



GRADE 8

English

First Additional Language

Teacher Toolkit: Planner and Tracker

2019 TERM 4



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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 CURRICULUM AND ASSESSMENT PLANNER AND TRACKER

1. Purpose of the tracker

In the introduction to the trackers for Terms 1, 2 and 3, you learnt that **to be on the right/wrong track** means to be doing something in a way that is likely to be successful/unsuccessful while **to keep/lose track of something** means to know/not know the present state or position of something.

As was explained in Terms 1, 2 and 3, 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 8 English First Additional Language (EFAL). Thus the tracker is a tool to help you plan how to cover the curriculum and also a tool to help you monitor your progress in doing so.

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

- what to teach in the five hours allocated to EFAL in the timetable each week;
- how much time to spend on particular curriculum topics;
- what homework to set each day;
- 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 8 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. If you have not completed the content and activities that the tracker lists for

a particular lesson, it is important to begin the next lesson with these. Please do not leave out any content or activities.

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

2. Links to the CAPS

The CAPS states that where EFAL is the language of learning and teaching (LoLT) in a school, EFAL as a subject should be taught for five hours per week in the senior phase. It is very important that schools allocate five hours per week in the timetable to EFAL. In this tracker, the CAPS for Grade 8 EFAL is divided into two-week teaching blocks throughout each of the four terms.

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

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

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

The CAPS for Term 4 and each Learner's Book and Teacher's Guide provide for eight weeks of teaching and two weeks of end-of-year examinations. However, this tracker has been designed for a term that is only eight weeks in total. This means



that in order to make Weeks 7 and 8 available for end-of-year examinations, you will need to do the following:

- wherever possible, do revision work throughout the term;
- complete the reading and discussion of the literature set work by the end of Week 6;
- discuss the examples of end-of-year examination papers in the Learner's Book in Week 6.

3. Links to approved EFAL materials and additional literature texts

As the approved EFAL materials (Learner's Book, Core Reader and Teacher's Guide) follow the CAPS document, they also divide the Grade 8 EFAL curriculum into two-week blocks. Learners have opportunities to use content and activities based on a particular **theme** to develop the knowledge and skills required by CAPS.

The lesson guidelines in each Grade 8 EFAL Teacher's Guide describe how to use the Grade 8 EFAL Learner's Book with the learners in your classes. Most of the Teacher's Guides provide answers and assessment suggestions for all the activities, while some provide answers for some activities and general guidelines for assessing others. It is very important to consult the Teacher's Guide regularly.

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

4. Assessment

It is important to begin Term 4 with feedback to learners on their performance in the Term 3 comprehension and language test, so that they understand what they did well and what they still need to learn.

During Term 4 the only formal assessment requirement is the assessment of one oral task. Please note that in each of the Learner's Books there are many activities that you can use for informal assessment on a daily basis to consolidate learning and to help learners to prepare for the end-of-year examination papers.

During the examination period in Weeks 7 and 8 Grade 8 learners are required to write two examination papers: (i) comprehension, language and literature; and (ii) writing paper. In Section F of this tracker there are example papers that you could use, or you could set your own. Please note that example papers that appear in a Learner's Book may not be used for examination purposes because learners will have had opportunities to discuss the answers required. However, these papers are very useful for revision purposes and for preparation for the examination. If example papers appear only in a Teacher's Guide, these could be used for the end-of-year examination, as learners are unlikely to have access to these. Alternatively, you could use the papers in Section F of this tracker.

5. Managing allocated time in the tracker

The tracker for each term outlines how to structure ten hours of teaching for each two-week block in the Grade 8 EFAL CAPS. Each lesson outline is for a daily lesson of one hour (i.e. five per week). If your school timetable allocates lesson times that vary from 30 to 45 minutes or that include both 30 minute and 60 minute lessons (double periods), then you will need to note in your copy of the tracker where you end one lesson and begin another.

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

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

Also note that this tracker is designed for a term that is eight weeks long. The prescribed content is covered in six weeks, and Weeks 7 and 8 are used for revision and assessment. If the year in which you use this tracker has a fourth term of a different length, or if your school allocates more time to assessment, you will need to adjust the learning programme accordingly. It is important to check this at the start of the term.



6. Resources

For most lessons in the Grade 8 EFAL curriculum, the main resources required are the following:

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

As these resources are needed for all lessons, there is no column headed Resources in the Grade 8 EFAL tracker. Where an additional resource is necessary for, or would enrich, one or more lessons in a two-week block, it is stated under the heading for the lesson outlines for the week.

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

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

The publishers of books for Grade 8 EFAL have approached extension and remediation work and support for literature teaching in different ways as listed below:

Clever English First Additional Language (Macmillan)

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

English Today First Additional Language (Maskew Miller Longman)

Suggestions for extension and remediation work are made in each two-week block in the Teacher's Guide, and Addendum A in the Teacher's Guide includes guidelines for teaching literature. There is also a separate photocopiable worksheet booklet in which

most worksheets focus on language work. Each chapter in the Learner's Book ends with a revision page.

Interactive English (St Mary's Interactive Learning Experience)

Most chapters in the Learner's Book end with a remediation or revision activity titled *Improve*. In this series the theme for each twoweek block is linked to an overall theme for the term. Unlike the Core Readers for others series, the Core Reader for *Interactive English* has been prepared to be used in sequence from the first text to the last, and the reader is divided into terms. The Learner's Book includes suggestions for using the internet for various kinds of extension activities.

Platinum English First Additional Language (Maskew Miller Longman)

Booklets for remediation (for learners who need extra support) and extension (for strong/advanced learners) accompany the Learner's Book. 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. There are 12 photocopiable resources in the Teacher's Guide that have been designed to support learners in developing knowledge and skills related to various aspects of language and literacy. There are also 16 full-colour posters with information on aspects of grammar and on 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 that also includes planning and assessment tools. The *Literature Anthology* Core Reader is divided into sections for each genre (folklore, poetry, short stories, drama), and information about each genre is given at the beginning of the section.



Top Class English First Additional Language (Shuter & Shooter)

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

Via Afrika English First Additional Language (Via Afrika Publishers)

Each two-week unit in the Teacher's Guide ends with suggestions about what teachers can do to extend advanced learners (*Independent Learning*) and what teachers can do to support learners who need extra support (*Remedial Assistance*). 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 punctuation and spelling.

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

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

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

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

8. Columns in the tracker

The tracker plan consists of the following columns:

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

9. Space for recording weekly reflections

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

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

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



B. TERM PLANNING

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

Table 1 gives a summary of the formal assessment tasks for Grade 8 EFAL that must be completed during the year and in end-of-year examinations.

Table 2 gives a summary of the formal assessment tasks included in each of the eight sets of LTSMs. Note that for Term 4 only one oral task needs to be assessed during the term. Each of the Learner's Books includes at least two of the oral tasks listed in the CAPS, so you have a choice as to which one you assess formally.

Note: The DBE occasionally makes changes to the programme of formal assessment given in the CAPS and reflected here. In such cases, you should adjust your assessment programme accordingly.

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

FORMAL ASSESSMENT		
DURING THE YEAR	END-OF-YEAR EXAMINATION	
40%	60%	
School-based assessment (SBA)	End-of-year exam papers	
40%	39.2%	20.8%
Formal assessment tasks 4 oral tasks 3 writing tasks 2 tests 1 mid-year examination	Written examinations Paper 2: Comprehension, language and literature Paper 3: Writing	Oral assessment tasks Paper 1: Listening, speaking and reading The oral tasks undertaken during the course of the year constitute the end-of-year assessment

FORMAL ASSESSMENT TASKS FOR TERM 1		
TASK 1: ORAL	TASK 2: WRITING	TASK 3: TEST 1
Group discussion – visual texts/listening comprehension/ (un)prepared speech/ forum group discussion/ interview	Narrative/reflective essay and newspaper report/ article	Language and comprehension
FORMAL ASSESSMENT TASKS FOR TERM 2		
TASK 1: ORAL	TASK 2: WRITING	TASK 3: MID-YEAR EXAM
Listening comprehension/ giving directions/forum/ panel discussion/debate	Interview/instruction and text/story review	Paper 1: Oral Paper 2: Comprehension, language and literature Paper 3: Writing
FORMAL ASSESSMENT TASKS FOR TERM 3		
TASK 1: ORAL	TASK 2: WRITING	TASK 3: TEST 2
Dialogue/(un)prepared speech/storytelling/ prepared reading	Descriptive/ argumentative essay and informal letter/dialogue	Comprehension and language use
FORMAL AND END-OF-YEAR ASSESSMENT TASKS FOR TERM 4		
TASK 1: ORAL	TASK 2: END-OF-YEAR EXAMINATION	
Debate/conversation/group discussion/ dialogue	Paper 1: Oral Paper 2: Comprehension, language and literature (2 hr) Paper 3: Writing (1 hr)	

Table 2: Formal assessment tasks included in each set of LTSMs for Term 4

LTSM	Task 1 Oral	Task 2: End-of-year examination
<i>Clever English First Additional Language</i>	Week 1: Participate in a group discussion LB p. 204; TG pp. 192–194 OR Week 5: Perform a dialogue LB p. 233; TG p. 214	Unit 20 of the Teacher’s Guide provides two exemplar papers for comprehension, language and literature, each with a memorandum. It also provides two exemplar papers for writing, for which there are rubrics. One example of each of these papers could be used for the end-of-year examination.
<i>English Today First Additional Language</i>	Week 2: Participate in a group discussion LB p. 194 OR Week 5: Perform a dialogue LB p. 213; TG pp. 131–132	On pp. 236–240 of the Learner’s Book, there are examples of papers that can be used for revision and examination preparation purposes. On pp. 186–196 of the Teacher’s Guide there is one example of a comprehension, language and literature paper and one example of a writing paper, each with a memorandum. These could be used for the end-of-year examination.
<i>Interactive English</i>	Week 3: Participate in a group discussion/ presentation LB p. 286; TG p. 170 OR Week 3: Participate in a debate LB pp. 287–290; TG p. 170 OR Week 5: Perform a dialogue LB pp. 305–306; TG p. 179; Rubric xxix	At the back of the Learner’s Book, in a section titled November Examinations, there are examples of papers that can be used for revision and examination preparation purposes. At the back of the Teacher’s Guide, in a section titled November Examinations, there are two examples of comprehension, language and literature papers and two examples of a writing paper, each with a memorandum. These could be used for the end-of-year examination.
<i>Platinum English First Additional Language</i>	Week 1: Participate in a group discussion LB p. 197; TG p. 147 OR Week 6: Perform a dialogue LB p. 228; Rubric xxxiv	On pp. 246–248 of the Learner’s Book there are examples of papers that can be used for revision and examination preparation purposes. On pp. 194–199 of the Teacher’s Guide there is one example of a comprehension, language and literature paper and one example of a writing paper, each with a memorandum. These could be used for the end-of-year examination.
<i>Spot On English First Additional Language</i>	Week 1: Participate in a group discussion LB p. 171; TG pp. 238–239 OR Week 5: Perform a dialogue LB p. 197; TG p. 261	On pp. 223–229 of the Learner’s Book there is an example of a comprehension, language and literature paper that can be used for revision and examination preparation purposes. On pp. 279–290 of the Teacher’s Guide there is one example of a comprehension, language and literature paper and one example of a writing paper, each with a memorandum. These could be used for the end-of-year examination.
<i>Successful English</i>	Week 2: Participate in a group discussion LB p. 277; TG p. 141 OR Week 4: Participate in a debate LB pp. 294–296; TG p. 150	On pp. 325–336 of the Learner’s Book there is an example of a comprehension, language and literature paper and an example of a writing paper. These can be used for revision and examination preparation purposes. The memorandum for the comprehension, language and literature paper is on pp. 180–181 of the Teacher’s Guide. On pp. 194–199 of the Teacher’s Guide there is one example of a comprehension, language and literature paper and one example of a writing paper, each with a memorandum. These could be used for the end-of-year examination.
<i>Top Class English First Additional Language</i>	Week 1: Participate in a group discussion LB p. 188; TG p. 139 OR Week 5: Perform a dialogue LB pp. 216–217; TG p. 156	On pp. 242–248 of the Learner’s Book there is an example of a comprehension, language and literature paper and an example of a writing paper. These can be used for revision and examination preparation purposes. The papers are repeated on pp. 173–182 of the Teacher’s Guide together with memoranda. There are no further examination exemplar papers in the Teacher’s Guide.
<i>Via Afrika English First Additional Language</i>	Week 1: Participate in a group discussion LB pp. 181–183; TG pp. 187–189 OR Week 5: Perform a dialogue LB p. 209; TG p. 212	On pp. 229–232 of the Learner’s Book there is an example of a comprehension, language and literature paper and an example of a writing paper. These can be used for revision and examination preparation purposes. The memorandum for Paper 2 is on p. 230 of the Teacher’s Guide and is followed by a rubric for assessing writing. There are no further examination exemplar papers in the Teacher’s Guide.



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 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 to the Grade 8 EFAL Learner's Book for guidance on the preparation of each lesson.

D. GUIDELINES FOR TEACHING

1. Teaching Reading and Viewing

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

2. Teaching literature

Teaching literature is part of teaching reading, and it is compulsory in Grade 8. Each Learner's Book and Core Reader includes short literary texts (mainly short stories and poems but also some extracts from novels and plays), and each Teacher's Guide suggests how to teach these. In addition to these short texts, learners are expected to read longer texts (longer stories, novels, plays). Learners will mainly read these longer texts for homework, but it is very important to do the following in class:

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

Examples of homework tasks

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

3. Teaching Writing and Presenting

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

4. Teaching Listening and Speaking

It is important to remember that because English is an additional language for the learners, they may not be very confident in speaking it and may find some words





difficult to hear. The activities in the Learner's Books provide many opportunities for learners to become more confident and competent speakers of English. It is important that you speak very clearly in class, so that learners can hear words that may be new to them. When a lesson involves you reading a text aloud for a listening comprehension activity, it is a good idea to practise reading it aloud when you prepare your lesson. The Teacher's Guide for some textbooks comes with a CD on which listening texts have been recorded. If you have such a CD, it is a good idea to use it with your class, so that learners get used to listening to a voice other than yours.

5. Teaching Language Structures and Conventions

In Grade 8 you will be revising and building on what learners have already learnt in primary school by introducing more complex Language Structures and Conventions and more advanced vocabulary. It is important to teach the language described in each two-week block in the CAPS but also to take opportunities to teach language at other times as well. For example, you may wish to do some vocabulary teaching when learners are reading a poem or to revise verb tenses when learners are writing a narrative essay or a newspaper article. It is very important to have dictionaries in your classroom, to teach learners how to use them and to encourage them to consult a dictionary regularly.

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

Informal assessment is a vital part of an English teacher's work. Not only is it very important for you to take note of how learners are managing any particular learning activity, 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 and usually 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
- Where extra resources are necessary, or where they would enrich a lesson, they are listed under the heading for the lessons in a particular week.
- Remember that there is a separate tracker for each one of the eight sets of approved materials.



1. Clever English First Additional Language (Macmillan)

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

Note 2: Be prepared to introduce the literature set work for the term on Day 1.

Note 3: Please note the homework task for each day.

Clever English Week 1 – Theme: Global warming									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	Listen to teacher's feedback on Term 3 Test (20 mins); L&S: Listen to a text & make notes; use the notes to answer questions in a group discussion (40 mins) p. 92	203–204 Act. 1	192–193		LB p. 204 Act. 1 LSC: Write two meanings of an expression				
2	LSC: Discuss & mark homework (5 mins); learn some vocabulary (5 mins); R&V: Learn how newspaper articles are presented; read a newspaper article & in groups of five discuss questions on it (40 mins); L&S: Decide how each group member will contribute to a group report on the questions (10 mins) p. 92	204 205–207 Act. 2 & 3	193 193		LB pp. 206–207 Act. 3 L&S & W&P: Prepare a section of the group report				
3	L&S & W&P: In groups of five, prepare to present a 5 minute report to the class (10 mins); L&S: In groups of five, present report to the class (45 mins); R&V: Listen to teacher's introduction to literature set work (5 mins) p. 92 Note: The report to the class on the group discussion can be presented for Term 4 Oral Assessment	206–207 Act. 3 206–207 Act. 3	193–194	Literature set work	R&V: Begin reading literature set work				
4	R&V: Discuss literature set work (10 mins); read an article & answer comprehension and language questions on it ; discuss & mark answers (50 mins) p. 92	207–208 Act. 4	194		LB p. 209 LSC: Write answers to questions on diminutives				
5	LSC: Discuss & mark homework (5 mins); revise figures of speech; learn new vocabulary; read a poem & write answers to questions on it ; discuss & mark answers (50 mins) p. 92	209 209–210 Act. 5	195 195	Literature set work	R&V: Continue reading literature set work				



Reflection	
<p>Think about and make a note of: Were you pleased with the way you introduced the topic of global warming? Why or why not? How well did learners manage the group discussion and group report? What can you do to assist any learners who found these tasks difficult?</p>	<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>
<p>HOD/Subject head: _____ Date: _____</p>	

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

Clever English Week 2 – Theme continued: Global warming						
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class
						Date completed
1	R&V: Discuss literature set work (10 mins); take note of mood, theme, rhyme & language use in a poem; read the poem & write answers to questions on it; discuss & mark answers & note homework task (50 mins) p. 92	211–212 Act. 6	196–197		LB pp. 215–216 LSC: Study rules for forming plurals & answer Act. 10 Q 1	
2	LSC: Discuss & mark homework (10 mins); R&V & L&S: Read a visual text & discuss it in a group (25 mins); W&P: Write a summary of the group discussion (25 mins) p. 92	215–216 212–213 Act. 7	199 197	Literature set work	R&V: Continue reading literature set work	





Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
3	R&V: Discuss literature set work (10 mins); W&P: Learn how to write a newspaper article; plan an article & begin writing first draft (50 mins) p. 92	213–214 Act. 8	198–199		LB pp. 213–214 Act. 8 W&P: Complete first draft of article					
4	W&P: Exchange draft with a partner & give each other feedback; revise, edit, proofread & write final version of the article (55 mins); LSC: Listen to teacher’s instructions for homework task (5 mins) p. 92	213–214 Act. 8	198–199		LB pp. 216–217 LSC: Do Extra Act. 1, synonyms & antonyms					
5	LSC: Discuss & mark homework (15 mins); revise the rules for reported speech; write sentences in reported speech ; discuss & mark answers (30 mins); R&V: Listen to teacher’s introduction to a poem & read the poem (15 mins) p. 92	216–217 214–215 Act. 9	199 198–199	CR pp. 76 & 82 <i>In a Kenyan garden</i>	R&V: Write answers to questions on a poem CR pp. 76 & 82					
Reflection										
<p>Think about and make a note of: This week learners read and answered questions on at least two poems. How well did they manage these activities? What can you do to assist any learners who found these activities difficult? Were you satisfied with the support you gave learners for the writing task? Why or why not?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					HOD/Subject head:		Date:			



Clever English Week 3 – Theme: Town versus city

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss & mark homework (10 mins); L&S: Talk with members of a group about topic of listening task (5 mins); listen to two descriptions & make notes; use notes to discuss questions in a group; reach consensus on answers (45 mins) p. 93	219 219 Act. 1	200–201 203–204	Literature set work	R&V: Continue reading literature set work					
2	R&V: Discuss literature set work (10 mins); in groups of nine, choose roles for a debate (2 teams of three speakers, 1 chairperson/timekeeper; 2 adjudicators) (15 mins); learn about features of a novel; read an extract from a novel & begin to answer questions on it (35 mins) p. 93	220 Act. 2 220–222 Act. 3	204 204–205		LB pp. 221–222 Act. 3 R&V: Complete answers to questions on extract & begin to prepare for role in debate					
3	R&V: Discuss & mark homework (15 mins); revise simile, metaphor & personification; with a partner, make predictions about a poem; read the poem & begin to answer questions on it (45 mins) p. 93	221–222 222 223 Act. 4	205 206		LB p. 220 Act. 2 L&S: Prepare for role in debate					
4	L&S: In a team of nine, present a debate & adjudicate on it (40 mins); in a whole class discussion, reflect on the experience of debating (20 mins) p. 93	220 Act. 2	204		LB p. 223 Act. 4 R&V: Complete answers to questions on poem					
5	R&V: Discuss & mark homework (15 mins); read an article & answer comprehension questions on it, including fact & opinion questions; discuss & mark answers (45 mins) p. 93	223 224–225 Act. 5	206–207	Literature set work	R&V: Continue reading literature set work					
Reflection										
<p>Think about and make a note of: What impressed you about learners' debating skills? In which aspects of debating do learners need to improve? Were you satisfied with the way you taught learners about the differences between fact and opinion? Why or why not?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					HOD/Subject head:		Date:			

Note: If your class does not have copies of the Core Reader, for homework on Days 2 and 3 ask learners to continue reading the literature set work, and then ask them to discuss what they have read in the first part of the lesson on Day 4.

Clever English Week 4 – Theme continued: Town versus city									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss literature set work (15 mins); W&P: Learn about diary entries; plan & begin to write first draft of two diary entries (45 mins) p. 93	225–226 Act. 6	208–209		LB pp. 225–226 Act. 6 W&P: Complete first draft of two diary entries				
2	W&P: Exchange draft with a partner & give each other feedback; revise, edit, proofread & write final version of two diary entries (55 mins); R&V: Listen to teacher's introduction to <i>The secret place</i> CR pp. 61–65 (5 mins) p. 93	225–226 Act. 6	208–209	CR pp. 61–65 & 68 <i>The secret place</i>	Begin reading <i>The secret place</i> CR pp. 61–65				
3	LSC: Revise verb tenses by choosing the correct forms to use in sentences; discuss & mark answers (20 mins); revise personal & relative pronouns; use pronouns correctly in sentences; discuss & mark answers (20–25 mins); learn about the mood of verbs & write sentences in three moods; discuss & mark answers (15–20 mins) p. 93	227 Act. 7 227–228 Act. 8 228 Act. 9	209 209 209	CR pp. 61–65 & 68 <i>The secret place</i>	Finish reading <i>The secret place</i> CR pp. 61–65 & prepare to answer Qs p. 68				
4	R&V: Discuss questions on <i>The secret place</i> CR pp. 61–65 (25 mins); LSC: Learn about gerunds & identify them in sentences; discuss & mark answers (15 mins); read & discuss information about fact & opinion, question forms, ambiguity & spelling (20 mins) p. 93	229 Act. 10 229	210–211 210	Literature set work	R&V: Continue reading literature set work				
5	R&V: Discuss literature set work (20 mins); LSC: Write sentences in reported speech; discuss & mark answers (20 mins); change statements into questions; discuss & mark answers (20 mins) p. 93	230 Extra Act. 1 230 Extra Act. 1	210 210	Literature set work	R&V: Continue reading literature set work				
Reflection									
Think about and make a note of: What were the strengths and weaknesses of learners' diary entries? What can you do to support any learners who found this writing task difficult? How well did learners manage all the language tasks this week?					Did you cover all the work set for the week? If not, how will you get back on track?				
					HOD/Subject head:		Date:		

Note: On p. 233 of the Learner's Book it is stated that the dialogue that learners write and perform should be 4–6 minutes long. However, it would take too long for each pair to perform for 4–6 minutes in front of the class, so the tracker suggests shortening the dialogue to 2–3 minutes.

Clever English Week 5 – Theme: In top gear									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss literature set work (15 mins); L&S: Listen to the way a text is read & to the content; make notes & use these to answer questions; discuss & mark answers (45 mins) p. 94	232 Act. 1	213–214	Literature set work	R&V: Continue reading literature set work				
2	L&S & W&P: Complete the script of a dialogue & practise it in order to perform for the class (40 mins); L&S: 6 pairs of learners perform for the class (20 mins) p. 94	233 Act. 2	214	Literature set work	R&V: Continue reading literature set work				
3	L&S: Rest of class performs dialogue for the class (60 mins) p. 94 Note: The dialogues can be performed for Term 4 Oral Assessment	233 Act. 2	214	Literature set work	R&V: Continue reading literature set work				
4	R&V: Discuss literature set work (15 mins); learn about features of drama; read an extract from a play; discuss answers to questions on it (40 mins); LSC: Listen to teacher's instructions for homework task (5 mins) p. 94	233–235 Act. 3	214–215		LB p. 242 Act. 9 LSC: Revise punctuation; punctuate a paragraph; write a synonym & an antonym				
5	LSC: Discuss homework (10 mins); R&V: Learn about key features of poems; read a poem & begin to write answers to questions on it (50 mins) p. 94	242 235–237 Act. 4	218 215–216		LB p. 236 Act. 4 R&V: Complete answers to questions on poem				
Reflection									
<p>Think about and make a note of: What impressed you about learners' written and spoken dialogues? What can they improve on? Were you satisfied with the way you taught learners about key features of drama and poetry? Why or why not?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>				
					<p>HOD/Subject head: _____ Date: _____</p>				

Note: The activity for homework on Day 4 and the lesson on Day 5 are taken from Weeks 7–8 and Weeks 9–10 of *Clever English*.

Clever English Week 6 – Theme continued: In top gear									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss & mark homework on poem (20 mins); read & discuss an extract from a novel; begin to write answers to comprehension questions on it (40 mins) p. 94	236 237–238 Act. 5	216 216–217		LB pp. 237–238 Act. 5 R&V: Complete answers to questions				
2	R&V: Discuss & mark homework (20 mins); L&S: Discuss two photographs (5 mins); W&P: Learn about writing journalistic reports & read an example (15 mins); plan & begin writing first draft of an accident report (20 mins) p. 94	238 239 239–240 239–240 Act. 6	217 217 218		LB pp. 239–240 Act.6 W&P: Finish writing first draft of report				
3	W&P: Exchange draft with a partner & give each other feedback; revise, edit, proofread & write final version of accident report (60 mins) p. 94	239–240 Act. 6	218	Literature set work	R&V: Complete reading of literature set work				
4	R&V: Participate in final discussion of literature set work (25 mins); LSC: Revise active & passive voice & write sentences in passive voice ; discuss & mark sentences (20 mins); identify & give reasons for examples of bias (10 mins); R&V: Listen to teacher's instructions for homework revision task on features of novels, plays & short stories (5 mins) p. 94 & p. 95	241–242 Act. 7 242 Act. 8 252 Act. 6	218 218		LB p. 252 R&V: Match the features of literary genres with their explanations				
5	R&V: Discuss & mark homework (10 mins); R&V & W&P & LSC: Prepare for end-of-year examination by discussing the information on summative assessment (50 mins) p. 94 & p. 95	261–263	230–231		Revise for end-of-year examination				
Reflection									
<p>Think about and make a note of: What were the strengths and weaknesses of learners' accident reports? What can you do to help them build on their strengths and overcome their weaknesses? Were you pleased with the ways in which you guided learners through the reading and discussion of this term's literature set work? Why or why not?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>				
					HOD/Subject head:		Date:		



Clever English Weeks 7 & 8 – Preparation for and writing paper of final examination papers

Unit 20 of the Teacher's Guide provides two exemplar papers for Paper 2 (Comprehension, language in context and literature) and two for Paper 3 (Writing). There are memoranda for Paper 2 and rubrics for Paper 3. As none of these papers is included in the Learner's Book, they could be used for end-of-year examination purposes. Alternatively, you could use the examination papers in Section F of this tracker or set your own.

Unit 20 of the Learner's Book is a short final unit that gives 'tips' to learners on preparing for and answering examination questions. The tracker suggests discussing these with learners at the end of Week 6 in preparation for the two papers that they will write during the examination cycle in Weeks 7 and 8.

Your school's examination timetable for Weeks 7 and 8 must include the following:

English Paper 2: Comprehension, language in context and literature (2 hours)

English Paper 3: Writing (1 hour)

(The oral work formally assessed during the year constitutes Paper 1.)

Reflect on the year

Think about and make a note of:

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Have I completed all the work required by CAPS for the year? If not, why not and what could I do to cover all of the work next year?
 2. Has the tracker assisted me to complete the work required by the CAPS? If yes, how has it assisted me? If no, what would help me in the future?
 3. What has pleased me most about my teaching and assessment this year?
 4. What, if anything, has disappointed me about my teaching this year? | <ol style="list-style-type: none"> 5. Has my teaching enabled learners to achieve the expected levels of work in order to be well prepared for the next grade?
 6. What do I need to communicate to the teacher who will teach this group of learners next year?
 7. In future, what aspect of my teaching and assessment practices would I like to develop further? |
|--|---|

HOD/Subject head:

Date:



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

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

Note 2: Be prepared to introduce the literature set work for the term on Day 1.

Note 3: Please note the homework task for each day.

English Today Week 1 – Theme: Growing up									
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	Listen to teacher's feedback on Term 3 Test (15 mins); L&S: Talk with a partner about goals & dreams (5 mins); listen to a text & make notes; use notes in a group discussion (35 mins); listen to teacher's introduction to literature set work (5 mins) p. 92	188 188 Act. 1 & 2	114 114–115	Literature set work	Begin reading literature set work				
2	R&V: Discuss literature set work (15 mins); R&V & LSC: Read a newspaper article & begin to answer comprehension questions & questions on synonyms, antonyms, direct & indirect speech, fact & opinion (45 mins) p. 92	189–191 Act. 3 & 4	115–116		LB pp. 189–191 Act. 3 & 4 R&V & LSC: Complete answers to questions				
3	R&V & LSC: Discuss & mark homework (15 mins); LSC: Revise question forms & write questions; discuss & mark question sentences (15 mins); revise singular, plural, gender & diminutive forms of nouns & use nouns correctly in sentences; discuss & mark answers (15 mins); prepare for homework task by revising gerunds & the fact/opinion distinction (15 mins) p. 92	190–191 191 Act. 5 191 Act. 6 192	116 116 116 117		LB p. 192 Act. 7 LSC: Identify gerunds, facts & opinions in sentences				
4	LSC: Discuss & mark homework (10 mins); W&P: Learn about features of a magazine article; plan & begin first draft of an article (50 mins) p. 92	192 193 Act. 8	117 117–118		LB p. 193 Act. 8 W&P: Complete first draft of magazine article				
5	W&P: Exchange draft with a partner & give each other feedback; revise, edit, proofread & write final version of a magazine article (60 mins) p. 92	193 Act. 8	117–118	Literature set work	R&V: Continue reading literature set work				



Reflection	
<p>Think about and make a note of: How well did learners manage the tasks of making notes and using them in a group discussion? What can you do to support learners who still find it difficult to participate in a group discussion? Were you satisfied with the way you explained the language content of this week's lessons? Why or why not?</p>	<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>
<p>HOD/Subject head: _____ Date: _____</p>	

Note 1: For formal assessment purposes, in order to assess each learner's contribution to the group discussion or report to the class you will need to move around the class, making notes while you listen.

Note 2: If your class does not have copies of the Core Reader, for homework on Days 1 and 2 ask learners to continue reading the literature set work and then discuss what they have read for a few minutes at the beginning of the lesson on Day 3.

English Today Week 2 – Theme continued: Growing up								
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class		
						Date completed		
1	L&S: In groups of three, participate in a discussion, agree on a topic & briefly report the agreement to the class (55 mins) Note: Participation in a group discussion can be assessed for Term 4 Formal Assessment Task 1 R&V: Listen to teacher's introduction to a <i>Just like me</i> CR pp. 69–74 (5 mins) p. 92	193–194 Act. 9	118	<i>Just like me</i> CR pp. 69–74	R&V: Begin reading <i>Just like me</i> CR pp. 69–74			
2	R&V: Learn about multimodal texts; read a multimodal text; write answers to questions on it; discuss & mark answers (40–45 mins); LSC: Revise the formation of plural nouns & correct errors in misspelled nouns; discuss & mark answers (15–20 mins) p. 92	194–196 Act. 11 & 12 194 Act. 10	119 119	<i>Just Like Me</i> CR pp. 69–74	R&V: Finish reading <i>Just Like Me</i> CR pp. 69–74 & prepare to answer questions on it			





Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
3	R&V: Discuss <i>Just like me</i> CR pp. 69–74 (20 mins); R&V & W&P: Revise summary writing; write a summary; discuss & mark a summary (40 mins) p. 92	196 Act. 13	164–165 120	Literature set work	R&V: Continue reading literature set work					
4	R&V: Discuss literature set work (10 mins); learn about theme & message in poetry; listen to & read a poem; write answers to questions on its features (Q 1–3); discuss & mark answers (50 mins) p. 92	196–197 Act. 14 & 15	120–121	Literature set work	R&V: Continue reading literature set work					
5	R&V: Discuss literature set work (15 mins); read a short article; answer comprehension questions on it & write a three point summary ; discuss & mark answers (45 mins) p. 92	198 Revision	121 121	Literature set work	R&V: Continue reading literature set work					
Reflection										
<p>Think about and make a note of: How well did learners manage the task of reading a multimodal text? Were you satisfied with what you did to assist any learners who found this task difficult? Why or why not?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					HOD/Subject head:		Date:			



Note: The reading homework for Day 5 this week and for Days 1 & 2 in Week 4 is quite a long play from the Core Reader. If your class does not have copies of the reader, ask learners to continue reading the literature set work, and plan some activities on it for the first part of the lesson on Day 3 in Week 4.

English Today Week 3 – Theme: Boarding school									
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	L&S: With a partner, talk about a photograph (5 mins); R&V: Learn about voice & characters in a short story; read an extract from a short story; (40–45 mins) R&V & LSC: Begin to write answers to comprehension & language questions on the extract (10–15 mins) p. 93	200 200–202 Act. 1 & 2	123 123		LB pp. 200–202 Act. 1 & 2 R&V & LSC: Complete answers to comprehension & language questions				
2	R&V & LSC: Discuss & mark homework (15 mins); LSC: Revise pronouns & punctuation in direct speech; write sentences in direct speech; discuss & mark answers (20 mins); learn a spelling pattern (5 mins); learn about & use relative pronouns correctly in sentences; discuss & mark answers (20 mins) p. 93	202 202 Act. 3 202 203 Act. 4	123–124 124 124	Literature set work	R&V: Continue reading literature set work				
3	R&V: Discuss literature set work (10 mins); R&V & LSC: Read an advice column & identify facts, opinions & ambiguity in the column; answer questions on a graphic in the column; discuss & mark answers (50 mins) p. 93	203–205 Act. 5 & 6	125–126		LB pp. 204–205 Act. 7 R&V & W&P: Write a point form summary of the column				
4	R&V & W&P: Discuss & mark homework (10 mins); LSC: Learn about subjunctive, imperative & indicative moods of verbs; identify examples in the advice column; discuss & mark answers (20 mins); L&S: Participate in a group discussion & reach consensus on the group's views on a topic (30 mins) p. 93	205 205 Act. 8 206 Act. 9	126 126 126–127	Literature set work	R&V: Continue reading literature set work				
5	R&V: Discuss literature set work (10 mins); L&S: Participate in a class debate (45 mins); R&V: Listen to teacher's introduction to a play (5 mins) p. 93	206 Act. 10	127	<i>Lungile</i> CR pp. 32–54	R&V: Begin reading <i>Lungile</i> CR pp. 32–54				
Reflection									
Think about and make a note of: Were you satisfied with the guidance you gave learners for the various language activities this week? Why or why not? How well did learners manage the activities of identifying fact and opinion and of understanding a graphic? What can you do to assist any learners who found these activities difficult?					Did you cover all the work set for the week? If not, how will you get back on track?				
					HOD/Subject head:			Date:	

Note: For the main classwork activity on Day 4 you will need to make copies of Worksheet 18 from the photocopiable *English Today Worksheet Book*. If you are unable to make copies, you could write the questions from the workbook on your chalkboard.

