in a text (30 mins); p. 98	58 Act. 7 59 Act. 8	41 42	<i>Bird in the hole</i> CR pp. 28-31	R&V: Read a folktale <i>Bird in the hole</i> and be prepared to answer questions on the story CR pp. 28-31					
2	R&V: Discuss a folktale and answer questions about characters, climax and theme (30 mins); LSC: Revise sentence structure and identify examples in a text; revise conjunctions and identify examples in a text (30 mins); p. 98	59-60 Act. 8	42-43		LSC: Write sentences using conjunctions LB p. 60					
3	Mark and discuss homework (15 mins); LSC: Revise direct and indirect (reported) speech and change a dialogue into direct and indirect speech (45 mins); p. 98	61 Act. 8	43	Literature set work	Continue reading literature set work as directed by teacher					
4	Discuss literature set work (10 mins); W&P: Understand features of a report; use information on a complaint form to plan and begin first draft of a report on a dispute between a buyer and seller (50 mins); p. 98	62-62 Act. 9	44-45		W&P: Complete first draft of report					
5	W&P: Revise draft, write, edit and proof read final version of report; p. 98	62-62 Act. 9	44-45	Literature set work	Continue reading literature set work as directed by teacher					
Reflection										
<p>Think about and make a note of: This week you did quite a bit of language revision work with learners. How successfully did they manage the various tasks? Did you cover all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					HOD/Subject head:		Date:			

Extra resources: Two photocopies of radio interview (TG p. 49) for learners to read to the rest of the class.

INTERACTIVE ENGLISH Week 7 – Theme: Rules										
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	L&S/LSC: Discuss questions about rules and idioms , based on a drawing (10 mins); LSC: Build vocabulary by answering questions on a drawing (10 mins); L&S: Listen to a radio interview (dialogue); take notes about content, tone and mood of interview; use these to answer questions under A on LB p. 68 (40 mins); p. 99	66 Act. 1 67 67-68 Act. 1	47 48-49		Use notes to answer questions under B LB p. 68					
2	L&S: Mark and discuss homework and discuss language used in interview (25 mins); L&S: Groups discuss rules to get ideas for unprepared speeches; individuals present unprepared speeches to a group (teacher monitors) (35 mins); p. 99	67-68 Act. 1 69 Act. 2	49 50	Literature set work	Continue reading literature set work as directed by teacher					
3	Discuss literature set work (15 mins); R&V: Read an extract from a play script; answer questions on setting, characters, plot and theme (45 mins); p. 99	70-73 Act. 3	51-52		LSC: Write answers to questions on idioms in a play script LB p. 73					
4	Mark and discuss homework (5 mins); R&V: Read a poem and answer questions on rhyme pattern, structure and content (55 mins); p. 99	74-76 Act. 4	52		Read the extract from the novel <i>Chandra</i> LB pp. 76-78					
5	R&V: Discuss the extract from <i>Chandra</i> and write answers to questions on it; p. 99	76-79 Act. 5	53-54		Complete answers to questions					
Reflection										
<p>Think about and make a note of: Learners listened to and read many different kinds of texts this week. Were you satisfied with the ways in which you helped them to understand the texts? Did you cover all the work set for the week? If not, how will you get back on track?</p>		<p>What will you change next time? Why?</p>								
		HOD/Subject head:				Date:				

INTERACTIVE ENGLISH Week 8 – Theme continued: Rules

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Mark and discuss homework (20 mins); LSC: Understand a spelling pattern and use suffixes to make words (40 mins); p. 99	76-79 80 Act. 6	54-55	Literature set work	Continue reading literature set work as directed by teacher					
2	Discuss literature set work (15 mins); LSC: Revise and use regular and irregular verbs (45 mins); p. 99	81-82 Act. 6	55-57	Literature set work	Continue reading literature set work as directed by teacher					
3	Discuss literature set work (15 mins); LSC: Identify and use main and dependent clauses to build sentences (30 mins); W&P: Understand features of descriptive and narrative essays (15 mins); p. 99	82-83 Act. 7	57		Plan narrative or descriptive essay					
4	W&P: Write first draft of essay and revise with a partner; p. 99	83-85 Act. 8	58-59		Decide on improvements to essay					
5	W&P: Write, edit and proof read final version of essay; Note: This can be done for Term 1 Formal Assessment Task 2; p. 99	83-85 Act. 8	58-59 Rubric xxix	Literature set work	Continue reading literature set work as directed by teacher					
Reflection										
<p>Think about and make a note of: What progress are you and the learners making with the literature set work? You should aim to complete it by the end of the term. Which essay did most learners choose to write (narrative or descriptive)? Why do you think more of them made this choice? Did you cover all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>				
						HOD/Subject head:		Date:		

Extra resources: A worksheet for each learner photocopied from TG p. 72; newspapers and magazines.

INTERACTIVE ENGLISH Week 9 – Theme: Conflict Resolution						
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class
						Date completed
1	Discuss literature set work (10 mins); L&S: Discuss ways of dealing with conflict (20 mins); R&V: Read and answer comprehension questions on a picture story about conflict (30 mins); p. 100	87-88 Act. 1	61-62		Put the conflict resolution steps in the correct sequence LB p. 88	
2	Mark and discuss homework (5 mins); L&S: Listen to two news reports, take notes and use these to complete a worksheet (55 mins); p. 100	89-90 Act. 2	62-63		Listen to/watch news and notice the register and tone used by newsreader	
3	L&S: In groups plan and present an oral news report to the class taking note of introduction, conclusion, register, tone, language use and body language; p. 100	89-90 Act. 3	63		R&V: Read a magazine article on conflict resolution LB p. 91	
4	R&V: Summarise article and answer questions on it; p. 100	91-92 Act. 4	64-65	<i>Perfect</i> CR pp. 17-22	Begin reading <i>Perfect</i> CR pp. 17-22	
5	R&V: Skim, scan and read for detail a newspaper article and answer questions on it; p. 100	93-94 Act. 5	65-66	<i>Perfect</i> CR pp. 17-22	Complete reading <i>Perfect</i> CR pp. 17-22	
Reflection						
<p>Think about and make a note of: What have learners learned about news reports this week? What pleased you in your teaching about news reports and magazine articles? Is there any aspect of this week's teaching that you would like to improve on? Did you cover all the work set for the week? If not, how will you get back on track?</p>				<p>What will you change next time? Why?</p>		
				HOD/Subject head:		Date:

INTERACTIVE ENGLISH Week 10 – Theme continued: Conflict Resolution

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Discuss answers to questions on <i>Perfect</i> (20 mins); R&V: Read a narrative poem and answer questions on its features and theme (40 mins); p. 100	94-96 Act. 6	66-67	<i>Perfect</i> CR pp. 17-22 Literature set work	Continue reading literature set work as directed by teacher					
2	Discuss literature set work (15 mins); LSC: Do activity on spelling patterns (15 mins); revise mood of verbs and identify examples of mood in texts (30 mins); p. 100	96-97 Act. 7	67-68		LSC: Revise sentence structures, idioms and proverbs and do tasks LB p. 98					
3	Mark and discuss homework (15 mins); W&P: Plan and begin writing first draft of an interview ; p. 100				Complete first draft of interview					
4	W&P: Revise first draft, write, edit and proof read final version of interview ; p. 100				Revise for term test					
5	Term 1 Formal Assessment Task 3: Comprehension and Language Test									
End-of-term reflection										
<p>Think about and make a note of:</p> <p>1. Was the learners' performance during the term what you had expected and hoped for? Which learners need particular support with EFAL in the next term? What strategy can you put in place for them to catch up with the class? Which learners would benefit from extension activities? What can you do to help them?</p> <p>2. With which specific topics did the learners struggle the most? How can you adjust your teaching to improve their understanding of this section of the curriculum in the future?</p>						<p>3. What ONE change should you make to your teaching practice to help you teach more effectively next term?</p> <p>4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back on track?</p>				
HOD/Subject head:						Date:				

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

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

PLATINUM ENGLISH Week 1 – Theme: Mapping my future							
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class	
						Date completed	
1	L&S: Groups discuss photograph and questions on it (20 mins); R&V: Review features of textbook and answer questions (40 mins); p. 96	2 Act. 1 2 Act. 2	3 3		R&V: Do before- and while-reading tasks LB p. 3 Act. 3		
2	R&V: Discuss homework (10 mins); R&V: Answer reading comprehension questions (35-40 mins); LSC: Write abbreviations in full (10-15 mins); p. 96	3 Act. 3 4 Act. 3	4 4 4		L&S: Do before-listening task LB p. 4 Act. 4; find out about FET colleges		
3	L&S: Groups discuss FET colleges (10 mins); listen to a radio advertisement, make notes, answer questions and mark answers (50 mins); p. 96	4-5 Act. 4	5		L&S/R&V: Study the advert to prepare for group discussion LB p. 6		
4	L&S/R&V: Groups discuss a print advertisement and answer questions; p. 96	5-6 Act. 5	5-6		R&V: Read a short story LB pp. 7-8		
5	R&V: Answer questions on a short story and mark answers (50 mins); prepare for homework task by reading and discussing the introduction to a short story on CR p. 5 (10 mins); p. 96	7-8 Act. 6	6-7	<i>Garden-gate green, privy pink, back-door blue</i> CR pp. 5-9	R&V: Read <i>Garden-gate green, privy pink, back-door blue</i> CR pp. 5-9		
Reflection							
<p>Think about and make a note of: You have been teaching learners who are likely to be new to you. What have you noticed about their knowledge and use of English? What were you pleased about in your lessons? What, if anything, would you like to improve on? Did you cover all the work set for the week? If not, how will you get back on track?</p>				<p>What will you change next time? Why?</p>			
				HOD/Subject head:		Date:	

Extra resources: Examples of posters to use for discussing features of posters.

PLATINUM ENGLISH Week 2 – Theme continued: Mapping my future									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Make inferences to answer questions on characters, setting and message and understand language use and literary devices in a short story; p. 96		224	<i>Garden-gate green, privy pink, back-door blue</i> CR pp. 5-10	LSC: Identify adverbs and different types of nouns in sentences LB p. 8				
2	Mark and discuss homework (10 mins); W&P: Plan and draft a poster; p. 96	8 9 Act. 7	7 7-8		Revise draft poster				
3	W&P: Prepare final version of poster, edit and proof read; p. 96	9 Act. 7	7-8		LSC: Use adjectives to complete sentences LB pp. 9-10				
4	Mark and discuss homework (5 mins); LSC: Revise sentence structure and transitive/intransitive verbs ; do LB Act. 8-9 and mark answers (55 mins); p. 96	9-10 10-11 Act. 8 Act. 9	8 8-9		LSC: Revise simple tense verbs by doing activity LB p. 11 Act. 10				
5	Mark and discuss homework (10-15 mins); answer and mark language revision tasks on LB p. 12; p. 96	12 Act. 10 Part 11	9-10 10-11	<i>Ta Tatau</i> CR pp. 11-16	Read <i>Ta Tatau</i> CR pp. 11-16				
Reflection									
<p>Think about and make a note of: How did learners respond to the short story <i>Garden-gate green, privy pink, back-door blue</i>? Were they able to answer the questions and if not, were you satisfied with what you did to assist them? How well did learners manage the poster designing task? What could you do to improve the designing skills of those who struggled with this task? Did you cover all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		

Extra resources: A copy of the literature set work for each learner.

