

GRADE 7

English

First Additional Language

Teacher Toolkit: CAPS Planner and Tracker

2020 TERM 2

CONTENTS

A. About the Planner and Tracker	2	4. <i>Platinum English First Additional Language</i> (Maskew Miller Longman)	45
1. Your quick guide to using this planner and tracker	2	5. <i>Spot On English First Additional Language</i> (Heinemann)	55
2. Purpose of the tracker	4	6. <i>Successful English</i> (Oxford University Press)	65
3. Links to the CAPS	4	7. <i>Top Class English First Additional Language</i> (Shuter & Shooter)	75
4. Links to approved EFAL materials and additional literature texts	4	8. <i>Via Afrika English First Additional Language</i> (Via Afrika Publishers)	85
5. Assessment	5	F. Assessment Resources	98
6. Managing time allocated in the tracker	5	1. Information from the CAPS on cognitive levels of question types	95
7. Resources	5	2. English First Additional Language Grade 7: Mid-year Examination: Paper 2: Comprehension, language use and literature	97
8. Extension and remediation work and support for literature teaching in each set of LTSMs	6	3. English First Additional Language Grade 7: Mid-year Examination: Paper 3: Writing: Essay and transactional text	100
9. Columns in the tracker	7	4. English First Additional Language Grade 7: Mid-year Examination memorandum: Paper 2: Comprehension, language use and literature	101
10. Space for recording weekly reflections	7	5. Comments on the cognitive levels in the reading comprehension questions	103
B. Planning for Assessment	7		
C. Broad Guidelines for Lesson Planning and Preparation	13		
D. Guidelines for Teaching	13		
E. Trackers for Each Set of Approved LTSMs	14		
1. <i>Clever English First Additional Language</i> (Macmillan)	15		
2. <i>English Today First Additional Language</i> (Maskew Miller Longman)	25		
3. <i>Interactive English</i> (St Mary's Interactive Learning Experience)	35		

This Planner and Tracker should be used with:

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

A. ABOUT THE PLANNER AND TRACKER

1. Your quick guide to using this planner and tracker



What is the NECT and where do I fit in?

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



But who will help me?

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



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

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



How do I use the planner and tracker?

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



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

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

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



2. Purpose of the tracker

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 7 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 7 EFAL.

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

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

3. Links to the CAPS

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

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

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

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

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 7 EFAL curriculum into two-week cycles. Learners have opportunities to use content and activities based on a particular **theme** to develop the knowledge and skills required by the CAPS.

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

Some Teacher's Guides suggest how to integrate texts from the Core Reader into a two-week teaching cycle 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 networks such as novels, short story anthologies, plays or poetry anthologies because each school will have different collections of texts. However, the

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

5. Assessment

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

The formal assessment tasks required by the CAPS each term are listed in Section B *Planning for Assessment*. You will also find information in this Section on where these tasks are provided in each set of LTSMs.

6. Managing time allocated in the tracker

The tracker for each term outlines how to structure ten hours of teaching for each two-week cycle in the Grade 7 EFAL CAPS. It is very important that 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 adjust the work allocated in the tracker for each lesson accordingly and note in your copy of the tracker where you end one lesson and begin another.

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

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

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

Note 3: This tracker has been designed for a second term that is ten weeks long. The prescribed curriculum work has been set out over the first eight weeks, but as it is likely that some time will be lost here for various reasons, Week 9 has been set aside for catch up and consolidation of this work as well as for revision. Week 10 is allocated to the mid-year examinations. Should you use this tracker in a second term of a different length, you will need to adjust this programme accordingly. You should check the term length at the start of the term.

7. Resources

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

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

If your school has computers and access to the internet, or if some learners have internet access via smart phones, encourage learners to use this resource. For example, they could use the internet to access information to use when preparing a speech. 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 7 EFAL have approached extension and remediation work and support for literature teaching in different ways as listed below. In addition, a number of the LTSMs have included revision, remediation and extra support activities. The tracker has integrated these into the work for the relevant week.

Clever English First Additional Language (Macmillan)

Each two-week unit in the Learner's Book ends with one or two extra activities for extension or remediation work. These activities have been integrated into the work for each week either as class work or homework. The 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 cycle 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 cycle 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). 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. A photocopiable recording assessment sheet is provided on p. xxi of the TG.

Via Afrika English First Additional Language (Via Afrika Publishers)

Each two-week unit in the 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 how to use a dictionary on one side and on punctuation on the other.

Note: It would be a good idea to purchase a copy of each set of approved LTSMs, in addition to the set that your school has obtained for 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)
- 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
- Learner's Book Unit and Activity number
- Teacher's Guide pages
- Core Reader/literature network
- Suggested homework
- Date completed.

10. Space for recording weekly reflections

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

- Was my lesson preparation inadequate/adequate/excellent? For example: Did I understand the content fully so that I could teach both knowledge and skills

effectively? Did I have all the resources I needed?

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

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

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

B. PLANNING FOR ASSESSMENT

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. Further assistance with regard to planning to meet formal assessment requirements for School Based Assessment (SBA) is given in Tables 1 and 2 below.

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

Table 2 gives a summary of the formal assessment tasks for Term 2 that are included in each of the eight sets of LTSMs and where in the programme they are scheduled. Note that some of the examination resources shown are in the Learner's Book, and so should be used for practice and not for formal assessment.

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

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

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

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

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

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

Table 2: TERM 2 FORMAL ASSESSMENT TASKS (FATs) FOR SCHOOL BASED ASSESSMENT (SBA) INCLUDED IN EACH SET OF LTSMs

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

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

LTSM	Task 1 Oral	Task 2 Test 2	Task 3 Mid-year examination
	Listening comprehension/debate/ conversation/(un)prepared speech/ group discussion on giving instructions	Literature: Contextual questions	<u>Paper 2</u> : Comprehension, language use and literature <u>Paper 3</u> : Writing: 1 essay and 1 transactional text
<i>Clever English</i>	<p>Week 3: Debate Unit 7 Act. 2 LB p. 81; TG pp. 80–81, 257</p> <p>Week 4: Prepared speech Unit 7 Act. 7 LB p. 87; TG pp. 85, 253</p> <p>Week 5: Listening comprehension Unit 8 Act. 1 LB p. 94; TG pp. 90–91</p> <p>Week 5: Unprepared speech Unit 8 Act. 3 LB p. 96; TG pp. 92, 254</p>	<p>Week 4: Unit 7 Act. 5 LB pp. 85–86 TG pp. 83–84</p>	<p>Week 9 practice papers or Week 10 FAT papers</p> <p>Exemplar 1: FAT: Paper 2: Questions: TG pp. 115–118 Memorandum: TG pp. 119–120</p> <p>FAT: Paper 3: Topics: TG pp. 118–119 Memorandum: TG pp. 120, 256, 260</p> <p>Exemplar 2: FAT: Paper 2: Questions: TG pp. 121–124 Memorandum: TG pp. 126–127</p> <p>FAT: Paper 3: Topics: TG pp. 124–125 Memorandum: TG pp. 127–128, 260, 256</p>
<i>English Today</i>	<p>Week 1: Listening comprehension Chapter 6 Unit 1 Act. 1 & 2 LB p. 73; TG p. 41</p> <p>Week 3: Listening comprehension Chapter 7 Unit 1 Act. 3 LB p. 84; TG p. 51</p> <p>Week 3: Debate Chapter 7 Unit 4 Act. 8 LB p. 88; TG pp. 53–55</p> <p>Week 5: Conversation – discuss instructions Chapter 8 Unit 1 Act. 1 LB p. 96; TG p. 62 Chapter 8 Unit 3 Act. 4 LB pp. 99–100; TG pp. 63–64</p>	<p>Week 4: Chapter 7 Unit 7 Act. 11 LB pp. 91–92 TG pp. 57, 163</p>	<p>Week 9: Practice paper: Paper 2 Chapter 9 LB pp. 119–123; TG pp. 165–166</p> <p>Practice paper: Paper 3 Chapter 9 LB p. 124; TG pp. 166, 186, 187</p> <p>Week 10: FAT: Paper 2 Questions: TG pp. 170–173 Memorandum: TG pp. 175–176</p> <p>FAT: Paper 3 Topics: TG p. 174 Memorandum: TG p. 177 Writing rubrics: TG pp. 186, 187</p>

LTSM	Task 1 Oral	Task 2 Test 2	Task 3 Mid-year examination
	Listening comprehension/debate/ conversation/(un)prepared speech/ group discussion on giving instructions	Literature: Contextual questions	Paper 2: Comprehension, language use and literature Paper 3: Writing: 1 essay and 1 transactional text
<i>Interactive English</i>	Week 1: Listening comprehension Act. 2 LB pp. 90, 278; TG pp. 63–64, xxvii Week 3: Listening comprehension Act. 1 LB p. 104; TG pp. 72–73, xxvii Week 3: SBA: Debate Act. 2 LB pp. 106–107, 278; TG pp. 73–74, xxvi Week 5: Group discussion – instructions Act. 1 LB pp. 119–120, 278; TG pp. 83, xxvii Week 5: Prepared speech Act. 2 LB pp. 120–121, 278; TG pp. 83–84, xxvii	Week 3: Individual work Act. 4 LB pp. 110–112; TG pp. 76–77 Week 7: Act. 3 LB p. 138; TG p. 94	Weeks 9/10: Note: After TG p. 98 two exams are provided – choose one for revision in Week 9 and one for the examination in Week 10 Celebrating our differences 1. FAT: Paper 2 Questions: TG after p. 98 see pp. 1–2 Memorandum: TG after p. 98 see p. 1 OR Looking after our nation 2. FAT: Paper 2 Questions: TG pp. 1–2 Memorandum: TG p. 1 Celebrating our differences 1. FAT: Paper 3 TG p. 1 OR Looking after our nation 2. FAT: Paper 3 TG p. 3
<i>Platinum English</i>	Week 3: Listening comprehension Act. 2 LB pp. 82–83; TG p. 61 Week 3: Debate on advertising Act. 3 LB pp. 84–85; TG pp. 62–63 Week 5: Group discussion –instructions Act. 4 LB p. 100; TG pp. 73–74	Week 4: Act. 6 LB pp. 89–91; TG pp. 66–67	Week 9: Practice paper: Paper 2 LB pp. 123–125; TG p. 90 Practice paper: Paper 3 LB pp. 125–126; TG pp. 91, xxix, xxx Week 10: FAT: Paper 2 Questions: TG pp. 183–184 Memorandum: TG p. 186 FAT: Paper 3 Questions: TG p. 185 Memorandum: TG pp. 187, xxix, xxx

LTSM	Task 1 Oral	Task 2 Test 2	Task 3 Mid-year examination
	Listening comprehension/debate/ conversation/(un)prepared speech/ group discussion on giving instructions	Literature: Contextual questions	<u>Paper 2</u> : Comprehension, language use and literature <u>Paper 3</u> : Writing: 1 essay and 1 transactional text
<i>Spot On English</i>	<p>Week 4: Debate Unit 7 Act. 7.2 LB p. 83; TG p. 136</p> <p>Week 5: Group discussion – instructions Unit 1 Act. 1.4 LB p. 87; TG p. 140</p> <p>Week 6: Prepared speech Unit 6 Act. 6.2 LB p. 95; TG pp. 146–147</p> <p>Week 6: Prepared speech Unit 6 Act. 6.2 LB p. 95; TG p. 147</p>	<p>Week 7: Unit 1 Act. 1.2 LB pp. 98–99; TG p. 151 Unit 1 Act. 1.4 LB pp. 100–101; TG p. 156</p>	<p>Week 10: FAT: Paper 2 Questions: TG pp. 164–170 Memorandum: TG pp. 171–172 FAT: Paper 3 Topics: TG pp. 173–175 Rubrics: TG pp. 291–292</p>
<i>Successful English</i>	<p>Week 3: Listening comprehension LB pp. 118–120; TG pp. 163, 78–79</p> <p>Week 4: Debate Act. 5 LB pp. 122–123; TG pp. 80–81</p> <p>Week 5: 1. Group discussion – instructions Act. 4 LB pp. 137–138; TG pp. 87–88 2. Unprepared speech LB p. 140; TG p. 88</p>	<p>Week 5: Act. 11 LB pp. 144–146; TG pp. 90–91</p>	<p>Week 9: Practice paper: Paper 2 Questions: LB pp. 165–170 Memorandum: TG pp. 177–178 Practice paper: Paper 3 Topics: LB pp. 171–178 Memorandum: TG pp. 178–179 Week 10: FAT: Paper 2 Questions: TG pp. 184–187 Memorandum: TG pp. 188–189 FAT: Paper 3 Topics: TG pp. 190–191, 179 Memorandum: TG pp. 192–193</p>

LTSM	Task 1 Oral	Task 2 Test 2	Task 3 Mid-year examination
	Listening comprehension/debate/ conversation/(un)prepared speech/ group discussion on giving instructions	Literature: Contextual questions	<u>Paper 2: Comprehension, language use and literature</u> <u>Paper 3: Writing: 1 essay and 1 transactional text</u>
<i>Top Class English</i>	<p>Week 1: Listening comprehension Unit 6 Act. B LB p. 63; TG pp. 49–50</p> <p>Week 3: Debate Unit 7 Act. B LB pp. 73–75; TG pp. 58–59</p> <p>Week 5: Unprepared speech Unit 8 Act. E LB pp. 87–88; TG p. 70</p> <p>Week 6: Prepared speech Unit 8 Act. F LB pp. 88–89; TG p. 70</p>	<p>Week 7: Unit 9 Act. E LB pp. 106–109; TG pp. 78–79</p>	<p>Week 9: Practice paper: Paper 2 LB pp. 118–120; TG pp. 85–89 Practice paper: Paper 3 LB p. 121; TG pp. 90, 165,166</p> <p>Week 10: Use exemplar examination papers at the end of the tracker – no papers in the TG See also writing rubrics TG pp. 165–166 for Paper 3</p>
<i>Via Afrika English</i>	<p>Week 4: Debate Unit 7 LB pp. 88–89; TG pp. 119–120</p> <p>Week 4: Group discussion on giving instructions Unit 8 Act. 1 LB pp. 95–96; TG pp. 128–129</p> <p>Week 5: Unprepared speech Unit 8 Act. 5 LB p. 101; TG p. 131</p>	<p>Week 5: LB pp. 101–103; TG pp. 132–133</p>	<p>Week 9: Practice paper: Paper 2 LB pp. 116–118; TG p. 148 Practice paper: Paper 3 LB p. 119; TG p. 149</p> <p>Week 10: Use exemplar examination papers at the end of the tracker – no papers in the TG</p>

C. BROAD GUIDELINES FOR LESSON PLANNING AND PREPARATION

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

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

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

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

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

Note: Please consult the Teacher's Guide for the Grade 7 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. 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 7. 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.

Time allocation for teaching literature

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

3. Teaching Writing and Presenting

Learners are expected to learn how to write texts in a range of genres (e.g. essays, dialogues, and letters). For each genre, learners need to work through a **writing process** that involves planning, drafting, revising, editing and producing a final version of the text. Each 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 Book provide many opportunities for learners to become more confident and competent speakers of English. It is important that you speak very clearly in class so that learners can hear words that may be new to them. When a lesson involves you reading a text aloud for a listening comprehension activity, it is a good idea to practise reading it aloud when you prepare your lesson. The Teacher's Guide for some textbooks comes with a CD on which listening texts have been recorded. If you have such a CD it is a good idea to use it with your class so that learners get used to listening to a voice other than yours.

5. Teaching Language Structures and Conventions

In Grade 7 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 cycle in the CAPS but also to take opportunities to teach language at other times. For example, you may wish to do some vocabulary teaching when learners are reading a poem or to revise verb tenses when learners are writing an essay. It is very important to have dictionaries in your classroom, to teach learners how to use them and to encourage them to consult a dictionary regularly.

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

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

Notes for all LTSMs

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

1. Clever English First Additional Language (Macmillan)

Note 1: In the TG pp. xxvii–xLvii there are notes on teaching literature.

Note 2: In the TG p. xLvii is a table indicating the CR texts to be covered in Term 2.

Extra resources: Paper for planning and cue cards for Act. 3 Day 3, tests done at the end of Term 1 for review and feedback.

