



**GRADE 9**

# **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 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 9 English First Additional Language (EFAL). Thus the tracker is a tool to help you plan how to cover the curriculum and also a tool to help you monitor your progress in doing so.

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

- what to teach in the five hours allocated to EFAL in the timetable each week;
- how much time to spend on particular curriculum topics;
- 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 9 EFAL.

Sometimes you may find it difficult to manage all the work that the CAPS and the textbook require you and the learners to do each week. By noting the date on which you and the learners complete the work required for a particular week, you will be able to see whether you are **on track**. If you are not, you may find it helpful to discuss with your colleagues and head of department what you can do to catch up. For example, some activities in the textbook could be done for homework and then discussed briefly in class. 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. It is very important that schools allocate five hours per week in the timetable to EFAL. In this tracker, the CAPS for Grade 9 EFAL is divided into two-week teaching blocks throughout each of the four terms.

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

- Listening and Speaking (2 hours);
- Reading and Viewing (3 hours 30 minutes, which is made up of 1 hour 45 minutes for comprehension and summary work based on a range of text types, and 1 hour 45 minutes for literary texts);
- Writing and Presenting texts in a range of genres (3 hours 30 minutes);
- 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 is designed for a term that is only eight weeks long. This means that in order to make Weeks 7 and 8 available for end-of-year examinations, you will need to do the following:**

- (i) wherever possible, do revision work throughout the term;
- (ii) complete the reading and discussion of the literature set work by the end of Week 6;
- (iii) 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 9 EFAL curriculum into two-week blocks. Learners have opportunities to use content and activities based on a particular **theme** to develop the knowledge and skills required by CAPS.

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

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

### 4. 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. 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 9 learners are required to write three examination papers: (i) comprehension and language use; (ii) writing; (iii) response to literature. 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 them. Alternatively, you could use the example 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 9 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 30–45 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 9 EFAL curriculum, the main resources required are the following:

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

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

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

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

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

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

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

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

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

Most chapters in the Learner's Book end with a remediation or revision activity titled *Improve*. In this series the theme for each 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](http://www.education.gov.za), [www.thutong.doe.gov.za/InclusiveEducation](http://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](http://www.education.gov.za), [www.thutong.doe.gov.za/InclusiveEducation](http://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 9 EFAL that must be completed during the year and in end-of-year examinations.

Table 2 gives a summary of the formal assessment tasks included in each of the eight sets of LTSMs. 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 9 English First Additional Language**

FORMAL ASSESSMENT		
DURING THE YEAR	END-OF-YEAR EXAMINATION	
40%	60%	
School-based assessment (SBA)	End-of-year exam papers	
40%	39.2%	20.8%
<b>Formal assessment tasks</b> 4 oral tasks 3 writing tasks 2 tests 1 mid-year examination	<b>Written examinations</b> Paper 2: Comprehension and language use Paper 3: Writing Paper 4: Response to literature	<b>Oral assessment tasks</b> Paper 1: Listening, speaking and reading The oral tasks undertaken during the course of the year constitute the end-of-year assessment
FORMAL ASSESSMENT TASKS FOR TERM 1		
TASK 1: ORAL	TASK 2: WRITING	TASK 3: TEST 1
Prepared reading/conversation	Descriptive/narrative essay and informal letter/review/dialogue	Comprehension and language use

FORMAL ASSESSMENT TASKS FOR TERM 2		
TASK 1: ORAL	TASK 2: WRITING	TASK 3: MID-YEAR EXAM
Unprepared reading/forum/group discussion	Review/documentary/notice/agenda and minutes	Paper 1: Oral Paper 2: Comprehension and language (2 hr) Paper 3: Writing (1 hr) Paper 4: Response to literature (1 hr 30 mins)
FORMAL ASSESSMENT TASKS FOR TERM 3		
TASK 1: ORAL	TASK 2: WRITING	TASK 3: TEST 2
Prepared speech/role play/debate/discussion of CV/will/testament	Descriptive/narrative/reflective/argumentative essay and covering letter and CV	Comprehension and language use
FORMAL AND END-OF-YEAR ASSESSMENT TASKS FOR TERM 4		
TASK 1: ORAL	TASK 2: END-OF-YEAR EXAMINATION	
Debate/interview/conversation/prepared speech/unprepared speech/forum/group/panel discussion/listening comprehension/meeting procedures	Paper 1: Oral Paper 2: Comprehension, language in context and summary (2 hrs) Paper 3: Writing (1 hr) Paper 4: Response to literature (1 hr 30 mins)	

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

LTSM	Task 1: Oral	Task 2: End-of-year examination
<i>Clever English First Additional Language</i>	Week 1: Demonstrate knowledge of meeting procedures & participate in a meeting LB pp. 218–219; TG p. 195 OR Week 3: Participate in a group discussion LB pp. 235–236; TG pp. 208–209 OR Week 5: Participate in a conversation LB pp. 247–248; TG p. 220	No examples in the Learner's Book. Unit 20 of the Teacher's Guide provides two exemplar papers for Papers 2, 3 and 4. There are memoranda for Papers 2 and 4 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.





LTSM	Task 1: Oral	Task 2: End-of-year examination
<i>English Today First Additional Language</i>	Week 2: Demonstrate knowledge of meeting procedures & participate in a meeting LB p. 227; TG p. 126 OR Week 3: Complete listening comprehension tasks LB pp. 232–233; TG pp. 133–134	There is an example of each of Papers 2, 3 and 4 in the Learner's Book. These can be used for revision purposes. The memoranda for these exemplars are on pp. 188–192 of the Teacher's Guide. On pp. 210–234 of the Teacher's Guide there is one example of Papers 2, 3 and 4, each with a memorandum or rubric. These could be used for end-of-year examination purposes.
<i>Interactive English</i>	Week 1: Demonstrate knowledge of meeting procedures and participate in a meeting LB p. 264; TG p. 188 OR Week 5: Participate in a conversation LB pp. 298–300; TG pp. 209–211	There is an example of Papers 2, 3 and 4 in the Learner's Book, and the same papers with memoranda are in the Teacher's Guide. These can be used for revision purposes but not for the examination.
<i>Platinum English First Additional Language</i>	Week 1: Demonstrate knowledge of meeting procedures, and participate in a meeting LB pp. 205–206; TG p. 155 OR Week 3: Participate in a forum discussion LB pp. 220–221; TG pp. 164–165 OR Week 6: Participate in a conversation LB pp. 239–240; TG p. 177	On pp. 254–259 of the Learner's Book there are examples of papers that can be used for revision and examination preparation for Papers 2 and 3, with memoranda on pp. 186–188 of the Teacher's Guide. On pp. 198–203 of the Teacher's Guide there is one example of Paper 2 and one example of Paper 3, each with a memorandum. These could be used for the end-of-year examination. There are no examples of Paper 4.
<i>Spot On English First Additional Language</i>	Week 1: Demonstrate knowledge of meeting procedures by role playing participation in a meeting LB p. 175; TG p. 252 OR Week 3: Participate in a group discussion LB pp. 182–183; TG pp. 261–262	There is an example of Papers 2 & 3 on pp. 226–233 in the Learner's Book. These can be used for revision purposes. The memorandum for Paper 2 is on pp. 317–319 of the Teacher's Guide. There is an example of Papers 2, 3 & 4, each with a memorandum, on pp. 291–313 in the Teacher's Guide. These could be used for the end-of-year examination, but note that Paper 4 examines only poetry and short stories.

LTSM	Task 1: Oral	Task 2: End-of-year examination
<i>Successful English</i>	Week 1: Demonstrate knowledge of meeting procedures and participate in a meeting LB pp. 267–269; TG pp. 138–139 OR Week 4: Participate in a panel discussion LB pp. 283–284; TG p. 144 OR Week 5: Participate in a conversation LB pp. 292–293; TG p. 149	On pp. 317–323 of the Learner's Book there is an example of Papers 2 and 3. These can be used for revision and examination preparation purposes. The memorandum for Paper 2 is on pp. 180–181 of the Teacher's Guide, and the memorandum for Paper 3 is on p. 182. In the Teacher's Guide there is another example of Paper 2 on pp. 193–194 with a memorandum on pp. 195–196, and another example of Paper 3 on pp. 197–198 with a memorandum on p. 199. These papers could be used for the end-of-year examination. There are no examples of Paper 4 in the Learner's Book or Teacher's Guide.
<i>Top Class English First Additional Language</i>	Week 1: Demonstrate knowledge of meeting procedures, and participate in a meeting LB pp. 199–200; TG pp. 136–137 OR Week 3: Complete listening comprehension tasks LB pp. 209–210; TG pp. 143–145 OR Week 5: Participate in a conversation LB pp. 221–222; TG pp. 152–153	On pp. 247–259 of the Learner's Book there is an example of Papers 2, 3 and 4. The papers are repeated, with a memorandum for each one, on pp. 169–184 in the Teacher's Guide. These papers can be used for revision and examination preparation purposes. There are no further examination exemplar papers in the Teacher's Guide.
<i>Via Afrika English First Additional Language</i>	Week 3: Participate in a group discussion LB pp. 203–204; TG p. 273 OR Week 5: Participate in a conversation LB pp. 216–217; TG p. 285	On pp. 241–243 of the Learner's Book there is one example of Papers 2, 3 and 4. The memoranda for these papers are on pp. 306–308 of the Teacher's Guide. 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 9 EFAL Learner's Book for guidance on the preparation of each lesson.