PLATINUM ENGLISH Week 3 – Theme: Walking the talk										
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss responses to <i>Ta Tatau</i> (15 mins); L&S: Discuss a photograph with a partner (10 mins); R&V: Use reading strategies to read an extract from a play and to begin answering questions on it (35 mins); p. 97	13-14 Act. 1 14-16 Act. 2	224-225 13 14		Complete answers to LB p. 16 Act. 2 Q 1-4					
2	R&V: Discuss and mark answers to Act. 2 (15 mins); R&V: Read a poem and answer questions on meaning, structure, language and mood (45 mins); p. 97	14-16 Act. 2 17-18 Act. 3	14-15 15		LSC: Match idioms with meanings LB p. 16					
3	Mark and discuss homework (5 mins); R&V: Listen to teacher's introduction to literature set work and begin reading the text	16	15	Literature set work	Continue reading literature set work as directed by teacher					
4	Discuss literature set work (10 mins); R&V: Read a multimedia text (cartoon) and answer questions on it (50 mins); p. 97	18-19 Act. 4	15-16		LSC: Write sentences in direct and reported speech LB p. 19					
5	Mark and discuss homework (10 mins); L&S: Listen to a text and answer questions on use of voice, pace, intonation, punctuation, opening and closing the text and on content of the text (50 mins); p. 97	19 19-20 Act. 5	16 16-17		Prepare for Act. 6 by finding a text to read aloud and practise reading it LB pp. 20-21 and rubric p. 278					
Reflection										
<p>Think about and make a note of: What pleased you about your teaching of literary texts this week, especially the introduction to the set work? Is there any aspect of your teaching of literature that you think you could improve? Did learners experience any difficulties in reading the cartoon? If so, what did they find difficult and how did you help them? Did you cover all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
HOD/Subject head:					Date:					

Extra resources: Some newspapers and magazines for learners to use when choosing a text to read as some may not have access to these at home.

Note: There are two formal assessment tasks in this week – **Read a prepared text aloud** and **Write an informal letter**.

PLATINUM ENGLISH Week 4 – Theme continued: Walking the talk									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	Read a prepared text aloud; Note: This can be done for Term 1 Formal Assessment Task 1; p. 97	20-21 Act. 6	17		LSC: Use adjectives in sentences LB p. 20				
2	Complete prepared readings (35-40 mins); Mark homework task (5 mins); W&P: Understand features of a letter of appreciation (15-20 mins); p. 97	20 21-23 Act. 7	17-18		W&P: Choose a topic and plan a letter of appreciation				
3	W&P: Write draft of letter, revise and edit; p. 97	21-23 Act. 7 Rubric 262	17 Rubric xxxiii	Literature set work	Continue reading literature set work as directed by teacher				
4	W&P: Write and proof read final version of letter (45 mins); Note: The letter of appreciation can be done for Term 1 Formal Assessment Task 2 (informal letter); p. 97 R&V: Discuss literature set work (15 mins)	21-23 Act. 7 Rubric 262 24-25 Act. 8	17 Rubric xxxiii	Literature set work	LSC: Revise simple and progress tenses by doing LB pp. 24-25 Act. 8				
5	LSC: Mark and discuss homework (10-15 mins); Understand and use prefixes, suffixes and stems (30 mins); R&V: Begin revision tasks on cartoon; p. 97	25 Act. 9 26	18-19 19		Complete revision tasks LB p. 26				
Reflection									
Think about and make a note of: What did you notice about the prepared reading skills of the best and weakest readers in your class? What could you do to support weak readers? Were you satisfied with the way you prepared learners for writing a letter of appreciation? Did you cover all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?				
					HOD/Subject head: _____ Date: _____				

Extra resources: Examples of various kinds of contracts (if possible); examples of consumer pages from newspaper/magazines.

PLATINUM ENGLISH Week 5 – Theme: Contract wise										
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Mark and discuss homework (10-15 mins); L&S: Groups discuss a photograph (10 mins); L&S: Listen to and make notes on a conversation between a call centre agent and a client regarding a contract; answer questions (25-40 mins); p. 98	26 28 Act. 1 28-29 Act. 2	19-20 22-23 23		Complete answers to after-listening LB p. 29; Do reported speech task LB p. 29					
2	Mark and discuss homework (10-15 mins); R&V: Read an article about contracts and understand the language of contracts; answer comprehension questions (45-50 mins); p. 98	29 29-31 Act. 3	23-24		Complete answers to questions LB pp. 29-31 Act. 3; Change questions into statements LB p. 31					
3	Mark and discuss homework (10 mins); L&S: Prepare, practise and present a role play between a buyer and a seller (50 mins); p. 98	31 32-33 Act. 4	24-25 25	<i>Extensions</i> CR pp. 97-99	Read the poem <i>Extensions</i> and do the questions CR p. 97-99					
4	R&V: Discuss the poem <i>Extensions</i> and questions on it (20 mins); R&V: Read a contract, answer questions on it and mark answers (40 mins); p. 98	33-35 Act. 5	233 26	CR pp. 98-99	LSC: Do Chapter 1 Worksheet A from the worksheet book					
5	Discuss and mark Chapter 1 Worksheet A from the worksheet book (10-15 mins); R&V: Read a poem and answer questions on structure, language use and figures of speech (30-35 mins); LSC: Start work on proverbs and idioms (10-15 mins); p. 98	35-36 Act. 6 36	240	Literature set work	Complete work on proverbs and idioms LB p. 36; Continue reading literature set work					
Reflection										
<p>Think about and make a note of: Learners may have found the content on contracts quite challenging. Were you pleased with the support you gave them? Is there anything you could improve on? Did you cover all the work set for the week? If not, how will you get back on track?</p>				<p>What will you change next time? Why?</p>						
				<p>HOD/Subject head:</p>			<p>Date:</p>			

PLATINUM ENGLISH Week 6 – Theme continued: Contract wise

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Mark homework on proverbs and idioms (5 mins); Discuss literature set work (10 mins); LSC: Identify and use conjunctions (30 mins); learn about abbreviations (15 mins); p. 98	36 37 Act. 7 38 Act. 8	28 28 28		LSC: Complete LB p. 38 Act. 8					
2	Mark and discuss homework on abbreviations (10-15 mins); W&P: Prepare to write a report on dispute findings by reading a report, plan report and begin first draft (45-50 mins); p. 98	38 39-41 Act. 9	29 30		Complete first draft of report					
3	W&P: Use checklist to comment on partner's draft report; revise, edit, proof read and present final report; p. 98	39-41 Act. 9	30		LSC: Do Chapter 3 Worksheet A from the worksheet book					
4	Mark and discuss homework (15 mins); R&V: Do Chapter 3 Worksheet B from the worksheet book and discuss answers (45 mins); p. 98		242 242-243	<i>Sindhi woman</i> CR pp. 100-101	Read <i>Sindhi woman</i> and questions to prepare for class discussion CR pp. 100-101					
5	Discuss questions on <i>Sindhi woman</i> (30 mins); Do revision tasks LB p. 42 (30 mins); p. 98	42 Revision section	233 31	Literature set work	Continue reading literature set work as directed by teacher					
Reflection										
<p>Think about and make a note of: What did you notice about the reports written by the strongest and weakest learners? Having answered this question, would you make any changes to your teaching of report writing for future lessons? This week learners used the remediation and extension worksheets for homework and in class. Were these helpful for learners? Did you cover all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					HOD/Subject head:		Date:			

Extra resources: Newspaper and magazine articles on extreme weather (e.g. floods, drought) to display in the classroom.

PLATINUM ENGLISH Week 7 – Theme: Weather										
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Discuss literature set work (10 mins); L&S/R&V: Discuss a photograph (10 mins); L&S: Listen to a radio interview and answer questions about tone, mood and content (40 mins); p. 99	43-44 Act. 1 44-45 Act. 2	33 34-35		L&S: Read information on making an unprepared speech and get ready to make one LB pp. 45-46					
2	L&S: Make an unprepared speech to a group of classmates (teacher monitors); p. 99	45-46 Act. 3	35	Literature set work	Continue reading literature set work as directed by teacher					
3	Discuss literature set work (10 mins); R&V: Read descriptive writing and answer comprehension questions (45 mins); p. 99	46-48 Act. 4	35-36		LSC: Answer questions on onomatopoeia, idioms and dependent clauses LB pp. 48-49					
4	Mark and discuss homework (10-15 mins); LSC: Revise regular and irregular past tense verbs; revise subject and predicate (45-50 mins); p. 99	48-49 49-51 Act. 5-8	36 37-38	Literature set work	Continue reading literature set work as directed by teacher					
5	Discuss literature set work (10 mins); LSC: Revise noun-verb agreement by doing pair work activity (15 mins); R&V: Read a poem and understand imagery in it; answer questions on theme, tone and figurative language (35 mins); p. 99	51 Act. 9 52-53 Act. 10	38-39 39		Complete answers to LB p. 53 Act. 10					
Reflection										
<p>Think about and make a note of: How well did learners manage to make unprepared speeches? In future would you give them the same guidance or would you teach unprepared speech-making differently? Are you and the learners enjoying the literature set work? Did you cover all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					<p>HOD/Subject head: _____ Date: _____</p>					

Extra resources: Newspaper and magazine articles on extreme weather (e.g. floods, drought) to display in the classroom.

PLATINUM ENGLISH Week 8 – Theme continued: Weather							
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class	
						Date completed	
1	Discuss and mark answers to Act. 10 (15 mins); W&P: Plan and begin first draft of a descriptive essay (45 mins); p. 99	54-55 Act. 11	39 40-41		Complete first draft of descriptive essay		
2	W&P: Revise, edit and proof read final version of descriptive essay; Note: This can be done for Term 1 Formal Assessment Task 2; p. 99	54-55 Act. 11	40-41		LSC: Do Chapter 4 Worksheet A from the worksheet book		
3	Discuss and mark answers to Chapter 4 Worksheet A (15 mins); R&V: Read a poem and answers questions on theme, tone and literary devices (45 mins); p. 99		243 233-234	<i>My old shoe</i> CR pp. 102-103	Write a short poem or description as instructed CR p. 103		
4	Read poem/description to group (15 mins); LSC: Do revision activities LB p. 56; p. 99	56 Revision section	41-42		Complete revision activities LB p. 56		
5	Discuss and mark revision activities (15 mins); LSC: Do Chapter 4 Worksheet B from the worksheet book; p. 99		41-42 243-244	Literature set work	Continue reading literature set work as directed by teacher		
Reflection							
<p>Think about and make a note of: Were you satisfied with the support you gave learners in writing a descriptive essay? This week, in addition to using the LB, you have used Remediation and Extension Worksheets and the Core Reader. How well did you and the learners manage to use these different materials? Did you cover all the work set for the week? If not, how will you get back on track?</p>				<p>What will you change next time? Why?</p>			
HOD/Subject head:				Date:			

Extra resources: Newspapers; books or articles about aeroplanes and pilots.