CLEVER ENGLISH Week 1 Unit 6 Theme: Superheroes and superheroines										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	Listen to teacher’s feedback on Term 2 Task 3 Test 1 (30 mins) LSC Reinforcement of language structures and conventions covered in previous weeks p. 62	66	Act. 1 (30 mins)	67						
2	L&S Listen to a story – answer questions p. 62	67	Act. 2 (60 mins)	68–69						
3	L&S Tell a story p. 62	68	Act. 3 (60 mins)	69–70						
4	R&V Reading comprehension – extract from youth novel p. 62	68–69	Act. 4 (60 mins)	70–71		R&V Complete Act. 4				
5	R&V Review homework (15mins) Reading for comprehension p. 62	70–71	Act. 5 (45 mins)	72–73						
Reflection										
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					<p>HOD/Subject head: _____ Date: _____</p>					

Extra resources: Rubric for narrative essay Act. 6 Day 1 TG p. 256, pictures and articles of heroes for *Hero wall* Extra Act. 3 Day 5.

CLEVER ENGLISH Week 2 Unit 6 Theme: Superheroes and superheroines continued											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	W&P Narrative essay – focus on process writing p. 62	72	Act. 6 Planning and drafting (60 mins)	73–74, 256		W&P Complete Act. 6 Revising and editing					
2	LSC Reinforcement of language structures and conventions covered in previous weeks p. 62 R&V Literary text – youth novel p. 62	73–74	Act. 7 (40 mins)	74	Introduce literature setwork (20 mins)	R&V Continue reading literature setwork as directed by the teacher					
3	LSC Adjectives – comparatives and superlatives; Reinforcement of language structures and conventions covered in previous weeks – compound sentences p. 62 LSC Literal and figurative language p. 62	74 76	Act. 8 (30 mins) Act. 9 (30 mins)	75 75		R&V Continue reading literature setwork as directed by the teacher					
4	R&V Reading for comprehension – advertisements p. 63 LSC Subject and predicate p. 62	76	Extra Act. 1 (40 mins) Extra Act. 2	75 76		Begin collecting pictures and articles about heroes					
5	W&P Poster p. 63	78	Extra Act. 3 Make <i>Hero wall</i> (60 mins)	76		R&V Continue reading literature setwork as directed by the teacher					
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>						
					<p>HOD/Subject head: _____ Date: _____</p>						

Note 1: On Day 2 and Day 3 do Act. 2 for **Oral FAT: Debate**.

Note 2: The order of the activities in Unit 7 has been changed to accommodate time required.

Extra resources: Advertisements see TG p. 79, world map for Act. 3 LB p. 82, rubric for debate Act. 2 Day 2 and Day 3 TG p. 257.

CLEVER ENGLISH Week 3 Unit 7 Theme: Let's travel										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	L&S Listening comprehension (written text) p. 63	79–80	Act.1 (60 mins)	79–80		L&S Gather ideas for a debate on travelling abroad Act. 2 LB p. 81				
2	L&S Debate p. 63	81	Begin FAT: Act. 2 (60 mins)	80–81, 253		R&V Continue reading literature setwork as directed by the teacher				
3	L&S Debate p. 63 R&V Reading for comprehension p. 63	81	Complete FAT: Act. 2 (30 mins)	80–81, 257		R&V Continue reading literature setwork as directed by the teacher				
4	R&V Reading for comprehension p. 63 R&V Literary text-youth novel p. 63	82–83	Act. 3 (40 mins)	81–82	Discuss literature setwork (20 mins)	R&V Act. 4 LB p. 84				
5	R&V Reading for comprehension p. 63 LSC Demonstrative and relative adjectives p. 63	84–85 88–89	Review homework Act. 4 (20 mins) Act. 8 (20 mins)	82–83 85–86		R&V Continue reading literature setwork as directed by the teacher				
Reflection										
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?					
					HOD/Subject head:		Date:			

Note 1: On Day 1 use Act. 5 for practice for **FAT Task 2: Test 2 – Literature contextual questions.**

Note 2: On Day 3 and Day 4 use Act. 7 for **Oral FAT: Prepared speech.**

Once learners have been assessed they should do Extra Act. 1 and Extra Act. 2 LB p. 91.

Note 3: Time does not allow for all the *Extra activities* to be completed.

Extra resources: Pictures, paper, coloured pens for poster Act. 6 Day 2, rubric for prepared speech TG p. 253.

CLEVER ENGLISH Week 4 Unit 7 Theme: Let's travel continued											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	R&V Literary text p. 65	85–86	FAT: Act. 5 (60 mins)	83–84		Find pictures for Act. 6 – Poster on cultural festivals					
2	W&P Posters p. 63	87	Act. 6 (60 mins)	84–85		L&S Prepare to tell your group about your own cultural beliefs					
3	L&S Prepared speaking p. 64	87	Begin FAT: Act. 7 (60 mins)	85, 253							
4	L&S Prepared speaking p. 64 R&V Reading for comprehension – visual text p. 63 R&V Literary text – youth novel p. 63	87	Complete FAT: Act. 7 (30 mins)	85, 253	Discuss literature setwork (30 mins)	R&V Extra Act. 1 & 2 LB pp. 91–92, TG p. 87					
5	LSC Review Extra Act. 1 & 2 (10 mins) LSC Direct and indirect speech, simple and compound sentences p. 63	89–90 90–91	Act. 9 (30 mins) Act. 10 (30 mins)	86		R&V Continue reading literature setwork as directed by the teacher					
Reflection											
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?						
					HOD/Subject head:			Date:			

Note 1: On Day 1 use Act. 1 for **Oral FAT: Listening comprehension.**

Note 2: On Day 3 you can use Act. 3 for **Oral FAT: Unprepared speech.**

Extra resources: Equipment to make tea for Unit 8 Act. 1 for **Oral FAT: Listening comprehension**, rubric for unprepared speaking TG p. 254, Core Reader Poetry: *Drought* p. 59.

CLEVER ENGLISH Week 5 Unit 8 Theme: Cup of tea?										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	L&S Listening comprehension p. 63	94	FAT: Act. 1 (60 mins)	90–91						
2	LSC Idioms and proverbs p. 64 L&S Discussion on how to follow procedures p. 64 R&V Literary text – youth novel p. 63	95	Act. 2 (40 mins)	91–92	Read and discuss literature setwork (20 mins)	R&V Continue reading literature setwork as directed by the teacher				
3	L&S Unprepared speaking p. 64	96	FAT: Act. 3 (60 mins)	92, 254		R&V Continue reading literature setwork as directed by the teacher				
4	R&V Reading for comprehension p. 64 R&V Literary text – youth novel p. 63	97–98	Act. 4 (40 mins)	92–93	Discuss Literature setwork (20 mins)	R&V Continue reading literature setwork as directed by the teacher				
5	R&V Poetry p. 64 R&V Literary text – youth novel p. 63	99–100	Act. 5 (40 mins)	94	CR Poetry: <i>Drought</i> p. 59 (20 mins)	R&V Continue reading literature setwork as directed by the teacher				
Reflection										
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?					
					HOD/Subject head:		Date:			

Extra resources: Use the poster rubric TG p. 262 for the W&P advertisement Extra Act. 2 on Day 5, pictures for advertisement Extra Act. 2.

CLEVER ENGLISH Week 6 Unit 8 Theme: Cup of tea? continued											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	R&V Poetry p. 64 R&V Literary text – youth novel p. 63 LSC Punctuation – apostrophes and commas p. 64	101–102	Act. 6 (40 mins)	95	Discuss literature setwork (20 mins)	LSC Act. 11 LB p. 107, TG p. 97					
2	Mark and discuss homework Act. 11 (10 mins) W&P Shorter transactional text – instructions p. 64	103	Begin Act. 7 Planning and drafting (50 mins)	95–96		W&P Complete Act. 7 Revising and editing					
3	LSC Prepositions – time, place and movement p. 64 Numerical adjectives p. 64 R&V Literary text – youth novel p. 62	104–105	Act. 8 and Act. 9 (30 mins)	96–97	Discuss literature setwork (30 mins)	R&V Continue reading literature setwork as directed by the teacher					
4	LSC Active and passive voice; Punctuation – hyphen and apostrophe p. 64	106 107	Act. 10 (30 mins) Act. 11 (30 mins)	97		LSC Complete Act. 10 & 11 and collect pictures for advertisements for Extra Act. 2					
5	Mark and discuss homework Act. 10 & 11 (15 mins) LSC Revision – prepositions, adjectives, passive voice, apostrophe, hyphen, vocabulary in context p. 64 W&P Advertisement p. 63	107 108	Extra Act. 1 (15 mins) Extra Act. 2 (30 mins)	97 98		LSC Vocabulary in context Extra Act. 3 LB p. 108, TG p. 98					
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>						
					<p>HOD/Subject head: _____ Date: _____</p>						

Note 1: The W&P Act. 2 on Day 1 is a questionnaire. The CAPS suggests that this be done in Week 1 of Term 3.
Extra resources: Articles about movies and drama.

CLEVER ENGLISH Week 7 Unit 9 Theme: I have a ticket									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	LSC Vocabulary in context p. 65; Review homework; Extra Act. 3 LB p. 108 (10 mins) L&S Listening comprehension p. 63 W&P Questionnaire p. 66	110 111	Act. 1 (25 mins) Act. 2 (25 mins)	101–102		R&V Continue reading literature setwork as directed by the teacher			
2	L&S Investigation role play p. 65	111–112	Act. 3 (60 mins)	103–104		R&V Continue reading literature setwork as directed by the teacher			
3	R&V Literary text – novel p. 65	112–114	Act. 4 (60 mins)	104–106		R&V Continue reading literature setwork as directed by the teacher			
4	R&V Literary text – youth novel and drama (film script) p. 65	114–115	Act. 5 (50 mins)	106	Discuss literature setwork (10 mins)	R&V Continue reading literature setwork as directed by the teacher			
5	W&P Drama review – focus on process writing p. 65 R&V Literary text – youth novel p. 65	116–118	Act. 6 (50 mins)		Discuss literature setwork (10 mins)	R&V Continue reading literature setwork as directed by the teacher			
Reflection									
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?				
					HOD/Subject head:		Date:		

Extra resources: Core Reader Drama: *The sly green lizard* Act. 1 Scene 2 pp. 66–78.

CLEVER ENGLISH Week 8 Unit 9 Theme: I have a ticket continued											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	LSC Transitive and intransitive verbs p. 65 Passive voice p. 64 R&V Literary text p. 65	118–119	Act. 7 (40 mins)	108	Read and discuss literature setwork (20 mins)	Continue reading literature setwork as directed by the teacher					
2	LSC Reinforcement of language structures and conventions covered in previous lessons p. 65	120	Act. 8 (60 mins)	108–109		Continue reading literature setwork as directed by the teacher					
3	LSC Punctuation p. 65 R&V Literary text – youth novel p. 65	121	Act. 9 (40 mins)	110	Read and discuss literature setwork (20 mins)	Continue reading literature setwork as directed by the teacher					
4	W&P Revision – Dialogue p. 59	121	Extra Act. 1 (60 mins)	110		LSC Vocabulary in context Extra Act. 2 LB p. 122, TG p. 110					
5	Discuss homework: LSC Vocabulary in context p. 65 (10 mins) R&V Literary text – drama p. 65				CR Drama: <i>The sly green lizard</i> Act. 1 Scene 2 pp. 66–78 TG p. 111 (50 mins)	Continue reading literature setwork as directed by the teacher					
Reflection											
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?						
					HOD/Subject head: _____ Date: _____						

Note 1: This week is set aside for you to complete/catch up any work not yet done. In particular, you should ensure that you have completed reading and discussing the literature setwork or any outstanding texts from the Core Reader. Use these final discussions to assist learners in preparing for the FAT Task 3 Paper 2 Section C: Response to literature.

Note 2: You may follow our guide, or devise your own revision programme. Consider giving learners a practice test to write, or some practice questions.

CLEVER ENGLISH Week 9 Theme: Catch up, consolidation and revision											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	Formal assessment requirements pp. 120–123 Approaches to teaching literature pp. 10, 31 R&V Literary text – youth novel p. 65	123	Tips for writing a literature test (20 mins)	113–114 xxvii–xlvi	Discuss literature setwork (40 mins)	R&V Continue reading literature setwork					
2	Formal assessment requirements pp. 120–123 R&V Cognitive levels pp. 121–122	124	Tips for reading and answering a comprehension Revise R&V Reading for comprehension activities Units 6–9 (60 mins)			R&V Continue reading literature setwork					
3	Formal assessment requirements pp. 120–123 R&V Cognitive levels pp. 121–122 LSC Reinforcement of language structures and conventions covered in previous weeks pp. 62–65		Continue revising R&V Reading for comprehension activities Units 6–9 (60 mins)			R&V Continue reading literature setwork					
4	Formal assessment requirements pp. 120–123 LSC Reinforcement of language structures and conventions covered in previous weeks pp. 62–65	124	Tips for language use Revise LSC activities Units 6–9			R&V Continue reading literature setwork					
5	Formal assessment requirements pp. 120–123 W&P pp. 35–37	124	Tips for writing Review W&P activities Units 6–9 (60 mins)			R&V Continue reading literature setwork					
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>						
					<p>HOD/Subject head: _____ Date: _____</p>						

CLEVER ENGLISH Week 10 Mid-year examinations

Note: There are two exemplars for Papers 2 and 3 TG pp. 115–127. You may use one of these or the exemplar at the end of the tracker.

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 1: On Day 1 use Unit 1 Act. 2 for **FAT: Listening comprehension.**

Extra resources: Tests done at the end of Term 1 for review and feedback, pictures and articles about Thulani Madondo and Helen Suzman for Day 1 Act. 1, Core Reader Short story: *Desert hero* pp. 52–58 and Poetry: *Mozambican soldier* pp. 19–21.

ENGLISH TODAY Week 1 Chapter 6 Theme: Heroes									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	Listen to teacher's feedback on Term 1 Task 3 Test 1 (30 mins) L&S Listening comprehension p. 62	72–73	Unit 1 Act. 1 (30 mins) Unit 1 FAT: Act. 2	40–41		L&S Prepare a story about a hero to tell to your class			
2	L&S Tell a story p. 62	74	Unit 1 Act. 3 (40 mins)	41–42	CR Short story: <i>Desert hero</i> pp. 52–58 (20 mins)				
3	R&V Reading for comprehension p. 62 LSC Punctuation, adjectives, verbs, complex nouns	74–75 76	Unit 2 Act. 4 (20 mins) Unit 2 Act. 5	42 43					
4	R&V Literary text – youth novel p. 62 Poetry p. 64	77–78	Unit 3 Act. 6 (40 mins)	44	CR Poetry: <i>Mozambican soldier</i> pp. 19–21 (20 mins)	Unit 3 Act. 7 LB p. 78, TG p. 44			
5	R&V Literary text – youth novel p. 62; Review homework (15 mins)				Introduce literature setwork (45 mins)	R&V Continue reading literature setwork as directed by the teacher			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>									
					HOD/Subject head:			Date:	

Extra resources: Photocopiable worksheet p. 16 for Day 2, photocopies of remediation and extension exercises TG p. 47 for Day 4.

ENGLISH TODAY Week 2 Chapter 6 Theme: Heroes continued									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	LSC Subject, predicate and object p. 62 R&V Literary text – youth novel p. 62	79	Unit 4 Act. 8 (30 mins)	45	Discuss literature setwork (30 mins)	LSC Complete Act. 8			
2	LSC: Review homework (15 mins); Subject, predicate and object p. 62		Worksheet 15 pp. 16, 29 (45 mins)			R&V			
3	W&P Narrative essay – focus on process writing p. 62	80–81	Unit 5 Act. 9 (60 mins)	46		W&P Complete Act. 9			
4	R&V Reading for comprehension p. 62 LSC Subject, predicate and object p. 62		Remediation and extension exercises	47–48		R&V and LSC Revision for homework LB p. 82, TG pp. 46–47			
5	R&V Reading for comprehension p. 62 LSC Subject, predicate and object p. 62 ; Review homework (30 mins) R&V Literary text – youth novel p. 62				Read and discuss literature setwork (30 mins)	R&V Continue reading literature setwork as directed by the teacher			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>									
					HOD/Subject head:		Date:		

Note 1: On Day 4 help learners to prepare for **Oral FAT: Debate**.

Extra resources: Photocopies of *Information for learners for the debate* TG pp. 54–55, Core Reader Poetry: *Mozambican soldier* pp. 19–21.