## D. GUIDELINES FOR TEACHING

### 1. Teaching Reading and Viewing

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

### 2. Teaching literature

Teaching literature is part of teaching reading, and it is compulsory in Grade 9. 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 9 you will be revising and building on what learners have already learnt in the 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. For example, you may wish to do some vocabulary teaching when learners are reading a poem or 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:** Please notice the explanation for the theme on p. 192 of the Teacher's Guide, and share this with learners. There is no explanation in the Learner's Book, and the theme is not obvious in many of the activities.

**Note 3:** If you wish to assess learners' knowledge of meeting procedures and participation in a group meeting for Term 4, Formal Assessment Task 1, you will need to move around the classroom making notes while the groups conduct their meetings.

**Note 4:** Note the homework task each day.

Clever English Week 1 – Theme: Business is business									
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); LSC & L&S: <b>Learn some vocabulary used in a fable &amp; discuss a drawing about the fable</b> (10–15 mins); L&S: <b>Listen to a fable &amp; make notes to use in answering questions on it</b> (25–30 mins) p. 114	217–218 218 Act. 1	193 193–194		LB p. 218 Act 1 L&S: Use notes to prepare to answer Q 1–5 in a class discussion				
2	L&S: <b>Discuss questions on fable</b> (15 mins); <b>learn about role players in meetings &amp; meeting conventions</b> (15 mins); <b>in groups of six, choose roles &amp; discuss questions, ending with preparation of a meeting agenda</b> (30 mins) p. 114	218 218–219	194 194–195		LB p. 220 L&S Act. 2 L&S: Prepare for role in meeting				
3	L&S: <b>In groups of six participate in a meeting, follow meeting procedures &amp; find a solution</b> (25–30 mins); <b>briefly report solution to the class</b> (15 mins); R&V: Listen to teacher's introduction to literature set work (15–20 mins) p. 114 <b>Note: Knowledge of meeting procedures &amp; participation in a meeting can be assessed for Term 4, Formal Assessment Task 1</b>	218 Acts. 2 & 3	195	Literature set work	R&V: Begin reading literature set work				
4	R&V: Discuss literature set work (10 mins); <b>with a partner take turns to read aloud paragraphs of an extract from a novel &amp; discuss the extract</b> (20 mins); <b>participate in a class discussion of key features of a novel &amp; of questions on the extract</b> (30 mins) p. 114	221–222 Act. 4 223 Act. 5	196–197 197–198	Literature set work	R&V: Continue reading literature set work				
5	R&V: Discuss literature set work (10 mins); <b>read a poem &amp; write answers to questions on theme, message, structure &amp; mood; discuss &amp; mark answers</b> (50 mins) p. 114	223–225 Act. 6	198–199	Literature set work	R&V: Continue reading literature set work				



Reflection	
<p><b>Think about and make a note of:</b> How well did learners manage the task of role playing a meeting? What can you do to assist learners who found it difficult to contribute to the discussion? Were you pleased with the way you introduced the literature set work? Why or why not?</p>	<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>
<p>HOD/Subject head: _____ Date: _____</p>	

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

Clever English Week 2 – Theme continued: Business is business						
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); <b>skim &amp; scan an article to answer Q 1 &amp; 2; read the article in detail &amp; write answers to Q 3–7; discuss &amp; mark answers (45 mins) p. 114</b>	225–226 Act. 7	199–200		LB pp. 225–226 Act. 7 R&V: Write an answer to Q 8	
2	R&V: Work with a partner to compare answers to Q 8 & then answer Q 9 (20 mins); L&S: Participate in a class discussion of Q 10 (10 mins); W&P: <b>Learn about features of a letter of application; plan &amp; begin to write first draft (30 mins) p. 114</b>	225–226 Act. 7 227–228 Act. 8	199–200 200–201		LB pp. 227–228 Act. 8 W&P: <b>Complete first draft of application letter</b>	
3	W&P: <b>Exchange first draft with a partner &amp; give each other feedback; revise, edit, proofread &amp; write final version of letter (55 mins);</b> R&V: Listen to teacher’s introduction to <i>Last year’s coat</i> CR pp. 75–78 (5 mins) <b>p. 114</b>	227–228 Act. 8	200–201	<i>Last year’s coat</i> CR pp. 75–78 & p. 89	R&V: Read <i>Last year’s coat</i> CR pp. 75–78 & prepare to answer the questions on p. 89	





Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
4	R&V: Discuss questions on <i>Last year's coat</i> CR pp. 75–78 (20 mins); LSC: <b>In a text, write the correct form of verbs in passive voice;</b> discuss & mark answers (20 mins); LSC: <b>Rewrite direct speech in indirect (reported) speech;</b> discuss & mark answers (20 mins) <b>p. 114</b>	229 Act. 9 229–230 Act. 10	203–204 201  202	Literature set work	R&V: Continue reading literature set work					
5	R&V: Discuss literature set work (15 mins); LSC: <b>Learn about ambiguity &amp; learn a spelling rule; correct spelling errors &amp; ambiguity in sentences;</b> discuss & mark answers (45 mins) <b>p. 114</b>	230 Act. 11	202		LB p. 231 LSC: Read the information about <b>slang &amp; clichés</b> & write two examples of each to bring to class					
<b>Reflection</b>										
<p><b>Think about and make a note of:</b> What were the strengths and weaknesses of learners' letters of application? What can you do to help them to build on the strengths and overcome the weaknesses? Were you satisfied with the way you helped learners to understand the concept of ambiguity? 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 you choose to use the group discussion for Term 4, Formal Assessment Task 1, you will need to move from group to group making notes while learners are speaking.

Clever English Week 3 – Theme: Make your mark										
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	LSC: Discuss examples of slang & clichés (10 mins); LSC & L&S: <b>Learn new vocabulary &amp; participate in a group discussion based on a photograph</b> ; (15 mins); L&S: <b>Listen to an interview (dialogue) &amp; note tone &amp; register; take notes &amp; use these to begin to write answers to questions on the interview</b> (35 mins) p. 115	231 232–233 Act. 1 233–234 Act. 2	207  207–208		LB p. 234 Act. 2 L&S: Complete answers to questions on an interview					
2	L&S: Discuss & mark homework (10–15 mins); LSC: <b>Revise proper nouns</b> (5 mins); L&S: <b>Revise rules for group discussion; work in a group to prepare notes &amp; then use them in a group discussion; reach a consensus for the group leader to report to the class in the next lesson</b> (40–45 mins) p. 115 <b>Note: The group discussion can be assessed for Term 4, Formal Assessment Task 1</b>	234 234 234–235 Act. 3	208 208–209	Literature set work	R&V: Continue reading literature set work					
3	L&S: <b>Group leaders report to the class on consensus reached in discussion</b> (15–20 mins); LSC & R&V: <b>Learn new vocabulary; read an extract from a youth novel; begin to write answers to literary features in the extract</b> (40–45 mins) p. 115	234–235 Act. 3 236–238 Acts. 4 & 5	208–209  209–210		LB pp. 237–238 Act. 5 R&V: Complete answers to questions on extract from a novel					
4	R&V: Discuss & mark homework (15–20 mins); <b>read a poem &amp; begin to answer questions on it</b> (40–45 mins) p. 115	238 238–240 Act. 6	210 211		LB pp. 239–240 Act. 6 R&V: Complete answers to questions on poem					
5	R&V: Discuss & mark homework (15–20 mins); <b>read a cartoon strip &amp; begin to answer questions on it</b> (40–45 mins) p. 115	240 240–241 Act. 7	211 212		LB pp. 240–241 Act. 7 R&V: Complete answers to questions on cartoon strip					
Reflection										
<b>Think about and make a note of:</b> What impressed you about learners' contributions to the group discussions? What can you do to assist learners who found it difficult to participate? Were you satisfied with learners' understanding of literary terms? Why or why not?					Did you cover all the work set for the week? If not, how will you get back on track?					
					HOD/Subject head:			Date:		

**Note:** If learners do not have copies of the Core Reader, for homework on Days 2 & 4 ask them to continue reading the literature set work, and then discuss what they have read at the beginning of the lesson on Days 3 and 5.