PLATINUM ENGLISH Week 9 – Theme: A pilot’s world							
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class	
						Date completed	
1	Discuss literature set work (10 mins); L&S: Discuss a photograph (10 mins); L&S: Listen to a newspaper report, make notes and answer questions about structure, tone and content (40 mins); p. 100	57-58 Act. 1 58-59 Act. 2	44 45-46		LSC: Use the apostrophe correctly LB p. 59		
2	Mark and discuss homework (10 mins); R&V: Understand the structure of a news report; read and answer questions (50 mins); p. 100	59 60-62 Act. 3	46 46-47		Complete answers to questions		
3	Discuss and mark answers to Act. 3 (15 mins); LSC: Revise quotation marks, spelling rules and idioms and mark answers to <i>Work with words</i> and <i>Work with sentences</i> ; p. 100	62-63	47 47-48		Continue reading literature set work as directed by teacher		
4	Discuss literature set work (10 mins); R&V: Read a poem, understand structure, mood, alliteration and assonance and answer questions (50 mins); p. 100	63-65 Act. 4	48-49		LSC: Answer <i>Work with words</i> on figurative language, alliteration and assonance LB pp. 64-65		
5	Mark and discuss homework (10 mins); R&V: Read and answer questions on <i>The mesh</i> CR pp. 106-107 (50 mins); p. 100		48-49	<i>The mesh</i> CR pp. 106-107	W&P: Read an example of a newspaper report and prepare to write one LB pp. 65-66		
Reflection							
Think about and make a note of: This week learners have read and responded to different kinds of writing (newspaper reports, poems, literature set work). What did you notice about their responses to each genre? Did you cover all the work set for the week? If not, how will you get back on track?				What will you change next time? Why?			
				HOD/Subject head:		Date:	



PLATINUM ENGLISH Week 10 – Theme continued: A pilot's world									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	W&P: Draft a newspaper report and revise it with a partner; p. 100	65-66 Act. 5	50		W&P: Edit and proof read final version of newspaper article				
2	L&S: Prepare a news report to present orally (30 mins); LSC: Identify the mood of verbs and sentences; p. 100	67 Act. 6 68-69 Act. 7-8	50-51 51-52		L&S: Practise presenting news report				
3	L&S: Present report to a group (30 mins); LSC: Identify and write simple and compound sentences (30 mins); p. 100	67 Act. 6 69 Act. 9-10	50-51 52-53		Continue reading literature set work as directed by teacher				
4	Discuss literature set work (20 mins); LSC: Do revision tasks LB p. 70 and mark these (40 mins)	70 Revision section	53		Revise for term test				
5	Term 1 Formal Assessment Task 3: Comprehension and Language Test								
End-of-term reflection									
Think about and make a note of: 1. Was the learners' performance during the term what you had expected and hoped for? Which learners need particular support with EFAL in the next term? What strategy can you put in place for them to catch up with the class? Which learners would benefit from extension activities? What can you do to help them? 2. With which specific topics did the learners struggle the most? How can you adjust your teaching to improve their understanding of this section of the curriculum in the future?					3. What ONE change should you make to your teaching practice to help you teach more effectively next term? 4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back on track ?				
HOD/Subject head:						Date:			



5. Spot On English First Additional Language (Heinemann)

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

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

Extra resources: A copy of the literature set work for each learner. **Note** homework tasks.

SPOT ON ENGLISH Week 1 – Theme: A fresh start									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Understand features of cartoons; read a visual text (cartoon) and answer questions on it (50 mins); LSC: Do dictionary work based on cartoon (10 mins); p. 96	2-3 Act. 1.1	64		Listen to, watch or read back-to-school adverts				
2	L&S: Participate in group discussion of back-to-school-advertisements; share ideas and experiences and use these to answer questions; p. 96	4 Act. 2.1	65		LSC: Learn abbreviations to use in listening task LB p. 5 – in text box				
3	L&S: Listen to an advertisement, make notes and use these to answer questions on emotive and manipulative language (45 mins); R&V: Identify features of a book cover and begin answering questions on cover (15 mins); p. 96	5 Act. 3.1 6 Act. 4.1	66-67 68		Complete answers to questions on cover of a youth novel LB p. 6				
4	R&V: Read an extract from a youth novel and answer questions on it (50 mins); do pre-reading activity on a short story <i>Roots</i> CR p. 80; p. 96	7-8 Act. 4.2		<i>Roots</i> CR pp. 80-83	R&V: Read a short story <i>Roots</i> CR pp. 80-82				
5	R&V: Discuss short story and answer questions on it (45 mins); listen to teacher's introduction to literature set work (15 mins); p. 96			<i>Roots</i> CR pp. 80-83 328	Begin reading literature set work as directed by teacher				
Reflection									
Think about and make a note of: You have been teaching learners who are likely to be new to you. What have you noticed about their knowledge and use of English? What were you pleased about in your lessons? What, if anything, would you like to improve on? Did you cover all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?				
					HOD/Subject head:		Date:		

Extra resources: Examples of advertising posters, and in particular of motivational posters (if possible).

SPOT ON ENGLISH Week 2 – Theme continued: A fresh start										
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Discuss literature set work (30 mins); W&P: Understand features of poster design; plan and begin first draft of a motivational poster (30 mins); p. 96	9 Act. 5.1	70		Complete first draft of poster					
2	W&P: Exchange draft posters with a partner and suggest improvements to each other; revise poster taking into account purpose, format, images and language; p. 96	9 Act. 5.1	70	Literature set work	Continue reading literature set work as directed by teacher					
3	Discuss/read literature set work (30 mins); LSC: Revise past, present and future simple tenses and use correctly in sentences (30 mins); p. 96	10 Act. 6.1	71	Literature set work	Continue reading literature set work as directed by teacher					
4	Discuss/read literature set work (30 mins); LSC: Revise concord and construct sentences correctly (30 mins); p. 96			Literature set work	Continue reading literature set work as directed by teacher					
5	Discuss literature set work (10 mins); do revision tasks on a cartoon and poster (50 mins); p. 96			Literature set work	Continue reading literature set work					
Reflection										
<p>Think about and make a note of: How well did learners manage the poster designing task? Were you satisfied with the support you gave them for this task? Are you pleased with what you have been doing to encourage learners to read their literature set work? Did you cover all the work set for the week? If not, how will you get back on track?</p>				<p>What will you change next time? Why?</p>						
HOD/Subject head:				Date:						

Extra resources: Photocopy for each learner of the punctuation resource sheet TG p. 77.

Note: For the formal assessment task, learners do not have to read a play script. They can read from a novel, a short story or a non-fiction text.

SPOT ON ENGLISH Week 3 – Theme: The place we call home									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	L&S: In groups discuss questions about homes (15 mins); listen to a text, make notes and use the notes to answer questions on use of voice, pace and tone (30 mins); LSC: Use a punctuation revision sheet to revise punctuation (15 mins); p. 97	14 Act. 1.1-1.3	75-76		LSC: Add punctuation to a text LB p. 14 Act. 1.3				
2	LSC/L&S: Read the punctuated text to a partner (5 mins); L&S: In groups talk about the theatre (15 mins); R&V: Read an extract from a play script, note features of play scripts and begin to answer questions on the extract (40 mins); p. 97	10-12 Act. 1.3 Act. 2.1 Act. 2.2	76 78 78-79		Complete answers to questions on the extract from a play script				
3	Discuss and mark answers to Act. 2.2 (40 mins); L&S: Understand how to present a prepared reading; choose a text for prepared reading (20 mins); p. 97	18	80		Practise reading the text chosen				
4	L&S: Present a prepared reading to the class; Note: This is Term 1 Formal Assessment Task 1; p. 97			Literature set work	Continue reading literature set work				
5	L&S: Rest of class presents prepared reading; when finished, discuss literature set work; p. 97				Continue reading literature set work				
Reflection									
<p>Think about and make a note of: How well did learners manage the prepared reading task? Were you satisfied with what you did to support their preparation for this task? Did you cover all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		



SPOT ON ENGLISH Week 4 – Theme continued: The place we call home										
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Discuss literature set work (15 mins); R&V: Read a multimedia advertising text and answer questions on euphemisms and body language in this text (45 mins); p. 97	19 Act. 4.1	81		LSC: Revise stems, prefixes and suffixes and do activity LB p. 23 Act. 7.1					
2	Mark and discuss homework (15 mins); R&V: Read a poem, discuss it and answer questions on imagery, mood and message (45 mins); p. 97	20-21 Act. 5.1	82		Complete answers to LB pp. 20-21 Act. 5.1					
3	Discuss and mark answers to Act. 5.1 (20 mins); W&P: Plan and write first draft of a letter of appreciation; p. 97	22	83		Revise first draft of letter					
4	W&P: Write, edit and proof read final version of letter; Note: This can be done for Term 1 Formal Assessment Task 2; p. 97	22	83 Rubric 306	Literature set work	Continue reading literature set work as directed by teacher					
5	Discuss literature set work (15 mins); LSC: Do revision tasks for Chapter 2 (45 mins)	24	85	Literature set work	Continue reading literature set work as directed by teacher					
Reflection										
Think about and make a note of: What pleased you most about your teaching this week? Did learners find any of the activities difficult? If so, were you satisfied with what you did to assist them? Did you cover all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?					
HOD/Subject head:					Date:					



Extra resources: Two photocopies of the call centre conversation TG p. 87-88 for learners to use when reading to the class.

SPOT ON ENGLISH Week 5 – Theme: Business as usual									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	L&S: Revise tone and register; listen to a call centre conversation, make notes and answer questions on content, tone and register (50 mins); R&V: Read the pre-reading introduction to Kaggen tricks the worker bees and prepare to read this folktale (10 mins); p. 98	26 Act. 1.1	87-88	<i>Kaggen tricks the worker bees</i> CR pp. 11-18	Begin reading <i>Kaggen tricks the worker bees</i> CR pp. 11-18				
2	LSC: Understand and use conjunctions (30 mins); R&V: Read a contract between a seller and a purchaser and answer Q 1-6 on contract speak (30 mins); p. 98	27 Act. 2.1 28-29 Act. 3.1	89 90	<i>Kaggen tricks the worker bees</i> CR pp. 11-18	Complete reading <i>Kaggen tricks the worker bees</i> CR pp. 11-18				
3	R&V: Discuss questions about characters, plot and structure of a folktale CR p. 18 (30 mins); R&V/LSC: Answer questions on language use in a contract between a seller and a purchaser (30 mins); p. 98	28-29 Act. 3.1	320 90	Literature set work	Continue reading literature set work as directed by teacher				
4	Discuss literature set work (30 mins); L&S/LSC/W&P: Understand idioms and jargon about contract disputes; use these to write a role play about a contract dispute (30 mins); p. 98	30-31 Act. 4.1	91		Practise role play with partner				
5	L&S: Perform role plays for a group in class (40 mins); in groups discuss ways to handle conflict effectively (20 mins); p. 98	30-31 Act. 4.1-4.2	91	Literature set work	Continue reading literature set work				
Reflection									
<p>Think about and make a note of: Learners may have found the content on contracts quite challenging. Were you pleased with the support you gave them? Did you cover all the work set for the week? If not, how will you get back on track?</p>		<p>What will you change next time? Why?</p>							
HOD/Subject head:					Date:				



SPOT ON ENGLISH Week 6 – Theme continued: Business as usual

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss/read literature set work			Literature set work	Continue reading literature set work as directed by teacher					
2	LSC: Revise question forms in past, present and future tenses; form questions correctly; p. 98	32-33 Act. 5.1	92	Literature set work	Continue reading literature set work as directed by teacher					
3	W&P: Understand how to write an investigative report, plan and write first draft; p. 98	34-35 Act. 6.1	93		Revise first draft					
4	W&P: Write, edit and proof read final version of report; p. 98	34-35 Act. 6.1	93 Rubric 306	Literature set work	Continue reading literature set work as directed by teacher					
5	Discuss literature set work (20 mins); do word search activity for revision; p. 98	36	94							
Reflection										
<p>Think about and make a note of: Were you satisfied with the support you gave learners for writing an investigative report? Why or why not? What progress are you and the learners making with the literature set work? Did you cover all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					HOD/Subject head:		Date:			





SPOT ON ENGLISH Week 7 – Theme: Journeys into the unknown

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	LSC: Learn vocabulary about journeys (10 mins); L&S: Listen to a dialogue about applying for a visa, take notes and use these to answer questions about tone, mood, language and power; p. 99	38 Act. 1.1-1.2	96-97		L&S: Learn about making a speech LB p. 39; and think about a topic for a short speech					
2	L&S: Make some notes for a speech and then present the speech to a group (teacher monitors); p. 99	39 Act. 2.1-2.2	98-99	Literature set work	Continue reading literature set work as directed by teacher					
3	Discuss literature set work (15 mins); LSC: Revise direct and indirect (reported) speech and write sentences correctly (45 mins); p. 99	40-41 Act. 3.1-3.2	100		R&V: Do pre-reading activity LB p. 42 Act. 4.1					
4	R&V: Read an extract from a story and answer questions on content, imagery, typography and language; p. 99	42-43 Act. 4.2	101-102		Complete answers LB 42-43 Act. 4.2					
5	Discuss and mark answers to Act. 4.2 (30 mins); R&V: Do pre-reading activity CR p. 93 and begin reading extracts from a story; p. 99			<i>Good morning comrades</i> CR pp. 93-97	Complete reading extracts from <i>Good morning comrades</i>					
Reflection										
Think about and make a note of: What did you notice about the best and the weakest unprepared speeches made by learners? How could you assist the learners who did not manage this task well? Did you cover all the work set for the week? If not, how will you get back on track?						What will you change next time? Why?				