ENGLISH TODAY Week 3 Chapter 7 Theme: Protecting our animals											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	L&S Listening comprehension p. 63	84–85	Unit 1 Act. 1–3 (60 mins)	50–51							
2	R&V Reading for comprehension p. 63	85–86	Unit 2 Act. 4 (20 mins) Unit 2 Act. 5 (40 mins)	51–52							
3	R&V Literary text – short story			52	CR Short story: <i>Z456 to the rescue</i> pp. 40–46 (60 mins)						
4	LSC Proper nouns, gender and plurals, compound sentences p. 63	87 87–88	Unit 3 Act. 6 (30 mins) Unit 3 Act. 7 (30 mins)	52 53		LSC Complete Unit 3 Act. 7					
5	LSC Compound sentences p. 63; Review homework (15 mins) L&S Debate p. 63	88–89	Unit 4 FAT: Act. 8 – preparation (45 mins)	53–55		L&S Prepare debate					
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>											
					HOD/Subject head:			Date:			

Note 1: On Day 1 do Act. 8 for **Oral FAT: Debate.**

Note 2: On Day 3 learners must do Unit 7 Act. 11 for their **FAT 2 Test 2: Literature contextual questions.**

Extra resources: A3 or A4 paper, coloured pens, scissors, magazine pictures for Act. 8 Poster on Day 4, photocopies of remediation and extension exercises in TG p. 59–60 for Day 5, Core Reader Folktale: *The elephant's child* p. 75.

ENGLISH TODAY Week 4 Chapter 7 Theme: Protecting our animals continued									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	L&S Debate p. 63 R&V Reading for comprehension – visual text: comic strip p. 63	89	FAT: Unit 4 Act. 8 (60 mins)	53–55		R&V Unit 5 Act. 9 LB p. 89, TG pp. 55–56			
2	R&V Reading for comprehension – visual text: comic strip p. 63; Review homework (15 mins) LSC Direct and indirect speech p. 63	90	Unit 6 Act. 10 (45 mins)	57		R&V Continue reading literature setwork as directed by the teacher			
3	R&V Literary text – extract from short story p. 63	91–92	FAT: Unit 7 Act. 11 (60 mins)	57, 163		LSC Revision for homework LB p. 94, TG pp. 58–59			
4	LSC Reinforcement of language structures p. 63; Review homework (20 mins) W&P Poster – focus on process writing p. 63	94 92–93	Unit 8 Act. 12 (40 mins)	58–59 57–58		W&P Complete poster Act. 8			
5	LSC Simple and complex sentences p. 63 R&V Literary text – folktale p. 63		Remediation exercise	59	CR Folktale: <i>The elephant's child</i> p. 75 (40 mins)	LSC Complete remediation exercise			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>									
					HOD/Subject head:			Date:	

Note 1: On Day 1 use Act. 1 for **Oral FAT: Group discussion on giving instructions** or Act. 4 on Day 3.

ENGLISH TODAY Week 5 Chapter 8 Theme: How to use technology										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	L&S Group discussion – instructions p. 64 R&V Literary text – youth novel p. 63	50, 96	FAT: Unit 1 Act. 1 (40 mins)	62	Read and discuss literature setwork (20 mins)					
2	R&V Read an instructional text p. 64	97–98 99	Unit 2 Act. 2 (30 mins) Act. 3 (30 mins)	62–63 63		L&S Prepare to give instructions: Unit 3 Act. 4 LB pp. 99–100, TG pp. 63–64				
3	L&S Give instructions p. 64	99–100	FAT: Unit 3 Act. 4 (60 mins)	63–64						
4	LSC Apostrophe, hyphen p. 64 R&V Literary text – youth novel p. 63	101	Unit 4 Act. 5 & 6 (20 mins)	65	Discuss literature setwork (40 mins)	LSC Complete Act. 5 & Act. 6				
5	W&P Short transactional text: instructions – focus on process writing p. 64	102, 98, 100	Unit 5 Act. 7	65		R&V Continue reading literature setwork				
Reflection										
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>										
					HOD/Subject head:		Date:			

ENGLISH TODAY Week 6 Chapter 8 Theme: How to use technology continued

Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	R&V Literary text – youth novel p. 63 LSC Active and passive voice p. 64	103	Unit 6 Act. 8 (40 mins)	65–66	Discuss literature setwork (20 mins)	R&V Continue reading literature setwork as directed by the teacher					
2	R&V Poetry p. 64	104–105	Unit 7 Act. 9 Unit 7 Act. 10 (40 mins)	66, 156	Discuss literature setwork (20 mins)	R&V Continue reading literature setwork as directed by the teacher					
3	LSC Prepositions p. 64 R&V Literary text – youth novel p. 63				Read and discuss literature setwork (60 mins)	LSC Unit 8 Act. 11 LB p. 105, TG p. 67					
4	LSC Prepositions p. 64; Review homework (15 mins) LSC Proverbs p. 64	105	Unit 8 Act. 12	67		R&V Read literature setwork					
5	LSC Reinforcement of language structures and conventions covered in previous lessons p. 64 R&V Literary text – youth novel p. 63	106	Revision for homework (40 mins)	67	Discuss literature setwork (20 mins)	R&V Read literature setwork					

Reflection

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

HOD/Subject head:

Date:

ENGLISH TODAY Week 7 Chapter 9 Theme: Friendships

Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	R&V Literary text – youth novel and drama p. 65	108–109	Unit 1 Act. 1	69	Discuss literature setwork (15 mins)	R&V Unit 1 Act. 2 LB p. 110, TG pp. 69–70					
2	R&V Reading for comprehension p. 65; Review homework (30 mins) LSC Present progressive tense p. 65	111	Unit 2 Act. 3 (30 mins)	70		R&V Read literature setwork as directed by the teacher					
3	L&S Role play drama p. 65	112	Unit 3 Act. 4 (60 mins)	71		R&V Read literature setwork as directed by the teacher					
4	LSC Transitive and intransitive verbs p. 65 R&V Literary text – novel pp. 64–65	113	Unit 4 Act. 5 (40 mins)	71	Read and discuss literature setwork (20 mins)	R&V Read literature setwork as directed by the teacher					
5	LSC Passive voice pp. 64–65 R&V Literary text – novel p. 65	113	Unit 4 Act. 6 (60 mins)	71		R&V Read literature setwork as directed by the teacher					
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>											
					HOD/Subject head:			Date:			

Extra resources: Photocopies of remediation exercise TG p. 73 for Day 5.

ENGLISH TODAY Week 8 Chapter 9 Theme: Friendships continued											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	R&V Literary text – novel p. 65 W&P Write a drama review – focus on process writing p. 65	114–115	Unit 5 Act. 7 Planning and drafting (40 mins)	71–72	Discuss literature setwork (20 mins)	R&V Read literature setwork as directed by the teacher					
2	W&P Write a drama review – focus on process writing p. 65	114–115	Unit 5 Act. 7 Revising and editing (60 mins)	71–72		R&V Read literature setwork as directed by the teacher					
3	L&S Questionnaire p. 65	115–116	Unit 6 Act. 8 (60 mins)	72		R&V Read literature setwork as directed by the teacher					
4	LSC Word meaning – literal and figurative p. 65 R&V Literary text – novel p. 65	117	Unit 7 Act. 9 (30 mins)	72	Read and discuss literature setwork (30 mins)	LSC Remediation TG p. 73					
5	R&V Reading for comprehension p. 62 LSC Direct and reported speech p. 63 Present progressive tense p. 65	118	Revision	73		R&V Read literature setwork as directed by the teacher					
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>											
					HOD/Subject head:		Date:				

Note 1: This week is set aside for you to complete/catch up any work not yet done and for revision. In particular, you should ensure that you have completed reading and discussing the literature network or any outstanding texts from the Core Reader. Use these final discussions to assist learners in preparing for FAT Task 3 Paper 2 Section C: Response to literature.

Note 2: You may follow our guide, or devise your own revision programme. Consider giving learners a practice test to write, or some practice questions. Consider using the exemplar papers in the LB pp. 119–124.

Note 3: The final FAT Paper 2 should take two hours. Nevertheless the tracker has provided more time for the practice sessions so that you can have time to go over the answers with the learners after they have completed the practice tests.

Extra resources: Photocopiable worksheets for revision. Rubrics for descriptive essay and friendly letter TG pp. 186–187.

ENGLISH TODAY Week 9 Theme: Catch up, consolidation and revision										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	Formal assessment requirements pp. 120–123 Approaches to teaching literature pp. 10, 31 R&V Poetry p. 64		Worksheet 19 pp. 20, 30			LSC Revise all previous LSC activities				
2	Formal assessment requirements pp. 120–123 R&V Cognitive levels pp. 121–122	119–121	Paper 2 Section A Comprehension (45 mins)	165		LSC Revise all previous LSC activities				
3	Formal assessment requirements pp. 120–123 R&V Cognitive levels pp. 121–122	122	Paper 2 Section B Comprehension, language (35 mins)	165		LSC Revise all previous LSC activities				
4	Formal assessment requirements pp. 120–123 R&V Cognitive levels pp. 121–122 Approaches to teaching literature pp. 10, 31	123	Paper 2 Section C Literature (40 Mins)	165–166						
5	Formal assessment requirements pp. 120–123 R&V Cognitive levels pp. 121–122	124	Paper 3 Writing (60 mins)	166, 186, 187						
Reflection										
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?										
			HOD/Subject head:				Date:			

ENGLISH TODAY Week 10 Mid-year examinations

Note: There are two exemplars for Papers 2 and 3 TG pp. 115–127. You may use one of these or the exemplar at the end of the tracker.

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 1: *Interactive English* provides a number of examples for **FAT: Literature contextual questions**. Only one needs to be recorded.

Note 2: On Day 3 use Act. 2 for **Oral FAT: Listening comprehension**.

Extra resources: Tests done at the end of Term 1 for review and feedback, Core Reader Poetry: *If I were to...* p. 41, rubric for Oral FAT TG p. xxvii.

INTERACTIVE ENGLISH Week 1 Theme: Our RIGHTS										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	Listen to teacher's feedback on Term 1 Task 3 Test 1 (30 mins) L&S Tell a story p. 62	87–89	Preparation for Act. 1 (30 mins)	63	CR Poetry: <i>If I were to...</i> p. 41 (30 mins)	L&S Practise telling your story				
2	L S Tell a story p. 62	87–89	Learners tell story to class Act. 1 (60 mins)	63						
3	L&S Listening comprehension p. 62	90, 278	FAT: Act. 2 (60 mins)	63–64, xxvii						
4	R&V Literary text – youth novel p. 62	91–93	Act. 3 (60 mins)	65–66		R&V Complete answers for B LB p. 93				
5	R&V Literary text – youth novel p. 62; Review homework (15 mins) R&V Comprehension p. 62 LSC Complex nouns, synonyms and antonyms p. 62	94–96	Act. 4	66–67		LSC Complete Language Questions 1–3 LB p. 96				
Reflection										
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?					
					HOD/Subject head: _____ Date: _____					

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

INTERACTIVE ENGLISH Week 2 Theme: Our RIGHTS continued											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	LSC Complex nouns, synonyms and antonyms p. 62; Review homework (15 mins) R&V Literary – novel p. 62	96	Act. 4 Pair work (antonyms) and complex nouns	67	Introduce literature setwork (45 mins)	R&V Continue reading literature setwork					
2	LSC Comparative and superlative adjectives p. 62	97	Act. 5 (30 mins)	68	Discuss literature setwork (30 mins)	R&V Continue reading literature setwork					
3	LSC Subject and predicate, dependent clauses p. 62	98	Act. 6 (60 mins)	68–69		R&V Continue reading literature setwork					
4	W&P Narrative essay – focus on process writing p. 62	99–101	Begin Act. 7 Planning and drafting (60 mins)	69–70		R&V Continue reading literature setwork					
5	W&P Narrative essay – focus on process writing p. 62 R&V Literary text – youth novel p. 62	102	Complete Act. 7 Revising and editing Act. 8 (40 mins)	70, xxv	Discuss literature setwork (20 mins)	R&V Continue reading literature setwork					
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>						
					HOD/Subject head:		Date:				

Note 1: Use Act.1 for **Oral FAT: Listening comprehension** on Day 1.

Note 2: Use Act. 2 for **Oral FAT: Debate** on Day 2.

Note 3: Use Act. 4 Individual work on Day 4 for the **FAT 2: Test 2 Literature contextual questions.**

Extra resources: Core Reader Poetry: *New kid on the block* p. 36.

INTERACTIVE ENGLISH Week 3 Theme: Say NO!									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	L&S Listening comprehension: TV news presentation p. 63	104	FAT: Act. 1 (40 mins)	72	Discuss literature setwork (20 mins)	R&V Continue reading literature setwork			
2	L&S Debate on advertising p. 63	105–107	FAT: Act. 2 (60 mins)	73–74, xxvii		R&V Continue reading literature setwork			
3	R&V Advertisement p. 63 LSC Gender nouns p. 63	107–109	Act. 3 Class, group and pair work (60 mins)	74–76		LSC Complete individual work LB p. 109, TG p. 76			
4	LSC Gender nouns p. 63; Review homework (15 mins) R&V Literary text – youth novel: comprehension p. 63	110–112	FAT: Act. 4 (60 mins)	76–77		R&V Continue reading literature setwork			
5	LSC Adjectives – demonstrative, simple and compound sentences p. 63 R&V Literary text – youth novel p. 63	112–113	Act. 5 (30 mins)	77–78	CR Poetry: <i>New kid on the block</i> p. 36 (30 mins)	R&V Continue reading literature setwork			
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		

Extra resources: Copies of advertisements and posters for Act. 7 and Act. 8, rubric for transactional writing TG p. xxvi.

INTERACTIVE ENGLISH Week 4 Theme: Say NO! continued											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	LSC Simple and compound sentences R&V Literary text – youth novel p. 63	113	Act. 6 Part 1 (40 mins)	78	Discuss literature setwork (20 mins)	Continue reading literature setwork					
2	LSC Direct and indirect speech p. 63	114	Act. 6 Part 2 (60 mins)	78–79, xxvi		LSC Act. 9 LB p. 117, TG p. 81					
3	LSC Direct and indirect speech p. 63; Review homework (20 mins) W&P Transactional text – advertisement: focus on process writing p. 63	115–116	Act. 7 Class and group work (40 mins)	79–80		R&V Continue reading literature setwork					
4	W&P Transactional text – advertisement: focus on process writing p. 63	115–116, 277	Act. 7 Individual work (60 mins)	79–80, xxvi		R&V Continue reading literature setwork					
5	W&P Transactional text – poster: focus on process writing p. 63	116–117, 277	Act. 8	80–81, xxvi		R&V Continue reading literature setwork					
Reflection											
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?						
					HOD/Subject head: _____ Date: _____						

Note 1: On Day 1 use Act. 1 for **Oral FAT: Instructions.**

Note 2: On Days 2 and 3 use Act. 2 for **Oral FAT: Prepared speech.** When learners have been assessed allow them to continue reading the literature network.

Extra resources: Rubric for oral SBA – instructions TG p. xxvii.

INTERACTIVE ENGLISH Week 5 Theme: Responsibilities protect everyone's rights											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	L&S Group discussion on how to give instructions p. 64	119–120, 278	FAT: Act. 1	83, xxvii		LSC Read LB pp. 120–121 to prepare for Act. 2					
2	LSC Prepared speaking p. 64 R&V Literary text p. 63	120–121, 278	Begin FAT: Prepared speech Act. 2 (60 mins)	83–84, xxvii		R&V Continue reading literature network as directed by the teacher					
3	LSC Prepared speaking p. 64 R&V Literary text p. 63	120–121, 278	Complete FAT: Prepared speech Act. 2 (60 mins)	83–84, xxvii		R&V Continue reading literature network as directed by the teacher					
4	R&V Read an instructional text p. 64	122–123	Act. 3 (60 mins)	84–85		R&V Continue reading literature network as directed by the teacher					
5	R&V Poetry p. 64	124–125	Act. 4	85–86		R&V Continue reading literature network as directed by the teacher					
Reflection											
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?						
					HOD/Subject head: _____ Date: _____						

Extra resources: Rubric for transactional writing TG p. xxvi.