English Today Week 4 – Theme continued: Boarding school									
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	W&P: Learn about diary entries; plan & write first draft of diary entry (60 mins) p. 93	207 Act. 11	127	<i>Lungile</i> CR pp. 32–54	R&V: Continue reading <i>Lungile</i> CR pp. 32–54				
2	W&P: Exchange draft diary entry with a partner & give each other feedback; revise, edit, proofread & write final version of diary entry (60 mins) p. 93	207 Act. 11	127	<i>Lungile</i> CR pp. 32–54	R&V: Finish reading <i>Lungile</i> CR pp. 32–54 & prepare to answer questions				
3	R&V: Discuss question on <i>Lungile</i> CR pp. 32–54 (20 mins); learn about messages in poems; read a poem & begin to write answers to questions on its message & on sound devices & rhyme in it (40 mins) p. 93	208–209 Act. 12	163–164 127–128		LB pp. 208–209 Act. 12 & 13 R&V: Complete answers to questions				
4	R&V: Discuss & mark homework (15 mins); R&V & LSC: Revise alliteration & assonance & write answers to poetry worksheet ; discuss & mark answers (45 mins) p. 93	209 <i>Worksheet Book</i> Worksheet 18	127–128 <i>Worksheet Book</i> p. 30	Literature set work	R&V: Continue reading literature set work				
5	R&V: Discuss literature set work (15 mins); read an extract from a short story & write answers to comprehension & language questions ; discuss & mark answers (45 mins) p. 93	210 Revision	128	Literature set work	R&V: Continue reading literature set work				
Reflection									
Think about and make a note of: What were the strengths and weaknesses of learners' diary entries? What can you do to help them build on the strengths and overcome the weaknesses? How are learners responding to the literature set work?					Did you cover all the work set for the week? If not, how will you get back on track?				
					HOD/Subject head:		Date:		

English Today Week 5 – Theme: Take charge of your future

Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss literature set work (10 mins); L&S: With a partner, talk about a photograph (5 mins); listen to an interview, make notes & use them to answer questions; discuss & mark answers (45 mins) p. 94	211–212 212–213 Act. 1 & 2	130 130–131	Literature set work	R&V: Continue reading literature set work					
2	L&S: In pairs prepare & practise a 2–3 minute dialogue (30 mins); 10 pairs present dialogue to class (30 mins) p. 94 Note: The presentation of the dialogues can be assessed for Term 4 Formal Assessment Task 1	213 Act. 3	131–132	Literature set work	R&V: Continue reading literature set work					
3	L&S: Rest of class presents dialogue to class; whole class discusses the dialogues (55 mins); LSC: Listen to teacher's instructions for homework task (5 mins) p. 94	213 Act. 3	131–132		LB p. 214 Act. 4 LSC: Revise relative pronouns & use them in sentences					
4	LSC: Discuss & mark homework (5 mins); R&V & L&S: Learn about plot in drama; read aloud, with sound effects, an extract from a radio play; write answers to questions on setting, conflict, climax & resolution; discuss & mark answers (55 mins) p. 94	214 214–216 Act. 5 & 6	132 132–133	Literature set work	R&V: Continue reading literature set work					
5	R&V: Discuss literature set work (10 mins); LSC: Identify topic & supporting sentences in a paragraph; discuss & mark answers (20 mins); R&V: Read an interview & make inferences while reading; after reading begin to answer comprehension & language questions (30 mins) p. 94	216 Act. 7 217–218 Act. 8	133–134 134		LB pp. 217–218 Act. 8 R&V: Complete answers to comprehension & language questions					
Reflection										
<p>Think about and make a note of: What impressed you about learners' dialogues? What can you help them to improve on when writing and presenting a dialogue? Were you pleased with the way you introduced learners to features of the radio drama? Why or why not?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					HOD/Subject head:		Date:			

Note: The content and activities for most of the lesson on Day 4 are taken from Weeks 7 & 8 of the Learner's Book. The content for homework on Day 4 and for the lesson on Day 5 are from the end-of-year examination exemplars in the Learner's Book.

English Today Week 6 – Theme continued: Take charge of your future									
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss & mark homework (15 mins); R&V & LSC: Learn about bias & prejudice & complete an activity while reading a poem; discuss answers to activity (25 mins); begin to write answers to questions on the poem (20 mins) p. 94	218 219–220 Act. 9 & 10	134 135		LB pp. 219–220 Act. 10 R&V & LSC: Complete answers to questions on poem				
2	R&V & LSC: Discuss & mark homework (15 mins); W&P: Learn about features of a journalistic report; plan & begin to write first draft of a journalistic report (45 mins) p. 94	220 220–221 Act. 11	135 135–136		LB pp. 220–221 Act. 11 W&P: Complete first draft of report				
3	W&P: Exchange draft report with a partner & give each other feedback; revise, edit, proofread & write final version of report (55 mins); R&V: Listen to teacher's instructions for homework task (5 mins) p. 94	220–221 Act. 11	135–136		R&V: Complete reading of literature set work				
4	R&V: Participate in final discussion of literature set work (20 mins); W&P: Revise essay planning & writing; revise writing transactional texts (40 mins) p. 95	229–232	142–144		LB pp. 235–240 R&V & W&P & LSC: Read examples of examination papers & note questions to ask teacher				
5	R&V & W&P & LSC: Discuss examples of end-of-year examination papers (60 minutes) p. 95	235–240	186–197						
Reflection									
<p>Think about and make a note of: What were the strengths and weaknesses of learners' journalistic reports? What can you do to help learners build on the strengths and overcome the weaknesses? Were you pleased with the ways in which you guided learners through the reading and discussion of this term's literature set work? Why or why not?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>				
					HOD/Subject head:		Date:		

English Today Weeks 7 & 8

On pp. 186–196 of the Teacher’s Guide there is one example of a comprehension, language and literature paper and one example of a writing paper, each with a memorandum. These could be used for the end-of-year examination. Alternatively, you could use the examination papers in Section F of this tracker or set your own.

Your school’s examination timetable for weeks 7 and 8 must include the following:

English Paper 2: Comprehension, Language and Literature (2 hours)

English Paper 3: Writing (1 hour)

(The oral work formally assessed during the year constitutes Paper 1.)

Reflect on the year

Think about and make a note of:

1. Have I completed all the work required by CAPS for the year? If not, why not and what could I do to cover all of the work next year?
2. Has the tracker assisted me to complete the work required by the CAPS? If yes, how has it assisted me? If no, what would help me in the future?
3. What has pleased me most about my teaching and assessment this year?
4. What, if anything, has disappointed me about my teaching this year?
5. Has my teaching enabled learners to achieve the expected levels of work in order to be well prepared for the next grade?
6. What do I need to communicate to the teacher who will teach this group of learners next year?
7. In future, what aspect of my teaching and assessment practices would I like to develop further?

HOD/Subject head:

Date:

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

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

Note 2: Please note the homework task for each day.

Interactive English Week 1 – Theme: Fear!									
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	Listen to teacher's feedback on Term 3 Test (20 mins); L&S: Participate in a group discussion about fears (20 mins); L&S & R&V: Revise how to conduct a group discussion; read a magazine article & begin to think about answers to questions on it (20 mins) p. 92	268 Act. 1 270 269–270 Act. 1	159 159		LB pp. 269–270 L&S & R&V: Think about answers to Act. 1 B & C in preparation for group discussion				
2	L&S: Discuss answers in a group (20 mins); R&V & L&S: In the same group, read a second article & discuss it; compare & contrast it with the first article; draw up a table & discuss it (35 mins); R&V: Listen to teacher's introduction to literature set work (5 mins) p. 92	269–270 270–271 Act. 1	159 159–160	Literature set work	R&V: Begin reading literature set work				
3	R&V: Discuss literature set work (10 mins); read a cover blurb & review of a teen novel & participate in a class discussion of questions on these (30 mins); L&S: Listen to an extract from a teen novel & make notes of main & supporting ideas (20 mins) p. 92	271 Act. 2 272 Act. 2	160 161		LB p. 272 Act. 2 L&S: Use notes to write answers to questions				
4	L&S: Discuss & mark homework (20 mins); R&V: Skim, scan & read in detail a newspaper article; discuss answers to class work questions & note individual work for homework (40 mins) p. 92	272 273–274 Act. 3	162 163		LB pp. 273–274 Act. 3 R&V: Write answers to Act. 3 A & B under individual work				
5	R&V: Discuss & mark homework (15 mins); learn about narrative poetry; read a narrative poem & note its structure; answer questions on features of the poem (45 mins) p. 92	274 275–276 Act. 4	163 163–164	Literature set work	R&V: Continue reading literature set work				

Reflection

Think about and make a note of: What were the strengths and weaknesses of learners' journalistic reports? What can you do to help learners build on the strengths and overcome the weaknesses? Were you pleased with the ways in which you guided learners through the reading and discussion of this term's literature set work? Why or why not?

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

HOD/Subject head:

Date:

Note 1: On pp. 280–282 in the Learner's Book there are many different activities on direct and indirect (reported) speech. Choose the ones that you think will most benefit the learners in your class.

Note 2: If your class does not have copies of the Core Reader, for homework on Day 3 ask learners to continue reading the literature set work, and then discuss what they have read at the beginning of the lesson on Day 4.

Interactive English Week 2 – Theme continued: Fear!

Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss literature set work (10–15 mins); LSC: Complete a table about gendered nouns; find examples of direct speech in a narrative poem; revise indirect (reported) speech & write sentences in indirect speech; discuss & mark answers to each activity (45–50 mins) p. 92	277 277 277	164	Literature set work	R&V: Continue reading literature set work					
2	L&S: Participate in a further discussion about fears (5 mins); skim, scan & read in detail a magazine article; in a group identify fact & opinion in the article & make a point form summary (55 mins) p. 92	278 Act. 5 278–279 Act. 5	164–165		LB p. 278–279 Act. 5 R&V & W&P: Use the point form summary to write a paragraph summary					



Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
3	R&V & W&P: Discuss & mark homework (10 mins); LSC: Complete a quiz on a spelling pattern & discuss words with this pattern (10 mins); revise direct & indirect (reported) speech & do activities as directed by teacher ; discuss & mark answers (35 mins); listen to teacher's introduction to a poem (5 mins) p. 92	278 280 Act. 6 280–282 Act. 7	165 165 166–167	<i>I'm not afraid of the dark</i> CR p. 109	R&V: Read <i>I'm not afraid of the dark</i> CR p. 109 & be prepared to answer questions on it					
4	R&V: Discuss questions on poem (10–15 mins); W&P: Learn about the features of newspaper articles; plan & begin to write first draft of a newspaper article (45–50 mins) p. 92	282–284 Act. 8	Part III 7 & 167		LB pp. 282–282 Act. 8 W&P: Complete first draft of newspaper article					
5	W&P: Exchange draft article with a partner & give each other feedback; revise, edit, proofread & write final version of article (55 mins); LSC: Listen to teacher's instructions for homework task (5 mins) p. 92	282–284 Act. 8	167		LB p. 284 Act. 9 LSC: Revise the apostrophe & use it correctly in phrases					
Reflection										
<p>Think about and make a note of: Were you pleased with the guidance you gave learners in identifying the difference between facts and opinions? Why or why not? What were the strengths and weaknesses of learners' newspaper articles? What can you do to help them build on the strengths and overcome the weaknesses?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					HOD/Subject head:		Date:			





Interactive English Week 3 – Theme: Surprise!									
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	LSC: Discuss & mark homework (5–10 mins); L&S: In groups of five discuss a photograph & make up a 2–3 min news story about it to present on television; present the story to the class (55–55 mins) p. 93 Note: the group discussion/presentation can be assessed for Term 4 Formal Assessment Task 1	284 286–287 Act. 1	168 170	Literature set work	R&V: Continue reading literature set work				
2	R&V: Discuss literature set work (10 mins); L&S: Five learners role play a panel discussion; rest of the class listens; after the role play, whole class discusses questions on attitudes & positions expressed by the speakers (30 mins); in groups of six (three proposers & three opposers) begin preparing arguments for a debate (20 mins) p. 93	287–290 Act. 2	170		LB p. 290 Act. 2 L&S: Prepare & practise contribution to the debate				
3	L&S: In groups of six, participate in a short formal debate (60 mins) p. 93 Note: If the class is small enough for the teacher to assess each learner’s contribution to a group’s debate, this task can be assessed for Term 4 Formal Assessment Task 1	290 Act. 2	170	Literature set work	R&V: Continue reading literature set work				
4	R&V: Discuss literature set work (10 mins); read the front & back covers of a teen novel & answer pre-reading questions on these covers (20 mins); read an extract from the novel & begin to write answers to questions on it (instead of group work talk) (30 mins) p. 93	291 Act. 3	171 171		LB pp. 292–293 Act. 3 R&V: Complete answers to questions on an extract from a novel				
5	R&V: Discuss & mark homework (15 mins); read a poem & participate in a class discussion of questions on it (40 mins); listen to teacher’s instructions for homework task (5 mins) p. 93	293 293–294 Act. 4	172		LB pp. 294–295 Act. 4 R&V: Write answers to questions 1–5 on p. 295 (instead of pair work)				
Reflection									
Think about and make a note of: Learners engaged in several oral activities this week. How well did they manage these? What can you do to support learners who find it difficult to participate in group discussions?					Did you cover all the work set for the week? If not, how will you get back on track?				
					HOD/Subject head:			Date:	



Note: If your class does not have copies of the Core Reader, for homework on Day 4 and for the whole of the lesson on Day 5, ask learners to read and do activities from the literature set work.

Interactive English Week 4 – Theme continued: Surprise!									
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss & mark homework on poem (15 mins); skim, scan & read in detail an information text; write answers to questions on it; discuss & mark answers (45 mins) p. 93	295 295–296 Act. 5	172 172–173		LB pp. 295–296 Act. 5 R&V & W&P: Write a summary of the information text in paragraph form				
2	R&V & W&P: Discuss & mark summary (15 mins); LSC: Learn a spelling pattern & use words with this pattern to complete a crossword (25 mins); learn about the moods of verbs & write sentences using each mood (20 mins) p. 93	296 296–297 Act. 6 297 Act. 6	173 173–174 174	Literature set work	R&V: Continue reading literature set work				
3	R&V: Discuss literature set work (10 mins); LSC: Revise active & passive voice; write sentences in passive voice; discuss & mark sentences (35 mins); W&P: Learn about features of diary entries & plan a diary entry (15 mins) p. 93	298 Act. 7 299–300 Act. 8	174–175 175		LB pp. 299–300 Act. 8 W&P: Write first draft of a diary entry				
4	W&P: Exchange draft diary entry with a partner & give each other feedback; revise, edit, proofread & write final version of diary entry article (55 mins); R&V: Listen to teacher's introduction to <i>A surprise parcel</i> CR p. 108 (5 mins) p. 93	299–300 Act. 8	175–176	<i>A surprise parcel</i> CR p. 108	R&V: Read <i>A surprise parcel</i> CR p. 108 & write answers to the questions under it				
5	R&V: Discuss & mark answers to questions on <i>A surprise parcel</i> CR p. 108 (20 mins); read & discuss literature set work (40 mins)			Literature set work	R&V: Continue reading literature set work				
Reflection									
<p>Think about and make a note of: Were you satisfied with the way you explained the language sections (moods of the verb; active & passive voice) of this week's work? Why or why not? What were the strengths and weaknesses of learners' diary entries? How could you assist learners to build on the strengths and overcome the weaknesses?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>				
					HOD/Subject head:		Date:		



Interactive English Week 5 – Theme: Wonder!									
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss literature set work (10 mins); L&S & R&V: Listen to & read a script; discuss questions about the way the script is read, the information and the message (45 mins); LSC: Listen to teacher's instructions for homework task (5 mins) p. 94	302–303 Act. 1	178		LB p. 305 Act. 2 LSC: In the glossary, match words and meanings				
2	LSC: Discuss & mark homework (10 mins); use vocabulary to complete sentences in a description ; discuss & mark answers (20 mins); L&S: Learn how to structure a dialogue; in groups of four plan & practise a 3–4 minute dialogue to present to the class (30 mins) p. 94	305 304 Act. 2 305–306 Act. 2	179 178 179	Literature set work	R&V: Continue reading literature set work				
3	L&S: Each group of four presents a dialogue to the class (60 mins) p. 94 Note: The dialogue can be presented for Term 4 Formal Assessment Task 1	305–306 Act. 2	179 Rubric xxix	Literature set work	R&V: Continue reading literature set work				
4	R&V: Discuss literature set work (10 mins); read a play & discuss its structure, setting, plot & use of personification (45 mins); listen to teacher's instructions for homework task (5 mins) p. 94	306–309 Act. 3	179–180		LB p. 309 Act. 3 R&V & W&P: Write a paragraph about the play				
5	R&V & W&P: In groups of three, read homework paragraphs to each other (5–10 mins); R&V: Read two short poems & discuss their structure & other questions about them (30–35 mins); read a sonnet & begin to write answers to Q 1–6 under the heading Class work p. 94	309 310–311 Act. 4 311	180–181 181		LB p. 311 Act. 4 R&V: Complete answers to Q 1–6 (under heading Class work)				
Reflection									
Think about and make a note of: What impressed you about learners' dialogues? What can you help them to improve on? Were you pleased with the way you guided learners to understand three different forms of poetry? Why or why not?					Did you cover all the work set for the week? If not, how will you get back on track?				
					HOD/Subject head:		Date:		



Note: The examples of examination papers to be used for homework on Day 4 and for class discussion on Day 5 are found on the final pages of the Learner's Book. They are listed as November Examinations pp. 1–4.