SPOT ON ENGLISH Week 8 – Theme continued: Journeys into the unknown

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss <i>Good morning comrades</i> and answer comprehension questions in the two extracts; p. 99		330	<i>Good morning comrades</i> CR pp. 93-97	Continue reading literature set work as directed by teacher					
2	Discuss literature set work (15 mins); LSC: Revise regular and irregular verbs and use correct forms of verbs in sentences; p. 99				LSC: Learn past tense and past participle forms of irregular verbs					
3	LSC: Do teacher's quiz on verb forms (5 mins); W&P: Plan and write first draft of an essay (55 mins); p. 99	46-47	104		Revise first draft					
4	W&P: Write, edit and proof read final version of an essay; Note: For Term 1 Formal Assessment Task 2 learners are expected to write a narrative or descriptive essay so the topics for a reflective essay on LB p. 46 need to be adjusted; p. 99		104 Rubric 305	Literature set work	Continue reading literature set work as directed by teacher					
5	Discuss literature set work (10 mins); R&V/LSC: Read an article and answer comprehension and language questions on it (50 mins); p. 99			Literature set work	Continue reading literature set work as directed by teacher					

Reflection

Think about and make a note of: What have you noticed about learners' responses to literary texts? Were you satisfied with the support you gave learners for writing an essay? Did you cover all the work set for the week? If not, how will you get back on track?

What will you change next time? Why?

HOD/Subject head:

Date:



SPOT ON ENGLISH Week 9 – Theme: The fame game

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	L&S: With a partner play the 20 questions game about a famous person (20 mins); L&S: Listen to a newspaper report, make notes and use these to answer questions on the report; p. 100	50 Act. 1.1-1.2	108-109	<i>Fat love</i> CR pp. 115-117	Read the poem <i>Fat love</i> and the questions on it CR p. 115-117					
2	R&V: Discuss the poem <i>Fat love</i> and answer questions on literal and figurative meanings and literary language; p. 100	51-52 Act. 2.1	333	<i>Fat love</i> CR pp. 115-117	R&V: Understand features of magazine articles by reading the notes on the article LB pp. 51-52					
3	R&V: Read a magazine article and answer comprehension and language questions on it; p. 100	51-53 Act. 2.2	110	Literature set work	Continue reading literature set work as directed by teacher					
4	Discuss literature set work (15 mins); LSC: Understand verb moods and write sentences using different verb moods (45 mins); p. 100	54 Act. 3.1	111	Literature set work	Continue reading literature set work as directed by teacher					
5	LSC: Understand and use conditional clauses (40 mins); R&V/W&P: Read an interview and understand its features; prepare to interview a <i>celebrity</i> (20 mins); p. 100	57-58 Act. 4.1-4.2 Act. 5.1	112 113		Interview a <i>celebrity</i> and make notes					
Reflection										
<p>Think about and make a note of: This week learners have read texts in several different genres. Which did they find most challenging and why? Were you satisfied with what you did to assist them where they experienced difficulties? Did you cover all the work set for the week? If not, how will you get back on track?</p>		<p>What will you change next time? Why?</p>								
		HOD/Subject head:				Date:				



SPOT ON ENGLISH Week 10 – Theme continued: The fame game

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	W&P: Plan and write first draft of interview and get feedback on it from a partner; p. 100	57-58 Act. 5.2	113		Revise draft interview					
2	W&P: Write, edit and proof read final version of interview; p. 100	57-58 Act. 5.2	113		L&S: Prepare and practice oral report on interview LB p. 59					
3	L&S: Present an oral report to a group (teacher monitors); p. 100	59 Act. 6.1	114	Literature set work	Continue reading literature set work as directed by teacher					
4	Final discussion of literature set work (20 mins); R&V/LSC: Read an article and answer comprehension and language questions on it (40 mins); p. 100	60	115		Revise for test					
5	Term 1 Formal Assessment Task 3: Comprehension and Language Test									
End-of-term reflection										
<p>Think about and make a note of:</p> <p>1. Was the learners' performance during the term what you had expected and hoped for? Which learners need particular support with EFAL in the next term? What strategy can you put in place for them to catch up with the class? Which learners would benefit from extension activities? What can you do to help them?</p> <p>2. With which specific topics did the learners struggle the most? How can you adjust your teaching to improve their understanding of this section of the curriculum in the future?</p>						<p>3. What ONE change should you make to your teaching practice to help you teach more effectively next term?</p> <p>4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back on track?</p>				
HOD/Subject head:						Date:				



6. Successful English (Oxford University Press)

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

Extra resources: Examples of print advertisements. **Note** homework tasks.

SUCCESSFUL ENGLISH Week 1 – Theme: You choose: it's up to you									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	L&S: Discuss radio advertisements; listen to a radio advertisement, take notes and use notes to answer questions on tone, manipulative language and comprehension of the text; p. 96	8-9 Act. 1	37-38 158		Complete answers to comprehension questions LB p. 9				
2	Mark and discuss homework (5-10 mins); LSC: Understand abbreviations; write abbreviations in full (30 mins); R&V/LSC: Understand the language of advertising (including emotive and manipulative language), scan an advertisement (20-25 mins); p. 96	9-10 Act. 2 10-12 Act. 3	38-39 39		Read the advert carefully and prepare to answer questions LB p. 12				
3	R&V: Answer comprehension, language and visual literacy questions on an advertisement; p. 96	10-12 Act. 3	39		Do activity LB pp. 12-13 Act. 4				
4	Mark and discuss homework (5-10 mins); LSC: Revise nouns and pronouns and answer questions (30-35 mins); revise sentence structure and write sentences (20 mins); p. 96	13-14 Act. 5 14-15 Act. 6	40 40-41		R&V: Read information about features of short stories CR pp. 101-103				
5	R&V: Discuss features of short story, read <i>The foreign teacher</i> CR pp. 105-109 and answer questions on it; p. 96			<i>The foreign teacher</i> CR pp. 105-109	Complete answers to questions on short story				
Reflection									
<p>Think about and make a note of: You have been teaching learners who are likely to be new to you. What have you noticed about their knowledge and use of English? What were you pleased about in your lessons? What, if anything, would you like to improve on? Did you cover all the work set for the week? If not, how will you get back on track?</p>				<p>What will you change next time? Why?</p>					
				HOD/Subject head:			Date:		

Extra resources: Examples of print advertisements; a copy of the literature set work for each learner.

SUCCESSFUL ENGLISH Week 2 – Theme continued: You choose: it's up to you									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	Discuss answers to homework on short story (15 mins); W&P: In a group plan and begin first draft of an advertising poster (30 mins); R&V: Listen to teacher's introduction to literature set work; p. 96	15-16 Act. 7	173 41	Literature set work	Begin reading literature set work				
2	Discuss literature set work (10 mins); W&P: In groups complete draft, revise, edit and proof read final version of poster (50 mins); p. 96	15-16 Act. 7	41	Literature set work	Continue reading literature set work				
3	Discuss literature set work (10 mins); R&V: Read a short story and answer comprehension questions on it (50 mins); p. 96	17-19 Act. 8	41-42		Complete answers to questions on short story				
4	Mark and discuss homework (30 mins); LSC: Understand concord and write sentences correctly (30 mins); p. 96	20-21 Act. 9	42-43	Literature set work	Continue reading literature set work				
5	Discuss literature set work (20 mins); LSC: Add adjectives and prepositional phrases to sentences; understand and use a spelling pattern (40 mins); p. 96	21-22 Act. 10-11	43	Literature set work	Continue reading literature set work				
Reflection									
<p>Think about and make a note of: How well did learners manage the poster designing and presenting activity? Were you satisfied with what you did to support them? Were you pleased with the way in which you introduced the literature set work? Is there anything you could improve about your teaching of the set work? Did you cover all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
HOD/Subject head:					Date:				

SUCCESSFUL ENGLISH Week 3 – Theme: Tell us about it

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	.CR/ literature text	Homework	Class				
						Date completed				
1	Discuss literature set work (10 mins); L&S: Listen to a reading of a text, make notes and answer questions (50 mins); p. 97	24-25 Act. 1	45-46		R&V: Revise figurative language by reading LB pp. 25-26					
2	R&V: Read a poem and answer questions on mood, message and figurative language; p. 97	26-28 Act. 2			LSC: Write a paragraph in simple past tense LB p. 28					
3	Mark and discuss homework (5 mins); LSC: Revise sentence types; revise subject and predicate; revise punctuation (45 mins); R&V: Have pre-reading discussion about cartoons (10 mins); p. 97	28-29 Act. 3-4 29-30 Act. 5	47-48 48		Do while-reading tasks for a cartoon LB p. 30					
4	R&V: Answer questions on features and meaning of a multimedia text (cartoon) (50 mins); LSC: Revise direct and reported speech in preparation for homework task; p. 97	30 Act. 5 31-32 Act. 6-7	48		LSC: Write sentences in direct and indirect (reported) speech LB pp. 31-32 No. 2, 4					
5	Mark and discuss homework (15 mins); L&S: Understand how to prepare to read aloud (15 mins); R&V: Do activities on literature set work given by teacher; p. 97	32-33 Act. 8	49	Literature set work	L&S: Choose a text for prepared reading and practise reading it					
Reflection										
<p>Think about and make a note of: This week learners listened to and read several different types of text. Were you satisfied with what you did to support their reading and understanding? Why or why not? Did you cover all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					HOD/Subject head:			Date:		

Extra resources: A selection of books from which learners can choose a text for prepared reading.

SUCCESSFUL ENGLISH Week 4 – Theme continued: Tell us about it									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	L&S: Present prepared reading to class; Note: This is Term 1 Formal Assessment Task 1; p. 97	33 Act. 8	Rubric 31	Literature set work	Continue reading literature set work				
2	L&S: Present prepared reading to class (rest of class); R&V: Read part of an autobiography, understand its features and begin to answer questions on it (rest of lesson); p. 97	33 Act. 8 33-35 Act. 9	Rubric 31 49-50		Complete answers to questions on autobiography LB pp. 34-36				
3	Mark and discuss homework (10-15 mins); LSC: Change direct statements to reported statements (15 mins); W&P: Understand how to write an informal letter of appreciation, plan a letter and begin first draft (30-35 mins); p. 97	37 Act. 10 37 Act. 11	49-50 50 50		W&P: Complete first draft of letter of appreciation				
4	W&P: Revise, write final version of letter, edit and proof read; Note: This can be done for Term 1 Formal Assessment Task 2; p. 97	37 Act. 11	50		LSC: Use prefixes and suffixes to change word meanings LB pp. 38-39				
5	Mark and discuss homework (5-10 mins); LSC: With a partner, explain meanings of idioms, proverbs and euphemisms (30 mins); R&V: Read a narrative poem <i>I have come to look for a job</i> ; p. 97	39-40 Act. 12 Act. 13	50-51 51	<i>I have come to look for a job</i> CR pp. 64-66	R&V: Answer Q 1, 3 CR p. 66				
Reflection									
Think about and make a note of: How well did learners manage the prepared reading task? What could you do to support any learners who found this task difficult? Did you cover all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?				
					HOD/Subject head:			Date:	

Extra resources: Examples of contracts (if possible).