Clever English Week 4 – Theme continued: Make your mark									
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss & mark homework (15–20 mins); W&P: <b>Learn about the features of emails; plan an email &amp; begin writing first draft</b> (40–45 mins) <b>p. 115</b>	240 242 Act. 8	212 212–213		LB p. 242 Act. 8 W&P: <b>Complete first draft of email</b>				
2	W&P: <b>Exchange first draft of email with a partner &amp; give each other feedback; revise, edit, proofread &amp; write final version of email</b> (55 mins); R&V: Listen to teacher's introduction to <i>Warthog's walk</i> CR pp. 34–37 & p. 43 (5 mins) <b>p. 115</b>	242 Act. 8	212–213	<i>Warthog's walk</i> CR pp. 34–37 & p. 43	R&V: Read <i>Warthog's walk</i> CR pp. 34–37 & prepare to answer questions on p. 43				
3	R&V: Discuss questions on <i>Warthog's walk</i> CR pp. 34–37 & p. 43 (20 mins); LSC: <b>Learn about abbreviations</b> (10–15 mins); <b>revise nouns &amp; gerunds; use them correctly in sentences</b> ; discuss & mark answers (20 mins); <b>discuss &amp; learn a spelling rule</b> (5–10 mins) <b>p. 115</b>	243 244 Act. 8 244	216 214 214	Literature set work	R&V: Continue reading literature set work				
4	R&V: Discuss literature set work (15 mins); LSC: <b>Use complex nouns creatively</b> ; discuss & mark answers (30 mins); <b>learn how to order information</b> (10 mins); R&V: Listen to teacher's introduction to <i>Grave of unknown whiteman</i> CR p. 100 (5 mins) <b>p. 115</b>	245 Act. 10 245	214–215 215	<i>Grave of unknown whiteman</i> CR pp. 100 & 104	R&V: Read <i>Grave of unknown whiteman</i> CR p. 100 & prepare to answer the questions on p. 104				
5	R&V: <b>Discuss questions on</b> <i>Grave of unknown whiteman</i> <b>CR p. 100</b> (25 mins); LSC: <b>Reorganise information in two paragraphs according to chronological &amp; spatial order</b> ; discuss & mark answers (35 mins) <b>p. 115</b>	245–246 Act. 11	217–218 215	Literature set work	R&V: Continue reading literature set work				
Reflection									
<b>Think about and make a note of:</b> What were the strengths and weaknesses of learners' emails? 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 1:** In preparation for the conversation about photographs, you will need to cut enough images out of newspapers or magazines for each learner in your class to have one.

**Note 2:** If you choose to use the conversation about photographs for Term 4, Formal Assessment Task 1, you will need to move from group to group making notes while learners are speaking.

Clever English Week 5 – Theme: 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); L&S & R&V: In groups of five, <b>read some drawings &amp; talk about them</b> (10–15 mins); L&S: <b>In groups of five, participate in a conversation about a photograph</b> (40–45 mins) <b>p. 116</b> <b>Note: Participation in a conversation can be assessed for Term 4, Formal Assessment Task 1</b>	247 248 Act. 1	220	Literature set work	R&V: Continue reading literature set work				
2	L&S & R&V: In groups of five, read aloud a script (dialogue), each taking one role (10 mins); L&S & W&P: In the same group of five, <b>prepare &amp; practise a 2–3 minute role play</b> (20 mins); <b>perform the role play for the class</b> (30 mins) <b>p. 116</b>	248–249 Act. 2 249 Act. 2	220	Literature set work	R&V: Continue reading literature set work				
3	R&V: Discuss literature set work (10 mins); <b>revise features of a short story; learn some vocabulary; read an extract from a short story; begin to write answers to comprehension questions on it</b> (50 mins) <b>p. 116</b>	250 Act. 3	221–222		LB pp. 251–252 Act. 3 R&V: Complete answers to questions on a short story				
4	R&V: Discuss & mark homework (15 mins); <b>read a poem &amp; note typography, figures of speech, mood &amp; theme; begin to write answers to questions on the poem</b> (45 mins) <b>p. 116</b>	252 253–254 Act. 4	222 222–223		LB pp. 253–254 Act. 4 R&V: Complete answers to questions on a poem				
5	R&V: Discuss & mark homework (15 mins); R&V & W&P: <b>Re-read the short story extract &amp; write a point-form summary of paragraphs 5–12</b> ; discuss & mark summary (45 mins) <b>p. 116</b>	254 255 Act. 6	223 224	Literature set work	R&V: Continue reading literature set work				
Reflection									
<b>Think about and make a note of:</b> What impressed you about learners' conversations about photographs? What can you do to support any learners who found it difficult to contribute to the conversations? Were you satisfied with the way you revised features of a short story with learners? 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:** Most of the content and activities for the lesson on Day 3 and for homework on Day 3 come from Weeks 7 and 8 in the Learner's Book. The content for the final lesson on Day 5 also comes from the final section (summative assessment) in the Learner's Book.

<b>Clever English Week 6 – Theme continued: Memories</b>									
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: <b>Learn about features of diaries; read &amp; discuss an example of a diary entry; plan a diary entry &amp; begin writing a first draft</b> (45 mins) p. 116	255–256 Act. 7	224–225		LB pp. 255–256 Act. 7 W&P: <b>Complete first draft of diary entry</b>				
2	W&P: <b>Exchange first draft of diary entry with a partner &amp; give each other feedback; revise, edit, proofread &amp; write final version of diary entry</b> (60 mins) p. 116	255–256 Act. 7	224–225	Literature set work	R&V: <b>Complete reading of literature set work</b>				
3	R&V: <b>Participate in final discussion of literature set work</b> (20 mins); <b>revise features of plays, short stories, novels &amp; fables &amp; answer questions on features of these genres;</b> discuss & mark answers (40 mins) p. 117	268–270 Act. 6	232–233		LB pp. 270–272 R&V: Revise features of poetry & answer questions on a poem				
4	R&V: Discuss & mark homework (25 mins); LSC: <b>Revise cause &amp; effect sentences; complete &amp; mark six sentences</b> (20 mins); <b>revise vocabulary</b> (15 mins) pp. 116 & 117	271 250–260 Act. 10 261 Act. 12	233–234 225 236		R&V & W&P & LSC: Read through textbook & note any questions to ask teacher				
5	R&V & W&P & LSC: <b>Prepare for end-of-year examinations by reading &amp; discussing information on summative assessment</b> (60 mins) p. 117	276–279	240–241		R&V & W&P & LSC: Revise for end-of-year examinations				
Reflection									
<p><b>Think about and make a note of:</b> How well did learners manage the diary writing task? What can you do to assist learners who found it difficult to write in this genre? Were you pleased with the ways in which you guided learners in their reading 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>				
					<p>HOD/Subject head: _____ Date: _____</p>				



### **Clever English Weeks 7 & 8 – Preparation for and writing of end-of-year examination papers**

Unit 20 of the Teacher's Guide provides two exemplar papers for Paper 2 Comprehension and language use, Paper 3 Writing, and Paper 4 Responses to literature. There are memoranda for Papers 2 and 4 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 advice to learners on preparing for and answering examination questions. It would be a good idea to discuss these with learners at the end of Week 6 in preparation for the three papers they will write during the examinations.

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

English Paper 2: Comprehension, language use and summary (2 hours)

English Paper 3: Writing (1 hour)

English Paper 4: Response to literature (1.5 hours)

(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"> <li>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?</li> <br/> <li>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?</li> <br/> <li>3. What has pleased me most about my teaching and assessment this year?</li> <br/> <li>4. What, if anything, has disappointed me about my teaching this year?</li> </ol> | <ol style="list-style-type: none"> <li>5. Has my teaching enabled learners to achieve the expected levels of work in order to be well prepared for the next grade?</li> <br/> <li>6. What do I need to communicate to the teacher who will teach this group of learners next year?</li> <br/> <li>7. In future, what aspect of my teaching and assessment practices would I like to develop further?</li> </ol> |
|--|---|

**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:** Note the homework task each day.

English Today Week 1 – Theme: Use your opportunities									
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: In a small group, discuss questions about a photograph (10 mins); <b>listen to a fable; take notes &amp; use them to begin to answers to questions</b> (30 mins) <b>p. 114</b>	218 218 Act. 1	120 121		LB p. 218 Act. 1 L&S: Complete answers to questions on fable (using notes)				
2	L&S: Discuss & mark homework (10 mins); <b>listen to an information text; make notes &amp; use them to answer questions in a group discussion</b> (40 mins); R&V: Listen to teacher's introduction to literature set work (10 mins) <b>p. 114</b>	218 219 Act. 2	121–122 122	Literature set work	R&V: Begin reading literature set work				
3	R&V: Discuss literature set work (10 mins); R&V & LSC: <b>Read an extract from a youth novel; write answers to comprehension &amp; language questions</b> ; discuss & mark answers (50 mins) <b>p. 114</b>	219–221 Acts. 3 & 4	123	Literature set work	R&V: Continue reading literature set work				
4	LSC: <b>Learn about ambiguity &amp; rewrite sentences so that the meaning is unambiguous</b> ; discuss & mark answers (25 mins); <b>learn about tautology &amp; rewrite sentences removing repetition of ideas</b> ; discuss & mark answers (25 mins); <b>learn about slang</b> in preparation for homework task (10 mins) <b>p. 114</b>	222 Act. 5 223 Act. 6 223	124 124 124–125		LB pp. 223–224 Act. 7 LSC: <b>Rewrite cartoon dialogue in a formal register</b>				
5	LSC: Discuss & mark homework (15 mins); W&P: <b>Learn about the format &amp; register of a letter of application; plan &amp; begin first draft of letter</b> (45 mins) <b>p. 114</b>	224 224–226 Act. 8	125 125		LB pp. 225–226 Act. 8 W&P: <b>Complete first draft of letter of application</b>				
Reflection									
<b>Think about and make a note of:</b> This week learners listened to and read several kinds of text. What did you notice about their responses to each kind? Were you pleased with the way you taught learners about ambiguity and tautology and their effects? 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:** If you choose to assess understanding of meeting procedures and participation in a meeting for Term 4, Formal Assessment Task 1, you will need to make notes about each learner as you move from group to group.