Interactive English Week 6 – Theme continued: Wonder!									
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss & mark homework (10 mins); in a group discuss more questions on a sonnet (30 mins); read an extract from an interview conducted via email; answer questions about email & vocabulary used in the interview (20 mins) p. 94	311 312 Act. 4 312–314 Act.5	182 182 182		LB p. 315 Act. 5 R&V: Write answers to Q A, 1–10				
2	R&V: Discuss & mark homework (10 mins); R&V & LSC: Write answers to questions on an interview (under B, C & D); discuss & mark answers (45 mins); R&V: Listen to teacher's instructions for homework (5 mins) p. 94	315 315 Act. 5	182–183		R&V: Complete reading of literature set work				
3	R&V: Participate in final discussion of literature set work (20 mins); LSC: Complete language activities on nouns and pronouns ; discuss & mark answers (30 mins); W&P: Learn about features of a journalistic report (10 mins) p. 94	316–318 Act. 6 & 7	183–185		LB pp. 319–320 Act. 8 W&P: Write first draft of a journalistic report				
4	W&P: Exchange draft report with a partner & give each other feedback; revise, edit, proofread & write final version of journalistic report (55 mins); R&V & W&P & LSC: Listen to teacher's instructions for homework task (5 mins) p. 94	318 319–320 Act. 8	185 186		R&V & W&P & LSC: Read examples of November examination papers & note questions to ask teacher				
5	R&V & W&P & LSC: Discuss examples of end-of-year examination papers (60 mins) p. 95		195		R&V & W&P & LSC: Revise for end-of-year examinations				
Reflection									
<p>Think about and make a note of: Were you satisfied with the way you introduced learners to features of a journalistic report? Why or why not? Were you pleased with the ways in which you guided learners through the reading and discussion of this term's literature set work? Why or why not?</p>				<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
				HOD/Subject head:		Date:			

Interactive English Weeks 7 & 8

In a section at the back of the Teacher's Guide titled November Examinations there are two examples of comprehension, language and literature papers and two examples of writing papers, each with a memorandum. These could be used for the end-of-year examination. Alternatively, you could use the examination papers in Section F of this tracker or set your own.

Your school's examination timetable for weeks 7 and 8 must include the following:

English Paper 2: Comprehension, Language and Literature (2 hours)

English Paper 3: Writing (1 hour)

(The oral work formally assessed during the year constitutes Paper 1.)

Reflect on the year

Think about and make a note of:

- | | |
|---|---|
| <ol style="list-style-type: none">1. Have I completed all the work required by CAPS for the year? If not, why not and what could I do to cover all of the work next year?2. Has the tracker assisted me to complete the work required by the CAPS? If yes, how has it assisted me? If no, what would help me in the future?3. What has pleased me most about my teaching and assessment this year?4. What, if anything, has disappointed me about my teaching this year? | <ol style="list-style-type: none">5. Has my teaching enabled learners to achieve the expected levels of work in order to be well prepared for the next grade?6. What do I need to communicate to the teacher who will teach this group of learners next year?7. In future, what aspect of my teaching and assessment practices would I like to develop further? |
|---|---|

HOD/Subject head:

Date:

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

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

Note 2: There is an error in the heading on p. 198 of the Learner's Book. It should read 'Listen to an extract from an autobiography' (not a novel).

Note 3: Please note the homework task for each day.

Platinum English Week 1 – Theme: Memories									
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	Listen to teacher's feedback on Term 3 Test (20 mins); L&S: With a partner, discuss questions on a photograph (5 mins); do pre- and during-reading activities on an extract from an autobiography & discuss answers; begin answering post-reading comprehension questions (35 mins) p. 92	192 Act. 1 192–193 Act. 2 193–194 Act. 2	144 144–145		LB pp. 193–194 Act. 2 R&V: Complete answers to post-reading questions				
2	R&V: Discuss & mark homework (15 mins); read a magazine article & answer questions on text features, sequencing, language use & content; discuss & mark answers (45 mins) p. 92	193–194 195–196 Act. 3	145–146 146–147		LB p. 194 LSC: Complete <i>Work with words</i> activity on antonyms/ synonyms				
3	LSC: Discuss & mark homework (5 mins); L&S: In groups of four, participate in a group discussion of two questions (15–20 mins); report answers to the class (20–30 mins); R&V: Listen to teacher's introduction to literature set work (5 mins) p. 92 Note: The group discussion and reporting to the class can be assessed for Term 4 Formal Assessment Task 1.	194 197 Act. 4	145 147	Literature set work	R&V: Begin reading literature set work				
4	R&V: Discuss literature set work (10 mins); LSC: Learn about gerunds; identify them in sentences; discuss & mark answers (15 mins); listen to an extract from an autobiography; make notes & use them to answer questions on the extract; discuss & mark answers (35 mins) p. 92	197 198 Act. 5	147 148		LB p. 198 LSC: Complete the <i>Work with sentences</i> activity on writing sentences in direct speech				
5	LSC: Discuss & mark homework (10–15 mins); R&V & W&P: Read an extract from an internet article; make notes under headings; use notes to write a summary; discuss & mark summary (45–50 mins) p. 92	199 Act. 6	149	Literature set work	R&V: Continue reading literature set work				

Reflection

Think about and make a note of: How well did learners manage the reading comprehension tasks this week? What can you do to assist any learners who found the texts and the tasks difficult? Were you pleased with the way you introduced the literature set work/Why or why not?

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

HOD/Subject head:

Date:

Platinum English Week 2 – Theme continued: Memories

Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss literature set work (10 mins); read a song/poem & write answers to questions on mood, punctuation, figures of speech & message; discuss & mark answers (50 mins) p. 92	200–201 Act. 7	149–150		LB p. 202 Act. 8 LSC: Revise plural nouns & complete two activities based on them					
2	LSC: Discuss & mark homework (5 mins); learn about diminutive forms of nouns & answer questions on them; discuss & mark answers (20 mins); LSC & L&S: Talk about & use short and long sentences (20 mins); LSC: Learn about ambiguity in headlines & begin to write ambiguous headlines correctly (15 mins) p. 92	202 202–203 Act. 9 203 Act. 10 204 Act. 11	151 151 151 152		LB p. 204 Act. 11 LSC: Write ambiguous headlines correctly					
3	LSC: Discuss & mark homework (15 mins); W&P: Plan & begin first draft of a magazine article (45 mins) p. 92	204 205 Act. 12	152 152–153		LB p. 205 Act. 112 W&P: Complete first draft of magazine article					



Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
4	W&P: Exchange draft article with a partner & give each other feedback; revise, edit, proofread & write final version of article (55 mins); R&V: Listen to teacher's instructions for homework task (5 mins) p. 92	205 Act. 12	152–153		Extension and Remediation <i>Worksheet Book</i> Chapter 15 Worksheet B R&V: Read a further extract from an autobiography & think about answers to questions					
5	R&V: Discuss extract and answers to questions (20 mins); LSC: Complete revision activities 1–3; discuss & mark answers (40 mins)	206 Revision	243 153		LB p. 206 LSC: Use prefixes & suffixes to change the meaning of words p.92					
Reflection										
<p>Think about and make a note of: Were you satisfied with the way you taught learners about ambiguity? How well did they manage the task of rewriting ambiguous headlines? What impressed you about learners' magazine articles about memories? What can you do to help them improve their writing?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					HOD/Subject head:		Date:			



Platinum English Week 3 – Theme: Night skies

Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	LSC: Discuss & mark homework (5 mins); L&S: In a small group, talk about a photograph (5 mins); R&V: Do pre-, during- & post-reading activities on an information text with words & visuals ; discuss & mark answers (50 mins) p. 93	206 207–208 Act. 1 208–211 Act. 2	154–155 156–157		LB p. 209 LSC: Identify facts & opinions in sentences					
2	LSC: Discuss & mark homework (5–10 mins); R&V & W&P: Revise summary writing; write a summary of part of the information text ; discuss & mark summary (50–55 mins) p. 93	209 209 Act. 3	157 157	Literature set work	R&V: Continue reading literature set work					
3	L&S: Learn about debates & their structure; work in a team to plan, practise & present your team’s arguments; participate in an after-debate discussion to reach consensus on the topic (60 mins) p. 93	212–213 Act.4	158	Literature set work	R&V: Continue reading literature set work					
4	R&V: Discuss literature set work (15 mins); R&V: Do pre-, during- & post-reading activities on a poem, noting structure & use of figurative language ; discuss & mark answers (45 mins) p. 93	214–215 Act. 5	158–159		LB p. 215 LSC: Write sentences using the correct personal or relative pronouns					
5	LSC: Discuss & mark homework (10 mins); R&V: Learn about traditional folktales; read a folktale & answer questions on characters, setting & plot ; discuss & mark answers (50 mins) p. 93	215 216–218 Act. 6	160 160–161		LB p. 218 LSC: Write compare & contrast sentences; write sentences in reported speech					
Reflection										
<p>Think about and make a note of: Were you satisfied with the way in which you assisted learners to understand the structure and procedures for debating? Why or why not? This week learners read texts in three different genres (information, poem, folktale). What did you notice about their responses to each genre?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					HOD/Subject head:		Date:			

Note 1: If your class does not have copies of the Core Reader, for homework on Days 1 and 3 ask learners to continue reading the literature set work. You will need to prepare some activities based on the set work for the first part of the lesson on Day 4.

Note 2: Make copies of Worksheet 16 B from the *Extension and Remediation Worksheet Book* for use on Day 5 OR, if you cannot make copies, write some of the activities on the chalkboard for learners to work with.

Platinum English Week 4 – Theme continued: Night skies										
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	LSC: Discuss & mark homework (10 mins); learn about & use the imperative & subjunctive moods of verbs ; discuss & mark answers to questions (45 mins); R&V: Listen to teacher's introduction to a short story (5 mins) p. 93	218 219–220 Act. 7 & 8	161 161–162	<i>They sold my sister</i> CR pp. 27–33	R&V: Begin reading <i>They sold my sister</i> CR pp. 27–33					
2	W&P: Learn about diary entries; discuss a scary event with a partner; plan & begin first draft of a diary entry about this event (60 mins) p. 93	221 Act. 9	163		LB p. 221 Act. 9 W&P: Complete first draft of diary entry					
3	W&P: Exchange draft diary entry with a partner & give each other feedback; revise, edit, proofread & write final version of diary entry (60 mins) p. 93	221 Act. 9	163	<i>They sold my sister</i> CR pp. 27–33	R&V: Finish reading <i>They sold my sister</i> CR pp. 27–33 & think about answers to questions on pp. 32–33					
4	R&V: Discuss questions on short story (30 mins); LSC: Complete revision tasks on figures of speech, vocabulary, subjunctive & imperative mood (30 mins) p. 93	222 Revision page	219 164	Literature set work	R&V: Continue reading literature set work					
5	LSC: Discuss & mark language work from Day 4 (15 mins); revise conjunctions by using them in sentences ; discuss & mark answers (15 mins); R&V: Do activities on literature set work OR complete Chapter 16 Worksheet B & discuss answers (30 mins) p. 93	164 164 Worksheet 16B in <i>Worksheet Book</i>	244	Literature set work	R&V: Continue reading literature set work					
Reflection										
Think about and make a note of: What were the strengths and weaknesses of learners' diary entries? What can you do to help them build on the strengths and overcome the weaknesses? Were you pleased with the way in which you assisted learners to understand and correctly use the imperative and subjunctive moods of verbs? Why or why not?					Did you cover all the work set for the week? If not, how will you get back on track?					
					HOD/Subject head:			Date:		



Platinum English Week 5 – Theme: Precious things									
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss literature set work (10 mins); L&S: Discuss a photograph with a partner (5–10 mins); while listening to a plot summary of a play, correct errors in statements about it; after listening, discuss questions about the summary (40–45 mins) p. 94	223–224 Act. 1 224–225 Act. 2	165–166 167	Literature set work	R&V: Continue reading literature set work				
2	R&V & L&S: In groups of three, read aloud an extract from a play, noting punctuation & thinking about characters’ feelings; after reading, write answers to comprehension questions; discuss & mark answers (60 mins) p. 94	225–227 Act. 3	168–169		LB p. 227 LSC: Write answers to tasks in <i>Work with words & Work with sentences</i>				
3	LSC: Discuss & mark homework (10 mins); W&P: Learn about news reports, plan & begin first draft of a news report (50 mins) p. 94	227 227–228 Act. 4	168–169 169–170		LB pp. 227–228 Act. 4 W&P: Complete first draft of news report				
4	W&P: Exchange draft news report with a partner & give each other feedback; revise, edit, proofread & write final version of news report; describe photograph to accompany report (60 mins) p. 94	227–228 Act. 4	169–170	Literature set work	R&V: Continue reading literature set work				
5	R&V: Discuss literature set work (15 mins); L&S & W&P: In groups of four, plan & write a 4–6 minute dialogue for another scene in the play; practise the dialogue (45 mins) p. 94	228 Act. 5	170–171	Literature set work	R&V: Continue reading literature set work				
Reflection									
<p>Think about and make a note of: How well did learners read aloud from the play? What can you do to support learners who find it difficult to read aloud? What were the strengths and weaknesses of learners’ news reports? What can you do to help them build on the strengths and overcome the weaknesses?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>				
					HOD/Subject head:		Date:		



Note: The content and activity for part of the lesson on Day 4 come from Weeks 7–8 in the Learner’s Book, and the homework for Day 4 and the lesson on Day 5 are based on examples of examination papers in the Learner’s Book.

Platinum English Week 6 – Theme continued: Precious things									
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	L&S: In groups, perform the dialogue for the class (60 minutes) p. 94 Note: The dialogue can be performed for Term 4 Formal Assessment Task 1	228 Act. 4	Rubric xxxiv	Literature set work	R&V: Continue reading literature set work				
2	R&V: Discuss literature set work (15 mins); LSC: Learn about & use personal pronouns & relative pronouns ; discuss & mark sentences (40 mins); listen to teacher’s instructions for homework task (5 mins) p. 94	229 Act. 6	171		R&V: Complete reading of literature set work				
3	R&V: Participate in final discussion of literature set work (20–25 mins); read a poem & begin to write answers to questions on it (30–35 mins) p. 94	230–231 Act. 7	172		LB pp. 230–231 Act. 7 R&V: Complete answers to questions on poem				
4	R&V: Discuss & mark homework (15 mins); LSC: Write answers to <i>Work with words</i> & <i>Work with sentences</i> on antonyms, synonyms, definitions & punctuation ; discuss & mark answers (20 mins); W&P: Revise essay writing & transactional writing (20 mins); R&V & W&P & LSC: Listen to teacher’s instructions for homework task (5 mins) p. 94 & p. 95	230–231 231 241–243	172 172–173 179–180		LB pp. 246–249 R&V & W&P & LSC: Read examples of November examination papers & note questions to ask teacher				
5	R&V & W&P & LSC: Discuss examples of end-of-year examination papers p. 95				R&V & W&P & LSC: Revise for end-of-year examinations				
Reflection									
<p>Think about and make a note of: What impressed you about learners’ dialogues? How can they improve on their dialogues, and what can you do to assist them? Were you pleased with the ways in which you guided learners through the reading and discussion of this term’s literature set work? Why or why not?</p>			<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>						
			HOD/Subject head:			Date:			

Platinum English Weeks 7 & 8

On pp. 246–248 of the Learner’s Book there are examples of papers that can be used for revision and examination preparation purposes. On pp. 194–199 of the Teacher’s Guide there is one example of a comprehension, language and literature paper and one example of a writing paper, each with a memorandum. These could be used for the end-of-year examination. Alternatively, you could use the examination papers in Section F of this Tracker or set your own.

Your school’s examination timetable for weeks 7 and 8 must include the following:

English Paper 2: Comprehension, Language and Literature (2 hours)

English Paper 3: Writing (1 hour)

(The oral work formally assessed during the year constitutes Paper 1.)

Reflect on the year

Think about and make a note of:

1. Have I completed all the work required by CAPS for the year? If not, why not and what could I do to cover all of the work next year?
2. Has the tracker assisted me to complete the work required by the CAPS? If yes, how has it assisted me? If no, what would help me in the future?
3. What has pleased me most about my teaching and assessment this year?
4. What, if anything, has disappointed me about my teaching this year?
5. Has my teaching enabled learners to achieve the expected levels of work in order to be well prepared for the next grade?
6. What do I need to communicate to the teacher who will teach this group of learners next year?
7. In future, what aspect of my teaching and assessment practices would I like to develop further?

HOD/Subject head:

Date:

5. Spot On English First Additional Language (Heinemann)

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

Note 2: If you assess the group discussion on Day 2 for Term 4 Formal Assessment Task 1 you will need to move around the classroom & make note of each learner's contribution to the discussion.

Note 3: If your class does not have copies of the Core Reader, for homework on Day 4 ask learners to continue reading the literature set work & then prepare some activities on it for them to do in class on Day 5.

Note 4: Please note the homework task for each day.