SUCCESSFUL ENGLISH Week 5 – Theme: Check it out									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	Discuss and mark answers to questions on <i>I have come to look for a job</i> (15 mins); R&V: Use the reading process to read a poem and answer questions about rhythm, rhyme, figurative language and message; p. 98	42-44 Act. 1	169 53-54 165-167		Complete answers to questions LB pp. 43-44				
2	Mark and discuss homework (20 mins); LSC: Revise sentence types and questions forms (20 mins); LSC/R&V: Read a comic strip and change direct questions in it into indirect questions (20 mins); p. 98	44-45 Act. 2 46-47 Act. 4	54-55 55	Literature set work	Continue reading literature set work				
3	Discuss literature set work (15 mins); L&S: Listen to a conversation about a contract, note tone and language use and use notes to participate in group discussion of questions (45 mins); p. 98	47-48 Act. 5	55-56		LSC: Read about abbreviations and do tasks LB p. 49 Act. 6				
4	Mark and discuss homework (5-10 mins); R&V: Read about contracts and read an extract from a contract; answer questions about language and format of a contract (50-55 mins); p. 98	50-52 Act. 7	56 56-57	Literature set work	Continue reading literature set work				
5	Discuss literature set work (10 mins); L&S: Practise a role play of a verbal transaction and a disagreement with a partner; pairs present role play to other pairs in a group; p. 98	52-54 Act. 9	57	Literature set work	Continue reading literature set work				
Reflection									
<p>Think about and make a note of: Learners may have found the content on contracts quite challenging. Were you pleased with the support you gave them? Is there anything you could improve on? Did you cover all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		



SUCCESSFUL ENGLISH Week 6 – Theme continued: Check it out									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	Discuss literature set work (15 mins); LSC: Identify legal language on the preliminary page at the beginning of the LB (10-15 mins); LSC: Understand and use passive voice (30-35 mins); p. 98	54-55 Act. 10-11	57		LSC: Revise conjunctions LB p. 56 Act. 12				
2	Mark and discuss homework (5 mins); W&P: Plan and write first draft of a report about a disagreement over a contract (55 mins); p. 98	56-58 Act. 13	58		Revise first draft of report				
3	W&P: Edit, revise, write and proof read final version of report; p. 98	56-58 Act. 13	58	Literature set work	Continue reading literature set work				
4	R&V: Discuss and read literature set work (40 mins); LSC: Work out meanings of proverbs and idioms (20 mins); p. 98	52 Act. 8		<i>Hints on pronunciation</i> CR pp. 67-69	Read the information about a poem that uses rhythm and rhyme and read <i>Hints on pronunciation</i> CR pp. 67-69				
5	L&S/R&V: Read the poem aloud; answer questions on language in it; p. 98		169-170	Literature set work	Continue reading literature set work				
Reflection									
<p>Think about and make a note of: Were you satisfied with the support you gave learners for writing a report about a contractual disagreement? Why or why not? What progress are you and the learners making with the literature set work? Did you cover all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		



SUCCESSFUL ENGLISH Week 7 – Theme: What happened next?

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Discuss literature set work (10 mins); R&V: Compare and analyse two poems in terms of message, scene described and narration ; in a group answer Q 1 LB pp. 62-63; p. 99	60-63 Act. 1	60-61		R&V: Write answers to questions LB p. 63 Q 2a-2f					
2	R&V: Mark and discuss homework questions (15 mins); write answers to Questions 2g-2n and complete for homework if necessary; p. 99	60-63 Act. 1	60-61		Complete answers LB p. 63 Q 2g-2n					
3	R&V: Mark and discuss homework questions (20 mins); LSC: Revise regular and irregular verbs (30 mins); in a group discuss idioms and proverbs about fire (10 mins); p. 99	64 Act. 2 65 Act. 3	60-61 61 61	Literature set work	Continue reading literature set work					
4	Discuss literature set work (10 mins); L&S: Make an unprepared speech to a group (teacher monitors); p. 99	65-66 Act. 4	61-62	Literature set work	Continue reading literature set work					
5	Discuss literature set work (10 mins); LSC: Revise subject and predicate, learn about clauses; revise subject-verb agreement (50 mins); p. 99			Literature set work	Continue reading literature set work					
Reflection										
<p>Think about and make a note of: How well did learners manage the detailed comparative work on the two poems? Were you satisfied with what you did to support their understanding of the features and meanings of each poem? What were the strengths and weakness of their unprepared speeches? Did you cover all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					HOD/Subject head:		Date:			

SUCCESSFUL ENGLISH Week 8 – Theme continued: What happened next?

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Discuss literature set work (10 mins); R&V: Use the reading process to read a short story and to answer comprehension and language questions in a group and individually; p. 99	68-71 Act. 7	62-63		Complete answers to questions on story					
2	Discuss and mark answers to questions on a short story (15 mins); L&S: Listen to a dialogue, take notes and use these to answer questions on tone, language use and content (45 mins); p. 99	71-72 Act. 8	63		Complete answers to questions on dialogue					
3	Discuss and mark answers to questions on dialogue (15 mins); W&P: Learn about features of a descriptive essay, plan and begin writing first draft (45 mins); p. 99	71-72 Act. 8 72-74 Act. 9	63 64 Rubric 33		Complete first draft of essay					
4	W&P: Revise draft, write, edit and proof read final version of essay; Note: This can be done for Term 1 Formal Assessment Task 2; p. 99	72-74 Act. 9	64 Rubric 33		LSC: Correct spelling and punctuation and write in full abbreviations and acronyms in a paragraph LB pp. 75-76 Act. 10					
5	LSC: Mark and discuss homework (15-20 mins); R&V: Read information about a short story, read the story and discuss the characters in it <i>Forget about Jackson</i> CR pp. 110-115; p. 99	75-76 Act. 10	64	<i>Forget about Jackson</i> CR pp. 110-115	Continue reading literature set work					
Reflection										
Think about and make a note of: What did you and the learners enjoy most in this week's lessons? Why do you think you and they enjoyed this the most? Did you cover all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?					
					HOD/Subject head:		Date:			

Extra resources: Examples of newspapers

SUCCESSFUL ENGLISH Week 9 – Theme: What’s up in the news?									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	Discuss literature set work (10 mins); L&S: Listen to a newspaper report of a sports match, complete a match summary table; in a group discuss tone, register, language use and content (50 mins); p. 100	78-80 Act. 1	66-67	Literature set work	Continue reading literature set work				
2	Discuss literature set work (10 mins); L&S W&P: Learn how to conduct a survey and make a pie chart (30 mins); LSC: Identify literal and figurative idioms (20 mins); p. 100	80-81 Act. 2 81 Act. 3	67 67		L&S: Begin to conduct survey for oral report				
3	R&V: Scan and skim a newspaper report, then read for detail taking note of text features; begin to answer comprehension and language questions on the report; p. 100	82-84 Act. 4	68		L&S: Continue to conduct survey for oral report				
4	R&V: Complete answers to questions and discuss these in class (40 mins); LSC: Revise simple, compound and complex sentences (20 mins); p. 100	82-84 Act. 4 85 Act. 5-6	68 68-69		Prepare pie chart for oral report				
5	L&S: Present oral report to members of a group/class (depending on size of class); p. 100			Literature set work	Continue reading literature set work				
Reflection									
<p>Think about and make a note of: How well did learners manage the survey task, the pie chart and the oral report? Were you satisfied with what you did to support them in their preparation and presentation? Did you cover all the work set for the week? If not, how will you get back on track?</p>				<p>What will you change next time? Why?</p>					
				HOD/Subject head:			Date:		

Extra resource: Examples of classified advertisements (smalls).

SUCCESSFUL ENGLISH Week 10 – Theme continued: What’s up in the news?										
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Discuss literature set work (10 mins); W&P: Prepare for an interview (15 mins); LSC: Understand and use the conditional mood of verbs (35 mins); p. 100	86-87 Act. 7 88-89 Act. 8	69 69-70		Conduct an interview and make notes					
2	W&P: Use notes from interview to plan, write first draft of an interview and revise it; p. 100	86-87 Act. 7	69		Write, edit and proof read final version of interview					
3	R&V: Read a poem (limerick), identify figures of speech, rhyme and rhythm; answer questions on limerick; p. 100	70 Act. 9	70	Literature set work	Continue reading literature set work					
4	Final discussion of literature set work (15 mins); LSC: Understand abbreviations in classified advertisements; revise forms of past tense verbs; p. 100	91-92 Act. 10 Act. 11-92	71 71		Revise for test					
5	Term 1 Formal Assessment Task 3: Comprehension and Language Test									
End-of-term reflection										
<p>Think about and make a note of:</p> <p>1. Was the learners’ performance during the term what you had expected and hoped for? Which learners need particular support with EFAL in the next term? What strategy can you put in place for them to catch up with the class? Which learners would benefit from extension activities? What can you do to help them?</p> <p>2. With which specific topics did the learners struggle the most? How can you adjust your teaching to improve their understanding of this section of the curriculum in the future?</p>					<p>3. What ONE change should you make to your teaching practice to help you teach more effectively next term?</p> <p>4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back on track?</p>					
HOD/Subject head:						Date:				

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

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

Extra resources: Examples of advertisements aimed at teenagers; a copy of the literature set work for each learner. **Note** homework tasks.

TOP CLASS ENGLISH Week 1 – Theme: The teen scene										
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	L&S: In groups discuss advertisements aimed at teenagers (10 mins); L&S: Listen to an advertisement and make notes (20 mins); understand emotive and manipulative language in advertising (10 mins); in groups discuss answers to questions on emotive and manipulative language (20 mins); p. 96	1 Act. A 1 Act. B 2-3 Act. C	1 1-2 2-3		Write answers to the questions discussed in groups for LB pp. 2-3 Act. C					
2	Mark and discuss homework (20 mins); R&V: Skim and scan an advertisement and answer questions; read an advertisement and answer comprehension and language questions on it (40 mins); p. 96	2-3 Act. C 3-5 Act. D	2-3 3-4		Complete answers to LB pp. 3-5 Act. D					
3	Discuss and mark answers to Act. D (20 mins); R&V: Revise parts of book (30 mins); listen to teacher's introduction to literature set work (10 mins); p. 96	5 Act. E	4	Literature set work	Begin reading literature set work as directed by teacher					
4	Discuss literature set work (10 mins); R&V: Do pre-reading tasks for an extract from a youth novel (20 mins); read the extract and answer questions LB p. 7 Q 1-5; p. 96	6 Act. F 7-8 Act. G	4 5		Answer language and opinion questions LB p. 8 Q 6-10					
5	Discuss and mark answers to Act. G (20 mins); R&V: Understand parts of Core Reader, begin reading a short story (40 mins); p. 96	7-8 Act. G	5	<i>Natiki</i> CR pp. 1-6	Complete reading of short story <i>Natiki</i> CR pp. 1-6					
Reflection										
Think about and make a note of: You have been teaching learners who are likely to be new to you. What have you noticed about their knowledge and use of English? What were you pleased about in your lessons? What, if anything, would you like to improve on? Did you cover all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?					
					HOD/Subject head:		Date:			

Extra resource: Examples of advertising posters.