**Note 2:** For the final part of the lesson and for homework on Day 5 there are three choices depending on what texts are available to you and the class.

English Today Week 2 – Theme continued: Use your opportunities									
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	W&P: <b>Exchange first draft of letter of application with a partner &amp; give each other feedback; revise, edit, proofread &amp; write final version of letter</b> (60 mins) p. 114	224–226 Act. 8	125 Rubric 131	Literature set work	R&V: Continue reading literature set work				
2	R&V: Discuss literature set work (10 mins); L&S: <b>In groups of six, prepare for &amp; hold a meeting to discuss job applications &amp; to decide on an appointment</b> (50 mins) p. 114 <b>Note: Participation in a meeting can be assessed for Term 4, Formal Assessment Task 1</b>	227 Act. 9	126	Literature set work	R&V: Continue reading literature set work				
3	R&V: Discuss literature set work (10 mins); <b>revise structure &amp; rhyme in poetry; read a poem &amp; write answers to questions on it</b> ; discuss & mark answers (50 mins) p. 114	228 Act. 10	127	Literature set work	R&V: Continue reading literature set work				
4	R&V: Discuss literature set work (10 mins); LSC: <b>Learn a spelling pattern; identify examples of words using this pattern; correct errors in texts</b> ; discuss & mark answers (30 mins); R&V & LSC: <b>Read a job advertisement &amp; begin writing answers to comprehension &amp; language Q 1a-i</b> (20 mins) p. 114	229 Act. 11  230 Revision	128  128		LB p. 230 Revision R&V & LSC: Complete answers to Q 1a-i				
5	R&V & LSC: Discuss & mark homework (10–15 mins); LSC: <b>Write sentences to remove ambiguity or repetition of ideas</b> ; discuss & mark answers (20–25 mins); R&V: Listen to teacher's introduction to <i>The bird with golden feathers</i> CR pp. 129–132 & begin reading it (30 mins) OR LSC: Begin writing answers to Worksheet 14 on ambiguity (30 mins) OR R&V: Continue reading literature set work (30 mins) p. 114	230 Revision  Photocopiable worksheet book no. 14	128 128  178	<i>The bird with golden feathers</i> CR pp. 129–132	R&V: Finish reading <i>The bird with golden feathers</i> CR pp. 129–132 & prepare to answer questions on it OR continue reading literature set work OR LSC: Complete worksheet on ambiguity				



Reflection	
<p><b>Think about and make a note of:</b> What were the strengths and weaknesses of learners' letters of application? What can you do to help them build on the strengths and overcome the weaknesses? How are learners responding to the literature set work?</p>	<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>
<p>HOD/Subject head: _____ Date: _____</p>	

English Today Week 3 – Theme: Live up to the brand									
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V or LSC: Discuss homework (10–15 mins); R&V & L&S: talk about photographs with a partner (5 mins); L&S: <b>Listen to a dialogue; make notes &amp; use them to answer questions on content, language, tone &amp; power relations</b> (40–45 mins) <b>p. 115</b> <b>Note: This listening comprehension can be assessed for Term 4, Formal Assessment Task 1</b>	231–232 232–233 Act. 1	133 133–134	Literature set work	R&V: Continue reading literature set work				
2	R&V: Discuss literature set work (10 mins); L&S: <b>Participate in a class discussion about the dialogue listened to on Day 1</b> (20 mins); <b>with a partner, adapt &amp; extend the dialogue &amp; role play it</b> (30 mins) <b>p. 115</b>	233 Act. 2 233 Act. 3	134	Literature set work	R&V: Continue reading literature set work				
3	R&V: Discuss literature set work (10 mins); <b>read two extracts from a youth novel; write answers to comprehension</b> Q 1–9; discuss & mark answers (50 mins) <b>p. 115</b>	234–236 Acts. 3 & 4	135		LB pp. 234–236 Act. 4 R&V & LSC: Write answers to Q 10–12				





Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
4	R&V & LSC: Discuss & mark homework (10 mins); LSC: Recognise & <b>use gerunds in sentences</b> ; discuss & mark sentences (20 mins); <b>learn about &amp; use compound nouns</b> ; discuss & mark answers (20 mins); <b>learn about complex nouns &amp; begin an activity based on them</b> (10 mins) <b>p. 115</b>	236 236–237 Act. 5 237 Act. 6 238 Act. 7	135–136 136 137 137		LB p. 238 LSC: Complete activity on complex nouns					
5	LSC: Discuss & mark homework (5 mins); R&V: <b>Learn about bias &amp; stereotyping; read a multimodal advertisement &amp; a photoshopped image; write answers to questions on both texts</b> ; discuss & mark answers (55 mins) <b>p. 115</b>	238 238–239 Act. 9	137 138		LB p. 238 Act. 8 LSC: Rewrite a paragraph replacing full words with <b>abbreviations</b>					
<b>Reflection</b>										
<p><b>Think about and make a note of:</b> What impressed you about learners' responses to the listening comprehension questions and about their extension and performance of the dialogue? What can you do to assist learners who found any of these activities difficult?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					HOD/Subject head:		Date:			



**Note:** If your class does not have copies of the Core Reader, for homework on Day 5 ask learners to continue reading the literature set work, and discuss their reading for a few minutes at the beginning of the lesson on Day 1 in Week 5.

English Today Week 4 – Theme continued: Live up to the brand									
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	LSC: Discuss & mark homework (5 mins); W&P & LSC: <b>Revise ways of organising paragraphs; write three paragraphs</b> ; discuss & mark the paragraphs (55 mins) <b>p. 115</b>	238 240 Act. 10	137 139		LB p. 240 Act. 11 LSC: Use a <b>spelling rule</b> to sort words into groups				
2	LSC: Discuss & mark homework (10 mins); L&S: <b>In groups of five, participate in a forum discussion about advertising &amp; the media</b> (35 mins); group leaders report findings to the class (15 mins) <b>p. 115</b>	240 241 Act. 12	139 140	Literature set work	R&V: Continue reading literature set work				
3	R&V: Discuss literature set work (10 mins); W&P: <b>Learn format &amp; register for email; plan &amp; begin to write first draft of an email</b> (50 mins) <b>p. 115</b>	242–243 Act. 13	140–141		LB pp. 242–243 Act. 13 W&P: <b>Complete first draft of email</b>				
4	W&P: <b>Exchange first draft of email with a partner &amp; give each other feedback; revise, edit, proofread &amp; write final version of email</b> (50 mins); R&V: <b>Read a poem</b> in preparation for homework activity (10 mins) <b>p. 115</b>	242–243 Act. 13  243 Act. 14	140–141  141		LB p. 243 Act. 14 R&V: Answer questions on <b>structure &amp; language in a poem</b>				
5	R&V: Discuss & mark homework (15 mins); <b>read a multimodal advertisement; write answers to questions on it</b> ; discuss & mark answers (40 mins); listen to teacher's introduction to the <b>poem</b> <i>I will wait</i> CR pp. 6–8 (5 mins) <b>p. 115</b>	243 244 Revision	141 141 136	<i>I will wait</i> CR pp. 6–8	<i>I will wait</i> CR pp. 6–8 R&V: Read the poem & prepare to answer the questions on it				
Reflection									
<p><b>Think about and make a note of:</b> Were you satisfied with the way you guided learners to understand the different ways in which paragraphs can be organised? Why or why not? How well did learners understand the ways in which advertisements try to position people? What can you do to assist learners who found it difficult to be critical readers?</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 Day 1 ask learners to continue reading the literature set work, and discuss their reading for a few minutes at the beginning of the lesson on Day 2.

**Note 2:** The questions for Act. 3 on p. 250 in the Learner's Book have been incorrectly numbered. The numbers should be 1–13, instead of 7–19.