Spot On Week 1 – Theme: Read all about it!									
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	Listen to teacher's feedback on Term 3 Test (15–20 mins); L&S: Listen to a newspaper article read aloud; make notes & use them to answer questions on the article (35–40 mins); listen to teacher's introduction to literature set work (5 mins) p. 92	170–171 Act. 1.1 & 1.2	237–238	Literature set work	R&V: Begin reading literature set work				
2	R&V: Discuss literature set work (10 mins); L&S: Revise procedures for group discussion; listen to another newspaper article; participate in a group discussion of a statement based on it; reach consensus & report consensus to the class (50 mins) p. 92 Note: Participation in a group discussion can be assessed for Term 4 Formal Assessment Task 1	171 Act. 1.3	238–239	Literature set work	R&V: Continue reading literature set work				
3	R&V: Discuss literature set work (10 mins); learn about the structure & features of a newspaper article; read an article & answer questions on content & critical thinking ; discuss & mark answers (50 mins) p. 92	172–173 Act. 2.1 & 2.2	240–241		LB pp. 172–173 Act. 2.2 R&V & LSC: Answer language questions on article				
4	R&V & LSC: Discuss & mark homework (10 mins); LSC: Revise direct & indirect (reported) speech; rewrite an interview in reported speech ; discuss & mark answers (25 mins); rewrite a cartoon in indirect speech ; discuss & mark answers (20 mins); R&V: Listen to teacher's introduction to two poems (5 mins) p. 92	173 174 Act. 3.1 174 Act. 3.2	241 242 242	<i>Headlines & My heart beats</i> CR pp. 95–97	R&V: Read two <i>Headlines & My heart beats</i> CR pp. 95–97 & prepare to discuss them				
5	R&V: Discuss two poems & write answers to questions on <i>My heart beats</i> CR pp. 95–97; discuss & mark answers (60 mins) p. 92		307	Literature set work	R&V: Continue reading literature set work				

Reflection

Think about and make a note of: How well did learners manage the group discussion? What can you do to assist any learners who found it difficult to participate in the discussion? Were you pleased with the way you taught learners about the features of newspaper articles? Why or why not?

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

HOD/Subject head:

Date:

Note: Resource 9 on p. 245 of the Teacher's Guide is useful for teaching learners about ambiguity.

Spot On Week 2 – Theme continued: Read all about it!

Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: discuss literature set work (10–15 mins); R&V & W&P: Read a factual report; follow the instructions to write a point form summary ; discuss & mark summary (45–50 mins) p. 92	175 Act. 4.1	243	Literature set work	R&V: Continue reading literature set work					
2	W&P & LSC: Learn about the structure, style & register of a news report, direct speech in news reports, good & bad headlines & ambiguity in headlines (30–40 mins); plan & begin first draft of a news report (20–30 mins) p. 92	176–177 Act. 5.1	244 245		LB pp. 176–177 Act. 5.1 W&P & LSC: Complete first draft of news report					



Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
3	W&P & LSC: Exchange draft news report with a partner & give each other feedback; revise, edit, proofread & write final version of news report (60 mins) p. 92	176–177 Act. 5.1	244	Literature set work	R&V: Continue reading literature set work					
4	R&V: Discuss literature set work (15 mins); LSC: Learn about the plural & diminutive forms of nouns; use them correctly; discuss & mark answers (45 mins) p. 92	178–179 Act. 6.1, 6.2 & 6.3	246	Literature set work	R&V: Continue reading literature set work					
5	R&V: Discuss literature set work (10 mins); LSC: Correct errors in sentences & answer questions on reported speech, ambiguity, antonyms & synonyms; discuss & mark answers (50 mins) p. 92	180 Revision Act. 15	247	Literature set work	R&V: Continue reading literature set work					
Reflection										
<p>Think about and make a note of: What were the strengths and weaknesses of learners' news reports? What can you do to help them build on the strengths and overcome the weaknesses? This week learners were asked to spend most of their homework time on reading the literature set work. How are they responding to this set work?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					HOD/Subject head:		Date:			



Spot On Week 3 – Theme: Homeless

Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss literature set work (15 mins); learn about settings of stories; answer questions on setting in a short story ; discuss & mark answers (45 mins) p. 93	182 Act. 1.1	249	Literature set work	R&V: Continue reading literature set work					
2	R&V: Learn about characterisation in a story; read about some characters in a short story; answer questions on characters ; discuss & mark answers (60 mins) p. 93	183–184 Act. 1.2	249–250	Literature set work	R&V: Continue reading literature set work					
3	R&V: Discuss literature set work (10 mins); LSC: Learn more about plural forms of nouns & write them correctly , discuss & mark answers (30 mins); R&V & W&P: Learn more about summary writing & discuss an example of a summary (20 mins) p. 93	185 Act.2.1 186–187	251 252		LB pp. 186–187 R&V & W&P: Revise information about summary writing					
4	R&V & W&P: Read an article; write a point form summary of it ; discuss & mark summary (60 mins) p. 93	188 Act. 3.1	252	Literature set work	R&V: Continue reading literature set work					
5	W&P: Learn about diary entries; read & discuss an example of a diary entry; plan & begin first draft of a diary entry (60 mins) p. 93	189 Acts 4.1 & 4.2	253		LB p. 189 Act. 4.2 W&P: Complete first draft of diary entry					
Reflection										
<p>Think about and make a note of: Were you pleased with the way you helped learners to understand setting and characters in stories? Why or why not? Are learners becoming more proficient at writing summaries? What can you do to assist learners who still find summarising difficult?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					HOD/Subject head:		Date:			



Spot On Week 4 – Theme continued: Homeless

Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	W&P & LSC: Exchange draft diary entry with a partner & give each other feedback; revise, edit, proofread & write final version of diary entry (60 mins) p. 93	189 Act. 4.2	253	Literature set work	R&V: Continue reading literature set work					
2	R&V: Discuss literature set work (15 mins); L&S: Revise the structure & features of a formal debate; prepare arguments for a debate topic (45 mins) p. 93	190–191	254		LB pp. 190–191 Act. 5.1 L&S: Continue to prepare arguments for debate					
3	L&S: Participate in a class debate, either as a speaker or a contributor from the floor (60 mins) p. 93	191 Act. 5.1	254	Literature set work	R&V: Continue reading literature set work					
4	LSC: Learn about conditional sentences; construct correct conditional sentences; discuss & mark answers (30–35 mins); learn about subjunctive sentences; write sentences using the subjunctive; discuss & mark answers (20–25 mins); R&V: Listen to teacher’s introduction to <i>Sharkey’s son</i> CR pp. 49–53 (10 mins) p. 93	192–193 Act. 6.1 193 Act. 6.2	255 256	<i>Sharkey’s son</i> CR pp. 49–53	R&V: Read an extract from <i>Sharkey’s son</i> CR pp. 49–53 & prepare to discuss the questions on p. 53					
5	R&V: Discuss an extract from <i>Sharkey’s son</i> CR pp. 49–53 (20 mins); LSC: Read a text & answer questions about the language used in it; discuss & mark answers (40 mins) p. 93	Revision Act. 16 Q 1	300		LB p. 194 revision Q 2 LSC: Rewrite a conversation in reported speech					
Reflection										
<p>Think about and make a note of: Were you satisfied with the way you prepared learners for participation in a debate? Why or why not? How well did learners manage the writing of a diary entry? What can you do to assist learners who found this task challenging?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					HOD/Subject head:		Date:			



Spot On Week 5 – Theme: The whole picture

Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	LSC: Discuss & mark homework on reported speech (10 mins); learn about bias & prejudice & learn how to listen critically (10–15 mins); L&S: Listen to an interview; make notes on examples of bias; use notes to answer questions; discuss answers (35–40 mins) p. 94	194 196 196 Act. 1	258 260	Literature set work	R&V: Continue reading literature set work					
2	R&V: Discuss literature set work (10 mins); L&S: In groups of four, plan & practise a 5 minute phone-in programme dialogue (20 mins); four groups present dialogue to the class (30 mins) p. 94 Note: The dialogue can be presented for Term 4 Formal Assessment Task 1	197	261	Literature set work	R&V: Continue reading literature set work					
3	L&S: Rest of the groups present dialogues to the class; afterwards, whole class discusses what has been learnt about expressing opinions (60 mins) p. 94	197	261	Literature set work	R&V: Continue reading literature set work					
4	R&V: Discuss literature set work (10 mins); read a play critically & answer questions on it (Q 1–9); discuss & mark answers (50 mins) p. 94	198–200 Act. 2.1 & 2.2	262–263		LB pp. 198–200 Act. 2.2 R&V & LSC: Write answers to Q 10–12					
5	R&V & LSC: Discuss & mark homework (10–15 mins); LSC: Learn more about plural forms of nouns & complete a table ; discuss & mark answers (25 mins); W&P: Read about & discuss how emotive words, generalisations & selective use of information contribute to bias in news reporting (20–25 mins) p. 94	200 201 Act. 3.1 202–203	263 264	Literature set work	R&V: Continue reading literature set work					
Reflection										
<p>Think about and make a note of: Were you pleased with the way you taught learners how to listen and read critically? Why or why not? What impressed you about learners' dialogues? What can you do to help them to prepare and present even more impressive dialogues?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					HOD/Subject head:		Date:			

Note: Class work and homework for Days 4 and 5 is based on material found in Weeks 7 & 8 of the Learner's Book and in the example of Paper 2 in the Learner's Book. On Day 5, also use Paper 3 on pp. 286–288 of the Teacher's Guide to help prepare learners for the writing paper.

Spot On Week 6 – Theme continued: The whole picture

Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss literature set work (15 mins); W&P: Plan & begin to write first draft of a journalistic report (45 mins) p. 94	203 Act. 4.1	266		LB p. 203 Act. 4.1 W&P: Complete first draft of a journalistic report					
2	W&P: Exchange draft report with a partner & give each other feedback; revise, edit, proofread & write final version of journalistic report (60 mins) p. 94	203 Act. 4.1	266	Literature set work	R&V: Complete reading of literature set work					
3	R&V: Participate in final discussion of literature set work (20 mins); LSC: Learn more about personal pronouns; use personal pronouns in a dialogue ; discuss & mark answers (25 mins); learn more about relative pronouns (15 mins) p. 94	204 Act. 5.1 205	267 267		LB p. 205 Act. 5.2 LSC: Use relative pronouns correctly in sentences					
4	LSC: Discuss & mark homework (10 mins); R&V: Revise features of novels, plays & short stories; revise figurative language (30 mins); W&P: Revise essay & transactional writing (10 mins) p. 94 & p. 95	205 212 Act. 4.1 & 4.2 213 Act. 5.1	267		LB pp. 223–229 R&V & LSC: Read example examination paper & note questions to ask teacher					
5	R&V & W&P & LSC: Discuss example of end-of-year examination papers (60 mins) p. 95	223–229	279–288		R&V & W&P & LSC: Revise for end-of-year examinations					
Reflection										
<p>Think about and make a note of: What were the strengths and weaknesses of learners' journalistic reports? What can you do to help them build on the strengths and overcome the weaknesses? Were you pleased with the ways in which you guided learners through the reading and discussion of this term's literature set work? Why or why not?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					HOD/Subject head:		Date:			



Spot On Weeks 7 & 8

On pp. 223–229 of the Learner’s Book there is an example of a comprehension, language and literature paper that can be used for revision and examination preparation purposes. The memorandum for this paper is on pp. 293–294 of the Teacher’s Guide. On pp. 279–290 of the Teacher’s Guide there is one example of a comprehension, language and literature paper and one example of a writing paper, each with a memorandum. These could be used for the end-of-year examination. Alternatively, you could use the examination papers in Section F of this Tracker or set your own.

Your school’s examination timetable for Weeks 7 and 8 must include the following:

English Paper 2: Comprehension, language in context and literature (2 hours)

English Paper 3: Writing (1 hour)

(The oral work formally assessed during the year constitutes Paper 1.)

Reflect on the year

Think about and make a note of:

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Have I completed all the work required by CAPS for the year? If not, why not and what could I do to cover all of the work next year?
 2. Has the tracker assisted me to complete the work required by the CAPS? If yes, how has it assisted me? If no, what would help me in the future?
 3. What has pleased me most about my teaching and assessment this year?
 4. What, if anything, has disappointed me about my teaching this year? | <ol style="list-style-type: none"> 5. Has my teaching enabled learners to achieve the expected levels of work in order to be well prepared for the next grade?
 6. What do I need to communicate to the teacher who will teach this group of learners next year?
 7. In future, what aspect of my teaching and assessment practices would I like to develop further? |
|--|---|

HOD/Subject head:

Date:



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

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

Note 2: Please note the homework task for each day.

Successful English Week 1 – Theme: News from the world of sport									
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	Listen to teacher's feedback on Term 3 Test (20 mins); R&V & L&S: With a partner discuss a cartoon & answer questions on it (10 mins); R&V: Read a poem & notice its structure & typography; begin to write answers to questions on it (30 mins) p. 92	266 266–268 Act. 1	136 137		LB pp. 267–268 Act. 1 R&V: Complete answers to questions on a poem				
2	R&V: Discuss & mark homework (15 mins); LSC: Identify meanings of vocabulary in context ; discuss & mark answers (15 mins); L&S: Listen to a sports news article; make notes & use them to answer questions (Q 1A-F); discuss & mark answers (30 mins) p. 92	268 268–269 Act. 2 269–270 Act. 3	137 138 138		LB p. 270 Act. 3 Q 2 L&S: Think about answers to these questions				
3	L&S: In groups of 5–7 share answers to Q 2; report answers to class (20–25 mins); LSC: Learn about & use singular and plural forms of nouns ; discuss & mark answers (20–25 mins); R&V: Listen to teacher's introduction to literature set work (10–20 mins) p. 92	270 270–271 Act. 4	138 139	Literature set work	R&V: Begin reading literature set work				
4	R&V: Discuss literature set work (10 mins); learn about text features of newspaper articles; do pre- & during-reading activities on a newspaper article; begin post-reading activity (50 mins) p. 92	271 Act. 5	139		LB pp. 272–274 Act. 5 R&V & LSC: Finish answering questions on newspaper article				
5	R&V: Discuss & mark homework (20–25 mins); R&V & W&P: Write a summary of a section of the newspaper article; discuss & mark summary (35–40 mins) p. 92	273–274 275 Act. 6	140 140	Literature set work	R&V: Begin reading literature set work				



Reflection	
<p>Think about and make a note of: How well did learners manage this week's reading activities on a cartoon, poem and newspaper article? What can you do to assist learners who found it difficult to understand any of these texts?</p>	<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>
<p>HOD/Subject head: _____ Date: _____</p>	

Successful English Week 2 – Theme continued: News from the world of sport										
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss literature set work (15 mins); LSC: Revise sentence types & write sentences in different ways ; discuss & mark answers (30 mins); LSC: Learn about gender (nouns & pronouns) & diminutives (nouns) in preparation for homework task (15 mins) p. 92	275–276 Act. 7 276–277	140–141 141		LB p. 277 Act. 8 LSC: Find the meaning of words that express gender or a diminutive					
2	LSC: Discuss & mark answers (5 mins) L&S: Work in groups of five to discuss bias & quality of writing in a newspaper article; reach consensus & report findings briefly to the class (55 mins) p. 92 Note: Participation in a group discussion can be assessed for Term 4 Formal Assessment Task 1	277 277 Act. 9	141	Literature set work	R&V: Continue reading literature set work					





Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
3	R&V: Discuss literature set work (10 mins) LSC: Identify euphemisms & rewrite them in straightforward language ; discuss & mark answers (15 mins); use homonyms in sentences to show two meanings ; discuss & mark answers (35 mins) p. 92	278 Act. 10 278 Act. 11	142 142	Literature set work	R&V: Continue reading literature set work					
4	W&P: Revise features of newspaper articles; plan a newspaper article & begin writing first draft (60 mins) p. 92	279–280 Act. 12	142–143		LB p. 279–280 Act. 12 W&P: Complete first draft of a newspaper article					
5	W&P & LSC: Exchange draft newspaper article with a partner & give each other feedback; revise, edit, proofread & write final version of article (60 mins) p. 92	279–280 Act. 12	142–143		LB p. 280 Act. 13 LSC: Correct punctuation errors in a newspaper article					
Reflection										
<p>Think about and make a note of: What impressed you about learners' contributions to the group discussion? What can you do to assist learners who found it difficult to participate in the discussion?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					HOD/Subject head:		Date:			



Note: There is an error in the first sentence under the heading Reading and viewing on p. 282 of the Learner's Book. This sentence should read: Some novels tell stories about the lives of real people. 'Some' is important, because many novels are works of fiction rather than true stories.

Successful English Week 3 – Theme: Learn about life through literature									
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	LSC: Correct homework task (10 mins); R&V & L&S: With a partner, read a comic strip & discuss its message (5–10 mins); R&V: Read an extract from an autobiography & begin to write answers to questions on it (40–45 mins) p. 93	282 282 Act. 1	145 145–146		LB pp. 283–285 Act. 1 R&V & LSC: Complete answers to questions				
2	R&V & LSC: Discuss & mark homework (20 mins); LSC: Learn about the moods of verbs; write sentences that reflect mood ; discuss & mark answers (30 mins); LSC: Learn about & discuss irregular verb forms (10 mins) p. 93	284–285 285 Act. 2 286 Act. 3	146 146 146 147	Literature set work	R&V: Continue reading literature set work				
3	R&V: Discuss literature set work (10 mins); LSC: Revise personal & relative pronouns & use relative pronouns to join clauses ; discuss & mark answers (20 mins); L&S: Participate in a group discussion about successful people (30 mins) p. 93	287 287 Act. 4 287–288 Act. 5	147 147 147	Literature set work	R&V: Continue reading literature set work				
4	W&P: Learn about writing diary entries; plan a diary entry & begin writing first draft (60 mins) p. 93	288–289 Act. 6	148		LB pp. 288–289 Act. 6 W&P: Complete first draft of diary entry				
5	W&P & LSC: Exchange draft diary entry with a partner & give each other feedback; revise, edit, proofread & write final version of diary entry (60 mins) p. 93	288–289 Act. 6	148	Literature set work	R&V: Continue reading literature set work				
Reflection									
Think about and make a note of: Were you satisfied with the way you helped learners to understand this week's language work? Why or why not? How well did learners manage the diary-writing task?				Did you cover all the work set for the week? If not, how will you get back on track?					
				HOD/Subject head:		Date:			

Note: For the formal debate on Days 4 and 5, if you have more than 42 learners in your class, you may need to ask one group of seven to present their debate at break of after school.