TOP CLASS ENGLISH Week 2 – Theme continued: The teen scene									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss short story and answer questions on setting, character and plot; p. 96		5	<i>Natiki</i> CR pp. 1-6 Literature set work	Continue reading literature set work as directed by teacher				
2	Discuss literature set work (15 mins); W&P: Understand features of an advertising poster, plan and begin first draft of poster; p. 96	9 Act. H	6		Complete first draft of poster				
3	W&P: Discuss draft poster with a partner and revise it; p. 96				Edit and proof read final version of poster				
4	LSC: Understand and identify abbreviations (25 mins); understand and use a spelling pattern (10 mins); revise sentence structure and write sentences (25 mins); p. 96	10-11 Act. I-K	7	Literature set work	Continue reading literature set work as directed by teacher				
5	Discuss literature set work (15 mins); LSC: Revise concord and write sentences (20 mins); revise simple tenses and write sentences (25 mins); p. 96	11-12 Act. N-O	7-8		LSC: Revise and identify parts of speech; practise using pronouns correctly LB pp. 12-13 Act. N-O				
Reflection									
<p>Think about and make a note of: How well did learners manage the poster designing activity? Were you satisfied with what you did to support them? Did learners have difficulties with any of the language work? If so, how can you assist them? Did you cover all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					<p>HOD/Subject head: _____ Date: _____</p>				

TOP CLASS ENGLISH Week 3 – Theme: Chaos in the classroom

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Discuss and mark homework on parts of speech and pronouns (15 mins); L&S: Listen to a reading of a text; identify and comment on opening and closing, intonation and pace, punctuation, use of voice (45 mins); p. 97	12-13 14 Act. A	9-10	Literature set work	Continue reading literature set work as directed by teacher					
2	Discuss literature set work (20 mins); L&S: Understand how to read aloud and choose a text for prepared reading (25 mins); R&V: Revise literary terms; p. 97	14-15 Act. B 16 Act. C	10 11		Practise prepared reading					
3	L&S: Present prepared reading to class; Note: This is Term 1 Formal Assessment Task 1; p. 97		10	Literature set work	Continue reading literature set work as directed by teacher					
4	L&S: Present prepared reading to class (rest of class); if there is time, discuss literature set work; p. 97		10		R&V: Do pre-reading task on extract from a novel LB pp. 16-18 Act. D					
5	R&V: Discuss pre-reading tasks (10 mins); read an extract from a novel and answer comprehension and language questions LB pp. 17-19 Q 1-7; p. 97	17-19 Act. E	11 11-12		LSC: Understand proverbs, idioms and euphemisms and answer questions LB pp. 19-20 Act. E Q 9-10					
Reflection										
<p>Think about and make a note of: Were you pleased with the assistance you gave learners with the prepared reading task? Is there anything else you could do to assist them to read aloud confidently and well? Did you cover all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					HOD/Subject head:			Date:		

TOP CLASS ENGLISH Week 4 – Theme continued: Chaos in the classroom

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Mark and discuss homework (15 mins); R&V: Read two poems and answer questions on language use, themes and message (45 mins); p. 97	20-21 Act. F	11-12 12-13	<i>Registering for school 1936</i> CR pp. 7-8	Read <i>Registering for school 1936</i> and answer questions CR pp. 7-8					
2	Mark and discuss homework (15-20 mins); R&V: Skim, scan and read carefully a multimedia text (cartoon) and answer questions on it (40-45 mins); p. 97	22 Act. G	13 14	<i>Stories from the Trojan War</i> CR pp. 9-13	Read <i>Stories from the Trojan War</i> in preparation for class discussion CR pp. 9-13					
3	R&V: Discuss features of stories from Greek folklore (20 mins); W&P: Plan and begin first draft of letter of appreciation ; p. 97	22-24 Act. H	13-14 14-15		Complete first draft of letter					
4	W&P: Revise draft , write, edit and proof read final version of letter ; Note: This can be done for Term 1 Formal Assessment Task 2 ; p. 97	22-24 Act. H	14-15 15-16		LSC: Do activities on stems, prefixes and suffixes, abbreviations and acronyms LB 22-24 Act. I-J					
5	Mark and discuss homework (10-15 mins); LSC: Revise punctuation marks and direct and reported speech and write sentences correctly (45-50 mins); p. 97	25-26 Act. K-L	16		LSC: Revise sentences structure and tenses and do activities LB pp. 25-26 Act. M-N					
Reflection										
<p>Think about and make a note of: How did learners respond to the poems and to the stories from Greek folklore? Were you satisfied with what you did to support their understanding and enjoyment of these texts? Did you cover all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					HOD/Subject head:			Date:		

TOP CLASS ENGLISH Week 5 – Theme: Communicating clearly

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Mark and discuss homework (10 mins); L&S/R&V: Understand contract speak; listen to a call centre agent and a client disputing a contract; make notes; answer questions on register, tone and content of conversation; p. 98	26-27 29-30 Act. A	16-17 18-19		L&S: Prepare for role play by reading and thinking about the given information LB pp. 30-31 Act. B					
2	L&S: Prepare a role play about a contractual dispute, practise it and present it to a group (teacher monitors); p. 98	30-31 Act. B	20	Literature set work	Continue reading literature set work as directed by teacher					
3	Discuss literature set work (15 mins); R&V: Skim, scan and read in detail a contract between a seller and purchaser; answer questions (Q 1-8) on contract speak and content (45 mins); p. 98	31-34 Act. C	20-21		Complete Act. C by answering questions LB pp. 33-34 Q 9-12					
4	Mark and discuss homework (15 mins); R&V: Read a poem and answer questions on structure, rhyme, rhythm and language use (45 mins); p. 98	34-36 Act. D	21-22	Literature set work	Continue reading literature set work as directed by teacher					
5	Discuss literature set work (15 mins); W&P: Understand the format for a report; read background information, plan and begin first draft of a report (45 mins); p. 98	36-38 Act. E	23		Complete first draft of report					
Reflection										
<p>Think about and make a note of: Learners may have found the content on contracts quite challenging. Were you pleased with the support you gave them? Did you cover all the work set for the week? If not, how will you get back on track?</p>		<p>What will you change next time? Why?</p>								
		HOD/Subject head:				Date:				

TOP CLASS ENGLISH Week 6 – Theme continued: Communicating clearly

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	W&P: Revise first draft of report, write, edit and proof read final version; p. 98	36-38 Act. E	23	<i>Jason speaks</i> CR pp. 14-19	Begin reading <i>Jason speaks</i> CR pp. 14-19					
2	LSC: Use conjunctions to join sentences; revise sentence types, sentence structure, direct and reported speech; p. 98	36-38 Act. F-I	24-25	<i>Jason speaks</i> CR pp. 14-19	Complete reading <i>Jason speaks</i> CR pp. 14-19					
3	R&V: Discuss short story <i>Jason speaks</i> and answer questions on structure, characters and plot; p. 98		22-23	Literature set work	Continue reading literature set work as directed by teacher					
4	Discuss literature set work (15 mins); LSC: Understand and use question forms and a spelling pattern; learn about and use more abbreviations (45 mins); p. 98	36-38 Act. J-L	26-27	Literature set work	Continue reading literature set work as directed by teacher					
5	Discuss literature set work (20 mins); LSC: Do extra language practice activities as indicated in LB	28 41	17 27	Literature set work	Continue reading literature set work as directed by teacher					
Reflection										
<p>Think about and make a note of: How well did learners manage the report writing task? Were you satisfied with what you did to support them in planning and completing this writing task? Did you cover all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					HOD/Subject head:		Date:			

TOP CLASS ENGLISH Week 7 – Theme: Lessons from birds

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	L&S: Listen to a dialogue, make notes and use these to answer questions on the dialogue; p. 99	42-44 Act. A-B	28-30	Literature set work	Continue reading literature set work as directed by teacher					
2	Discuss literature set work (20 mins); L&S/R&V/W&P: Understand features of good dialogue and answer LB Act. C (40 mins); p. 99	45 Act. C	31	Literature set work	Continue reading literature set work as directed by teacher					
3	L&S: Understand how to give an unprepared speech; give an unprepared speech to a group (teacher monitors); p. 99	45-46 Act. D	31-32	Literature set work	Continue reading literature set work as directed by teacher					
4	R&V: Revise features of poetry; read a poem and answer questions about structure, rhyme, imagery, metaphor, mood, message and theme; p. 99	46-48 Act. E-F	32-33	Literature set work	Continue reading literature set work as directed by teacher					
5	R&V: Discuss/do activities on literature set work				LSC: Understand meanings of proverbs and idioms ; do activity LB p. 49 Act. G					
Reflection										
<p>Think about and make a note of: How are learners responding to the literature set work and to the questions you ask or other tasks you give them on the set work? What were the strengths of learners' unprepared speeches? What do they still need to improve when making unprepared speeches? Did you cover all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					HOD/Subject head:		Date:			

Note: The Comprehension and Language Test (LB pp. 50-52) could be useful for revision purposes but has not been included in the tracker for Week 8 for two reasons – the test should be written in Week 10, and the test does not include sufficient language and vocabulary questions.

TOP CLASS ENGLISH Week 8 – Theme continued: Lessons from birds									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	Mark and discuss homework on proverbs and idioms (10 mins); W&P: Learn about narrative essays, plan and begin first draft of essay (50 mins); p. 99	53-54	35		Complete first draft of essay				
2	W&P: Revise first draft, write, edit and proof read final version of narrative essay; Note: This can be done for Term 1 Formal Assessment Task 2; p. 99	53-54	35		Continue reading literature set work as directed by teacher				
3	Discuss literature set work (15 mins); LSC: Identify acronyms; revise and use regular and irregular verbs (45 mins); p. 99	54-55 Act. J-K	35-36		Continue reading literature set work as directed by teacher				
4	Discuss literature set work (15 mins); LSC: Revise sentence structures and write sentences correctly; write irregular past tense verbs correctly; p. 99	56-57 Act. L-M	36	<i>A night with a wolf</i> CR pp. 21-23	Read <i>A night with a wolf</i> CR pp. 21-23 and think about answers to questions				
5	R&V: Discuss the poem <i>A night with a wolf</i> and answer the questions on CR p. 23 (30 mins); R&V: Begin reading <i>Tekwane's nest</i>		33	<i>A night with a wolf</i> CR pp. 21-23 <i>Tekwane's nest</i> CR pp. 24-28	Complete reading <i>Tekwane's nest</i> CR pp. 24-27 and answer the questions CR p. 28				
Reflection									
Think about and make a note of: How well did learners manage the narrative essay writing task? Were you satisfied with the support you gave them for this task? Why or why not? Did you cover all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?				
					HOD/Subject head:		Date:		

Extra resource: Examples of newspaper articles.

TOP CLASS ENGLISH Week 9 – Theme: Tools from ancient times										
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Discuss answers to questions on <i>Tekwane's Nest</i> (15 mins); L&S/R&V: Understand structure of a newspaper report; listen to a report, make notes on register, tone, structure and content of the report; work in groups using the notes to answer questions (45 mins); p. 100	58-59 Act. A-B	34-35 37-38	Literature set work	Continue reading literature set work as directed by teacher					
2	Discuss literature set work (15 mins); R&V: Read a newspaper report and answer questions about the structure and content of the report (45 mins); p. 100	59-61 Act. C	38-39		LSC: Revise emotive language and identify examples in newspaper headlines LB p. 61 Act. D					
3	Discuss answers to homework on emotive headlines (15 mins); R&V: Learn about key features of poetry; read a poem and answer questions on it (45 mins); p. 100	61 Act. D 61-62 Act. E	39 40-41		Complete answers to questions on poem					
4	Discuss and mark answers to questions on poem (20 mins); R&V: Read another poem (<i>The winterman</i>) and answer questions on personification and other features (40 mins); p. 100	61-62 Act. E	40-41 41	<i>The winterman</i> CR pp. 29-31	LSC: Answer questions on idioms and proverbs LB pp. 63-64 Act. F					
5	Mark and discuss homework (15 mins); W&P: Plan and begin first draft of a newspaper report (45 mins); p. 100	63-63 Act. F 64-65 Act. G	41 42		Complete first draft of newspaper report					
Reflection										
<p>Think about and make a note of: What were you pleased about in your teaching about newspaper articles and about features of poems? Is there any aspect of this week's teaching that you think you could improve on? Did you cover all the work set for the week? If not, how will you get back on track?</p>		<p>What will you change next time? Why?</p>								
		HOD/Subject head:			Date:					



TOP CLASS ENGLISH Week 10 – Theme continued: Tools from ancient times									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	W&P: Revise first draft of newspaper report, write, edit and proof read final version of report; p. 100	64-65 Act. G	42		Prepare oral presentation on newspaper report				
2	L&S: Make an oral presentation of newspaper report to a group (teacher monitors); p. 100	65 Act. H	43	Literature set work	Continue reading literature set work as directed by teacher				
3	Final discussion of literature set work (20 mins); LSC: Revise and write compound and complex sentences; revise and use the apostrophe (40 mins); p. 100	65-67 Act. I-J	44		LSC: Use punctuation correctly LB pp. 67-68 Act. K				
4	Mark and discuss homework (10 mins); LSC: Learn about moods in verbs; learn spelling patterns; choose the correct mood of verbs in sentences; p. 100	68-69 Act. L-N	45-46		Revise for term test				
5	Term 1 Formal Assessment Task 3: Comprehension and Language Test								
End-of-term reflection									
Think about and make a note of: 1. Was the learners' performance during the term what you had expected and hoped for? Which learners need particular support with EFAL in the next term? What strategy can you put in place for them to catch up with the class? Which learners would benefit from extension activities? What can you do to help them? 2. With which specific topics did the learners struggle the most? How can you adjust your teaching to improve their understanding of this section of the curriculum in the future?					3. What ONE change should you make to your teaching practice to help you teach more effectively next term? 4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back on track ?				
HOD/Subject head:						Date:			



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

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

Extra resources: Advertising posters; a copy of the literature set work for each learner. **Note** homework tasks.