INTERACTIVE ENGLISH Week 6 Theme: Responsibilities protect everyone's rights continued											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	LSC Prepositions, adjectives p. 64 R&V Literary text – youth novel p. 63	126	Act. 5 (40 mins)	86	Read and discuss literature setwork (20 mins)	R&V Continue reading literature setwork as directed by the teacher					
2	LSC Punctuation – hyphen and apostrophe p. 64	127	Act. 5 continued (40 mins)	87		R&V Continue reading literature setwork as directed by the teacher					
3	LSC Active and passive, idioms and proverbs p. 64	128	Act. 6 (60 mins)	87–88		R&V Continue reading literature setwork as directed by the teacher					
4	W&P Transactional text: Instructions – focus on process writing p. 64	129–130	Act. 7 (60 mins)	88–89, xxvi		R&V Continue reading literature setwork as directed by the teacher					
5	LSC Instructions – command form of verbs W&P Transactional text: Instructions – focus on process writing p. 64 R&V Literary text – youth novel p. 63	130 129–130	Act. 8 (15 mins) Act. 7 Editing (15 mins)	89 88–89, xxvi	Read and discuss literature setwork (30 mins)						
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>						
					<p>HOD/Subject head: _____ Date: _____</p>						

Note 1: On Day 2 use Act. 2 for **Oral FAT: Role play – investigation.**

Note 2: On Day 5 use the individual work of Act. 3 for **FAT 2: Test 2 Literature contextual questions.**

Extra resources: Core Reader Novel: *Not bad for a bad lad* pp. 32–35, Core Reader Folktale: *Pandora’s box* pp. 32–35, rubric for role play TG p. xxvii.

INTERACTIVE ENGLISH Week 7 Theme: What about your possessions?									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	L&S Role play – drama p. 65	132–133	Act. 1 (60 mins)	91					
2	L&S Investigation role play – questionnaires p. 65 R&V literary text – novel p. 65	134–135	Begin FAT: Act. 2 Steps 1 and 2 (40 mins)	92, xxvii	Read and discuss literature setwork (20 mins)	L&S Learners conduct investigation at break or after school Act. 2 Step 3			
3	L&S Investigation role play – questionnaires p. 65	134–135	Complete FAT: Act. 2 Steps 3 & 4 Findings & report back (60 mins)	92, xxvii		R&V CR Folktale: <i>Pandora’s box</i> pp. 32–35			
4	R&V Literary text – novel p. 65 LSC Indirect speech p. 65	135–137	Act. 3 (30 mins)	93–94	CR Novel: <i>Not bad for a bad lad</i> pp. 32–35 (30 mins)	LSC Act. 3			
5	LSC Indirect speech p. 65; Review homework (15 mins) R&V Literary text – novel p. 65	138	FAT 2: Task 2 Act. 3 Individual work (45 mins)	94					
Reflection									
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?				
					HOD/Subject head:		Date:		

Extra resources: Rubric for drama review TG p. xxvii, Core Reader Short story: *Thembi's bicycle* pp. 37–40.

INTERACTIVE ENGLISH Week 8 Theme: What about your possessions? continued											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	LSC Transitive and intransitive verbs, simple present and progressive tenses p. 65	139 140	Act. 4 (25 mins) Act. 5 (35 mins)	95 95–96							
2	LSC Passive voice p. 65 R&V Literary text – youth novel p. 65	140	Act. 5 continued (30 mins)	95–96	Read and discuss literature setwork (30 mins)						
3	W&P Drama review p. 65 R&V Folktale p. 60	58–59, 141	Act. 6 Read LB pp. 58–59 (30 mins) Act. 6 Class and group work LB pp. 141–142 (30 mins)	96–97							
4	W&P Drama review p. 65	141, 277	Act. 6 Individual work (60 mins)	97, xxvi							
5	R&V Short story p. 60				CR Short story: <i>Thembi's bicycle</i> pp. 37–40 (60 mins)						
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>				<p>What will you change next time? Why?</p>							
				HOD/Subject head:			Date:				

Note 1: This week is set aside for you to complete/catch up any work not yet done, and for revision. In particular, you should ensure that you have completed reading and discussing the literature network or any outstanding texts from the Core Reader. Use these final discussions to assist learners in preparing for the FAT Task 3 Paper 2 Section C: Response to literature.

Note 2: You may follow our guide, or devise your own revision programme. Consider giving learners a practice test to write, or some practice questions. You could use one of the exemplar papers provided in the TG after p. 98.

INTERACTIVE ENGLISH Week 9 Theme: Catch up, consolidation and revision									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	Formal assessment requirements pp. 120–123 R&V Cognitive levels pp. 121–122 R&V Reading for comprehension and language use pp. 120–123		Paper 2: Section A Comprehension, (45 mins)						
2	Formal assessment requirements pp. 120–123 R&V Cognitive levels pp. 121–122 R&V Reading for comprehension and language use pp. 120–123		Paper 2: Section B Comprehension, language (35 mins)						
3	Formal assessment requirements pp. 120–123 R&V Cognitive levels pp. 121–122 R&V Response to literature pp. 120–123		Paper 2: Section C Response to literature (40 Mins)						
4	Formal assessment requirements pp. 120–123 R&V Cognitive levels pp. 121–122		Paper 3: Writing: Essay (40 mins)						
5	Formal assessment requirements pp. 120–123 R&V Cognitive levels pp. 121–122		Paper 3: Writing: Transactional text (40 mins)						
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:			Date:	

INTERACTIVE ENGLISH Week 10 Mid-year examinations

Note: There are two exemplars for Papers 2 and 3 TG pp. 115–127. You may use one of these or the exemplar at the end of the tracker.

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:

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

Note 1: Extension and Remediation Worksheets (ERW) which can be used for homework – see *Extension and Remediation Worksheet Book* and TG for answers.

Extra resources: Tests done at the end of Term 1 for review and feedback, ERW, Core Reader Drama: *Lucky strike* p. 76.

PLATINUM Week 1 Chapter 6 Theme: Community volunteers										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	Listen to teacher's feedback on Term 1 Task 3 Test 1 (45 mins) L&S Listening comprehension p. 62	70	Act. 1 (15 mins)	52						
2	L&S Listening comprehension p. 62 LSC Homonyms pp. 60, 66	70–71	Act. 2 (60 mins)	53, xxxix						
3	R&V Reading for comprehension – cartoons p. 62 LSC Adjectives – comparative and superlative p. 62	72–74	Act. 3 (60 mins)	53–54		LSC <i>Work with words</i> LB p. 74, TG p. 54				
4	LSC Adjectives – comparative and superlative p. 62; Review homework (10mins) R&V Literary text – drama p. 62 LSC Main and dependent clauses p. 62	74–76	Act. 4 (40 mins)	55	CR Drama: <i>Lucky strike</i> p. 76 (20 mins)	LSC <i>Work with sentences</i> LB p. 76, TG p. 56				
5	LSC Main and dependent clauses p. 62; Review homework (10 mins) LSC Subject-verb agreement p. 62 R&V Literary text – youth novel p. 62	76	Act. 5 (30 mins)	56	CR Drama: <i>Lucky strike</i> p. 76 (30 mins)					
Reflection										
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					HOD/Subject head:		Date:			

Extra resources: ERW, rubric for narrative essay TG p. xxix.

PLATINUM Week 2 Chapter 6 Theme: Community volunteers continued											
Day	CAP content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	R&V Literary text – youth novel p. 62 LSC Subject and predicate p. 62	77	Act. 6 (30 mins)	57	Introduce literature setwork (30 mins)	LSC ERW Worksheet A Chapter 6 TG p. 222					
2	LSC Subject and predicate p. 62; Review homework (15 mins) W&P Narrative essay – focus on process writing p. 62	78–79	Begin Act. 7 Planning and drafting (45 mins)	57–58, xxix		Continue reading literature setwork as directed by the teacher					
3	W&P Narrative essay – focus on process writing p. 62	78–79	Complete Act. 7 Revising and editing (60 mins)	57–58, xxix		W&P Complete narrative essay					
4	L&S Tell a story p. 62	79	Act. 8 (60 mins)	57		Continue reading literature setwork as directed by the teacher					
5	LSC Reinforcement of LSC completed during Weeks 1 and 2 p. 62	80	Revision (40 mins)	58	Discuss and read literature setwork (20 mins)	Continue reading literature setwork as directed by the teacher					
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>						
					HOD/Subject head:		Date:				

Note 1: On Day 1 use Act. 2 for the **Oral FAT: Listening comprehension.**

Note 2: On Day 2 use Act. 3 for **Oral FAT: Debate on advertising.**

Extra resources: Rubric for debate TG p. xxiv.

PLATINUM Week 3 Chapter 7 Theme: The power of advertisements											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	L&S Advertisements p. 63 LSC Nouns – singular and plural, simple and compound sentences p. 63	82–83	Act. 1 (15 mins) FAT: Act. 2 (45 mins)	60–62		LSC <i>Work with words</i> and <i>Work with sentences</i> LB pp. 83–84, TG p. 62					
2	LSC Nouns – singular and plural, simple and compound sentences p. 63; Review homework (15 mins) L&S Debate on advertising p. 63	84–85	FAT: Act. 3 (45 mins)	62–63, xxiv							
3	R&V Visual text – advertisement p. 63, Literary text – youth novel p. 62 LSC Synonyms p. 63	86–87	Act. 4 (45 mins)	62–64	Read and discuss literature setwork (15 mins)	R&V Continue reading literature setwork LSC <i>Work with words</i> LB p. 87, TG p. 64					
4	LSC Synonyms p. 63; Review homework (10 mins) W&P Advertisement p. 63	88–89	Begin Act. 5 Planning and drafting (50 mins)	64–65							
5	LSC Synonyms p. 63	88–89	Complete Act. 5 Revising and editing (60 mins)	64–65		R&V Continue reading literature setwork					
Reflection											
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?						
					HOD/Subject head: _____ Date: _____						

Note 1: On Day 2 use Act. 6 as practice for **FAT 2: Test 2 Literature contextual questions.**

Extra resources: ERW – Chapter 7A and B.

PLATINUM Week 4 Chapter 7 Theme: The power of advertisements continued											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	R&V Literary text – novel p. 63				Read and discuss literature setwork (60 mins)	R&V Continue reading literature setwork					
2	R&V Literary text – novel p. 63	89–91	FAT: Act. 6 (45 mins)	66–67		R&V Continue reading literature setwork					
3	LSC Direct and indirect speech p. 63	92–93	Act. 7 (20 mins) Act. 8 (20 mins)	67–68, 222		LSC: ERW Chapter 7 Worksheet A and B					
4	LSC Direct and indirect speech p. 63; Review homework ERW worksheets (30 mins) LSC Adjectives: demonstrative and relative p. 63	93	Act. 9 (30 mins)	68–69		R&V Continue reading literature setwork					
5	LSC Reinforcement of LSC completed during Weeks 3 and 4 p. 63	94	Revision (40 mins)	69	Read and discuss literature setwork (20 mins)	R&V Continue reading literature setwork					
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>						
					<p>HOD/Subject head: _____ Date: _____</p>						

Note 1: On Day 4 use Act. 4 for **Oral FAT: Group discussion – instructions.**

Note 2: On Day 5 use Act. 5 for **Oral FAT: Prepared speech.** When learners have been assessed, they must continue reading their literature setwork. You will need to continue this activity on Day 1 of Week 6 in order to assess each learner in the class.

Extra resources: Board games, e.g. Chess, Backgammon.

PLATINUM Week 5 Chapter 8 Theme: A game to make and play										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	L&S Talk about a visual text – photograph R&V Literary text – novel p. 63	96	Act. 1 (15 mins)	71	Read and discuss literature setwork (45 mins)	R&V Continue reading literature setwork				
2	R&V Instructional text p. 64 LSC Prepositions, adjectives, punctuation – hyphen, idioms p. 64	96–98	Act. 2 (60 mins)	72–73		LSC <i>Work with words</i> LB p. 98–99, TG p. 72–73				
3	LSC Prepositions, adjectives, punctuation – hyphen, idioms p. 64; Review homework (30 mins)	99–100	Act. 3 (30 mins)	73		R&V Continue reading literature setwork				
4	L&S Instructions, group discussion p. 64	100	FAT: Act. 4 (60 mins)	73–74		L&S Prepare a speech about a game				
5	L&S Prepared speech p. 64	101–102	Begin FAT: Act. 5 (60 mins)	74–75	Read literature setwork	R&V Continue reading literature setwork				
Reflection										
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?					
					HOD/Subject head: _____ Date: _____					

Note 1: Complete **Oral FAT: Prepared speech** on Day 1.

Extra resources: Rubric for transactional writing TG p. xxxi, CR Poetry: *There was a young lady from Niger* p. 66.

PLATINUM Week 6 Chapter 8 Theme: A game to make and play continued											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	L&S Prepared speech p. 64	101–102	FAT: Act. 5 (60 mins)	74–75	Read literature setwork	R&V Continue reading literature setwork					
2	W&P Instructions p. 64	102–103	Begin Act. 6 Planning and drafting (60 mins)	xxxii		W&P Complete Act. 6 Revising and editing					
3	R&V Poetry p. 64	103–105	Act. 7 (40 mins)	75–76	CR Poetry: <i>There was a young lady from Niger</i> p. 66 (20 mins)	R&V Complete answers to Act. 7					
4	LSC Active and passive, apostrophe p. 64	106–107 107	Act. 8 (30 mins) Act. 9 (30 mins)	77 77–78		R&V Continue reading literature setwork					
5	LSC Reinforcement of LSC completed during Weeks 5 and 6 p. 64	108	Revision (40 mins)	79	Read and discuss literature setwork (20 mins)	R&V Continue reading literature setwork					
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>						
					<p>HOD/Subject head:</p>		<p>Date:</p>				

Extra resources: Rubric for long transactional text – drama review TG p. xxx.

PLATINUM Week 7 Chapter 9 Theme: Heritage heroes										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	L&S Listening and speaking strategies, role play – investigation p. 65 LSC Punctuation, reported speech p. 65	110 110–112	Act. 1 (15 mins) Act. 2 (45 mins)	81–83 83–84		LSC <i>Work with sentences</i> LB p. 112, TG p. 84				
2	LSC Punctuation, reported speech p. 65; Review homework (15 mins) R&V Reading comprehension p. 63	113–114	Act. 3 (45 mins)	84–85		R&V Complete Act. 3				
3	R&V Literary text – drama and novel p. 65 LSC Figurative language p. 65; Active and passive p. 64	115–117	Act. 4 (45 mins)	85–85	Read and discuss literature setwork (15 mins)	LSC <i>Work with words and Work with sentences</i> LB p. 117, TG p. 86				
4	LSC Figurative language p. 65; Active and passive p. 64; Review homework (20 mins) L&S Role play p. 65	117–118	Act. 5 (40 mins)	87						
5	W&P Drama review – focus on process writing p. 65	118–120	Act. 6 Planning and drafting (60 mins)	87–88, xxx						
Reflection										
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					<p>HOD/Subject head: _____ Date: _____</p>					

Extra resources: ERW Chapter 9 Worksheets A & B TG p. 222.

PLATINUM Week 8 Chapter 9 Theme: Heritage heroes continued											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	W&P Drama review – focus on process writing p. 65	118–120	Act. 6 Revising and editing (60 mins)	87–88		W&P Complete Act. 6					
2	LSC Transitive and intransitive verbs p. 65	120–121	Act. 7 (30 Mins) ERW Chapter 9 Worksheet A (30 mins)	88, 222							
3	LSC Transitive and intransitive verbs p. 65		ERW Chapter 9 Worksheet B (30 mins)	222	Read and discuss literature setwork (30 mins)						
4	LSC Punctuation p. 65	121	Act. 8 (30 mins)	89	Read and discuss literature setwork (30 mins)						
5	LSC Reinforcement of LSC studied in Weeks 7 and 8 p. 65	122	Revision (60 mins)	89							
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>						
					<p>HOD/Subject head: _____ Date: _____</p>						

Note 1: This week is set aside for you to complete/catch up any work not yet done, and for revision. In particular, you should ensure that you have completed reading and discussing the literature network or any outstanding texts from the Core Reader. Use these final discussions to assist learners in preparing for the FAT Task 3 Paper 2 Section C: Response to literature.

Note 2: You may follow our guide, or devise your own revision programme. Consider giving learners a practice test to write, or some practice questions. You could use the practice papers in the LB pp. 123–125, 125–126.