Successful English Week 4 – Theme continued: Learn about life through literature									
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss literature set work (15 mins); read a poem & begin to answer questions on figurative language & meaning (45 mins) p. 93	289–291 Act. 7	148–149		LB pp. 290–291 Act. 7 R&V: Complete answers to questions on poem				
2	R&V: Discuss & mark homework (15 mins); LSC: Choose correct spelling of words ; mark answers (10 mins); R&V: Do pre- & during-reading activities on an extract from a textbook; begin to write answers to Q 1A-G (35 mins) p. 93	290–291 291 Act. 8 292–294 Act. 10	148–149 149 149–150		LB pp. 292–294 Act. 10 R&V: Complete answers to Q 1A-G				
3	R&V: Discuss & mark homework (10–15 mins); R&V & W&P: Write a summary of the extract ; discuss & mark summary (30–35 mins); LSC: Identify facts & opinions in sentences ; discuss answers (10–15 mins) p. 93	293–294 294 296 Act. 12	149–150 150 150	Literature set work	R&V: Continue reading literature set work				
4	L&S: Work in groups of seven to prepare for a 15 minute debate (30 mins); two groups of seven present a debate to the class (30 mins) p. 93 Note: The formal debate can be presented for Term 4 Formal Assessment Task 1	294–295 Act. 11	150	Literature set work	R&V: Continue reading literature set work				
5	L&S: Four groups of seven present a debate to the class (60 mins) p. 93	294–295 Act. 11	150		LB p. 291 Act. 9 W&P: Write a poem that rhymes				
Reflection									
<p>Think about and make a note of: What were the strengths and weaknesses of learners' contributions to the debates? What can you do to help them build on the strengths and overcome the weaknesses?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>				
HOD/Subject head:					Date:				



Successful English Week 5 – Theme: City life in literature										
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	W&P: In groups of four, read rhyming poems to each other & give each other feedback (10 mins); L&S: With a partner, compare & contrast two photographs (10 mins); R&V: Read a poem noticing its layout & typography; begin to write answers to questions on it (40 mins) p. 94	291 298 298–300 Act. 1	149 152 152–153		LB pp. 299–300 Act. 1 R&V: Complete answers to questions on poem					
2	R&V: Discuss & mark homework (20 mins); LSC: Answer questions on a dictionary entry to build vocabulary ; discuss & mark answers (15 mins); W&P: Plan & begin to write a poem in the shape of a building (25 mins) p. 94	300 301 Act. 2 302 Act. 3	152–153 153 153		LB p. 302 Act. 3 W&P: Complete shape poem					
3	W&P: In groups of four read shape poems to each other & give each other feedback (20 mins); L&S: Learn how to listen to a radio play; listen to an extract from a radio play & make notes about the characters & what they say & do (40 mins) p. 94	302 302 Act. 4	153 153		LB pp. 302–303 Act. 4 L&S: Use notes to write answers to questions on characters					
4	L&S: Discuss & mark homework (15 mins); LSC & L&S: In groups of four, revise punctuation marks & use them correctly in reading aloud a scene from a play (20 mins); L&S: In the same group of four discuss how the characters in the play show respect, prejudice or bias; conclude with a summary of the discussion (25 mins) p. 94	303 303–304 Act. 5 305 Act. 6	153–154 154 154	Literature set work	R&V: Continue reading literature set work					
5	R&V: Discuss literature set work (15 mins); R&V: Read a scene from a script for a radio play & begin to answer comprehension questions on it (45 mins) p. 94	305–308 Act. 7	154–155		LB pp. 306–308 Act. 7 R&V: Complete answers to questions on radio play					
Reflection										
<p>Think about and make a note of: : This week learners read and responded to some unusual texts. Were you pleased with the way you guided them through the reading of the 'shape' poem and the radio play script? Why or why not? How well did learners manage the discussion about respect, bias and prejudice?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
<p>HOD/Subject head:</p>					<p>Date:</p>					



Note: The homework for Day 4 and the class work for Day 5 are based on the examples of end-of-year examination papers in the Learner's Book.

Successful English Week 6 – Theme continued: City life in literature										
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss & mark homework (20 mins); LSC: Use expressions to compare & contrast two things; discuss & mark answers (20 mins); L&S: Revise relative pronouns & use them in sentences; discuss & mark answers (20 mins) p. 94	307–308 308 Act. 8 309 Act. 9	155 155 155–156	Literature set work	R&V: Continue reading literature set work					
2	R&V: Discuss literature set work (15 mins); L&S: In groups of three, read the radio script aloud, using the punctuation and FX notes as a guide (15 mins); R&V & L&S: Write & perform a further short scene in this play (30 mins) p. 94	309 Act. 10 309 Act. 10	156 156	Literature set work	R&V: Complete reading of literature set work					
3	R&V: Participate in final discussion of literature set work (25 mins); W&P: Learn about features of a journalistic report; plan & begin first draft of report (35 mins) p. 94	310 Act. 11	156		LB p. 310 Act. 11 W&P: Complete first draft of report					
4	W&P & LSC: Exchange draft report with a partner & give each other feedback; revise, edit, proofread & write final version of report (55 mins) p. 94 R&V & W&P & LSC: Listen to teacher's instructions for homework task (5 mins)	301 Act. 11 325–336	156		LB pp. 325–336 R&V & W&P & LSC: Read examples of examination papers & note questions to ask teacher					
5	R&V & W&P & LSC: Discuss example of end-of-year examination papers (60 mins) p. 95	325–336	180–183		R&V & W&P & LSC: Revise for end-of-year examinations					
Reflection										
<p>Think about and make a note of: : What impressed you about learners' reading aloud of the play script and about their continuation of the script? What can you assist them to improve on when writing and performing a script? Were you pleased with the ways in which you guided learners through the reading and discussion of this term's literature set work? Why or why not?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					HOD/Subject head:		Date:			

Successful English Weeks 7 & 8

On pp. 325–336 of the Learner’s Book there is an example of a comprehension, language and literature paper and an example of a writing paper. These can be used for revision and examination preparation purposes. The memorandum for the comprehension, language and literature paper is on pp. 180–181 of the Teacher’s Guide. On pp. 194–199 of the Teacher’s Guide there is one example of a comprehension, language and literature paper and one example of a writing paper, each with a memorandum. These could be used for the end-of-year examination. Alternatively, you could use the examination papers in Section F of this Tracker or set your own.

Your school’s examination timetable for Weeks 7 and 8 must include the following:

English Paper 2: Comprehension, language in context and literature (2 hours)

English Paper 3: Writing (1 hour)

(The oral work formally assessed during the year constitutes Paper 1.)

Reflect on the year

Think about and make a note of:

- | | |
|---|---|
| <ol style="list-style-type: none">1. Have I completed all the work required by CAPS for the year? If not, why not and what could I do to cover all of the work next year?2. Has the tracker assisted me to complete the work required by the CAPS? If yes, how has it assisted me? If no, what would help me in the future?3. What has pleased me most about my teaching and assessment this year?4. What, if anything, has disappointed me about my teaching this year? | <ol style="list-style-type: none">5. Has my teaching enabled learners to achieve the expected levels of work in order to be well prepared for the next grade?6. What do I need to communicate to the teacher who will teach this group of learners next year?7. In future, what aspect of my teaching and assessment practices would I like to develop further? |
|---|---|

HOD/Subject head:

Date:

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

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

Note 2: If your class does not have copies of the Core Reader, for homework on Day 4 ask learners to continue reading the literature set work & then design an activity for them to do in class at the beginning of Day 5.

Note 3: Please note the homework task for each day.

Top Class Week 1 – Theme: The Olympic and Paralympic Games									
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	Listen to teacher's feedback on Term 3 Test (20 mins); L&S: Listen to an extract from a press release; take notes & work with a partner to use notes to answer questions; discuss & mark answers (40 mins) p. 92	186–187 Act. A & B	137–139		LB p. 188 L&S: Revise guidelines for group discussions & prepare to respond to one of the group discussion topics				
2	L&S: In groups of five, participate in a discussion; reach consensus & report this consensus to the class (50–55 mins); R&V: Listen to teacher's introduction to literature set work (5–10 mins) p. 92 Note: Participation in a group discussion & report to the class can be assessed for Term 4 Formal Assessment Task 1	188 Act. C	139	Literature set work	R&V: Begin reading literature set work				
3	R&V & LSC: Read a written/visual information text; in a small group discuss answers to comprehension & language question; discuss answers as a class (50–55 mins); LSC: Learn about euphemisms (5–10 mins) p. 92	188–190 Act. D & E 190 Act. F	139–140 140		LB p. 190 Act. G R&V & W&P: Write a summary of the information text				
4	R&V: Read a poem & write answers to questions on it; discuss & mark answers (55 mins); listen to teacher's introduction to another poem (5 mins) p. 92	190–192 Act. H	141–142 142	<i>The ants at the Olympics</i> CR pp. 76–79	R&V: Read <i>The ants at the Olympics</i> CR pp. 76–79 & prepare to answer questions on it				
5	R&V: Discuss <i>The ants at the Olympics</i> CR pp. 76–79 (20 mins); R&V: Read another multimodal (written & visual) magazine article & discuss answers to questions with a partner (40 mins) p. 92	192–194 Act. J & K	142 142–143	Literature set work	R&V: Continue reading literature set work				



Reflection	
<p>Think about and make a note of: How well did learners manage the group discussion? What can you do to support learners who found it difficult to contribute? Were you pleased with the way you guided learners to take notice of words, images and layout in two magazine articles? Why or why not?</p>	<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>
<p>HOD/Subject head: _____ Date: _____</p>	

Top Class Week 2 – Theme continued: The Olympic and Paralympic Games										
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss literature set work (15 mins); LSC: Learn about plural forms of nouns & complete a table; discuss & mark table (15 mins); revise direct & reported speech; write sentences in direct or reported speech; discuss & mark answers (30 mins) p. 92	195 Act. L 195–196 Act. M	143–144 144	Literature set work	R&V: Continue reading literature set work					
2	R&V: Discuss literature set work (15 mins); W&P: Read & discuss advice for writing effective sentences (10 mins); read and discuss advice for writing magazine articles (35 mins) p. 92	196 197–198 Act. N	144–145		LB pp. 196–198 Act. N W&P: Plan first draft of a magazine article					
3	W&P: Write first draft of a magazine article & then exchange it with a partner; give each other feedback; use feedback to begin writing final version (60 mins) p. 92	197–198 Act. N	144–145		LB pp. 196–198 Act. N W&P: Complete final version of article					





Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
4	R&V: In groups of five, take turns to read the final version of an article (30–35 mins); LSC: Learn about question forms & write question sentences (25–30 mins) p. 92	198–199 Act. O	145	Literature set work	R&V: Continue reading literature set work					
5	R&V: Discuss literature set work (15 mins); LSC: Learn about gerunds & write sentences (10 mins); learn about diminutives & complete a table (10 mins); learn about persuasive & emotive language & answer questions (30 mins) p. 92	199 Act. P 199–200 Act. Q	145–146 146 146		LB p. 201 Act. S LSC: Read six answers & write a question for each one					
Reflection										
<p>Think about and make a note of: Are learners keeping up with the reading of the literature set work? What can you do to encourage them to keep up? What has impressed you about learners' magazine articles?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					HOD/Subject head:		Date:			



Note: If your class does not have copies of the Core Reader, for homework on Day 3 ask learners to continue reading the literature set work & then design an activity for them to do in class at the beginning of Day 4.

Top Class Week 3 – Theme: Be a good sport									
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	LSC: Discuss & mark homework on questions (10 mins); L&S: Participate in a group discussion; aim to reach consensus & report consensus to the class (30 mins); choose two teams of three to represent the class in a formal debate; assist them in preparing their arguments (20 mins) p. 93	201 202 Act. A 203 Act. B	148 148		LB p. 203 Act. B L&S: Make notes of further arguments to contribute to the debate				
2	L&S: Participate in a debate as a speaker or from the floor (40 mins); R&V: Read a poem with unusual typography; practise reading it aloud; begin writing answers to questions on rhyme, rhythm & mood (20 mins) p. 93	203 Act. B 204–205 Act. C	148 149–150		LB pp. 204–205 Act. C R&V: Complete answers to questions on poem				
3	R&V: Discuss & mark homework (15 mins); R&V & LSC: Read an extract from a youth novel & write answers to Q 1–7; discuss & mark answers (40 mins); R&V: Listen to teacher's introduction to <i>The name of the game</i> CR pp. 80–81 (5 mins) p. 93	204–205 205–207 Act. D	149–150 150 149	<i>The name of the game</i> CR pp. 80–81	R&V: Read <i>The name of the game</i> CR pp. 80–81 & prepare to discuss the questions on it				
4	R&V: Discuss questions on a poem (20 mins); LSC: Learn about subjunctive mood & answer Q 9 & 10 on the extract from a youth novel (25 mins); learn about pronoun & tense changes in direct & reported speech; begin to write sentences in direct & reported speech (15 mins) p. 93	207 Act. D 208 Act. E	149 150 150–151		LB p. 208 Act. E LSC: Complete sentences in direct & reported speech				
5	LSC: Discuss & mark homework (10 mins); learn about relative pronouns & use them to join clauses; discuss & mark answers (20–25 mins); R&V: Read an extract from a textbook & begin to answer questions on it (25–30 mins) p. 93	208 208 Act. F 208–209 Act. G	151 151 151		LB pp. 208–209 Act. G R&V: Complete answers to Q 1–8				
Reflection									
Think about and make a note of: Were you satisfied with the way you prepared learners for the class debate? Why or why not? How well did learners manage the direct and reported speech tasks? What can you do to guide learners who found these tasks difficult?					Did you cover all the work set for the week? If not, how will you get back on track?				
					HOD/Subject head:			Date:	

Top Class Week 4 – Theme continued: Be a good sport

Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss & mark homework (20 mins); R&V & W&P: Plan & write a point form summary of the textbook extract ; discuss & mark summary (40 mins) p. 93	208 209 Act. G	151 151	Literature set work	R&V: Continue reading literature set work					
2	R&V: Discuss literature set work (15 mins); W&P: Learn about voice in writing & describe the appropriate voice for particular kinds of communication (10 mins); learn how diary entries are written, plan a diary entry & begin writing first draft (35 mins) p. 93	210 Act. H 210–211 Act. I	152 152		LB p. 210–211 Act. I W&P: Complete first draft of diary entry					
3	W&P: Exchange draft diary entry with a partner; give each other feedback; use feedback to write final version (60 mins) p. 93	210–211 Act. I	152	Literature set work	R&V: Continue reading literature set work					
4	R&V: Discuss literature set work (15 mins); LSC: Revise sentence structures & use conjunctions to join clauses ; discuss & mark sentences (35 mins); learn about ambiguity & explain ambiguity in sentences (10 mins) p. 93	211 Act. J 212 Act. L	153 153		LB pp. 212–213 Act. M LSC: Learn about gerunds & how to spell them; use gerunds in sentences					
5	LSC: Discuss & mark homework (5–10 mins); learn more about the mood of verbs & write sentences in four different moods ; discuss & mark answers (30 mins); punctuate a paragraph ; discuss & mark the punctuation (20–25 mins) p. 93	212–213 213–214 Act. N 214 Act. O	153 154 154		LB p. 214 Act. P LSC: Join sentences using relative pronouns					
Reflection										
<p>Think about and make a note of: What were the strengths and weaknesses of learners' diary entries? What can you do to help learners build on their strengths and overcome their weaknesses? Were you pleased with the way you explained the mood structure of verbs? Why or why not?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					HOD/Subject head:		Date:			



Top Class Week 5 – Theme: Hurt no living thing									
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	LSC: Discuss & mark homework (5–10 mins); L&S: As a pre-listening activity, read words & photographs about the topic & read guidelines for reading aloud (15 mins); listen while teacher reads a newsletter written in the voices of animals; discuss questions about the reading (20 mins); W&P & L&S: With a partner begin to plan a two minute dialogue (15 mins) p. 94	214 215–216 216 Act. A 216–217 Act. B	155 155–156 156		LB p. 216–217 Act. B W&P & L&S: With a partner, complete the 2–3 minute dialogue & practise presenting it				
2	L&S: In pairs, present 2–3 minute dialogues to the class (60 mins) p. 94 Note: The dialogue can be presented for Term 4 Formal Assessment Task 1	216–217 Act. B	156	Literature set work	R&V: Continue reading literature set work				
3	R&V: Discuss literature set work (10 mins); read about plot, setting & characters in a play; read an extract from the play & write answers to Q 1–6; discuss & mark answers (50 mins) p. 94	218–221 Act. C	157		LB p. 221 Act. C R&V: Answer questions on synonyms & antonyms & theme/message				
4	LSC: Discuss & mark homework (10 mins); use conjunctions to write 'compare and contrast' sentences ; discuss & mark sentences (15–20 mins); R&V: With a partner, read a poem aloud & discuss its rhythm (10–15 mins); individually, begin to write answers to questions on the poem (25–35 mins) p. 94	221 221 Act. D 222–223 Act. E	157 157–158 158		LB pp. 222–223 R&V: Complete answers to questions on the poem				
5	R&V: Discuss & mark answers to homework questions (15 mins); read a magazine article; write answers to questions on it ; discuss & mark answers (45 mins) p. 94	223 223–224 Act. F	158 159	Literature set work	R&V: Continue reading literature set work				
Reflection									
Think about and make a note of: What impressed you about learners' dialogues? What can you do to help learners further develop what they have learnt about dialogue writing and performing? This week learners read texts in several different genres. Were you satisfied with the guidance you gave them in understanding the features of each one? Why or why not?					Did you cover all the work set for the week? If not, how will you get back on track?				
					HOD/Subject head:			Date:	



Note: For parts of the lessons on Days 3 & 4 the content and activities are taken from Weeks 7 & 8 of the Learner's Book. The homework activity for Day 4 and the class discussion on Day 5 are based on the example examination papers in the Learner's Book.