VIA AFRIKA ENGLISH Week 1 – Theme: Inbetweeners									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	L&S: Listen to an advertisement, in groups discuss message, tone, pace, emotive appeal (30 mins); listen again, make notes and use these to answer questions (30 mins); p. 96	7 Act. 1 7-8 Act. 2	23-24 24-25		Complete answers to LB pp. 7-8 Act. 2				
2	Discuss and mark answers to questions (10 mins); R&V: Skim, scan, read for detail and answer comprehension questions on a poster (visual text); p. 96	8-10 Act. 3-4	26-28		Complete answers to LB pp. 9-10 Act. 4				
3	Discuss and mark answers to questions (15 mins); W&P/LSC: Understand features of posters; write a good headline using correct verb tenses; find/draw a picture to use with a headline (45 mins); p. 96	11 Act. 5	28-30		Complete headline and drawing				
4	W&P: Plan and design first draft of full poster; get feedback from partner/ teacher; p. 96	11-12 Act. 6	30-31		Revise and proof read final version of poster				
5	R&V: Listen to teacher's introduction to literature set work and begin reading it; p. 96			Literature set work	Continue reading literature set work as directed by teacher				
Reflection									
<p>Think about and make a note of: You have been teaching learners who are likely to be new to you. What have you noticed about their knowledge and use of English? What were you pleased about in your lessons? What, if anything, would you like to improve on? Did you cover all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		



VIA AFRIKA ENGLISH Week 2 – Theme continued: Inbetweeners									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	Discuss literature set work (20 mins); R&V: Do pre-reading activities (skimming and scanning) on the cover and an extract from a youth novel (40 mins); p. 96	12-13 Act. 7	31-32	Literature set work	Continue reading literature set work as directed by teacher				
2	R&V: Read an extract from a youth novel and answer Q 1-9 on characters, setting and language use; p. 96	13-14 Act. 8	33-34		Answer LB p. 14 Act. 8 Q 10				
3	Discuss answers to homework task (15 mins); LSC: Revise the structure of simple sentences; revise verb forms; learn spelling patterns and begin to do LB p. 16 Act. 9 Q 1-5; p. 96	14-16 16 Act. 9	34-35 34-35		Complete answers to LB p. 16 Act. 9 Q 1-5				
4	LSC: Discuss and mark answers to Q 1-5 (15 mins); do Q 6-7 on abbreviations and verb tense (30 mins); R&V: Begin reading a short story (folklore) <i>The great thirst</i> CR pp. 27-31; p. 96	16 Act. 9	34-35 36-37	<i>The great thirst</i> CR pp. 27-31	Complete reading <i>The great thirst</i> CR pp. 27-31				
5	R&V: Discuss <i>The great thirst</i> and answer questions on setting, characters, events and mood in the story; p. 96			Literature set work	Continue reading literature set work as directed by teacher				
Reflection									
<p>Think about and make a note of: Learners were expected to do a great deal of reading this week? How well did they manage the various reading tasks? Were you satisfied with the support you gave them for their reading? Why or why not? Did you cover all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
HOD/Subject head:					Date:				





VIA AFRIKA ENGLISH Week 3 – Theme: It's tough to be me

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Discuss literature set work (15 mins); L&S: Listen to a reading of two letters, make notes about the content and the emotions expressed in the words and the reading; use notes to answer Q 3 (45 mins); p. 97	18 Act. 1 18 Act. 1 Q 3	40-42		LSC: Learn about idioms and punctuation and answer questions LB p. 18 Act. 1 Q 4-5					
2	Mark and discuss homework (10 mins); W&P/LSC: Understand the format and register for a letter of appreciation; rewrite an informal letter more formally (50 mins); p. 97	19-20 Act. 1-2	42-43		W&P: Read instructions LB p. 20 Act. 3 and decide on topic for appreciation letter					
3	W&P: Plan and write first draft of letter; p. 97	19-20 Act. 3	44		Revise first draft of letter					
4	W&P: Write, edit and proof read final version of letter of appreciation; Note: This can be done for Term 1 Formal Assessment Task 2; p. 97	19-20 Act. 3		Literature set work	Continue reading literature set work as directed by teacher					
5	Discuss literature set work (15 mins); R&V: Understand mood, theme and structure of poetry; answer questions on features and content of a poem (45 mins); p. 97	21 21-22 Act. 4	45-46	Literature set work	Continue reading literature set work as directed by teacher					
Reflection										
Think about and make a note of: How well did learners manage this week's writing tasks? Were you satisfied with what you did to assist them with their writing? Why or why not? Did you cover all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?					
					HOD/Subject head:		Date:			



Note: The formal assessment task on LB p. 25 is not accurately set. The Term 1 oral task is either an assessment of prepared reading OR of conversation.

VIA AFRIKA ENGLISH Week 4 – Theme continued: It's tough to be me									
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	Discuss literature set work (15 mins); R&V/L&S: Discuss covers of a youth novel (10 mins); read an extract from a youth novel and discuss answers to Act. 5 Q 2-6 (35 mins); p. 97	22-24 Act. 5	47-48		Write answers to LB p. 24 Act. 5 Q 7-9				
2	Mark and discuss homework (15 mins); R&V: Understand features of cartoons; read a cartoon and answer questions Act. 6 Q 1-7 (45 mins); p. 97	25 26-27 Act. 6	49-50		LSC: Use past tense verbs to describe actions in a cartoon LB p. 27 Act. 6 Q 8				
3	LSC: Understand spelling patterns and abbreviations and revise direct and indirect (reported) speech; write sentences correctly (50 mins); L&S: Understand how to prepare to read a text aloud (10 mins); p. 97	27 27 Act. 7 24	51		Choose a text and practise reading aloud				
4	L&S: Present a prepared reading to class and teacher; Note: This is Term 1 Formal Assessment Task 1; p. 97	24-25	48	<i>Lungile and the bewitched buck</i> CR pp. 39-45	Begin reading <i>Lungile and the bewitched buck</i> CR pp. 39-45				
5	L&S: Present a prepared speech to class and teacher (rest of class); p. 97	24-25	48 and 52-53	<i>Lungile and the bewitched buck</i> CR pp. 39-45	Complete reading <i>Lungile and the bewitched buck</i>				
Reflection									
Think about and make a note of: What did you notice about the prepared reading of the best and weakest readers? What can you do to assist weak readers? Did you cover all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?				
					HOD/Subject head:		Date:		

VIA AFRIKA ENGLISH Week 5 – Theme: I kept my word

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Discuss <i>Lungile and the bewitched buck</i> and answer questions CR p. 39 (30 mins); LSC/R&V: Understand terms used in contracts and how a contract works (30 mins); p. 98	29-30 Act. 1	52-53 57	Literature set work	Continue reading literature set work as directed by teacher					
2	L&S: Listen to a dialogue between a call centre agent and a dissatisfied client, make notes and use these to answer questions about tone, language use and content; p. 98	29-31 Act. 2	58-60	Literature set work	Continue reading literature set work as directed by teacher					
3	Discuss literature set work (10 mins); R&V: Read an advertisement for a cell phone deal and answer questions on information, language use and abbreviations (50 mins); p. 98	31-32 Act. 3	62-64		Read the role play information and think about how to perform it LB pp. 32-33 Act. 4					
4	L&S: With a partner, prepare, practise and present to a group a role play between seller and purchaser; p. 98	32-33 Act. 4	64	<i>The leopard's promise</i> CR pp. 2-7	Begin reading <i>The leopard's promise</i> CR pp. 2-7					
5	R&V: Read a contract and answer comprehension and language questions on it; p. 98	33-35 Act. 5	64-65	<i>The leopard's promise</i> CR pp. 2-7	Complete reading <i>The leopard's promise</i> and think about answers to the questions CR pp. 2-7					
Reflection										
<p>Think about and make a note of: Learners may have found the content on contracts quite challenging. Were you pleased with the support you gave them? Did you cover all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					HOD/Subject head:			Date:		



VIA AFRIKA ENGLISH Week 6 – Theme continued: I kept my word

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss folklore short story <i>The leopard's promise</i> and answer questions on it (30 mins); groups prepare and practise a role play about a disputed contract (30 mins); p. 98	35 Act. 6	73-75 66	<i>The leopard's promise</i> CR pp. 2-7	Practise role play					
2	L&S: Each group presents a role play to another group while teacher monitors (30 mins); W&P: Plan and begin writing first draft of a report about a contract problem (30 mins); p. 98	35 Act. 6 36 Act. 7	66 67-69		Complete first draft of report					
3	W&P: Revise first draft, write, edit and proof read final version of report; p. 98	36 Act. 7	67-69	Literature set work	Continue reading literature set work as directed by teacher					
4	R&V/L&S: Read a poem, discuss questions on literary devices and theme; perform the poem; p. 98	37-38 Act. 8	70-71	Literature set work	Continue reading literature set work as directed by teacher					
5	Discuss literature set work (10 mins); LSC: Revise active and passive voice; revise compound sentences and write sentences correctly; p. 98	39-40 Act. 9-10	71-73	Literature set work	Continue reading literature set work as directed by teacher					
Reflection										
<p>Think about and make a note of: What did you notice about learners' use of language, tone of voice and body language when you monitored the role plays? How well did they manage the written report on contract problems? Did you cover all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					HOD/Subject head:		Date:			





VIA AFRIKA ENGLISH Week 7 – Theme: A place called home

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	L&S: Understand characters, setting and key words and then listen to dialogue from a play; make notes on dialogue and use these to answer questions on language and power, tone and content; p. 99	41-42 Act. 1	78-81		R&V: Read part of a play script in preparation for reading aloud in next lesson LB pp. 43-45					
2	L&S: In groups of six, read the extract aloud to the class (30 mins); LSC: Begin answering questions on language use in the extract; p. 99	43-46 Act. 2	81-82		LSC: Complete answers to LB pp. 45-46 Act. 2					
3	LSC: Discuss and mark answers to language questions (20 mins); R&V: Read a poem and in a group discuss structure, rhythm and content (40 mins); p. 99	43-46 Act. 2 47-48 Act. 3	81-82 83-84		Re-read the poem <i>Inside my Zulu hut</i> and think about how to answer the questions LB pp. 47-48 Act. 4					
4	R&V: Write answers to questions on a poem and discuss these in class; p. 99	47-48 Act. 4	84	<i>The storyteller</i> CR pp. 85-91	Read <i>The storyteller</i> CR pp. 85-91					
5	R&V: Discuss short story <i>The storyteller</i> and answer questions on it; p. 99		88-89		Complete answers to questions on <i>The storyteller</i>					
Reflection										
<p>Think about and make a note of: How well did learners understand the play script, poem and short story that they read this week? Were you satisfied with the support you gave them for reading and understanding these literary texts? Why or why not? Did you cover all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					HOD/Subject head:		Date:			