English Today Week 5 – Theme: Reaching your goals									
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss questions on poem (15 mins); R&V & L&S: With a partner, talk about a photograph (5 mins); R&V: <b>Revise sound devices in poetry; read a poem; write answers to questions on it;</b> discuss & mark answers (35 mins); listen to teacher's introduction to a poem (5 mins) <b>p. 116</b>	245–246 246–247 Acts. 1 & 2	172 143 143–144 144	<i>Final song</i> CR pp. 12–14	R&V: Read <i>Final song</i> CR pp. 12–14 & prepare to discuss questions on it				
2	R&V: Discuss questions on a poem (15 mins); <b>revise setting, characterisation &amp; conflict in stories; read an extract from a short story &amp; begin to write answers to questions on it</b> (45 mins) <b>p. 116</b>	248–250 Act.3	172 144–145		LB pp. 248–250 Act. 3 R&V: Complete answers to questions				
3	R&V: Discuss & mark homework (15 mins); LSC: <b>Revise types of verbs &amp; nouns; identify various types in sentences;</b> discuss & mark answers (40 mins); L&S: Listen to teacher's instructions for homework task (5 mins) <b>p. 116</b>	250 251 Act. 4 252 Act. 5	145 146 146–147		LB p. 252 Act. 5 L&S: Think about choices & decisions in preparation for a group conversation				
4	L&S: <b>Revise procedures for conversation; participate in a group conversation about choices &amp; decisions</b> (35 mins); LSC: <b>Revise cause &amp; effect; identify examples in sentences;</b> discuss & mark answers (25 mins) <b>p. 116</b>	252 Act. 5 253 Act. 6	146–147 147	Literature set work	R&V: Continue reading literature set work				
5	R&V: Discuss literature set work (15 mins); L&S: <b>Read sentences aloud with different stress patterns &amp; identify differences in meaning</b> (10 mins); LSC: <b>Replace phrases with single words;</b> discuss & mark answers (20 mins); L&S: In groups of three start planning a role play (15 mins) <b>p. 116</b>	253 Act. 7 254 Act. 8 254–255 Act. 9	147 148 148		LB pp. 254–255 Act. 9 L&S: Practise role in a role play				
Reflection									
<b>Think about and make a note of:</b> Were you pleased with the ways in which you helped learners to revise features of poetry and stories? Why or why not? How well did learners manage the group conversation? What can you do to assist any learners who found it difficult to participate?					Did you cover all the work set for the week? If not, how will you get back on track?				
<b>HOD/Subject head:</b>					<b>Date:</b>				

**Note:** Parts of the content and activities for Day 4 are taken from Weeks 7 and 8 of the Learner's Book. The homework for Day 4 and the class discussion on Day 5 are based on the examples of end-of-year examination papers in the Learner's Book.

English Today Week 6 – Theme continued: Reaching your goals									
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	L&S: <b>In groups of three, continue to prepare a role play (20 mins); 10 groups present 3–4 min role play to the class (40 mins) p. 116</b>	254–255 Act. 9	148	Literature set work	R&V: Continue reading literature set work				
2	L&S: <b>Rest of groups present role plays (30 mins); W&amp;P: Learn about format &amp; register of a diary entry; plan a diary entry &amp; begin writing first draft (30 mins) p. 116</b>	254–255 Act. 9 255–257 Act. 10	148 148–149		LB pp. 255–257 Act. 10 W&P: <b>Complete first draft of diary entry</b>				
3	W&P: <b>Exchange first draft of diary entry with a partner &amp; give each other feedback; revise, edit, proofread &amp; write final version of entry (60 mins) p. 116</b>	255–257 Act. 10	148–149	Literature set work	R&V: <b>Complete reading of literature set work</b>				
4	R&V: <b>Participate in final discussion of literature set work (20 mins); R&amp;V &amp; W&amp;P: Revise summary writing &amp; write a point form summary; discuss &amp; mark summary (20 mins); W&amp;P: Discuss features of narrative, argumentative, reflective &amp; descriptive essays; revise formal letter writing (20 mins) pp. 116 &amp; 117</b>	257 Act. 11 270–272 Acts. 12 & 13	149 157–158		LB pp. 273–280 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) <b>p. 117</b>	273–280	188–192		R&V & W&P & LSC: Revise for end-of-year examinations				
Reflection									
<p><b>Think about and make a note of:</b> What impressed you about the writing and performance of the role plays? What can you help learners to do even better next time? Were you pleased with the ways in which you guided learners in their reading 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 – Preparation for and writing of end-of-year examination papers

Weeks 7 and 8 of the Learner's Book focus on consolidation and revision of the year's work and are followed by an example of each of Papers 2, 3 and 4. The memoranda for these exemplars are on pp. 188–192 of the Teacher's Guide. While they cannot be used in the examinations, these exemplars are very useful for revision purposes. If there is some revision time in Week 7 before examinations begin, you could continue with revision work. You could also use some of the photocopiable worksheets from the *Grade 9 English Today Worksheet Book* for revision purposes.

On pp. 210–234 of the Teacher's Guide there is one example of a comprehension and language use paper, one example of a writing paper and one example of a response to literature paper, each with a memorandum or rubric. These could be used for the end-of-year examination because it is very unlikely that learners will have seen them. 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 use and summary (2 hours)

English Paper 3: Writing (1 hour)

English Paper 4: Response to literature (1.5 hours)

(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"> <li>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?</li> <li>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?</li> <li>3. What has pleased me most about my teaching and assessment this year?</li> <li>4. What, if anything, has disappointed me about my teaching this year?</li> </ol> | <ol style="list-style-type: none"> <li>5. Has my teaching enabled learners to achieve the expected levels of work in order to be well prepared for the next grade?</li> <li>6. What do I need to communicate to the teacher who will teach this group of learners next year?</li> <li>7. In future, what aspect of my teaching and assessment practices would I like to develop further?</li> </ol> |
|--|---|

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:** In the Learner's Book the time allocated for the committee meeting role play is insufficient – particularly if you wish to move from group to group to assess participation for Term 4, Formal Assessment Task 1.

**Note 3:** Note the homework task each day.

Interactive English Week 1 – Theme: Wise up ... about work									
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: <b>Learn about fables; listen to a fable &amp; make notes; use vocabulary to describe characters in the fable &amp; to answer questions; discuss answers (40 mins) p. 114</b>	262 Act. 1 262 Act. 1	185–186		LB p. 262 Act. 1 LSC: Revise the adjectives used in class				
2	L&S: <b>Listen to a newspaper article; make notes &amp; use them to write answers to questions; discuss &amp; mark answers (40 mins); participate in a class discussion of comparisons &amp; contrasts between the two texts (10–15 mins);</b> R&V: Listen to teacher's introduction to literature set work (5–10 mins) <b>p. 114</b>	262–263 Act. 1 263 Act. 1	187–188  188	Literature set work	R&V: Begin reading literature set work				
3	R&V: Discuss literature set work (10 mins); L&S: <b>In groups of five, choose roles, prepare for &amp; participate in a committee meeting role play (30 mins)</b> R&V: <b>Read a short story &amp; prepare to answer questions on language use in it (20 mins) p. 114</b> <b>Note: Understanding meeting procedures and participating in a meeting can be assessed for Term 4, Formal Assessment Task 1</b>	263–264 Act. 2 265–266 Act. 3	188  189		LB pp. 265–266 Act. 3 LSC: <b>Read definitions of slang, jargon, cliché, tautology &amp; redundancy &amp; identify examples in a short story</b>				
4	LSC: Discuss & mark homework (15–20 mins); R&V & LSC: <b>Write answers to comprehension &amp; language questions on a short story; discuss &amp; mark answers (40–45 mins) p. 114</b>	266 267 Act. 3	189 190	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				
5	R&V: Discuss literature set work (10 mins); <b>skim, scan &amp; read in detail a cover blurb &amp; an extract from a youth novel; work with a partner to answer language &amp; vocabulary questions; discuss &amp; mark answers (40 mins); begin to write answers to comprehension questions on the extract (10 mins) p. 114</b>	267–269 Act. 4	191  192		LB pp. 268–269 R&V: Complete answers to reading comprehension questions					
<b>Reflection</b>										
<p><b>Think about and make a note of:</b> Were you pleased with the way you led the discussion of the comparisons and contrasts between the fable and the newspaper article? Why or why not? How well did learners manage the task of conducting and contributing to a meeting? What can you do to assist learners who found this task difficult?</p>						<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>				
HOD/Subject head:						Date:				

**Note:** If the 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 for a few minutes at the beginning of Day 4.

<b>Interactive English Week 2 – Theme continued: Wise up ... about work</b>										
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss & mark homework (15 mins); <b>read a poem; participate in a class discussion of its external structure &amp; other features (30 mins);</b> LSC: <b>With a partner complete a table based on verbs used in the poem; discuss &amp; mark answers &amp; note homework task (15 mins) p. 114</b>	269 270–271 Act. 5 271 Act. 5	192 192  192		LB pp. 270–271 Act. 5 R&V: Write answers to reading comprehension questions on the poem					
2	R&V: Discuss & mark homework (10–15 mins); LSC: <b>Learn a spelling pattern using a prefix &amp; complete a vocabulary quiz; discuss &amp; mark answers (20–25 mins); revise active &amp; passive voice in the future tense; begin to write sentences in passive voice in future tense (25 mins) p. 114</b>	271 272 Act. 6 273 Act. 7	193 193  194		LB p. 273 LSC: Complete sentences in passive voice					





Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
3	LSC: Discuss & mark homework (10–15 mins); <b>revise direct &amp; indirect speech; write statements firstly in direct speech &amp; then in indirect speech</b> ; discuss & mark answers (40 mins); R&V: Listen to teacher's introduction to <i>Going places</i> CR pp. 143–148 (5–10 mins) <b>p. 114</b>	273 274 Act. 7	194 194  193	<i>Going places</i> CR pp. 143–148	R&V: Read <i>Going places</i> CR pp. 143–148 & prepare to discuss questions on it					
4	R&V: Discuss questions on a short story (15 mins); W&P: <b>Learn about features of a letter of application; plan &amp; begin first draft of a letter of application</b> (45 mins) <b>p. 114</b>	274–277 Act. 8	195–196		LB pp. 274–277 W&P: <b>Complete first draft of letter of application</b>					
5	W&P: <b>Exchange first draft of letter of application with a partner &amp; give each other feedback; revise, edit, proofread &amp; write final version of letter</b> (55 mins); LSC: Listen to teacher's instructions for homework task (5 mins)	274–277 Act. 8			LB p. 277 Act. 9 LSC: Rewrite a letter of application with correct spelling & grammar					
<b>Reflection</b>										
<p><b>Think about and make a note of:</b> Learners did quite a lot of language and vocabulary work this week. Were you satisfied with the way you guided their learning? Why or why not? While learners were working on their letters of application what did they manage well and what did they find 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:			





**Note 1:** On Day 2, if you choose to assess participation in a group discussion for Term 4, Formal Assessment Task 1, you will need to make notes about each learner as you move from group to group.