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

PLATINUM Week 9 Theme: Catch up, consolidation and revision										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	Formal assessment requirements: Reading for comprehension and language use pp. 120–123	123–124	Paper 2 Section A: Reading comprehension (45 mins)	90		LSC Revise activities Chapters 1–9				
2	Formal assessment requirements: Reading for comprehension and language use pp. 120–123 LSC Reinforcement of language structures and conventions covered in previous weeks p. 65	123–124	Paper 2 Section B: Language in context (35 mins)	90						
3	Formal assessment requirements: Reading for comprehension and response to literature pp. 120–123	124	Paper 2 Section C: Response to literature (40 mins)	90						
4	Formal assessment requirements: Essay writing pp. 120–123	125	Paper 3 Section A: Essay writing (60 mins)	91, xxix						
5	Formal assessment requirements: Transactional writing pp. 120–123	125	Paper 3 Section B: Transactional writing (60 mins)	91, xxx						
Reflection										
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?					
					HOD/Subject head: _____ Date: _____					

PLATINUM Week 10 Mid-year examinations

Note: There are two exemplars for Papers 2 and 3 TG pp. 115–127. You may use one of these or the exemplar at the end of the tracker.

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)

Extra resources: Tests done at the end of Term 1 for review and feedback, poster to illustrate *Parts of a Story*, Core Reader Folktale: *The grateful animals* p. 21, photocopy of Resource 6 TG p. 118.

SPOT ON Week 1 Module 6 Theme: Tell me a story										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	Review FAT 3: Test 1 done at the end of Term 1 (30 mins) R&V Folklore p. 60				CR Folktale: <i>The grateful animals</i> p. 21 (30 mins)					
2	L&S Tell a story p. 62 R&V Literary text – youth novel	62–63	Unit 1 Act. 1.1 (15 mins) Unit 1 Act. 1.2 (10 mins) Unit 1 Act. 1.3 (20 mins)	114–115	Introduce literature setwork (15 mins)	L&S Prepare a story to tell to the class				
3	LSC Word meaning – emotive language p. 62 LSC Reinforcement of past tense p. 59	64 65	Unit 2 Act. 2.1 (30 mins) Unit 3 Act. 3.1 (30 mins)	116 117		LSC Complete Unit 3 Act. 3.1				
4	LSC Reinforcement of past tense p. 59; Review homework (10 mins)	66	Unit 4 Act. 4.1 (20 mins)		Read and discuss literature setwork (30 mins)	R&V Continue reading literature setwork as directed by the teacher				
5	R&V Reading for comprehension p. 62	66–67	Unit 4 Act. 4.2 (40 mins)	119	Read and discuss literature setwork (20 mins)	R&V Continue reading literature setwork as directed by the teacher				
Reflection										
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?					
					HOD/Subject head:			Date:		

Note 1: At the end of this week learners have to tell a story to the class. Although each learner will only speak for 2–3 minutes, you will need at least a full period of 60 mins in order to hear each learner.

Extra resources: Poster to illustrate *Parts of a Story* for Unit 5, Poster to illustrate the *Writing Process* for Unit 6 Act. 6.1: Narrative essay.

SPOT ON Week 2 Module 6 Theme: Tell me a story continued										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
										Date completed
1	R&V Key features of literature text – characterization p. 62	68	Unit 5 Act. 5.1 (60 mins)	120	Learners continue reading literature setwork when Act. 5.1 is completed	R&V Continue reading literature setwork as directed by the teacher				
2	L&S Listening comprehension p. 62 W&P Narrative essay – focus on process writing p. 62	69 70	Unit 6 Act. 6.1 (30 mins) Unit 7 Act. 7.1 Planning (30 mins)	121 122		R&V Continue reading literature setwork as directed by the teacher				
3	W&P Narrative essay – focus on process writing p. 62	71	Unit 7 Act. 7.2 (20 mins) Begin Act. 7.3 Drafting (40 mins)	122–123		R&V Continue reading literature setwork as directed by the teacher				
4	W&P Narrative essay – focus on process writing p. 62 LSC Reinforcement of LSC covered in past weeks p. 62	71 72	Complete Act. 7.3 Revising and editing (30 mins) Revision Act. 6	123 124		L&S Prepare to tell your story to the class				
5	L&S Tell a story p. 62	71	Unit 7 Act. 7.4 (60 mins)	123		R&V Continue reading literature setwork as directed by the teacher				
Reflection										
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?					
					HOD/Subject head:			Date:		

Note 1: Use Act.1.2 for **Oral FAT: Listening comprehension.**

Extra resources: Core Reader Short story: *How I love to worry* p. 46, advertisements from magazines/newspapers, photocopy of Resource Sheet 7 TG p. 132.

SPOT ON Week 3 Module 7 Theme: Beauty is only skin deep										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	L&S Listening comprehension p. 63	74 74	Unit 1 Act. 1.1 (15 mins) FAT: Act. 1.2 (45 mins)	126 126–127		CR Short story: <i>How I love to worry</i> p. 46				
2	LSC Adjectives – demonstrative and interrogative p. 63 R&V Reading for comprehension – informal language p. 63	75	Unit 2 Act. 2.1 (30 mins)	128	Review short story CR p. 46 and do activities CR p. 50 (30 mins)	LSC Act. 2.2 LB pp. 75–76, TG p. 128				
3	LSC Review homework (20 mins) R&V Reading for comprehension – skimming and scanning, intensive reading p. 63	76–77	Unit 3 Act. 3.1, Act. 3.2 (40 mins)	129		R&V Complete Act. 3.2				
4	R&V Reading for comprehension – visual text: advertisement, literary text: youth novel p. 63	78–79	Unit 4 Act. 4.1 (15 mins) Unit 4 Act. 4.2 (30 mins)	130	Discuss literature setwork (15 mins)	R&V Continue reading literature setwork as directed by the teacher				
5	R&V Reading for comprehension – visual text: advertisement, literary text: youth novel p. 63	79	Unit 4 Act. 4.3 (40 mins)	131	Discuss literature setwork (15 mins)	R&V Complete resource sheet TG p. 132				
Reflection										
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?					
					HOD/Subject head:			Date:		

Note 1: Use Act. 7.1 for **Oral FAT: Debate**. The debate activities in Unit 7 Act. 7.1 and Act. 7.2 both require time for preparation and for holding the debates so longer times have been suggested.
Extra resources: Poster to illustrate *Writing a Paragraph* for Unit 7 Act. 7.1 No. 6, *Resource 7* TG p. 132 for Unit 7 Act. 7.3.

SPOT ON Week 4 Module 7 Theme: Beauty is only skin deep continued											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	LSC Colon, semi-colon p. 63 R&V Literary text – novel p. 63	80	Unit 5 Act. 5.1 (40 mins)	133	Discuss literature setwork (20 mins)	R&V Continue reading literature setwork as directed by the teacher					
2	LSC Compound sentences p. 63 R&V Literary text – novel p. 63	81	Unit 6 Act. 6.1 (30 mins)	134	Discuss literature setwork (20 mins)						
3	L&S Debate on advertising p. 63	82	Unit 7 FAT: Act. 7.1 (60 mins)	135							
4	L&S Debate on advertising p. 63 W&P Design an advertisement – transactional text p. 63	83	Unit 7 Act. 7.2 (60 mins)	136		W&P Use resource TG p. 132 to begin Unit 7 Act. 7.3					
5	W&P Design an advertisement p. 63 LSC Reinforcement of language structures and conventions covered in previous weeks p. 63	83 84	Unit 7 Act. 7.4 (30 mins) Revision Act. 7	136 137							
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>						
					<p>HOD/Subject head: _____ Date: _____</p>						

Note 1: Use Unit 1 Act. 1.4 for **Oral FAT: Group discussion on giving instructions**. When learners have been assessed, they should continue reading the literature setwork. You might have to use time after school or during break to complete assessing all learners.

Note 2: You may want to collect some cartoons from newspapers to show learners extra examples for Unit 2. Either photocopy or display on classroom walls.

Extra resources: Core Reader Poem: *Me (or Soccer in the street)* p. 76, poster to illustrate *Verbs* for Unit 1 Act. 1.5, poster to illustrate *Adverbs* for Unit 3 Act. 3.2, poster to illustrate *Writing a Paragraph*, photocopies of cartoons.

SPOT ON Week 5 Module 8 Theme: Anyone for sport?										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	L&S Class discussion on how to follow a procedure p. 64 LSC Vocabulary in context p. 64 R&V Poetry p. 64	86	Unit 1 Act. 1.1, Act. 1.2, Act. 1.3 (45 mins)	139	CR Poem: <i>Me (or Soccer in the street)</i> p. 76 (15 mins)					
2	L&S Class discussion on how to follow a procedure p. 64 LSC Finite verbs p. 62; Vocabulary in context p. 63 R&V Literary text – novel p. 63	87	Unit 1 FAT: Act. 1.4 (60 mins)	140	Read literature setwork	LSC Act. 1.5				
3	R&V Visual text – cartoon p. 63	88	Unit 2 Act. 2.1 (40 mins)	141	Discuss literature setwork (20 mins)	R&V Read literature setwork as directed by the teacher				
4	LSC Prepositions and adverbs p. 64 W&P Short transactional text p. 64	89	Unit 3 Act. 3.1 (30 mins)	142	Discuss literature setwork (30 mins)	W&P Paragraph Unit 3 Act. 3.2				
5	LSC Active and passive p. 64	90	Unit 4 Act. 4.1 (60 mins)	143		LSC Complete Act. 4.1				
Reflection										
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?					
					HOD/Subject head:		Date:			

Note 1: This week on Day 3 learners prepare and present **FAT Task 1 Oral: Prepared speech.**

Note 2: If a single 60 min. period is not enough to assess all learners for their prepared speech, then try to find time after school.

Extra resources: Rubric TG p. 293.

SPOT ON Week 6 Module 8 Theme: Anyone for sport? continued											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	R&V Reading for comprehension p. 63 L&S Discussion on instructions and procedures p. 64	92–93 93	Unit 5 Act. 5.1 (50 mins) Unit 5 Act. 5.2 (10 mins)	144							
2	W&P Short transactional text p. 64	93	Unit 5 Act. 5.3	145, 293							
3	L&S Proverbs and idioms p. 64 L&S Prepared speech p. 64	94 95	Preparation for FAT Unit 6 Act. 6.2 (60 mins)	146–147		L&S Learn proverbs and idioms LB p. 94					
4	L&S Prepared speech p. 64	95	Continue preparation for FAT Unit 6 Act. 6.2 (60 mins)	146–147		L&S Practise prepared speech					
5	L&S Prepared speech p. 64 LSC Vocabulary in context p. 64	95	Present FAT Unit 6 Act. 6.2 (60 mins)	146–147		Revision Act. 8 LB p. 96, TG pp. 148–149					
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>						
					<p>HOD/Subject head: _____ Date: _____</p>						

Note 1: Use Act. 1.2 and Act. 1.4 for practice **FAT Task 2 Test 2: Literature contextual questions.**

SPOT ON Week 7 Module 9 Theme: A taste for books										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	R&V Literary text – novel pp. 63, 64, 65	98 98–99	Unit 1 Act. 1.1 (20 mins) FAT: Act. 1.2 (40 mins)	151						
2	R&V Literary text – novel pp. 63, 64, 65	100–101	Unit 1 Act. 1.3 FAT: Act. 1.4 (60 mins)	152						
3	Review answers to Act. 1.3 (20 mins) LSC Present progressive p. 65	102	Unit 2 Act. 2.1 (40 mins)	153						
4	L&S Investigation – questionnaire p. 65 R&V Literary text – novel p. 65	103	Unit 3 Act. 3.1 (40 mins)	154	Read and discuss literature setwork (20 mins)					
5	LSC Direct and indirect speech p. 63 R&V Literary text – novel p. 65	104	Unit 4 Act. 4.1 (40 mins)	155	Read and discuss literature setwork (20 mins)					
Reflection										
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					<p>HOD/Subject head: _____ Date: _____</p>					

Extra resources: Core Reader Drama: *Courage* p. 85, photocopies of *Resource 9 – book report* TG p. 158.

SPOT ON Week 8 Module 9 Theme: A taste for books continued											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	LSC Direct and indirect speech p. 63 R&V Literary text – drama p. 65	105	Unit 4 Act. 4.2 (40 mins)		Begin CR Drama: <i>Courage</i> p. 85 (20 mins)						
2	R&V Literary text – drama p. 65				Continue reading and activities CR Drama: <i>Courage</i> pp. 85–91 (60 mins)						
3	L&S Role play – drama p. 65 LSC Reinforcement of language structures and conventions covered in previous weeks p. 65	106 108	Unit 5 Act. 5.1 (40 mins) Revision Act. 9 (20 mins)	156 159		LSC Complete Revision Act. 9					
4	Review revision activity 9 (20mins) W&P Write a review p. 65	106	Unit 6 Act. 6.1 (40 mins)	157							
5	W&P Write a review – focus on process writing p. 65	107	Unit 6 Act. 6.2 Planning and drafting (60 mins)	157, 158		W&P Complete Act. 6.2 Revising and editing					
Reflection											
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?						
					HOD/Subject head: _____ Date: _____						

Note 1: This week is set aside for you to complete/catch up any work not yet done, and for revision. In particular, you should ensure that you have completed reading and discussing the literature network or any outstanding texts from the Core Reader. Use these final discussions to assist learners in preparing for the FAT Task 3 Paper 2 Section C: Response to literature.

Note 2: You may follow our guide, or devise your own revision programme. Consider giving learners a practice test to write, or some practice questions.

SPOT ON Week 9 Theme: Catch up, consolidation and revision										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	Formal assessment requirements pp. 120–123 R&V Reading comprehension pp. 120–123		FAT: Paper 2 Section A: Comprehension (45 mins)							
2	Formal assessment requirements pp. 120–123 R&V, LSC Reading for comprehension and language use pp. 120–123		FAT: Paper 2 Section B: Language use (35 mins)							
3	Formal assessment requirements pp. 120–123 R&V Response to literature pp. 120–123		FAT: Paper 2 Section C: Response to literature (40 mins)							
4	Formal assessment requirements W&P Essay pp. 120–123		FAT: Paper 3 Essay (40 mins)							
5	Formal assessment requirements W&P Transactional text pp. 120–123		FAT: Paper 3 (30 mins)							
Reflection										
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?			What will you change next time? Why?							
HOD/Subject head:						Date:				

SPOT ON Week 10 Mid-year examinations

Note: There are two exemplars for Papers 2 and 3 TG pp. 115–127. You may use one of these or the exemplar at the end of the tracker.

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:

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

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

Extra resources: Tests done at the end of Term 1 for review and feedback.

SUCCESSFUL ENGLISH Week 1 Unit 6 Theme: Laughter is the best medicine										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	Review FAT 3: Test 1 done at the end of Term 1 (30 mins) L&S Listening comprehension p. 62	96–98	Act. 1 (30 mins)	70, 162						
2	R&V Literary text – drama p. 62	98–100	Act. 2 (60 mins)	71						
3	LSC Complex nouns, adjectives – comparative and superlative p. 62	101	Act. 3 (40 mins) Act. 4 (20 mins)	71–72						
4	W&P Narrative essay – focus on process writing p. 62	102–103	Begin Act. 5 Planning and drafting (60 mins)	72–73		W&P Complete Act. 5 revising and editing				
5	R&V Visual text – comic strip p. 62	104–106	Act. 6 (60 mins)	73						
Reflection										
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					<p>HOD/Subject head:</p>		<p>Date:</p>			

Note 1: Introduce literature setwork or use drama text *The mystery of the missing money* pp. 102–123 from the Core Reader.

Extra resources: Core Reader.

SUCCESSFUL ENGLISH Week 2 Unit 6 Theme: Laughter is the best medicine continued											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	L&S Tell a story p. 62 R&V Literary text – youth novel, drama	106–107	Act. 7 (40 mins)	74	Introduce literature setwork or CR Drama: <i>The mystery of the missing money</i> pp. 102–123 (20 mins)	R&V Continue reading literature setwork or CR Drama as directed by the teacher					
2	R&V Visual text, literary text – youth novel, drama LSC Synonyms p. 62	107–108 108–109	Act. 8 (20 mins) Act. 9 (40 mins)	74 75	Discuss and continue reading literature setwork or CR Drama (30 mins)	R&V Continue reading literature setwork or CR Drama as directed by the teacher					
3	LSC Literal, figurative and emotive language p. 62	109–110 110	Act. 10 (15 mins) Act. 11 (45 mins)	74 75		R&V Continue reading literature setwork or CR Drama as directed by the teacher					
4	LSC Punctuation p. 62 R&V Literary text – youth novel or drama p. 62	111	Act. 12 (30 mins)		Continue reading CR Drama pp. 101–123 or literature setwork (30 mins)	R&V Continue reading literature setwork or CR Drama as directed by the teacher					
5	LSC Adjectives – comparatives and superlatives p. 62	111–112	Act. 13 (35 mins)	75	Continue reading CR Drama pp. 101–123 or literature setwork (25 mins)						
Reflection											
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?						
					HOD/Subject head: _____ Date: _____						

Note 1: You can use Act. 3 on Day 3 for **Oral FAT: Listening comprehension.**

Extra resources: L&S comprehension passage for Act. 3 TG p. 163.