Top Class Week 6 – Theme continued: Hurt no living thing									
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss literature set work (10 mins); R&V & W&P: Learn about manipulative language & images; identify bias, stereotyping & prejudice in texts; discuss & mark answers (45 mins); R&V: Listen to teacher's introduction to a poem (5 mins) p. 94	224–225 Act. G	159–160	Literature set work	R&V: Continue reading literature set work				
2	W&P: Plan & write first draft of a newspaper article (60 mins) p. 94	226–227 Act. I	160		LB p. 226 Act. I W&P: Revise first draft & write final version of newspaper article				
3	LSC: Use relative pronouns in sentences; discuss & mark answers (20 mins); do an activity on plural nouns; discuss & mark answers (15 mins); R&V: Revise features of novels & stories (15 mins); revise features of drama (10 mins) p. 94 & p. 95	227 Act. K 227–228 Act. L 230–231 Act. E 233–234 Act. F	165 167	Literature set work	R&V: Complete reading of literature set work				
4	R&V: Participate in final discussion of literature set work (20 mins); revise features of poetry (20 mins); W&P: Revise essay & transactional writing (20 mins) p. 95	235 Act. G 236–237 Act. I & J	167–168 169		LB pp. 242–248 R&V & W&P & LSC: Read examples of examination papers & note questions to ask teacher				
5	R&V & W&P & LSC: Discuss examples of end-of-year examination papers (60 mins) p. 95	242–248	173–179		R&V & W&P & LSC: Revise for end-of-year examinations				
Reflection									
Think about and make a note of: What were the strengths and weaknesses of learners' news articles? What can you do to help them build on the strengths and overcome the weaknesses? Were you pleased with the ways in which you guided learners through the reading and discussion of this term's literature set work? Why or why not?					Did you cover all the work set for the week? If not, how will you get back on track?				
					HOD/Subject head:		Date:		

Top Class Weeks 7 & 8

On pp. 242–248 of the Learner’s Book there is an example of a comprehension, language and literature paper and an example of a writing paper. These can be used for revision and examination preparation purposes. The papers are repeated on pp. 173–182 of the Teacher’s Guide together with memoranda. There are no further examination exemplar papers in the Teacher’s Guide so you will need to use the examination papers in Section F of this Tracker or in the Teacher’s Guide to another set of LTSMs or set your own.

Your school’s examination timetable for Weeks 7 and 8 must include the following:

English Paper 2: Comprehension, language in context and literature (2 hours)

English Paper 3: Writing (1 hour)

(The oral work formally assessed during the year constitutes Paper 1.)

Reflect on the year

Think about and make a note of:

- | | |
|---|---|
| <ol style="list-style-type: none">1. Have I completed all the work required by CAPS for the year? If not, why not and what could I do to cover all of the work next year?2. Has the tracker assisted me to complete the work required by the CAPS? If yes, how has it assisted me? If no, what would help me in the future?3. What has pleased me most about my teaching and assessment this year?4. What, if anything, has disappointed me about my teaching this year? | <ol style="list-style-type: none">5. Has my teaching enabled learners to achieve the expected levels of work in order to be well prepared for the next grade?6. What do I need to communicate to the teacher who will teach this group of learners next year?7. In future, what aspect of my teaching and assessment practices would I like to develop further? |
|---|---|

HOD/Subject head:

Date:

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

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

Note 2: On Day 2, if you choose to assess learners' participation in a group discussion for formal assessment purposes, you will need to make notes on a class list as you move from group to group.

Note 3: Please note the homework task for each day.

Via Afrika Week 1 – Theme: So you want to be famous									
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	Listen to teacher's feedback on the Term 3 Test (20 mins); L&S: Listen to an article, make notes & use them to answer questions ; discuss & mark answers (40 mins) p. 92	180–181 Act. 1	186–187		LB pp. 181–182 L&S: Prepare for a group discussion by reading about the topic & how to hold a discussion				
2	L&S: In groups of five, participate in a discussion about fame & prepare a report to the class (30 mins); each group reports findings to the class (25 mins); R&V: Listen to teacher's introduction to literature set work (5 mins) p. 92 Note: The group discussion can be assessed for Term 4 Formal Assessment Task 1	181–183 Act. 2	187–189	Literature set work	R&V: Begin reading literature set work				
3	R&V: Discuss literature set work (10 mins); revise persuasive techniques in writing (e.g. generalisations) ; read a newspaper article & begin to write answers to comprehension & language questions on it (50 mins) p. 92	183–185 Act. 3	189–190		LB pp. 182–185 R&V: Complete answers to comprehension & language questions				
4	R&V: Discuss & mark homework (15–20 mins); R&V & W&P: Learn to summarise a news article; write a paragraph summary ; discuss & mark summary (40–45 mins) p. 92	185–186 Act. 4	190 190–191	Literature set work	R&V: Continue reading literature set work				
5	R&V: Discuss literature set work (15 mins); learn about theme, message & the effect of repetition in poetry ; read a poem & begin to answer questions on it (45 mins) p. 92	186–188 Act. 5	191–192		LB pp. 187–188 R&V: Complete answers to questions on poem				



Reflection	
<p>Think about and make a note of: What impressed you about learners' contributions to the group discussions? What can you do to assist learners who found it difficult to participate? How well did learners manage the summarising task? What can you do to assist learners who still find it difficult to identify main ideas in a text?</p>	<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>
<p>HOD/Subject head: _____ Date: _____</p>	

Note: If your class does not have copies of the Core Reader, ask them to continue reading the literature set work for homework on Days 1, 2 and 4, and prepare some activities on the set work for part of the lesson on Days 3 and 5.

Via Afrika Week 2 – Theme continued: So you want to be famous										
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss & mark homework (15 mins); LSC: Learn new vocabulary; learn about masculine, feminine & diminutive forms of nouns & use them correctly; discuss & mark answers (35–40 mins); R&V: Listen to teacher's introduction to a short story (5–10 mins) p. 92	188 188–189 Act. 6	192 192 192	<i>Towards becoming a doctor</i> CR pp. 58–64	R&V: Begin reading <i>Towards becoming a doctor</i> CR pp. 58–64					
2	LSC: Learn about active & passive voice; write sentences in passive voice; discuss & mark answers (35 mins); W&P & LSC: Learn about & discuss linking words & phrases & editing skills (25 mins) p. 92	190 Act. 7 190–191	192–193 193	<i>Towards becoming a doctor</i> CR pp. 58–64	R&V: Complete reading of <i>Towards becoming a doctor</i> CR pp. 58–64 & prepare to answer questions					





Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
3	R&V: Discuss questions on <i>Towards becoming a doctor</i> CR pp. 58–64 (20 mins); W&P: Revise information on magazine articles; plan a magazine article & begin writing first draft (40 mins) p. 92	191 Act. 8	194–195 193		LB p. 191 W&P: Complete first draft of magazine article					
4	W&P: Exchange draft magazine article with a partner; give each other feedback; use feedback to write final version (55 mins) R&V: Listen to teacher's introduction to a folktale (5 mins) p. 92	191 Act. 8	193	<i>The prince and the wild man</i> CR pp. 23–29	R&V: Read <i>The prince and the wild man</i> CR pp. 23–29					
5	R&V: Discuss questions on <i>The prince and the wild man</i> CR pp.23–29 (30 mins); R&V: Continue reading & discussing literature set work (30 mins) p. 92		195–196	Literature set work	R&V: Continue reading literature set work					
Reflection										
<p>Think about and make a note of: Were you pleased with the way in which you introduced the task of writing a magazine article and with the support you gave learners while they planned and wrote? Why or why not? What did you notice about learners' responses to the short story/folktale/literature set work?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					HOD/Subject head:		Date:			



Via Afrika Week 3 – Theme: Heroes or villains?

Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss literature set work (10 mins); read an extract from a textbook critically, taking note of the writer's point of view; begin to write answers to questions on it (50 mins) p. 93	192–195 Act. 1	200–201		LB pp. 193–195 Act. 1 R&V: Complete answers to questions					
2	R&V: Discuss & mark homework (15 mins); R&V & W&P: Learn about writing a point form summary; separate facts from opinions in a passage; write the summary; discuss & mark answers (45 mins) p. 93	194–195 195 Act. 2	200–201 201	Literature set work	R&V: Continue reading literature set work					
3	R&V: Discuss literature set work (10 mins); learn how to analyse a poem using four steps; work with a partner to use these steps; participate in a class discussion of the poem (35 mins); begin to write answers to questions on the poem (15 mins) p. 93	195–197 Act. 3	202		LB pp. 195–197 Act. 3 R&V: Complete answers to questions on a poem					
4	R&V: Discuss & mark homework (15 mins); L&S: Follow instructions for participating in a group discussion about heroes & villains (35 mins); briefly report findings of discussion to the class (10 mins) p. 93	196–197 197–198 Act. 4	202 202–203	Literature set work	R&V: Continue reading literature set work					
5	R&V: Discuss literature set work (15 mins); L&S: Listen to teacher's instructions & prepare for a class debate (20 mins); LSC: Learn about moods of verbs & discuss how they affect the meaning of a sentence (25 mins) p. 93	199 199–200	203 204		LB p. 199 L&S: Do research to prepare for class debate					
Reflection										
<p>Think about and make a note of: Were you satisfied with the way you guided learners to read critically and to take note of manipulative language, generalisations, etc.? Why or why not? How well did learners manage the task of analysing a poem? What can you do to support learners who found this task difficult?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					HOD/Subject head:		Date:			

Note 1: The Learner's Book and Teacher's Guide suggest that the debate be a formal assessment task. However, for this to be possible, each learner would need an opportunity to speak, so there would need to be several debates. The tracker suggests holding one debate, so that learners learn how a formal debate is conducted and not using this task for formal assessment.

Note 2: If your class does not have copies of the Core Reader, for homework on Days 2 and 4 and for class discussion in the first part of the lesson on Day 5, ask learners to read and discuss the literature set work.

Via Afrika Week 4 – Theme continued: Heroes or villains?									
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	L&S: In two large groups share information for a debate & plan arguments for the group's speakers; speakers practise presenting arguments to the group (25 mins); speakers for each group participate in the debate (30 mins); class & teacher decide on a 'winner' (5 mins) p. 93	199	203	Literature set work	R&V: Continue reading literature set work				
2	R&V: Discuss literature set work (10 mins); LSC: Revise language work for the year by writing answers to questions ; discuss & mark answers (45 mins); R&V: Listen to teacher's introduction to a short story (5 mins) p. 93	200–201 Act. 5	204	<i>The landlady</i> CR pp. 79–85	R&V: Begin reading <i>The landlady</i> CR pp. 79–85				
3	W&P: Learn about features of diary entries; plan & begin writing a diary entry (60 mins) p. 93	201–203 Act. 6	205		LB pp. 201–203 Act. 6 W&P: Complete first draft of diary entry				
4	W&P: Exchange draft diary entry with a partner; give each other feedback; use feedback to write final version (60 mins) p. 93	201–203 Act. 6	205	<i>The landlady</i> CR pp. 79–85	R&V: Finish reading <i>The landlady</i> CR pp. 79–85 & prepare to answer questions on it				
5	R&V: Discuss questions on a short story (20 mins); read an extract from a novel & begin to write answers to questions on it (40 mins) p. 93	203–205 Act. 7	206–207 206		LB pp. 203–205 Act. 7 R&V: Complete answers to questions on an extract from a novel				
Reflection									
Think about and make a note of: How well did learners manage the language revision tasks? What did their answers indicate you should focus on as you help them prepare for the end-of-year examination? What were the strengths and weaknesses of learners' diary entries? What can you do to assist learners to build on their strengths and overcome their weaknesses?					Did you cover all the work set for the week? If not, how will you get back on track?				
					HOD/Subject head:		Date:		

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

Via Afrika Week 5 – Theme: Imagine that									
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss & mark homework (15 mins); L&S: Listen to dialogues read aloud; fill in gaps in each dialogue; discuss & mark answers & discuss features of polite conversation (45 mins) p. 94	204–205 206–208 Act. 1	211–212	Literature set work	R&V: Continue reading literature set work				
2	R&V: Discuss literature set work (10 mins); L&S: Learn about discourse markers to use in conversation; in pairs plan & practise a 2–3 minute role play of a dialogue (20 mins); L&S: 10 pairs of learners present role played dialogue to the class (30 mins) p. 94 Note: The dialogues can be assessed for Term 4 Formal Assessment Task 1	208 209 Act. 2	212	Literature set work	R&V: Continue reading literature set work				
3	L&S: Rest of class presents role-played dialogue in pairs; if time allows, participate in a class discussion about the dialogues (55 mins); R&V: Listen to teacher's introduction to a poem (5 mins) p. 94	209 Act. 2	212 217	<i>A girl called golden</i> CR pp. 99–101	R&V: Read <i>A girl called golden</i> CR pp. 99–101 & prepare to answer questions on it				
4	R&V: Discuss questions on a poem (15 mins); read two more poems & write answers to questions on structure, mood & message; discuss & mark answers (45 mins) p. 94	209–210 Act. 3	218 213	Literature set work	R&V: Continue reading literature set work				
5	R&V: Discuss literature set work (15 mins); learn about features of plays; read an extract from a play & begin to answer questions on it (45 mins) p. 94	211–212 Act. 4	213–215		LB pp. 211–212 Act. 4 R&V: Complete answers to questions on an extract from a play				
Reflection									
Think about and make a note of: What impressed you about the dialogues that learners wrote and performed? What can you do to help them to write and perform even more effectively in future?					Did you cover all the work set for the week? If not, how will you get back on track?				
					HOD/Subject head:		Date:		

Note: The homework task for Day 4 and the class discussion on Day 5 are based on the example examination papers that follow Weeks 7 and 8 in the Learner's Book.

Via Afrika Week 6 – Theme continued: Imagine that										
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss & mark homework questions on extracts from a play (15 mins); R&V & W&P: Learn about features of journalistic reports; read & discuss a newspaper report (30 mins); LSC: Learn about different kinds of sentences to use in writing a report (15 mins) p. 94	212 213 214	215 215	Literature set work	R&V: Continue reading literature set work					
2	LSC: Edit a news report by identifying errors & correcting them ; discuss & mark answers (30 mins); W&P: Plan & begin writing first draft of a journalistic report (30 mins) p. 94	215 Act. 5 215 Act. 6	216 216		LB p. 215 Act. 6 W&P: Complete first draft of journalistic report					
3	W&P: Exchange draft report with a partner; give each other feedback; use feedback to write final version (60 mins) p. 94	215 Act. 6	216	Literature set work	R&V: Complete reading of literature set work					
4	R&V: Participate in final discussion of literature set work (20 mins); LSC: Revise plural forms; learn rules of concord; write sentences with correct concord ; discuss & mark answers (20 mins); revise synonyms & antonyms; supply synonyms & antonyms for a text ; discuss & mark answers (15 mins); listen to teacher's instructions for homework task (5 mins) p. 94	215–216 216 Act. 7 216–217 Act. 8	216–217		LB pp. 229–232 R&V & W&P & LSC: Read examples of examination papers & note questions to ask teacher					
5	R&V & W&P & LSC: Discuss examples of end-of-year examination papers (60 mins) p. 95		217 229–231		R&V & W&P & LSC: Revise for end-of-year examinations					
Reflection										
<p>Think about and make a note of: Were you satisfied with the way you introduced learners to features of journalistic reports? Were you pleased with the ways in which you guided learners through the reading and discussion of this term's literature set work? Why or why not?</p>				<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>						
				HOD/Subject head:		Date:				

Via Afrika Weeks 7 & 8

On pp. 229–232 of the Learner’s Book there is an example of a comprehension, language and literature paper and an example of a writing paper. These can be used for revision and examination preparation purposes. The memorandum for Paper 2 is on p. 230 of the Teacher’s Guide followed by a rubric for Paper 3. There are no further examination exemplar papers in the Teacher’s Guide, so you will need to use the examination papers in Section F of this tracker or in the Teacher’s Guide to another set of LTSMs or set your own.

Your school’s examination timetable for Weeks 7 and 8 must include the following:

English Paper 2: Comprehension, language in context and literature (2 hours)

English Paper 3: Writing (1 hour)

(The oral work formally assessed during the year constitutes Paper 1.)

Reflect on the year

Think about and make a note of:

- | | |
|---|---|
| <ol style="list-style-type: none">1. Have I completed all the work required by CAPS for the year? If not, why not and what could I do to cover all of the work next year?2. Has the tracker assisted me to complete the work required by the CAPS? If yes, how has it assisted me? If no, what would help me in the future?3. What has pleased me most about my teaching and assessment this year?4. What, if anything, has disappointed me about my teaching this year? | <ol style="list-style-type: none">5. Has my teaching enabled learners to achieve the expected levels of work in order to be well prepared for the next grade?6. What do I need to communicate to the teacher who will teach this group of learners next year?7. In future, what aspect of my teaching and assessment practices would I like to develop further? |
|---|---|

HOD/Subject head:

Date:

F. ASSESSMENT RESOURCES

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

As indicated in the tracker for the previous terms, formal assessment tasks in all subjects must include questions that are set at a range of cognitive levels. For EFAL, questions can be set at various levels for the Comprehension and Literature sections of Paper Two, as shown in the example below.

On pp. 121 and 122 of the CAPS for EFAL Grades 7–9 there is very useful information about cognitive levels and the kinds of questions that ‘match’ each level. Notice that the percentage of questions in a test or examination paper is specified for each level, although it is not always possible to follow this exactly. The information from CAPS is reproduced, in a slightly adapted form, in the table below. You may find it useful when you are setting questions.