**Note 2:** If the class does not have copies of the Core Reader, for homework on Day 4 ask learners to continue reading the literature set work, and then discuss what they have read for a few minutes at the beginning of Day 5.

Interactive English Week 3 – Theme: Wise up ... about health										
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	LSC: Discuss & mark homework (10–15 mins); R&V: <b>Read &amp; discuss a multimodal brochure</b> (25 mins); L&S: <b>Listen to a radio interview &amp; make notes on tone, mood, power of the language used &amp; facts presented</b> (20–25 mins) <b>p. 115</b>	277 279 Act. 1 280 Act. 1	196 198  198–199		LB pp. 280–281 Act. 1 R&V: Use notes to answer listening comprehension questions					
2	L&S: Discuss & mark homework (15 mins); <b>revise guidelines for participating in a group discussion; participate in a group discussion &amp; report answers to the class</b> (45 mins) <b>p. 115</b>	280–281 282 Act. 2	198 200	Literature set work	R&V: Continue reading literature set work					
3	R&V: Discuss literature set work (15 mins); LSC: <b>Learn about types of abbreviation &amp; identify types</b> (15 mins); R&V & LSC: <b>Read a short story &amp; discuss how paragraphs are organised in it</b> (30 mins) <b>p. 115</b>	283 Act. 2 284–285 Act. 3	201  202	Literature set work	R&V: Continue reading literature set work					
4	R&V: <b>Work with a partner to write answers to questions on a short story &amp; to understand euphemism</b> (40 mins); discuss & mark answers (15 mins); listen to teacher's introduction to the poem <i>AIDS</i> CR p. 142 (5 mins) <b>p. 115</b>	285 Act. 3	202–203  203	<i>AIDS</i> CR p. 142	R&V: Read a poem, <i>AIDS</i> CR p. 142 & prepare to answer the questions on it					
5	R&V: Discuss questions on a poem (10–15 mins); <b>read information from a website &amp; then read a poem written by learner; identify personification in the poem; discuss questions on the poem</b> (45–50 mins) <b>p. 115</b>	286–287 Act. 4	203		LB pp. 286–287 Act. 4 R&V & W&P: Write a paragraph about the poem, following the instructions given					
Reflection										
<b>Think about and make a note of:</b> This week learners read several different types of texts. Were you satisfied with the ways you supported their reading and understanding? Why or why not?					Did you cover all the work set for the week? If not, how will you get back on track?					
					HOD/Subject head:			Date:		





**Interactive English Week 4 – Theme continued: Wise up ... about health**

Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V & W&P: In groups of five, read paragraphs to each other & give each other feedback (15 mins); R&V: <b>Read a picture story &amp; discuss it features</b> (20–25 mins); <b>begin to write answers to comprehension questions on it</b> (20–25 mins) <b>p. 115</b>	286–287  289 Act. 5	203  204		LB pp. 288–289 Act. 5 R&V: Complete answers to questions on picture story					
2	R&V: Discuss & mark homework (20 mins); LSC: <b>Learn two spelling patterns; do vocabulary activities;</b> discuss & mark answers (40 mins) <b>p. 115</b>	289 290 Act. 6	204 205	Literature set work	R&V: Continue reading literature set work					
3	R&V: Discuss literature set work (15 mins); LSC: <b>Learn about stereotyping &amp; prejudice; identify examples in sentences &amp; discuss them</b> (30 mins); <b>revise types of nouns &amp; gerunds; begin to identify examples in texts</b> (15 mins) <b>p. 115</b>	290–291 Act. 6 291 Act. 6	205–206  206		LB p. 291 Act. 6 LSC: Complete answers to questions on nouns & gerunds					
4	LSC: Discuss & mark homework (15 mins); R&V & W&P: <b>Read two texts from a website &amp; use information from them to plan &amp; begin the first draft of an email letter</b> (45 mins) <b>p. 115</b>	291 292–293 Act. 7	206 207		LB pp. 292–293 W&P: Complete first draft of email					
5	W&P: <b>Exchange first draft of email with a partner &amp; give each other feedback; revise, edit, proofread &amp; write final version of email</b> (60 mins) <b>p. 115</b>	292–293 Act. 7	207	Literature set work	R&V: Continue reading literature set work					
<b>Reflection</b>										
<p><b>Think about and make a note of:</b> How well did learners manage the task of using information from websites to plan and write letters of invitation in the form of emails? If you taught these lessons again, would you do anything differently? If so, what?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					<p><b>HOD/Subject head:</b> _____ <b>Date:</b> _____</p>					







**Note 1:** The tracker suggests that the Group Work activity on pp. 298–300 of the Learner’s Book should be done individually and then discussed and marked in class.

**Note 2:** If the class does not have copies of the Core Reader, for homework on Day 5 ask learners to continue reading the literature set work and then discuss what they have read for a few minutes at the beginning of Day 1 of Week 6.

Interactive English Week 5 – Theme: Wise up ... about consumer rights							
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: <b>Read information posters &amp; answer comprehension &amp; vocabulary questions</b> (30 mins); L&S: <b>In pairs prepare a 2 minute role play of a conversation</b> (10 mins); <b>5 pairs present role play to class p. 116</b> <b>Note: The role-played conversation can be assessed for Term 4, Formal Assessment Task 1</b>	296–297 Act. 1 298–300 Act. 1	209  209–211	Literature set work	R&V: Continue reading literature set work		
2	L&S: <b>In pairs, rest of class presents 2 minute role plays of conversation</b> (30–40 mins); R&V: <b>Participate in a class discussion of drawings about consumer issues</b> (15–25 mins); listen to teacher’s instructions for homework task (5 mins) <b>p. 116</b>	297 Act. 1 298 Act. 2	209  210		LB. pp. 298–299 Act. 2 R&V: Write answers to questions on drawings A & B		
3	R&V: Discuss & mark homework (15 mins); R&V: Write answers to questions on drawings C & D; discuss & mark answers (25 mins); L&S: <b>With a partner, prepare &amp; then role play one of the situations in the drawings</b> (20 mins) <b>p. 116</b>	298–299 299–300 Act. 2 300 Act. 2	210 210–211  211	Literature set work	R&V: Continue reading literature set work		
4	R&V: Discuss literature set work (10 mins); R&V: <b>Read two poems &amp; discuss titles, tone, mood &amp; typography</b> (25 mins); <b>begin to write answers to comprehension &amp; language questions on them</b> (25 mins) <b>p. 116</b>	301–302 Act. 3	212		LB pp. 301–302 Act. 3 R&V: Complete answers to questions on two poems		
5	R&V: Discuss & mark homework (15 mins); R&V: <b>Read a short story &amp; discuss answers to questions on characters, plot, conflict &amp; theme;</b> (40 mins); listen to teacher’s introduction to a poem (5 mins) <b>p. 116</b>	302 303–305 Act. 4	213 213–214	CR pp. 134–135 <i>Music of the street</i>	R&V: Read a poem CR pp. 134–135 & prepare to discuss questions on it		
Reflection							
<b>Think about and make a note of:</b> What impressed you about learners’ role-played conversations? What can they be encouraged to do even better next time? Were you pleased with the way you discussed the story about the security cameras? Why or why not?				Did you cover all the work set for the week? If not, how will you get back on track?			
<b>HOD/Subject head:</b>				<b>Date:</b>			



**Note:** The content and activities for the second part of the lesson on Day 4 are taken from Weeks 7 and 8 of the Learner's Book. The homework task on Day 4 and the class discussion on Day 5 are based on the examples of November examination papers at the back of the Learner's Book.