SUCCESSFUL ENGLISH Week 3 Unit 7 Theme: What's new in the news?										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	LSC Simple and compound sentences, vocabulary in context p. 63	114–115	Quick check (15 mins) Act. 1 (45 mins)	77						
2	R&V Visual text – advertisement p. 63	116–118	Act. 2 (60 mins)	78						
3	L&S Listening comprehension – make notes p. 63	118–120	FAT: Act.3 (60 mins)	163, 78–79						
4	W&P Transactional text – poster; Focus on process writing p. 63	120–121	Act. 4 Planning and drafting (60 mins)	79–80						
5	W&P Transactional text – poster; Focus on process writing p. 63	120–121	Act. 4 Revising and editing (40 mins)	79–80	Read and discuss literature setwork (20 mins)					
Reflection										
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					<p>HOD/Subject head: _____ Date: _____</p>					

Note 1: Use Act. 5 on Day 1 for **Oral FAT: Debate.**

SUCCESSFUL ENGLISH Week 4 Unit 7 Theme: What's new in the news? continued										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	L&S Debate on advertising p. 63	122–123	FAT: Act. 5 (60 mins)	80–81						
2	LSC Relative and demonstrative adjectives p. 63 R&V Literary text – novel p. 63	124 124–126	Act. 6 (25 mins) Act. 7 (45 mins)	81 81–82						
3	LSC Direct and indirect speech p. 63	127–128	Act. 8 (60 mins)	82						
4	LSC Singular and plural nouns, gender, direct and indirect speech p. 63	128–130	Act. 9 (40 mins)	82–83	Read and discuss literature setwork (20 mins)	LSC Act. 11				
5	LSC Direct and indirect speech, proper nouns p. 63; Review homework (15 mins)	130	Act.10 (10 mins)	83	Read and discuss literature setwork (35 mins)					
Reflection										
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					<p>HOD/Subject head: _____ Date: _____</p>					

Note 1: Act. 4 on Day 3 can be used for **Oral FAT: Group discussion on giving instructions.**

Note 2: Act. 6 on Day 5 can be used for **Oral FAT: Unprepared speech.** When learners have completed their speech allow them to continue reading their literature setwork. If one period is not sufficient to assess all learners you may have to find time after school or at break to complete this assessment.

Extra resources: Newspapers and telephone directories for revision of scanning in Act. 1.

SUCCESSFUL ENGLISH Week 5 Unit 8 Theme: Instructions for life									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	R&V Instructional text p. 64	132–133	Act. 1 (60 mins)	85–86		R&V Complete after-reading questions LB p. 135, TG p. 86			
2	LSC Vocabulary in context – command verbs, active and passive voice p. 64	136	Act. 3 (60 mins)	87		Act. 2 LB p. 135, TG p. 87			
3	L&S Group discussion – giving instructions p. 64	137–138	FAT: Act. 4 (60 mins)	87–88					
4	LSC Punctuation – apostrophe p. 64 R&V Literary text – youth novel p. 63	138–139	Act. 5 (45 mins)		Read and discuss literature setwork (15 mins)	R&V Continue reading literature setwork as directed by the teacher			
5	L&S Unprepared speech – giving instructions p. 64 R&V Literary text – youth novel p. 63	140	FAT: Act. 6 (60 mins)	88–89	Continue reading literature setwork when you have delivered your speech				
Reflection									
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?				
					HOD/Subject head:		Date:		

Note 1: Act. 11 can be used for **FAT Task 2: Test 2: Literature contextual questions.**

Extra resources: Core Reader Poetry: *A newly-born calf* pp. 53–55.

SUCCESSFUL ENGLISH Week 6 Unit 8 Theme: Instructions for life continued										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	LSC Prepositions – time, place and movement; Punctuation – hyphen p. 64 R&V Literary text – youth novel p. 63	141	Act. 7 (25 mins)	89	Continue reading literature setwork (35 mins)	LSC Act. 10 LB p. 144				
2	LSC Punctuation – hyphen p. 64; Review homework (15 mins) W&P Transactional text – instructions: focus on process writing p. 64	142–143	Act. 9 (60 mins)	89–90		LSC Act. 8 LB p. 142, TG p. 89				
3	R&V Poetry p. 64	144	Preparation for FAT: Literature contextual questions Act. 11 complete before- and while-reading activities	90	Preparation for FAT: Literature contextual questions CR Poetry: <i>A newly-born calf</i> pp. 53–55					
4	R&V Poetry p. 64	144–146	FAT: Act. 11 After-reading activity (60 mins)	90–91						
5	LSC Reinforcement of language covered previously – adverbs p. 64 W&P Descriptive paragraph – paragraph conventions p. 62	147 148	Act. 12 (15 mins) Act. 13 (45 mins)	91						
Reflection										
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					HOD/Subject head:		Date:			

SUCCESSFUL ENGLISH Week 7 Unit 9 Theme: Dramatically speaking

Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	R&V Literary text – drama p. 65	150–153	Act. 1 (60 mins)	93–94		R&V Complete after-reading questions for Act. 1					
2	R&V Literary text – drama p. 65 ; Review homework (20 mins) LSC Direct and indirect speech p. 65	153–155	Act. 2 (60 mins)	94–95		LSC Complete Act. 2					
3	R&V Literary text – drama p. 65 ; Review homework (30 mins) LSC Punctuation – quotation marks p. 65	155–156	Act. 3 (60 mins)	95		R&V Read literature setwork					
4	LSC Punctuation p. 65 W&P Writing transactional text – lines of a play p. 65 R&V Literary text – youth novel p. 65	156	Act. 4 (40 mins)	95	Read and discuss literature setwork	R&V Read literature setwork					
5	L&S Role play drama p. 65 R&V Literary text – youth novel p. 65	156–157	Act. 5 (60 mins)	95		R&V Read literature setwork					
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>						
					HOD/Subject head:		Date:				

SUCCESSFUL ENGLISH Week 8 Unit 9 Theme: Dramatically speaking continued

Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	LSC Transitive and intransitive verbs p. 65 R&V Literary text – youth novel p. 65	158–159	Act. 6 (40 mins)	96	Read and discuss literature setwork (20 mins)	R&V Read literature setwork as directed by the teacher					
2	L&S Investigation role play p. 65	159–160	Act. 7 (60 mins)	96							
3	W&P Drama review – focus on process writing p. 65	161–162	Act. 8 Begin planning and drafting (60 mins)	96–97							
4	W&P Drama review – focus on process writing p. 65 LSC Revision of passive p. 65	161–162	Complete Act. 8 Revising and editing (60 mins)	96–97		LSC Act. 10 LB p. 164, TG p. 98					
5	LSC Present progressive tense p. 65	162–163	Act. 9 (60 mins)	97–98							
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>					
						HOD/Subject head:			Date:		

Note 1: This week is set aside for you to complete/catch up any work not yet done. In particular, you should ensure that you have completed reading and discussing the literature setwork or any outstanding texts from the Core Reader. Use these final discussions to assist learners in preparing for the FAT Task 3 Paper 2 Section C: Response to literature.

Note 2: You may follow our guide, or devise your own revision programme. Consider giving learners a practice test to write, or some practice questions. You could use the practice papers in the LB pp. 165–170 and 171–178.

SUCCESSFUL ENGLISH Week 9 Theme: Catch up, consolidation and revision									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	Formal assessment requirements pp. 120–123 R&V Reading comprehension pp. 120–123	165–167	FAT: Paper 2 Section A: Comprehension (45 mins)	177					
2	Formal assessment requirements pp. 120–123 R&V, LSC Reading for comprehension and language use pp. 120–123	168–169	FAT: Paper 2 Section B: Language use (35 mins)	177					
3	Formal assessment requirements pp. 120–123 R&V Response to literature pp. 120–123	170	FAT: Paper 2 Section C: Response to literature (40 mins)	178					
4	Formal assessment requirements W&P Essay pp. 120–123	171–173	FAT: Paper 3 Section A: Essay (40 mins)	33, 179					
5	Formal assessment requirements W&P Transactional text pp. 120–123	174–177	FAT: Paper 3 Section B & C: Transactional texts (60 mins)	178–179					
Reflection									
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?				What will you change next time? Why?					
				HOD/Subject head:			Date:		

SUCCESSFUL ENGLISH Week 10 Mid-year examinations

Note: There are two exemplars for Papers 2 and 3 TG pp. 115–127. You may use one of these or the exemplar at the end of the tracker.

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:

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

Note 1: On TG p. xxi there is a photocopiable recording form for assessment.

Note 2: There are useful notes on teaching literature on TG pp. 167–176.

Note 2: Use Act. B on Day 1 for **Oral FAT: Listening comprehension.**

Extra resources: Tests done at the end of Term 1 for review and feedback, library books for looking at covers for Act. C, Core Reader Short story: *I am the man!* pp. 20–22, Core Reader Poetry: *Fish* p. 23.

TOP CLASS Week 1 Unit 6 Theme: Showing character										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	L&S Listening comprehension p. 62	62 63	Act. A (10 mins) FAT: Act. B (50 mins)	48–49 49–50						
2	R&V Reading for comprehension visual text – book cover p. 62	63–64 64–66	Acetic (35 mins) Act. D 1. Skim and 2. Scan (15 mins)	50–51						
3	R&V Reading for comprehension visual text – book cover: literary text – short story p. 62	64–66	Act. D (60 mins)			R&V CR Short story: <i>I am the man!</i> pp. 20–22				
4	R&V Reading for comprehension literary text – short story p. 62; Review homework from CR (20 mins) LSC Vocabulary in context – emotive language p. 62 W&P Paragraph p. 62 Begin reviewing language and comprehension test done at the end of Term 1 (20 mins)	67	Act. E (20 mins)	52–53		W&P Act. E No. 4 Paragraph				
5	LSC Literal and figurative language p. 62 R&V Poetry p. 61 Continue reviewing language and comprehension test done at the end of Term 1 (20 mins)	68	Act. F (20 mins)	53	CR: Poetry <i>Fish</i> p. 23 (20 mins)					
Reflection										
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?				What will you change next time? Why?						
				HOD/Subject head:			Date:			

TOP CLASS Week 2 Unit 6 Theme: Showing character continued

Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	W&P Narrative essay – focus on process writing p. 62	68–69	Act. G (60 mins)	53–54		W&P Complete revising and editing narrative essay					
2	L&S Tell a story p. 62	69	Act. H (60 mins)	54							
3	LSC Punctuation p. 62 R&V Literary text – youth novel p. 62	70	Act. I (30 mins)	54–55	Introduce literature setwork (30 mins)	R&V Continue reading literature setwork as directed by the teacher					
4	LSC Subject and predicate p. 62	70–71	Act. J (60 mins)			R&V Continue reading literature setwork as directed by the teacher					
5	LSC Main and dependent clauses, reinforcement of language structures covered previously p. 62 R&V Literary text – youth novel p. 62	71	Act. K (20 mins) Act. L (30 mins)	56	Discuss literature setwork (40 mins)	R&V Continue reading literature setwork as directed by the teacher					
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>					
						<p>HOD/Subject head:</p>			<p>Date:</p>		

Note 1: Use Act. B on Day 2 for **Oral FAT: Debate.**

Extra resources: Examples of poster for Act. E.

TOP CLASS Week 3 Unit 7 Theme: Save our seas											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	LSC Listening comprehension – TV news p. 63 R&V Literary text – youth novel p. 63	72–73	Act. A (40 mins)	57–58	Read and discuss literature setwork (20 mins)	R&V Continue reading literature setwork as directed by the teacher					
2	L&S Debate on advertising p. 63	73–75	FAT: Act. B (60 mins)	58–59		R&V Continue reading literature setwork as directed by the teacher					
3	R&V Visual text – advertisement, literary text youth novel p. 63	75–76	Act. C (60 mins)	59–60		R&V Continue reading literature setwork as directed by the teacher					
4	R&V Literary text – short story p. 63	76–79	Act. D (60 mins)	60–61		R&V Complete questions for Act. D					
5	W&P Transactional writing – poster, focus on process writing p. 63	79–80	Act. E (60 mins)	62		R&V Continue reading literature setwork as directed by the teacher					
Reflection											
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?						
					HOD/Subject head: _____ Date: _____						

TOP CLASS Week 4 Unit 7 Theme: Save our seas continued

Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	LSC Direct and Indirect speech p. 63 R&V Literary text – youth novel p. 63	80–81	Act. F (40 mins)	62–63	Read and discuss literature setwork (20 mins)	LSC Complete Act. F					
2	LSC Direct and indirect speech p. 63; Review homework (20 mins) LSC Adjectives – relative and demonstrative p. 63 R&V Literary text – youth novel p. 63	81	Act. G (20 mins)	63	Read and discuss literature setwork (20 mins)						
3	LSC Simple and compound sentences, singular and plural p. 63	81–82	Act. H (60 mins)	63–64		LSC Act. J LB p. 83, TG p. 64					
4	LSC Nouns – singular and plural p. 63; Review homework (15 mins) Punctuation, nouns – gender p. 63	82–83 84	Act. I (40 mins) Act. K (20 mins)	64 64							
5	LSC Literal and figurative meaning, reinforcement of language conventions studied previously p. 63	84	Act. L (40 mins) Act. M	65							
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>						<p>What will you change next time? Why?</p>					
						HOD/Subject head:			Date:		

Note 1: You may use Act. E on Day 4 for **Oral FAT: Unprepared speaking on giving instructions.**

Note 2: Once learners have been assessed (Act. E) they should continue reading their literature setwork.

TOP CLASS Week 5 Unit 8 Theme: Doing it yourself										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	LSC Proverbs p. 64 R&V Literary text – youth novel p. 63	85–86	Act. A (40 mins)	67–68	Read and discuss literature setwork (20 mins)					
2	L&S Instructions p. 64	86	Act. B (30 mins) Act. C (30 mins)	68–69						
3	L&S Instructions p. 64 R&V Literary text – youth novel p. 63	87	Act. D (30 mins)	69–70	Read and discuss literature setwork (20 mins)					
4	L&S Unprepared speech – instructions p. 64 R&V Literary text – youth novel p. 63	87–88	FAT: Act. E (60 mins)	70						
5	L&S Prepared speech – instructions p. 64	88–89 89–90	Begin preparation for FAT: Act. F Do no. 1 & 2 (30 mins) Act. G (30 mins)	70		L&S Act. F No. 3 Prepare speech				
Reflection										
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					<p>HOD/Subject head:</p>		<p>Date:</p>			

Note 1: On Day 1 learners do Act. F for their **Oral FAT: Prepared speech** which they began preparing the previous week.

Note 2: Once learners have been assessed for their prepared speech they should continue reading their literature setwork. If the class time is not sufficient to assess all learners you may have to take time after school or during break.

Note 3: Since a number of L&S activities have already dealt with 'giving instructions' Act. H has been left out in order to complete activities on other topics.

Extra resources: Core Reader Poetry: *A newly-born calf* pp. 25, 85.