VIA AFRIKA ENGLISH Week 8 – Theme continued: A place called home

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss and mark answers to questions on <i>The storyteller</i> (20 mins); read a poem <i>My father's hands</i> and discuss questions on its structure, language and theme (30 mins); p. 99		88-89 89-90	<i>The storyteller</i> CR pp. 85-91 <i>My father's hands</i> CR pp. 131-132 Literature set work	Continue reading literature set work as directed by teacher					
2	L&S: Make an unprepared speech to a partner on a topic to do with home; make a second unprepared speech to partner on a topic given by teacher; p. 99	48-49 Act. 5	84-85	Literature set work	Continue reading literature set work as directed by teacher					
3	W&P: Plan and begin writing first draft of a descriptive essay OR an informal letter; p. 99	49-50	85-87		Complete first draft of essay or letter					
4	W&P: Revise first draft, write, edit and proof read final version of letter OR essay; Note: Either a descriptive essay OR an informal letter can be done for Term 1 Formal Assessment Task 2; p. 99	49-50	85-87		LSC: Revise sentence structure and clauses LB pp. 50-51					
5	LSC: Discuss sentence structure; identify proverbs and idioms; write abbreviations and acronyms in full; p. 99	50-51 Act. 6	87-88	Literature set work	Continue reading literature set work as directed by teacher					
Reflection										
<p>Think about and make a note of: This week learners have been asked to do quite a bit of homework reading of their literature set work. What will you do next week to assess their progress? If you gave learners a choice between the descriptive essay and the informal letter, which genre did most of them choose? Why do you think they made this choice? Did you cover all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					HOD/Subject head:		Date:			

VIA AFRIKA ENGLISH Week 9 – Theme: Shall we dance?

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Discuss/do activities on literature set work (15 mins); L&S: Prepare to listen to a newspaper report, listen to the report, make notes and discuss answers to questions on structure, point of view, register and tone (45 mins); p. 100	52-53 Act. 1	95-96	Literature set work	Continue reading literature set work as directed by teacher					
2	LSC: Revise mood in sentences and identify examples of different moods (10 mins); R&V: Read a poem and answer questions on structure, literary devices and message; p. 100	54 Act. 2 55-56 Act. 3	97 97-100		Complete answers to questions LB pp. 55-56 Act. 3					
3	Discuss and mark answers to Act. 3 (20 mins); R&V: Understand reading strategies; read a newspaper report and discuss questions on it (40 mins); p. 100	56-57 57-58 Act. 4	100	Literature set work	Continue reading literature set work as directed by teacher					
4	Discuss literature set work (15 mins); LSC: Revise structure of complex sentences and write sentences correctly (40 mins); L&S: Prepare for interview (5 mins); p. 100	60-61 Act. 5	102-103		Interview a person who is making a difference in the community and make notes on the interview					
5	L&S: Plan and prepare an oral report of an interview; p. 100	62-64 Act. 6	103-104		Practise the oral report					
Reflection										
<p>Think about and make a note of: Were you satisfied with what you did to support learners in conducting and interview and preparing an oral report based on it? Why or why not? Did you cover all the work set for the week? If not, how will you get back on track?</p>		<p>What will you change next time? Why?</p>								
		HOD/Subject head:				Date:				



VIA AFRIKA ENGLISH Week 10 – Theme continued: Shall we dance?

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	L&S: Present oral report to a group (teacher monitors); p. 100	62-64 Act. 6	103-104	Literature set work	Continue reading literature set work as directed by teacher					
2	R&V: Final discussion of literature set work (30 mins); W&P: Plan and begin first draft of a written report based on interview and oral report; p. 100	64-65 Act. 7	104-105		Complete first draft of report					
3	W&P: Revise first draft, write, edit and proof read final version of report; p. 100	64-65 Act. 7	104-105	<i>The sound of my feet</i> CR pp. 77-84	Read <i>The sound of my feet</i> CR pp. 77-84					
4	R&V: Discuss short story <i>The sound of my feet</i> and answer questions on settings, characters and theme; p. 100			<i>The sound of my feet</i> CR pp. 77-84	Revise for term test					
5	Term 1 Formal Assessment Task 3: Comprehension and Language Test									
End-of-term reflection										
<p>Think about and make a note of:</p> <p>1. Was the learners' performance during the term what you had expected and hoped for? Which learners need particular support with EFAL in the next term? What strategy can you put in place for them to catch up with the class? Which learners would benefit from extension activities? What can you do to help them?</p> <p>2. With which specific topics did the learners struggle the most? How can you adjust your teaching to improve their understanding of this section of the curriculum in the future?</p>						<p>3. What ONE change should you make to your teaching practice to help you teach more effectively next term?</p> <p>4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back on track?</p>				
HOD/Subject head:						Date:				



F. ASSESSMENT RESOURCES

1. Grade 9 Term 1 Formal Assessment Task 3

EFAL Grade 9

Term 1 Formal Assessment Task 3 Comprehension and Language Test

Read the article and then answer Questions 1 to 16

Run – and we will catch a dream

I like to run. Running has many advantages: it keeps one fit and healthy and one feels a real sense of achievement after completing a race.

Many metaphors have been drawn between the sport of running and the game of life. They ring true because running teaches you determination and discipline. Just when you think that the hill is too steep to conquer, you overcome it and keep going.

For me, this journey started about six years ago and I've run with greater or lesser commitment at various times since then. Injuries have thrown me off course from time to time and laziness at other times, but still I return. To use a well-known expression, it doesn't matter how often you fall off the horse, as long as you keep getting back on it.

This year marks the point at which I'm firmly on the horse's back. My friend Londi and I will run the New York Marathon on November 2 – an exciting and frightening challenge. To keep ourselves motivated, we've decided that our first marathon should be in one of the greatest cities of the world. And, also, because there's no chance of our backing out once long distance travel has been paid for.

There is another reason, too. We want to be soldiers of hope. We've set ourselves the target of raising R100,000 in the 100 days left until the starting gun fires on what will doubtless be a chilly morning in New York. We are doing this to benefit the Dreamfields project.

Dreamfields was launched in 2007 by veteran journalist and soccer man John Perlman. The idea was to get individuals and companies to help in the development of soccer at schools around the country. That meant building football fields in remote areas and getting the right kit to children. Dreamfields also provides training for coaches. All over the country children participate in league games and tournaments.

I've been to one of the Dreamfields tournaments and the delight on the children's faces was wonderful to see. Team sports, as Perlman put it in a recent radio interview, teach children lessons they don't even know they are learning at the time. The rewards filter through to the community, especially during tournaments, when entrepreneurs benefit from the big crowds these events attract.

'When I play soccer, I feel joy inside,' said Tebogo, a matric student who benefited from Dreamfields in Venda.

The area for which we will be raising funds is uMkhanyakude in northern KwaZulu-Natal. We will run with all our hearts and our tired limbs to make sure that we can bring joy to the children of uMkhanyakude.

(Nikiwe Bikitsha, adapted from an article in Mail & Guardian, 1 August 2014.)

1. According to the author, running has two different kinds of advantages. What are these? (2)
2. Complete this sentence: In the second paragraph, the steep hill that the author writes about is a metaphor for (2)
3. Give two reasons why the author has not always kept up her commitment to running. (2)
4. **The author likes to ride horses.** Write TRUE or FALSE and give a reason for your answer. (2)
5. In your own words describe three things that are motivating (encouraging) the author and her friend to stick to their commitment to run in the New York Marathon. (3)
6. In paragraph 5 the word **target** means:
 - A something that you shoot, throw or kick something at.
 - B someone whom you are trying your best to influence.
 - C a person or place whom you attack or criticise.
 - D an amount or level or result that you try to achieve. (1)
7. Suggest why the author is convinced that the morning of the race will be chilly. (2)
8. List four different activities of the Dreamfields project. (4)
9. Rewrite sentences A and B in reported (indirect) speech.
 - A **'I've been to one of the Dreamfields tournaments and the delight on the children's faces was wonderful to see,' said Nikiwe.** (5)
 - B **'When I play soccer, I feel joy inside,' said Tebogo.** (5)
10. Explain what the words **veteran journalist** tell readers about John Perlman. (2)
11. Explain how local entrepreneurs could benefit from big crowds attending soccer matches. (2)
12. From the list below choose the phrase that best describes lessons that children learn without knowing that they are learning them:
 - A conscious learning;
 - B unconscious learning;
 - C challenging learning;
 - D memorable learning. (1)
13. Rewrite this sentence in active voice:
Dreamfields was launched in 2007 by John Perlman. (2)
14. Rewrite these two simple sentences as one complex sentence:
John Perlman was interviewed on a radio programme. He spoke about the benefits of team sports. (2)
15. Find the error in this sentence and write it correctly:
Nikiwe and her friend Londi trains after work because they don't like to get up early in the morning. (1)
16. Rewrite this sentence so that the verbs are in the past tense:
We will run with all our hearts and our tired limbs to make sure that we can bring joy to the children of uMkhanyakude. (2)

Total marks: 40

2. Grade 9 Term 1 Formal Assessment Task 3: Memorandum

EFAL Grade 9

Term 1 Formal Assessment Task 3: Memorandum Comprehension and Language Test

1. Running is good for health and fitness (1) and finishing a race gives a runner a sense of achievement. (1)
2. In the second paragraph, the steep hill that the author writes about is a metaphor for the challenges (or difficulties) that people face and have to overcome. (2)
3. There are times when the author has not been able to run because of injuries (1) and times when she has not run because she has been too lazy to do so. (1)
4. FALSE. The author is speaking about horses metaphorically. She is a runner and not a rider. (2)
5. – The author and her friend are looking forward to their trip to New York because it is an exciting city. (1)
– The plane tickets for the journey from South Africa to New York are expensive and if they do not compete in the marathon they will have wasted a great deal of money. (1)
– They are using their participation in the marathon as a way of raising money for an important project. (1)
NB: Each of these points can be expressed in different ways.
6. D (1)
7. New York is in the northern hemisphere and so November is at the end of autumn when the weather is starting to get cold. (2)
8. (i) building football fields in remote areas; (ii) providing soccer kit for children; (iii) training coaches; (iv) organising leagues and tournaments. (4)
9. A. **Nikiwe said that (2) she had been (1) to one of the Dreamfields tournaments and the delight on the children's faces had been (1) wonderful to see. (5)**
B. **Tebogo said that (2) when he (1) played (1) soccer he felt (1) joy inside. (5)**
10. These words tell readers that John Perlman has been a journalist for a long time. (2)
11. Crowds need to eat and drink and may also wish to buy other things such as hats or umbrellas, depending on the weather. (2)
NB: Learners could suggest several different ideas here.
12. B (1)
13. In 2007 John Perlman launched Dreamfields.
OR
John Perlman launched Dreamfields in 2007. (2)
14. When John Perlman was interviewed on a radio programme he spoke about the benefits of team sports.
OR
John Perlman, who was interviewed on a radio programme, spoke about the benefits of team sports. (2)
NB: Because learners have to write a complex sentence it is not correct to write **John Perlman was interviewed on radio and he spoke about the benefits of team sports** as this is a compound sentence.
15. Nikiwe and her friend Londi train (1) after work because they don't like to get up early in the morning.
16. We ran (1) with all our hearts and our tired limbs to make sure that we **could** (1) bring joy to the children of uMkhanyakude.

Total marks: 40