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



COGNITIVE LEVEL	ACTIVITY	PERCENTAGE OF TASK
Evaluation (Level 4) Appreciation (Level 5)	<p>These questions deal with judgements concerning value and worth. These include judgements regarding reality, credibility, facts and opinions, validity, logic and reasoning, and issues such as the desirability and acceptability of decisions and actions in terms of moral values. The following are a few of many possible examples:</p> <ul style="list-style-type: none">• Do you think that what happens is realistic/likely/possible?• Is the character's attitude/behaviour/action justifiable or acceptable to you? Give reasons for your answer.• Is the writer justified in suggesting that ...? Give a reason for your answer.• Does the writer provide a coherent argument to support her views?• Through his choice of words what does the writer want you to believe/do? Are you persuaded by these words? Give a reason for your answer. <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%



2. End-of-year examination Paper 2: Comprehension, Language and Literature

Paper 2: Comprehension, Language and Literature

This examination paper 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

Time: 2 hours

Section A: Reading comprehension

The article below is about a tradition that is important to many people in the northeastern Cape, an area where isiXhosa is the main language spoken. That is why it is called 'Horses for Xhosas'. When you write Paper 3 you will have an opportunity to write about a tradition or a celebration that is important in the community in which you live.

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

Horses for Xhosas: Can traditional racing beat the odds?

- 1 On every public holiday, and on some weekends throughout the year, there is a traditional horse racing meeting somewhere in the great corridor of land that sweeps down through Mthatha from the foothills of the southern Drakensberg mountains in the direction of the sea.
- 2 The highlight of the racing calendar in the northeastern Cape takes place at Bajodini, near Qumbu on Boxing Day. Held every year since 1919, it attracted about 30 000 fans last year. What all of them have in common is a love of horses. Sometimes, before the start of a day's racing, fans sing and dance around a horse, performing a kind of praise poem to wish it good speed and good luck. Then they spread out and continue singing and dancing their encouragement as they lead their hooved hero to the starting line.
- 3 One of the main differences between traditional race meetings and those held at commercial racetracks in South Africa's cities is that at the latter the horses are thoroughbreds while at the former most are not. The term thoroughbred describes a horse with ancestors of the same pure breed, a horse bred for the purpose of racing. The horses that take part in traditional racing are seldom pure bred and may vary greatly in age and size. In the past they were usually given isiXhosa names such as Nongaxali, which translates roughly as 'don't worry', or Bantubanjani, which means something like 'you never know with people' or 'aren't people strange'. Naming styles are now changing, and horses named Facebook, Starter Pack and Computer have all competed at recent race meetings.
- 4 At the traditional race meetings there are some races in which the jockeys are small boys rather than men, while the adult jockeys are not full time professional riders. In the cities only professional jockeys race the horses. A third difference is that much less money is involved in traditional racing. While there is likely to be a small money prize for a race winner, there is no betting by spectators on the outcome of the races. The Eastern Cape government, municipalities and businesses in the area are keen to grow the sport and are investigating what would be required to make this happen. However, some supporters of traditional racing are concerned that the result may be regulations that would take some of the spontaneous (unplanned) joy out of race days.

(Abridged and adapted from an article by Luke Alfred, *Sunday Times Lifestyle Magazine*, 5 April 2015)

1. Re-read the description in paragraph 1 and write the letter of the answer (a, b or c) that best completes this sentence:
In South Africa traditional horse races are held _____
(a) _____ in a very small area of the northeastern Cape.

- (b) in mountains near the sea in the northeastern Cape. (1)
- (c) across a large area of the northeastern Cape. (1)
2. Refer to paragraph 2, and complete this sentence by writing one word: The words 'hoofed hero' refer to the fans' favourite _____ (1)
3. According to the article, why do fans sing and dance with the horses before the races begin? Give two reasons. (2)
4. For each of the two statements below write TRUE or FALSE, and give a reason for your answer. (2)
- 4.1 Several different types of horse take part in traditional horse races. (2)
- 4.2 There has been horse racing at Bajodini on Boxing Day for over a hundred years. (2)
5. When you bet on something (e.g. that a particular horse will win a race), you risk some of your money in order to try to win more money. Suggest why betting is more likely to happen at race meetings in the cities than at traditional race meetings in the rural areas. (2)
6. Apart from racing with thoroughbred horses and betting on the winners, there are other differences between city race meetings and traditional race meetings. Name one of these. (1)
7. Refer to paragraph 3, and suggest what the names Facebook, Starter Pack and Computer have in common. (1)
8. Give one example of a regulation (rule) that could take some of the joy out of traditional race days. (1)
- Note:** The answer is not in the text. You have to imagine a rule that might spoil some people's enjoyment of the races.
9. Used in the title, the expression 'to beat the odds' means to overcome great difficulties and to be successful in a situation where you were expected to fail. Do you think the sport of traditional horse racing in the Eastern Cape is likely to 'beat the odds' and to survive and grow? Give a reason for your opinion. (2)

Sub-total marks: **[15]**

Section B: Language in context

10. 'the great corridor of land that sweeps down' is an example of **literal/figurative** language. Choose the correct word and write it down. Give a reason for your answer. (1)
11. Refer to paragraph 2, and complete the following sentence: In the context of the article, the word 'highlight' means... (1)
12. Complete these sentences: The words Boxing Day and Qumbu are examples of 12.1 _____ nouns. (1)
- This means they must always be written with a 12.2 _____ (two words). (1)
13. Rewrite the sentence below in direct speech: Mrs Bikitsha said that what she liked best about the races was the skill of the jockeys. (3)
14. Use two different conjunctions from the list below to join each pair of sentences into one sentence. Write each sentence in full.
conjunctions: *as, although, since, because, if, also, but, so*
- 14.1 Traditional race days can be described as joyful occasions. Men, women and children sing and dance and cheer for their favourite horses and riders. (1)
- 14.2 Small boys take part in traditional horse riding. They are not very experienced riders. (1)

15. Use two different relative pronouns from the list below to join each pair of sentences into one sentence.
relative pronouns: *Who, that, which*
- 15.1 The northeastern Cape is a very beautiful area. It is famous for its horse races. (1)
- 15.2 The jockeys train hard for the races. They are not professional riders. (1)
16. Write an antonym for 'supporters' (paragraph 4). (1)
17. Imagine that you have been asked to prepare a poster to advertise the traditional race meeting at Qumbu on Boxing Day. What message would you put on this poster to encourage people to come to the races? Write a maximum of 15 words. (3)

Sub-total marks: **[15]**

Section C: Response to literature

18. Choose the correct word from those in the box to match each of the definitions. Write the number of the question and the word next to it.

metaphor	plot	conclusion	script	characters	setting	climax	alliteration
----------	------	------------	--------	------------	---------	--------	--------------

- 18.1 a word used to describe where and when a novel, play or short story takes place (1)
- 18.2 a word for the 'people' (sometimes animals or objects) in a novel, play or short story (1)
- 18.3 a word for the storyline in a novel, play or short story (1)
- 18.4 a word used to describe the most exciting or important part of a novel, play or short story (1)
19. Read the poem *Suns*, and answer the questions that follow it.

Suns by Beverly Abel

*the room was bare
empty
and cold
then you came
holding a bunch of marigolds
in your hand
which you kept behind your back
you placed the flowers
in an empty coffee tin
on the window-sill
and the sun rushed in bringing warmth
through the frozen pane.*

Notes: Marigolds are bright yellow or orange flowers. A pane is a sheet of glass in a window.

- 19.1 Complete this sentence by filling in the blank with the correct figure of speech.
In this poem the marigolds are a _____ for the sun. (1)
- 19.2 The poet writes that the 'sun rushed in bringing warmth'. Write the name for words (word pictures) that give human qualities to what is not human. (1)
- 19.3 Write a sentence in which you describe the punctuation in the poem, and suggest why the poet may have chosen to punctuate the poem like this. (2)
- 19.4 Write 1–2 sentences in which you describe the message of this poem. (2)

Sub-total marks: **[10]**

3. Memorandum for Paper 2 with notes on the cognitive levels of questions

Section A: Reading comprehension

1. c (1)
This is a **level 2 reorganisation question**. The answer is in the text but expressed in different words, so learners have to understand the meaning of 'the great corridor of land sweeping down...'
2. horse (1)
This is a **level 2 reorganisation question**. The answer is in the text, but learners have to work out that the reference is to the horse.
3. Fans do this to wish the horses good luck and good speed and to encourage them (any two of these for 2 marks). (2)
This is a **level 1 literal question** because the answers can be taken directly from the text.
- 4.1 TRUE (1) The article states that the horses are seldom pure bred and vary greatly in age and size. (2)
This is a **level 1 literal question** because the reason can be taken directly from the text.
- 4.2 FALSE (1) The first race meeting was held in 1919, which is less than a century ago. (2)
This is a **level 2 reorganisation question**. The answer is in the text, but learners have to know that a century means 100 years and then to do the calculation.
5. More people in the cities earn an income and thus are more likely to have some money to risk on placing bets than is the case for people in rural areas, many of whom are subsistence farmers. This idea could be expressed in several different ways. (2)
This could be either a **level 3 inference question** because learners need to use their own knowledge about or experience of people from cities and rural areas or a **level 4 evaluation question** as it involves a judgement about the reality of people's lives.
6. Learners could choose one of these differences: At the traditional race meetings some of the jockeys are small boys OR At the traditional race meetings the adult jockeys are not professional riders OR At the city race meetings people do not sing and dance around the horses. (1)
This is a **level 1 literal question** because the answer can be taken directly from the article.
7. All of these names are to do with new technologies (computers and cell phones). (1)
This is a **level 3 inference question** because it involves learners using knowledge from experience/general knowledge.
8. Learners could suggest many possibilities. Here is one as an example: People may not crowd around the horses and sing and dance because this could be dangerous. (1)
This is a **level 5 appreciation question** because learners have to imagine what would spoil the enjoyment of people who attend the traditional race meetings.
9. Learners could answer either that they think the sport will survive and grow OR that it will not survive. The important point is that they give a reason to support their view. (2)
This is a **level 4 judgement question** in which learners respond to information in the article and from their own knowledge and experience.

Sub-total marks: [15]

Section B: Language in context

10. figurative. It is figurative because land cannot literally 'sweep'. Learners could express this idea in their own way. (1)
11. In the context of the article the word highlight means the most important, special, interesting or enjoyable event on the racing calendar. (1)



- 12.1 proper (nouns) (1)
- 12.2 capital letter (1)
13. Mrs Bikitsha said, 'What I like best about the races is the skill of the jockeys,' OR
'What I like best about the races is the skill of the jockeys,' said Mrs Bikitsha. (Learners lose ½ mark for each error.) (3)
- 14.1 Traditional race days can be described as joyful occasions *because/since/as* men, women and children sing and dance and cheer for their favourite horses and riders. (Any of these three conjunctions is possible.) (1)
- 14.2 Small boys take part in traditional horse riding *although/but* they are not very experienced riders. (Either of these conjunctions is possible.) (1)
- 15.1 The northeastern Cape is a very beautiful area *which/that* is famous for its horse races OR The northeastern Cape, *which* is famous for its horse races, is very beautiful. (1)
- 15.2 The jockeys, *who* train hard for the races, are not professional riders. (1)
16. opponents. (Note: Opposition could also be accepted.) (1)
17. Learners could come up with many possibilities. Here are two examples: Horse racing at its best! Come to Qumbu on Boxing Day OR Come to Qumbu on Boxing Day for traditional horse racing, singing and dancing. This is quite a challenging task (**level 3 inferential**), so mark generously. Learners must include Qumbu and Boxing Day (1 for each these two) in their poster. Award the third mark for any reasonable attempt to use words that would encourage people to attend. (3)

Sub-total marks: [15]

Section C: Response to literature

- 18.1 setting (1)
- 18.2 characters (1)
- 18.3 plot (narrative could also be accepted) (1)
- 18.4 climax (1)
- 19.1 metaphor (1)
- 19.2 personification (1)
- 19.3 The only punctuation used in the poem is a full stop at the very end. Perhaps the poet wanted to draw the reader's attention to the climax or highpoint of the poem, which comes at the end with the statement that the flowers bring warmth and comfort. (Note: Learners could also express other ideas.) (2)
This is a **level 3 inference question** because the answer is not stated directly in the poem.
- 19.4 The message of the poem is that doing a small, kind act, such as bringing someone a bunch of flowers, can mean a great deal to that person. In this case it made the person feel much happier. (Note: Learners may find other messages that could be accepted.) (2)
This is also a **level 3 inference question** because the answer is not stated directly in the poem.

Sub-total marks: [10]

4. Paper 3: Writing

This examination paper consists of TWO sections:

Section A: Essay (20 marks)

Section B: Transactional writing (10 marks)

Total: 30 marks

Time: 1 hour

Section A: Essay writing

Choose ONE of the following topics and write an essay of 100 to 200 words.

1. An event that is celebrated in my community (a descriptive essay)
OR
2. Things that make me really happy (a reflective essay)
OR
3. An adventure that my friends and I will always remember (a narrative essay)
OR
4. Respond to this question: Should parents or other caregivers monitor (check up on) their children's use of the internet on smartphones or computers? (an argumentative essay)

Sub-total marks: [20]

Section B: Transactional writing

Choose ONE of the topics below, and write the type of transactional text that you have chosen. It should consist of 120–140 words.

Topics

This year there have been many stories in the media about older people (senior citizens) being either well or badly looked after in special homes for these older people.

Write one of the following:

1. Your grandmother or grandfather is about to move into a special home for older people. Write an **informal letter** in which (i) you encourage her or him to be positive about the move and (ii) you promise to visit her or him.
OR
2. Write a **dialogue** of 120–140 words between yourself and your grandparent about her or his move to a special home for older people.
OR
3. Write a **diary entry** about a visit to your grandparent in a special home for older people and how you felt about this visit.
OR
4. Write an **article for your school's newspaper** describing a visit to a special home for older people that is well run. The article should describe what impressed you about the home and include what staff and residents told you about it.

Sub-total marks: [10]

Total marks: [30]

5. Memorandum for Paper 3

Section A: Essay (20 marks)

Use the rubric for essay writing from the Teacher's Guide you have used this year or the one below. Also note the following:

The essay for Topic 1 must be mainly a description of the event that is celebrated.

The essay for Topic 2 must describe things/people/places/events that make the writer happy but must also include reasons why.

The essay for Topic 3 must tell a story and therefore must include a setting, characters and a series of events.

In writing the essay on Topic 4, learners may argue that parents/caregivers should or should not monitor their children's use of the internet, but they must give reasons to support the position that they take.

Refer to the rubric on the following page.

Section B: Transactional writing (10 marks)

For each topic learners must demonstrate that they understand the correct format and register of the text that they write.

Informal (friendly) letter

In addition to addressing the topic, learners must do the following:

- write the address and date in the top right hand corner
- leave a blank line between the address and the greeting and another blank line after the greeting
- write paragraphs on the topic
- end with an informal 'message' (e.g. Lots of love) and first name (e.g. Ntombi)

Dialogue

In addition to addressing the topic, learners must do the following:

- write names on the left with a colon after each name
- start a new line each time the speaker changes
- put words in brackets to tell characters how to speak or what to do
- create a conversation

Diary entry

In addition to addressing the topic, learners must do the following:

- begin the entry with a date
- write in the first person
- write in past tense to describe what happened
- express their personal feelings

Newspaper article

In addition to addressing the topic, learners must/should do the following:

- write an interesting headline
- write in paragraphs
- introduce the topic in a general way in the first paragraph
- provide a conclusion or summary in the last paragraph

Rubric for assessing the essay (20 marks)

	7. Outstanding 80–100%	6. Meritorious 70–79%	5. Substantial 60–69%	4. Adequate 50–59%	3. Moderate 40–49%	2. Elementary 30–39%	1. Not achieved 0–29%
Content and planning 12 marks	10.5–12 Outstanding response to topic Ideas exceptionally creative/ interesting/ mature Excellent use of planning	8.5–10.5 Very good response to topic Ideas very creative/ interesting/mature Planning used well	7.5–8.5 Good response to topic Ideas creative/ interesting/ mature Planning has produced a good essay	5.5–7.5 Adequate response to topic Ideas fairly creative/ interesting/ mature Planning used to some effect	4.5–5.5 Content ordinary Ideas mostly relevant Planning not used effectively	3–4.5 Content not always clear Few ideas/ repetitive Inadequate evidence of planning	0–3 Content off topic/ mostly off topic Ideas repetitive/ irrelevant No evidence of planning
Language, style and editing 5 marks	4–5 Excellent use of language and punctuation Uses figurative language very well Excellent choice of words Tone and register highly suited to topic Almost no errors	3.5–4 Effective use of language and punctuation Uses figurative language Very good choice of words Tone and register suited to topic Almost no errors	3–3.5 Language and punctuation mostly effectively used Some attempt to use figurative language Good choice of words Tone and register mostly suited to topic Very few errors	2.5–3 Language simplistic Punctuation adequate Choice of words adequate Tone and register mostly suitable, with some lapses Some errors	2–2.5 Language simplistic Punctuation often incorrect Choice of words basic Tone and register often not appropriate Several errors	1.5 Language and punctuation very weak Choice of words limited Tone and register inappropriate Many errors	0–1 Language and punctuation very difficult to understand Choice of words extremely basic Tone and register completely inappropriate Many errors
Structure 3 marks	3 Extremely coherent Excellent paragraphing Excellent structure Length correct	2.5–3 Very coherent Very good paragraphing Very good sentence structure Length correct	2–2.5 Coherent Good paragraphing Good sentence structure Length almost correct	1.5–2 Fairly coherent Adequate paragraphing Adequate sentence structure Length almost correct	1–1.5 At least one or two points developed Sentences and paragraphs faulty, but ideas can be understood Length too long or too short	0.5–1 Sometimes off topic Ideas difficult to follow Sentences and paragraphs very elementary Length too long or too short	0 Mostly/completely off topic Sentences and paragraphs very poorly constructed/ muddled Length too long or too short