TOP CLASS Week 6 Unit 8 Theme: Doing it yourself continued											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	L&S Prepared speech – instructions p. 64	88–89	FAT: Act. F (60 mins)	70	Continue reading literature setwork once prepared speech has been assessed						
2	R&V Poetry p. 64	92–94	Act. I (30 mins)	71–72	CR Poetry: <i>A newly-born calf</i> pp. 25, 85 (30 mins)						
3	W&P Shorter transactional text – instructions p. 64 LSC Active and passive p. 64	94–95	Act. J (30 mins) Act. K (30 mins)	72		W&P Use Act. L to edit writing in Act. J					
4	LSC Prepositions, adverbs, numerical adjectives p. 64 R&V Literary text – youth novel p. 63	97–98	Act. M (30 mins) Act. N (30 mins)	73		LSC Act. O LB p. 98, TG pp. 73–74					
5	LSC Numerical adjectives; Review homework (10 mins) Punctuation – hyphens and apostrophes p. 64 Passive p. 65	99–100	Act. P Act. Q Act. R (50 mins)	74–75							
Reflection											
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?						
					HOD/Subject head: _____ Date: _____						

Note 1: Use Act. E for **FAT: Literature contextual questions.**

TOP CLASS Week 7 Unit 9 Theme: The magic wish										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	L&S Listening comprehension p. 63	101–103	Act. A (60 mins)	76–78						
2	L&S Investigation – questionnaire p. 65	103–104	Act. B & C (60 mins)	78		L&S Complete Act. C				
3	L&S Investigation – role play p. 65	105–106	Act. D (60 mins)	78						
4	R&V Literary text – Greek myth p. 65	106–109	FAT: Act. E (60 mins)	78–79						
5										
Reflection										
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					<p>HOD/Subject head:</p>		<p>Date:</p>			

Note 1: When learners have completed their role play in Act. J they should begin reading from the CR on p. 27.

Note 2: There are many LSC activities in this unit. Act. O, P and Q may be completed in Week 9.

Extra resources: Core Reader Folklore: *The Bushman's dream* p. 27.

TOP CLASS Week 8 Unit 9 Theme: The magic wish continued									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	LSC Figurative language, synonyms and antonyms p. 65 R&V Drama p. 65	109	Act. F (15 mins) Act. G (45 mins)	79 79–80		LSC Act. H LB pp. 109–110, TG p. 80			
2	LSC Synonyms and antonyms p. 65; Review homework (15 mins) LSC Direct and indirect speech	110	Act. I (45 mins)	80					
3	L&S Role play – drama p. 65	110–112	Act. J (60 mins)	81	CR Folklore: <i>The Bushman's dream</i> p. 27				
4	LSC Present progressive, passive voice p. 65	112 113	Act. K (25 mins) Act. L (35 mins)	81 82		LSC Complete Act. L			
5	LSC Present progressive, passive voice p. 65; Review homework (20 mins) W&P Drama review p. 65	114–115	Act. M and N (60 mins)	82–83		W&P Complete Act. N			
Reflection									
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?				
					HOD/Subject head:			Date:	

Note 1: This week is set aside for you to complete/catch up any work not yet done, and for revision. In particular, you should ensure that you have completed reading and discussing the literature network or any outstanding texts from the Core Reader. Use these final discussions to assist learners in preparing for the FAT Task 3 Paper 2 Section C: Response to literature.

Note 2: You may follow our guide, or devise your own revision programme. Consider giving learners a practice test to write, or some practice questions. You could use the practice papers in the LB pp. 118–120 and 121.

TOP CLASS Week 9 Theme: Catch up, consolidation and revision										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	Formal assessment requirements pp. 120–123 R&V Reading comprehension pp. 120–123		FAT: Paper 2 Section A: Comprehension (45 mins)							
2	Formal assessment requirements pp. 120–123 R&V LSC Reading for comprehension and language use pp. 120–123		FAT: Paper 2 Section B: Language use (35 mins)							
3	Formal assessment requirements pp. 120–123 R&V Response to literature pp. 120–123		FAT: Paper 2 Section C: Response to literature (40 mins)							
4	Formal assessment requirements W&P Essay pp. 120–123		FAT: Paper 3 Section A: Essay (40 mins)							
5	Formal assessment requirements W&P Transactional text pp. 120–123		FAT: Paper 3 Sections B & C: Transactional texts (60 mins)							
Reflection										
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?				What will you change next time? Why?						
				HOD/Subject head:			Date:			

TOP CLASS Week 10 Mid-year examinations

Note: There are two exemplars for Papers 2 and 3 TG pp. 115–127. You may use one of these or the exemplar at the end of the tracker.

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: Act. 5: Punctuation may be done orally.

Note 2: Act. 6: Learners will begin their narrative essay this week but only complete it when they come to Act. 10 in Week 2.

Extra resources: Tests done at the end of Term 1 for review and feedback.

VIA AFRIKA Week 1 Unit 6 Theme: Choices										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	L&S Listening comprehension p. 62	70–71	Act. 1 & 2 (60 mins)	101–103						
2	R&V Drama p. 62	71–74	Act. 3 (60 mins)	104		R&V Act. 4 LB pp. 4–75, TG pp. 104–105				
3	R&V Drama p. 62 ; Review homework (20 mins); Literary text – youth novel p. 62 LSC Punctuation p. 62 Begin reviewing Language and comprehension test done at the end of Term 1 (20 mins)	75	Act. 5 (20 mins)							
4	Continue reviewing Language and comprehension test done at the end of Term 1 (20 mins) W&P Narrative essay – focus on process writing p. 62	76	Begin Act. 6 Planning and drafting (40 mins)	106						
5	R&V Literary text – youth novel p. 62				Discuss literature setwork (60 mins)	R&V Continue reading literature setwork as directed by the teacher				
Reflection										
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?					
					HOD/Subject head:			Date:		

Note 1: Act. 7: Subject and predicate will need more time than suggested in the TG so that the learners can correct the answers that they have written.

Note 2: In order to do Act. 8 you need to refer back to Act. 2.

Note 3: Remind learners to bring the drafts of their narrative essays in order to complete the revising/editing process which will take place when they do Act. 10.

Extra resources: Core reader Folklore story: *The boy who vanished* p. 13.

VIA AFRIKA Week 2 Unit 6 Theme: Choices continued									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class		
							Date completed		
1	LSC Subject and predicate p. 62 R&V Literary text p. 62	77	Act. 7 (40 mins)		Introduce CR Folklore story: <i>The boy who vanished</i> p. 13 (20 mins)	R&V Continue reading CR folklore as directed by the teacher			
2	L&S Tell a story p. 62	78	Act. 8 (60 mins)	107		R&V Continue reading and do activities CR p. 19 – folklore as directed by the teacher			
3	R&V Literary text p. 62; Review CR homework (20 mins) Reading for comprehension – visual text: cartoon p. 62	79–80	Act. 9 (40 mins)	107–108					
4	W&P Narrative essay – focus on process writing p. 62 LSC Nouns p. 62	80 81–82	Act. 10 (30 mins) Act. 11 (30 mins)	108 109					
5	LSC Clauses p. 62	82–83	Act. 13 40 mins)	109–110	Continue reading and discussing literature setwork (20 mins)				
Reflection									
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>				
					HOD/Subject head:		Date:		

VIA AFRIKA Week 3 Unit 7 Theme: Which languages should we speak?

Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	L&S Listening comprehension – TV news p. 63	84–85	Act. 1 (60 mins)	115–116							
2	R&V Visual text – advertisement p. 63; Literary text – youth novel p. 62	85–86	Act. 2 (45 mins)	116–117	Read and discuss literature setwork (15 mins)	Continue reading literature setwork as directed by the teacher					
3	W&P Transactional text – focus on process writing p. 63	86	Act. 3 (60 mins)	117							
4	LSC Direct and indirect speech p. 63	87	Act. 4 (60 mins)	118							
5	LSC Simple and compound sentences p. 63 R&V Literary text – youth novel p. 63	88	Act. 5 (30 mins)	119	Read and discuss literature setwork (30 mins)	Continue reading literature setwork as directed by the teacher					

Reflection

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

What will you change next time? Why?

HOD/Subject head:

Date:

Note 1: This week you need to do the **Oral FAT: Debate** on Day 1.
Extra resources: Core Reader Poetry *Always a suspect* p. 66.

VIA AFRIKA Week 4 Unit 7 Theme: Which languages should we speak? continued											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	L&S Debate p. 63	88–89	FAT: Debate (60 mins)	119–120							
2	R&V Reading for comprehension – visual text p. 63	89–90	Act. 6 (60 mins)	120–121		R&V Act. 7 LB p. 91, TG p. 121					
3	R&V Reading for comprehension – visual text p. 63; Review homework (30 mins)	91	Act. 8 (60 mins)	122							
4	R&V Poetry p. 64 LSC Nouns – gender, singular and plural, demonstrative adjectives p. 63	92	Act. 9 (30 mins)	122	CR Poetry: <i>Always a suspect</i> p. 66 (30 mins)	LSC Act. 10 LB p. 92, TG p. 123					
5	LSC Demonstrative adjectives p. 63; Review homework (15 mins) Relative adjectives, punctuation p. 63	93 93–94	Act. 11 (20 mins) Act. 12 (20 mins)	123 124							
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>						
					<p>HOD/Subject head: _____ Date: _____</p>						

Note 1: Act. 1 on Day 1 may be used for **Oral FAT: Group discussion on giving instructions.**

Note 2: On Day 5 complete **FAT: Literature contextual questions.**

VIA AFRIKA Week 5 Unit 8 Theme: Dance moves										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	L&S Group discussion on giving instructions p. 64	95–96	FAT: Act. 1 (60 mins)	128–129						
2	R&V Instructional text p. 64	97–98	Act. 2 (60 mins)	129–130						
3	W&P Shorter transactional text – instructions p. 64	98–99	Act. 3 (60 mins)	130						
4	LSC Prepositions p. 64 W&P Shorter transactional text p. 64 R&V Literary text – youth novel p. 63	99–100	Act. 4 (45 mins)	131	Read and discuss literature setwork (15 mins)					
5	R&V FAT: Response to literature – contextual questions p. 65	101–103	FAT: Literature contextual questions (60 mins)	132–133						
Reflection										
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>					
					HOD/Subject head:		Date:			

VIA AFRIKA Week 6 Unit 8 Theme: Dance moves continued

Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	W&P Shorter transactional text – instructions p. 64	103	Act. 6 (60 mins)	133–134							
2	LSC Active and passive voice p. 64	103–104	Act. 7 (30 mins)	134							
3	R&V Literary text – youth novel p. 63				Read and discuss literature setwork (60 mins)	R&V Continue reading literature setwork					
4	R&V Literary text – youth novel p. 63				Read and discuss literature setwork (60 mins)	R&V Continue reading literature setwork					
5	LSC Idioms and proverbs p. 64 R&V Literary text – youth novel p. 63	104	Act. 8 (40 mins)	134–135	Read and discuss literature setwork (20 mins)	R&V Continue reading literature setwork					
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>						
					HOD/Subject head:			Date:			

VIA AFRIKA Week 7 Unit 9 Theme: What a performance!

Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	R&V Literary text – drama p. 65	105–106	Act. 1 (60 mins)	138							
2	R&V Literary text – drama p. 65 L&S Role play – drama p. 65	107 108	Act. 2 (30 mins) Prepare to act out a scene: Act. 3 (30 mins)	139 140							
3	L&S Role play – drama p. 65	108	Act out a scene: Act. 3 (60 mins)	140							
4	LSC Direct and reported speech p. 65	108–109	Act. 4 (60 mins)	140–141		Continue reading literature setwork					
5	LSC Punctuation p. 65 R&V Literary text – youth novel p. 65	110	Act. 5 (40 mins)	141	Read and discuss literature setwork (20 mins)	Continue reading literature setwork					
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>						
					<p>HOD/Subject head:</p>			<p>Date:</p>			

Extra resources: Core Reader Poetry: *High dive* p. 56.

VIA AFRIKA Week 8 Unit 9 Theme: What a performance! continued											
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class				
							Date completed				
1	L&S Investigation role play – questionnaire p. 65	110–111	Act. 6 (60 mins)	142							
2	L&S Investigation role play – questionnaire p. 65	112–113	Act. 7 (60 mins)	142–143							
3	R&V Literary text – drama review p. 65 W&P Drama review p. 65	113–114	Act. 8 (45 mins) Begin Act. 9 (15 mins)	143 144							
4	W&P Drama review p. 65		Complete Act. 9 (60 mins)			R&V Read CR Poetry: <i>High dive</i> p. 56					
5	LSC Transitive and intransitive verbs p. 65	115	Act. 10 (30 mins)	144	Answer questions on CR Poetry: <i>High dive</i> p. 56 (30 mins)						
Reflection											
<p>Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?</p>					<p>What will you change next time? Why?</p>						
					<p>HOD/Subject head: _____ Date: _____</p>						

Note 1: This week is set aside for you to complete/catch up any work not yet done. In particular, you should ensure that you have completed reading and discussing the literature network or any outstanding texts from the Core Reader. Use these final discussions to assist learners in preparing for the FAT Task 3 Paper 2 Section C: Response to literature.

Note 2: You may follow our guide, or devise your own revision programme. Consider giving learners a practice test to write, or some practice questions. You could use the practice papers in the LB pp. 116–118 and 119.

VIA AFRICA Week 9 Theme: Catch up, consolidation and revision										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework	Class			
							Date completed			
1	Formal assessment requirements pp. 120–123 R&V Reading comprehension pp. 120–123	116–117	FAT: Paper 2 Section A: Comprehension (45 mins)	148						
2	Formal assessment requirements pp. 120–123 R&V, LSC Reading for comprehension and language use pp. 120–123	117–118	FAT: Paper 2 Section B: Language use (35 mins)	148						
3	Formal assessment requirements pp. 120–123 R&V Response to literature pp. 120–123	118	FAT: Paper 2 Section C: Response to literature (40 mins)	148						
4	Formal assessment requirements W&P Essay pp. 120–123	119	FAT: Paper 3 Section A: Essay (40 mins)	149						
5	Formal assessment requirements W&P Transactional text pp. 120–123	119	FAT: Paper 3 Sections B & C: Transactional texts (60 mins)	149						
Reflection										
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the week? If not, how will you get back on track?					What will you change next time? Why?					
					HOD/Subject head:			Date:		

VIA AFRIKA Week 10 Mid-year examinations

Note: There are two exemplars for Papers 2 and 3 TG pp. 115–127. You may use one of these or the exemplar at the end of the tracker.

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:

F. ASSESSMENT RESOURCES

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

In all subjects formal assessment tasks must include questions that are set at a range of cognitive levels. For English First Additional Language questions can be set at various levels for the Comprehension and Literature questions in Paper 2 of the mid-year examination.

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

Table 1: COGNITIVE LEVELS AND QUESTION TYPES

COGNITIVE LEVEL	ACTIVITY	PERCENTAGE OF TASK
Literal (Level 1)	<p>Questions that deal with information explicitly stated in the text. The following are examples:</p> <ul style="list-style-type: none"> • Name the things/people/places/elements ... • State the facts/reasons/points/ideas... • Identify the reasons/persons/causes ... • List the points/facts/names/reasons ... • Describe the place/person/character ... • Relate the incident/episode/experience ... 	Levels 1 & 2: 40%
Reorganisation (Level 2)	<p>Questions that require analysis, synthesis or organisation of information explicitly stated in the text. The following are examples:</p> <ul style="list-style-type: none"> • Summarize the main points/ideas/pros/cons... • Group the common elements/factors ... • State the similarities/differences ... • Give an outline of ... 	
Inference (Level 3)	<p>Questions that require a candidates to use their personal experience/general knowledge to engage with information stated in a text. In other words, not all the information that a candidate needs is in the text itself. The following are examples:</p> <ul style="list-style-type: none"> • Suggest why X (a character in a story) acted in this way. • What is the likely outcome of X's actions? • What do X's comments reveal about her attitude to ...? • Is the situation described in the text similar to or different from what people experience in South Africa? 	Level 3: 40%
Evaluation (Level 4)	<p>These questions deal with judgements concerning value and worth. These include judgements regarding reality, credibility, facts and opinions, validity, logic and reasoning, and issues such as the desirability and acceptability of decisions and actions in terms of moral values. The following are a few of many possible examples:</p> <ul style="list-style-type: none"> • Do you think that what happens is realistic/likely/possible? • Is the character's attitude/behaviour/action justifiable or acceptable to you? Give reasons for your answer. • Is the writer justified in suggesting that ...? Give a reason for your answer. • Does the writer provide a coherent argument to support her views? • Through her choice of words what does the writer want you to believe/do? Are you persuaded by these words? Give a reason for your answer. 	

COGNITIVE LEVEL	ACTIVITY	PERCENTAGE OF TASK
Appreciation (Level 5)	<p>These questions focus on a candidate's personal response (including emotional and aesthetic responses) to a text. The following are a few of many possible examples:</p> <ul style="list-style-type: none"> • Discuss/comment on the writer's use of language/imagery/metaphors ... • Discuss your response to the incident/situation/conflict/dilemma ... • Do you empathise with character X? What action/decision would you have taken if you had been in the same situation? 	Levels 4 & 5: 20%

Note 1: At the end of Section F *Assessment Resources* there is information on the cognitive levels of the various reading comprehension questions.