<b>Interactive English Week 6 – Theme continued: Wise up ... about consumer rights</b>									
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss poem (15 mins); <b>read an extract from a youth novel; participate in a class discussion of questions on it (25 mins); begin to write answers to comprehension &amp; language questions on the extract (20 mins) p. 116</b>	306–307 Act. 5 306–307 Act. 5	213 214–215		LB pp. 306–307 R&V: Complete answers to questions on novel extract				
2	R&V: Discuss & mark homework (15 mins); <b>read &amp; discuss an information text (20–25 mins);</b> R&V & W&P: With a partner, <b>write a point form summary of the information text (20–25 mins) p. 116</b>	306–307 308 Act. 6 309 Act. 6	215 215–216  216	Literature set work	<b>R&amp;V: Complete reading of literature set work</b>				
3	R&V: <b>Participate in final discussion of literature set work (20 mins);</b> LSC: <b>Learn about cause &amp; effect; write cause &amp; effect sentences;</b> discuss & mark answers (25 mins); W&P: <b>Revise features of diary entries; plan &amp; begin first draft of a diary entry (15 mins) p. 116</b>	309  310 Act. 8	217–218		LB p. 311 Act. 9 W&P: <b>Complete first draft of diary entry</b>				
4	W&P: <b>Revise, edit, proofread &amp; write final version of diary entry (30 mins); revise writing essays &amp; transactional texts (30 mins) p. 116 &amp; p. 117</b>	311 Act. 9	218 Rubric xxx		R&V & W&P & LSC: Read examples of November examination papers & prepare questions to ask teacher				
5	R&V & W&P & LSC: Discuss examples of end-of-year examination papers in preparation for final examinations (60 mins) <b>p. 117</b>	325 Act. 6	226 onwards		R&V & W&P & LSC: Revise for end-of-year examinations				
Reflection									
<b>Think about and make a note of:</b> What were the strengths and weaknesses of learners' point form summaries? What can you do to help learners build on their strengths and overcome their weaknesses? Were you pleased with the ways in which you guided learners in their reading 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?				
					<b>HOD/Subject head:</b> _____ <b>Date:</b> _____				



### **Interactive English Weeks 7 & 8 – Preparation for and writing of end-of-year examination papers**

Weeks 7 and 8 of the Learner's Book focus on consolidation and revision of the year's work. If there is any revision time in Week 7 before examinations begin, you could do some of this revision work.

There is an example of Papers 2, 3 and 4 in the Learner's Book and the same papers with memoranda are in the Teacher's Guide. These can be used for revision purposes but not for the examination as learners will have had opportunities to prepare their answers. For the end-of-year examinations either use the example papers in the tracker or set your own. You may wish to use Papers 2 and 3 from the tracker, but set your own literature paper, so that you can ask questions on texts that the learners in your class have studied.

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

English Paper 2: Comprehension, language use and summary (2 hours)

English Paper 3: Writing (1 hour)

English Paper 4: Response to literature (1.5 hours)

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

#### **Reflect on the year**

**Think about and make a note of:**

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| <ol style="list-style-type: none"> <li>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?</li> <br/> <li>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?</li> <br/> <li>3. What has pleased me most about my teaching and assessment this year?</li> <br/> <li>4. What, if anything, has disappointed me about my teaching this year?</li> </ol> | <ol style="list-style-type: none"> <li>5. Has my teaching enabled learners to achieve the expected levels of work in order to be well prepared for the next grade?</li> <br/> <li>6. What do I need to communicate to the teacher who will teach this group of learners next year?</li> <br/> <li>7. In future, what aspect of my teaching and assessment practices would I like to develop further?</li> </ol> |
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**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:** Note the homework task each day.

Platinum English Week 1 – Theme: Different types of English										
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 & R&V: Talk about photographs with a partner (5 mins); L&S: <b>Revise vocabulary about meetings; listen to a text about meeting procedures &amp; make notes; use notes to begin writing answers to questions</b> (35 mins) p. 114	203–204 Act. 1 204 Act. 2	153  154		LB p. 204 Act. 2 L&S: Use notes to complete answers to questions					
2	L&S: Discuss & mark homework (15 mins); <b>listen to a dialogue that is part of a meeting; make notes &amp; use them to discuss questions on the dialogue with a partner</b> (35 mins); R&V: Listen to teacher's introduction to literature set work (10 mins) p. 114	204 205 Act. 3	154 154–155	Literature set work	Begin reading literature set work					
3	R&V: Discuss literature set work (10 mins); L&S: <b>In groups of six to seven plan &amp; practise a role play of a 10 minute meeting</b> (20 mins); <b>three groups present role play to the class</b> (30 mins) p. 114 <b>Note: Participation in a meeting can be assessed for Term 4, Formal Assessment Task 1</b>	206 Act. 4	155	Literature set work	Begin reading literature set work					
4	L&S: <b>Rest of the groups role play their meeting for the class</b> (40 mins); R&V: <b>Do pre- &amp; during-reading activities on an extract from a youth novel</b> (20 mins) p. 114	206 Act. 4 206–207 Act. 5	155  155–156		LB pp. 207–208 Act. 5 R&V: Write answers to questions 1–6					
5	R&V: write answers to Q 7–14; discuss & mark answers 1–14 (45 mins); LSC: <b>Begin to write answers to questions on reported (indirect) &amp; direct speech &amp; on slang</b> (15 mins) p. 114	207–208 Act. 5 208–209 Act. 5	156  156		LB pp. 208–209 Act. 5 LSC: Complete activity on direct & indirect speech & on slang					

**Reflection**

**Think about and make a note of:** How well did learners manage the tasks of understanding meeting procedures and participating in a meeting? What can you do to assist any 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:

**Note:** If the class does not have copies of the Core Reader, for homework on Day 5 ask learners to continue reading the literature set work, and then discuss what they have read for a few minutes at the beginning of Day 1 of Week 3.

**Platinum English Week 2 – Theme continued: Different types of English**

Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	LSC: Discuss & mark homework (10 mins); <b>learn about phrasal verbs &amp; identify them in sentences</b> ; discuss & mark answers (20 mins); <b>change sentences from passive to active voice</b> ; discuss & mark answers (20 mins); <b>understand clichés; begin to write answers to activities on clichés</b> (10 mins) <b>p. 114</b>	208–209 209 Act. 6 210 Act. 7 210–211 Act. 8	156 157  157–158 158		LB pp. 210–211 Act. 8 LSC: Complete activity on clichés					
2	LSC: Discuss & mark homework (10 mins); R&V: <b>Do pre- &amp; during-reading activities on a poem &amp; begin to write answers to post-reading questions</b> (50 mins) <b>p. 114</b>	210–211 211–213 Act. 9	158 158–159		LB pp. 211–213 Act. 9 R&V: Complete answers to questions					
3	R&V: <b>Discuss answers to questions on poem</b> (20 mins); LSC: <b>Understand homophones &amp; use words correctly in sentences</b> ; discuss & mark answers (10 mins); W&P: <b>Learn features of a formal letter of application; plan &amp; begin writing first draft of letter</b> (30 mins) <b>p. 114</b>	211–213 213  213–215 Act. 10	158–159 159  159–160		LB pp. 213–215 Act. 10 W&P: <b>Complete first draft of letter</b>					



Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
4	W&P: <b>Exchange first draft of letter of application with a partner &amp; give each other feedback;</b> LSC: <b>Learn about ambiguity, redundancy &amp; tautology &amp; remove any examples when revising, editing, proofreading &amp; writing final version of letter (60 mins) p. 114</b>	213–215 Act. 10	159–160	Literature set work	R&V: Continue reading literature set work					
5	R&V: Discuss literature set work (15 mins); LSC: <b>Complete language revision activities;</b> discuss & mark answers (40 mins); R&V: Listen to teacher's introduction to <i>Hidden assets</i> CR pp. 45–52 (5 mins) <b>p. 114</b>	216 Revision page	160	<i>Hidden assets</i> CR pp. 45–52	R&V: Read <i>Hidden assets</i> CR pp. 45–52 & prepare to answer questions on it					
Reflection										
<p><b>Think about and make a note of:</b> What are the strengths and weaknesses of learners' letters of application? How can you help them to build on the strengths and to overcome the weaknesses?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					HOD/Subject head:		Date:			



**Note 1:** The Teacher's Guide suggests reading *Love poem for my country* from the Core Reader. This poem fits better with the theme for Weeks 5 and 6, so the tracker suggests swapping it with a folktale that is listed for Weeks 5 and 6.

**Note 2:** If you wish to assess learners' participation in a forum discussion for Term 4, Formal Assessment Task 1, you will need to move around the classroom making notes while the groups have their discussions.

**Note 3:** If the class does not have copies of the Core Reader, for homework on Days 4 and 5 ask learners to continue reading the literature set work, and then discuss what they have read for a few minutes at the beginning of Day 1 of Week 4.