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

2. English First Additional Language Grade 7: Mid-year Examination: Paper 2: Comprehension, language use and literature

This exam consists of THREE sections:

Section A: Reading comprehension (15 marks)

Section B: Language in context (15 marks)

Section C: Response to literature (10 marks)

Total: 40 marks

Suggested time: Two hours

Instructions

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

Section A Reading comprehension

15 marks

Read the text below and then answer the questions that follow it. The meanings of the words in bold are given at the end of the passage.

The 2010 World Cup has focused the spotlight on all things soccer. But more than just being a **phenomenal** event to host, having the World Cup in our backyard has given millions of people the opportunity to see their soccer heroes in action – people who could not have **envisioned** that this would ever come to pass. From deep within the heart of this South African soccer-madness emerges a boy with a dream... (Paragraph 1)

Young Pele, the dreamer, sets out **resolutely** on a journey from his rural village in sun-ravaged South Africa, with little more than a pair of his grandfather's shoes to keep him company. He travels hundreds of kilometres from his homestead on the plains of the Eastern Cape to the rising "dark jungle" of central Cape Town to achieve his one and only life-long goal – to watch Bafana Bafana, and Sibusiso Zuma, play soccer. (Paragraph 2)

Bafana Bafana is not only a book about soccer; it is also a book about having dreams and chasing them. It is a book about making your own way in the world no matter what the cost, and it is a book about the people who help us realise our dreams. (Paragraph 3)

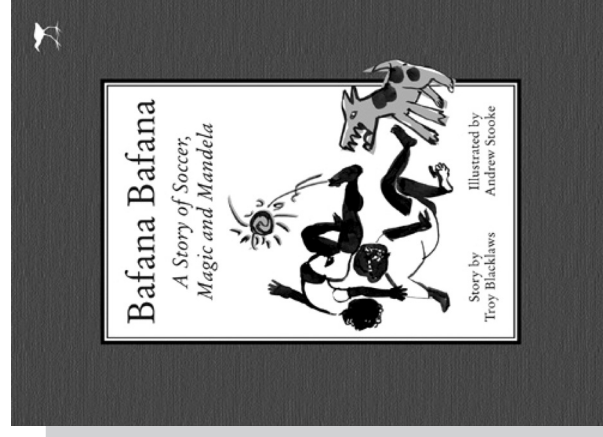
Bafana Bafana: a story of Soccer, Magic and Mandela is a beautifully illustrated, pocket-sized gift for South African children of all ages who still believe in dreams (and soccer). (Paragraph 4)

"My children wouldn't let me stop reading 'Bafana Bafana' because they were so eager to know what happens next to Pele. We were all taken up by the charm and the magic and the suspense. The artwork is not a mere illustration to the story but has artistic impact in its own right"

– **Zakes Mda**. (Paragraph 5)

About the author:

Troy Blacklaws is the author of two previous novels, *Karoo Boy* and *Blood Orange*.
<http://www.jacana.co.za/book-categories/children-young-adults-a-libraries/young-adults>



Glossary:**phenomenal** (Paragraph one): exceptional**envisioned** (Paragraph one): imagined**resolutely** (Paragraph two): determinedly**Zakes Mda** (Paragraph 5): a famous South African writer

1. Give one reason why this text is an example of a book review. 1
2. In which year was the World Cup held? 1
3. Name one advantage for South Africans in hosting the World Cup. 1
4. Explain in your own words what you think "soccer madness" means. 1
5. Do you think that the story is only about soccer? 1
6. How does the title *Bafana Bafana: a story of Soccer, Magic and Mandela* indicate that the story is set in South Africa? 2
7. Quote something from the passage that tells you about the kind of people who you think would enjoy reading this book. 1
8. What does this book review tell you about the main character Pele? 2
9. What do you think are the main themes of this book? 2
10. Why do you think that Cape Town is described as a "dark jungle"? 1
11. What is the reason for putting in the paragraph written by Zakes Mda? 1
12. Would you have done what Pele did? Give a reason for your answer. 1

Total 15**Section B Language in context****15 marks**

Read the passage below and answers the questions which follow it.

Chess is called the game of kings. It has been around for a long time. People have been playing it for over 500 years. (Paragraph 1)

Chess is a two-player game. One player uses the white pieces. The other uses the black pieces. Each piece moves in a special way. One piece is called the king. Each player has one. The players take turns moving their pieces. If a player lands on a piece, he or she takes it. The game ends when a player loses his or her king. There are a few more rules, but those are the basics. (Paragraph 2)

Some people think that chess is more than a game. They think that it makes the mind stronger. Good chess players use their brains. They take their time. They think about what will happen next. These skills are useful in life and in chess. Chess is kind of like a work out for the mind. (Paragraph 3)

1. Identify the main clause and the dependent clause in the following sentence. 2
If a player lands on a piece, he or she takes it. (Paragraph 2)
2. Rewrite the following sentence into reported/indirect speech. 2
The teacher explains, "Chess is called the game of kings".
3. Rewrite the following pairs of sentences below as one sentence. 2
3.1 *The chess we play today is from Europe. This game is based on an even older game from India.*
3.2 *It has been around for a long time. People have been playing it for over 500 years.*
4. Explain why a hyphen has been used in the phrase below. 1
two-player
5. Rewrite the following sentence into the simple past tense. 1
The players take turns moving their pieces.

6. Choose the correct part of speech from the box below to describe the underlined words in the following sentences. Write down the part of speech only, not the whole sentence.

Adjective, Pronoun, Demonstrative adjective, Common noun, Conjunction, Preposition

- 6.1 There are a few more rules, but those are the basics. 3
6.2 Good chess players use their brains.
6.3 Chess is based on an even older game from India.
6.4 One player uses the white pieces.
6.5 They think that it makes the mind stronger.
6.6. These skills are useful in life and in chess. 3
7. Choose the correct form of the verb in brackets. Write the verb only.
7.1 Players (uses/use) the white pieces. 2
7.2 This skill (is/are) useful in life. 2
8. Rewrite the following sentence into the passive form. 2
The man lost his king.

Total 15

Section C Response to literature

10 marks

Read the poem below and answers all the questions in full sentences.

Fire-Break

by Juliet Marais Lou

I looked out
On a winter-night,
And saw the fires
Burning bright,
Over the hillsides,
Wildly blazing,
Round the pastures
Of winter grazing.
And dimly against
The smoky **crag**s
The people **wielded**
Steaming bags;
Beating the flames
Through windless hours,
While **embers** fell
In fearsome showers;
Till morning came,
And the fire's track
Chequered the hillside,
Gold and black.

Glossary:

crag: rocky cliffs
wielded: waved around
embers: burning ashes

1. How many stanzas are there in the poem? 1
2. Find an example of alliteration in the first stanza. 1
3. Refer to Stanzas 3 and 4 and explain what the people were doing. 1
4. Find two sets of rhyming words from the poem. 2
5. For how long did the fire burn? 1
6. Do you think that the poet's descriptions of the fire in the phrases below are effective?
6.1 *Wildly blazing* (Stanza 2) 2
6.2 *Fearsome showers* (Stanza 4) 2
7. What are the reasons the poet has for saying that the next morning the hillside was black and gold? 2

Total 10

3. English First Additional Language Grade 7: Mid-year Examination: Paper 3: Writing: Essay and transactional text

This exam consists of TWO sections:

Section A: Essay (20 marks)

Section B: Transactional text (10 marks)

Total: 30 marks

Suggested time: One hour

Section A: Essay

20 marks

Choose **ONE** of the following essay topics and write a narrative essay (story). Your essay should be about 130–180 words in length. Remember to divide your essay into between three to five paragraphs. Remember to use the writing process:

- Plan your essay
- Write the first draft
- Revise and edit the draft.

1.1 Write a story about why the sun shines during the day and the moon at night.

OR

1.2 Imagine that for one day you could trade places with anyone you choose. The person could be real or imaginary, from the past or from the present. Write about an exciting day in the life of that person.

Section B: Transactional Text

10 marks

Choose **ONE** of the following topics. Remember to use the writing process:

- Plan your text
- Write the first draft
- Revise and edit the draft.

2.1 Write a **dialogue** between a father and son where the son is trying to persuade the father to allow him to go out with friends on the week-end.

Your dialogue should be 110–120 words.

OR

2.2 Design a **poster** to advertise to parents and neighbours that your school will be having a “Sports day”.

You may illustrate your text if you wish.

4. English First Additional Language Grade 7: Mid-year Examination memorandum:
Paper 2: Comprehension, language use and literature

Section A : Comprehension

1. **Give one reason why this text is an example of a book review.**
The text is a book review because it tells you what the story is about, and it tells you who it is written for, and it tells you how well it is written. The cover of the book has been provided. Learners can choose any one of these four answers. 1
2. **In which year was the World Cup held?**
2010 1
3. **Name one advantage for South Africans in hosting the World Cup?**
It gave fans a chance to watch their soccer heroes play/it brought many visitors to the country/visitors came and spent money here. 1
4. **Explain in your own words what you think "soccer madness" means.**
It means that people are passionate and completely involved with the game. 1
5. **Do you think that the story is only about soccer?**
It is also about the adventures that Pele has as he travels to the World Cup in Cape Town. 1
6. **How does the title *Bafana Bafana: a story of Soccer, Magic and Mandela* indicate that the story is set in South Africa?**
The South African soccer team is called Bafana Bafana. (1)
Mandela is a great South African hero. (1). 2
7. **Quote something from the passage that tells you about the kind of people who you think would enjoy reading this book.**
"It is a book for South African children of all ages who still believe in dreams and soccer."
Or
"My children wouldn't let me stop reading..." 1
8. **What does this book review tell you about the main character Pele?**
He is brave and determined and does not give up. 2
9. **What do you think are the main themes of this book?**
It is about "making your own way in the world no matter what the cost and it is a book about the people who help us realise our dreams". 2
10. **Why do you think that Cape Town is described as a "dark jungle"?**
It is a big city where you can easily get lost and perhaps meet with difficulties. 1
11. **What is the reason for putting in the paragraph written by Zakes Mda?**
He is a famous author, so if he says the book is good then it will encourage people to read it. 1
12. **Would you have done what Pele did? Give a reason for your answer.**
Learner's own response. 1

Total 15

Section B: Language use

1. **Identify the main clause and the dependent clause in this sentence.**
If a player lands on a piece, he or she takes it. (Paragraph 2)
Main clause: He or she takes it
Dependent clause: If a player lands on a piece 2
2. **Rewrite the following sentence into reported/indirect speech.**
The teacher said, "Chess is called the game of kings".
The teacher said that chess is called the game of kings.
1 mark for **that**
1 mark for no quotation marks 2

3. Rewrite the following pairs of sentences below as one sentence.
- 3.1 The chess we play today is from Europe. This game is based on an even older game from India.
- 3.2 It has been around for a long time. People have been playing it for over 500 years.
- 3.1 The chess we play today is from Europe, but this game is based on an even older game from India.
- 3.2 It has been around for a long time because people have been playing it for over 500 years.

4. Explain why a hyphen has been used in the phrase below.
- two-player**
- The hyphen joins two separate words to make a new word.
5. Rewrite the following sentences into the simple past tense
- The players took turns moving their pieces.
- The players **took** turns moving their pieces.
6. Choose the correct part of speech from the box below to describe the underlined words in the following sentences. Write down the part of speech only, not the whole sentence.

Adjective, Pronoun, Demonstrative adjective, Common noun, Conjunction, Preposition

- 6.1 There are a few more rules, but those are the basics. **Conjunction**
- 6.2 Good chess players use their brains. **Adjective**
- 6.3 Chess is based on an even older game from India. **Preposition**
- 6.4 One player uses the white pieces. **Common noun**
- 6.5 They think that it makes the mind stronger. **Pronoun**
- 6.6 These skills are useful in life and in chess. **Demonstrative adjective**
7. Choose the correct form of the verb in brackets. Write the verb only.
- 7.1 Players (uses/use) the white pieces. **use**
- 7.2 This skill (is/are) useful in life. **is**
8. Rewrite the following sentence into the passive form.
- The man lost his king.
- The king was lost by the man.

Total 15

Section C: Response to literature

1. How many stanzas are there in the poem?
- Five
2. Find an example of alliteration in the first stanza.
- Burning bright
3. Refer to Stanzas 3 and 4 and explain what the people were doing.
- They were trying to put out the fire.
4. Find two sets of rhyming words from the poem.
- Learners can choose any two pairs from the following examples:
- Stanza one: night and bright
- Stanza two: blazing and grazing
- Stanza three: crags and bags
- Stanza four: hours and showers
- Stanza five: track and black
5. For how long did the fire burn?
- It burned through the night.
6. Do you think that the poet's description of the fire in the phrases below is effective?
- 6.1 **Wildly blazing** (Stanza 2) Yes, because the fire was fierce and strong.
- 6.2 **Fearsome showers** (Stanza 4) Yes, because the rain was frightening.
7. What are the reasons the poet has for saying that the next morning the hillside was black and gold?
- The hill was black from the soot and gold from the burning embers.

Total 10

Paper 3: Writing – essay and transactional text

Refer to rubrics for essay and transactional text in your Teacher's Guide.

5. Comments on the cognitive levels of the reading comprehension questions

These comments refer to the questions in the mid-year examination Paper 2 Section A: Reading comprehension

1. **Give one reason why this text is an example of a book review.**
This is a **Level 3 (Inference)** answer as learners have to infer from their knowledge of book reviews because the answer is not explicitly stated in the text. 1
2. **In which year was the World Cup held?**
This is a **Level 1 (Literal)** question as learners have to state a fact. 1
3. **Name one advantage for South Africans in hosting the World Cup?**
The learners have to make an evaluation, so this is an example of a **Level 4 (Evaluation)** answer. 1
4. **Explain in your own words what you think "soccer madness" means.**
This is a **Level 3 (Inference)** question as learners have to explain the main idea behind the phrase "soccer madness". 1
5. **Do you think that the story is only about soccer?**
This is a **Level 2 (Reorganisation)** question as learners have to analyse information in the text. 1
6. **How does the title *Bafana Bafana: a story of Soccer, Magic and Mandela* indicate that the story is set in South Africa?**
This is a **Level 1 (Literal)** question as learners have to identify the South African elements in the title. 2
7. **Quote from the passage something that tells you about the kind of people who you think would enjoy reading this book.**
This is a **Level 1 (Literal)** question as learners have to find and name these points. 1
8. **What does this book review tell you about the main character Pele?**
This is a **Level 2 (Reorganisation)** question as learners have to analyse the main character. 2
9. **What do you think are the main themes of this book?**
This is a **Level 2 (Reorganisation)** question as learners have to give an outline of the main themes. 2
10. **Why do you think that Cape Town is described as a "dark jungle"?**
This is a **Level 3 (Inference)** question as learners have to explain how the metaphor affects their understanding. 1

11. **What is the reason for including the paragraph written by Zakes Mda?**
This is a **Level 3 (Inference)** question as learners have to use their knowledge about book reviews. 1
12. **Would you have done what Pele did? Give a reason for your answer.**
This is a **Level 5 (Appreciation)** question as learners have to say whether they empathise with the character or not. 1

Total 15

These comments refer to the questions in the mid-year examination Paper 2 Section C: Response to literature

1. **How many stanzas are there in the poem?**
This is a **Level 1 (Literal)** answer as learners simply have to count the number of stanzas. 1
2. **Find an example of alliteration in the first stanza.**
This is a **Level 1 (Literal)** answer as learners have to find and identify the correct examples. 1
3. **Refer to Stanzas 3 and 4 and explain what the people were doing.**
This is a **Level 3 (Inference)** answer as learners have to explain the main idea. 1
4. **Find two sets of rhyming words from the poem.**
This is a **Level 1 (Literal)** answer as learners have to find and identify the correct examples. 2
5. **For how long did the fire burn?**
This is a **Level 3 (Inference)** answer as it is not explicitly stated in the text and the learners have to infer that the fire burned through the night. 1
6. **Do you think that the poet's description of the fire in the phrases below is effective?**
This is a **Level 5 (Appreciation)** answer because learners have to comment on the poet's use of language. 2
7. **What are the reasons the poet has for saying that that the next morning the hillside was black and gold?**
This is a **Level 1 (Literal)** answer as learners have to state the reasons for the poet's use of language. 2

Total 10