Platinum English Week 3 – Theme: New media matters									
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss questions on a <b>short story</b> (20 mins); write answers to questions on a photograph (15 mins); in a small group compare & discuss answers (15 mins); LSC: <b>Revise emotive language, bias &amp; stereotyping</b> (10 mins) <b>p. 115</b>	217–218  219	227–228 162–163  162–163	Literature set work	R&V: Continue reading literature set work				
2	R&V: Discuss literature set work (10 mins); L&S: <b>Listen to a dialogue &amp; take notes; use notes to answer questions on language &amp; power, emotive language &amp; stereotyping</b> ; discuss & mark answers (50 mins) <b>p. 115</b>	219–220	163–164		LB p. 220 LSC: Do <i>Work with words</i> activity on emotive language				
3	LSC: Discuss & mark homework (5 mins); L&S: Revise procedures & <b>useful language for group discussion</b> (10 mins); <b>in groups of five to six, prepare for &amp; participate in a forum discussion</b> (25 mins) R&V: <b>Read a cartoon &amp; answer questions on it</b> ; discuss & mark answers (20 mins) <b>p. 115</b> <b>Note: Participation in a forum discussion can be assessed for Term 4, Formal Assessment Task 1</b>	220–221  221–222	164 164–165  165	Literature set work	R&V: Continue reading literature set work				
4	R&V: Discuss literature set work (10 mins); <b>revise simile, personification &amp; alliteration; read a poem &amp; write answers to questions on it</b> ; discuss & mark answers (45 mins); listen to teacher's introduction to <i>The mother who turned to dust</i> CR pp. 79–85 (5 mins)	222–223	165–166	<i>The mother who turned to dust</i> CR pp. 79–85	R&V: Begin reading <i>The mother who turned to dust</i> CR pp. 79–85				
5	R&V: <b>Do pre-, during- reading and post-reading &amp; spelling activities on an extract from a youth novel</b> ; discuss & mark answers (60 mins)	223–226	166–167	<i>The mother who turned to dust</i> CR pp. 79–85	R&V: Finish begin reading <i>The mother who turned to dust</i> pp. 79–85 & be prepared to discuss questions on it				



Reflection	
<p><b>Think about and make a note of:</b> What impressed you about learners' participation in the forum discussion? What can they do better next time, and how can you help them to do so?</p>	<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>
	<p>HOD/Subject head: _____ Date: _____</p>

Platinum English Week 4 – Theme continued: New media matters							
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class	
						Date completed	
1	R&V: Discuss questions on a folktale (30 mins); LSC: <b>Revise proper nouns &amp; gerunds &amp; identify examples in paragraphs;</b> discuss & mark answers (30 mins) <b>p. 115</b>	226–227	231 168	Literature set work	R&V: Continue reading literature set work		
2	R&V: Discuss literature set work (10 mins); LSC: Learn about modals & use modals correctly in sentences; discuss & mark answers (30 mins); R&V & W&P: <b>In preparation for writing an email, read an article, an email &amp; a tweet</b> (20 mins) <b>p. 115</b>	227 228–229	168–169 169	Literature set work	R&V: Continue reading literature set work		
3	W&P: <b>In response to the three texts, plan &amp; begin first draft of an email</b> (60 mins) <b>p. 115</b>	228–229	169		LB pp. 228–229 Act. 9 W&P: <b>Complete first draft of email</b>		
4	W&P: <b>Exchange first draft of email with a partner &amp; use a checklist to give each other feedback; revise, edit, proofread &amp; write final version of email</b> (60 mins) <b>p. 115</b>	228–229	169–170	Literature set work	R&V: Continue reading literature set work		
5	R&V: Discuss literature set work (10 mins); LSC: Do language revision activities; discuss & mark answers (50 mins) <b>p. 116</b>	230	170	Literature set work	R&V: Continue reading literature set work		
Reflection							
<p><b>Think about and make a note of:</b> What are the strengths and weaknesses of learners' emails? How can you help them to build on the strengths and to overcome the weaknesses? Are you pleased with learners' responses to the literature set work? Why or why not?</p>	<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>						
	<p>HOD/Subject head: _____</p>						<p>Date: _____</p>







Platinum English Week 5 – Theme: In praise of Africa									
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 & L&S: In a group, talk about a photograph (5–10 mins); R&V: <b>Do pre- &amp; during-reading activities on a poem &amp; begin to write answers to post-reading questions (40–45 mins) p. 116</b>	231–232 Act. 1 232–233 Act. 2	172  172–173		LB p. 232 Act. 2 R&V: Complete answers to questions on poem				
2	R&V: Discuss & mark homework (15 mins); LSC: <b>Understand different meanings of the same word &amp; use them correctly;</b> discuss & mark answers (15 mins); R&V & W&P: <b>Read an article &amp; begin to write a summary</b> of it (30 mins) <b>p. 116</b>	232 234  234–235 Act. 3	173 173  173–174		LB pp. 234–235 Act. 3 R&V & W&P: Complete summary				
3	R&V & W&P: Exchange summary with a partner & give each other feedback (5–10 mins); R&V: <b>Do pre- &amp; during-reading activities on an extract from a short story; begin to write answers to post-reading questions (50–55 mins) p. 116</b>	234–235  235–236 Act. 4	173–174  174–175		LB pp. 235–237 Act. 4 R&V: Complete answers to post-reading questions				
4	R&V: Discuss & mark homework (20 mins); LSC: <b>Learn about &amp; use compound nouns;</b> discuss & mark answers (20 mins); LSC: <b>Discuss new meanings of 'old' words (20 mins) p. 116</b>	237  237	175 175  175	Literature set work	R&V: Continue reading literature set work				
5	R&V: Discuss literature set work (10 mins); LSC: <b>Learn about cause &amp; effect sentences; write cause &amp; effect sentences;</b> discuss & mark answers (40 mins); <b>learn how to use relative pronouns &amp; conjunctions in complex sentences; begin to write complex sentences (10 mins) p. 116</b>	238 Act. 5 239 Act. 6	175–176  176–177		LB p. 239 Act. 6 LSC: Identify relative pronouns & conjunctions; use them in complex sentences				
Reflection									
<b>Think about and make a note of:</b> What were the strengths and weaknesses of learners' summaries? What can you do to support learners who still find summary writing difficult? Were you pleased with the ways you explained various aspects of language structures and conventions this week? 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:** If you wish to assess learners' participation in a conversation for Term 4, Formal Assessment Task 1, you will need to move around the classroom making notes while the groups have their conversations.

**Note 2:** The content and activities for the lesson on Day 3 and for part of the lesson on Day 4 are taken from Weeks 7 and 8 in the Learner's Book. The homework task on Day 4 and the class discussion on Day 5 are based on examples of end-of-year examination papers in the Learner's Book.

Platinum English Week 6 – Theme continued: In praise of Africa									
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	LSC: Discuss & mark homework (10 mins); L&S: <b>In group of four participate in a conversation on a particular question &amp; report ideas to the class (30 mins); in groups of five, choose a role to play in a community meeting; begin planning what to say in that role at the meeting (20 mins) p. 116</b> <b>Note: Participation in a conversation can be assessed for Term 4, Formal Assessment Task 1</b>	239 239–240 Act. 7 240 Act. 8	177 177  178		LB p. 240 Act. 8 L&S: Prepare & practise role for meeting role play				
2	L&S: <b>Participate in a community meeting role play &amp; decide on a course of action (30 mins);</b> W&P: <b>Revise features of diary entries; plan &amp; write first draft of a diary entry (30 mins)</b>	240 Act. 8 241 Act. 9	178  178		LB p. 241 W&P: <b>Revise, edit, proofread &amp; write final version of diary entry</b>				
3	R&V & W&P: <b>Revise &amp; practise summary writing (30 mins);</b> W&P: <b>Revise features of different types of essay (30 mins) p. 117</b>	249–250 Act. 5 250–252 Act. 6	184  184		R&V: Complete <b>reading of literature set work</b>				
4	R&V: <b>Participate in final discussion of literature set work (20 mins);</b> LSC: <b>Practise answering typical language examination questions; discuss &amp; mark answers (40 mins) p. 117</b>	252–253 Act. 8	185		LB pp. 254–259 R&V & W&P & LSC: Read example Papers 2 & 3 & prepare questions to ask teacher				
5	R&V & W&P & LSC: Discuss examples of end-of-year examination papers in preparation for final examinations (60 mins) <b>p. 117</b>	254–259	186–188		R&V & W&P & LSC: Revise for end-of-year examinations				
Reflection									
<b>Think about and make a note of:</b> What impressed you about the community meeting role plays? What can learners improve on, and how can you help them to do so? Were you pleased with the ways in which you guided learners in their reading 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:		



## Platinum English Weeks 7 & 8 – Preparation for and writing of end-of-year examination papers

Weeks 7 and 8 of the Learner's Book focus on consolidation and revision of the year's work. If there is any time available in Week 7 before examinations begin, you could do some of this revision work. If you have a copy of the *Extension and Remediation Worksheet Book* you could choose some activities from it for revision purposes.

On pp. 254–259 of the Learner's Book there are examples of papers that can be used for revision and examination preparation for Papers 2 and 3. On pp. 198–203 of the Teacher's Guide there is one example of Paper 2 and one example of Paper 3, 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. There is no example of Paper 4, Response to literature, so you will either need to use the example in the tracker or set your own, or you could use some questions from Paper 4 in the tracker together with some of your own on the literature that the learners in your class have studied.

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

English Paper 2: Comprehension, language use and summary (2 hours)

English Paper 3: Writing (1 hour)

English Paper 4: Response to literature (1.5 hours)

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

### Reflect on the year

**Think about and make a note of:**

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| <ol style="list-style-type: none"> <li>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?</li> <br/> <li>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?</li> <br/> <li>3. What has pleased me most about my teaching and assessment this year?</li> <br/> <li>4. What, if anything, has disappointed me about my teaching this year?</li> </ol> | <ol style="list-style-type: none"> <li>5. Has my teaching enabled learners to achieve the expected levels of work in order to be well prepared for the next grade?</li> <br/> <li>6. What do I need to communicate to the teacher who will teach this group of learners next year?</li> <br/> <li>7. In future, what aspect of my teaching and assessment practices would I like to develop further?</li> </ol> |
|--|---|

**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:** Refer to p. 175 of the Learner's Book. If you wish to use the role play of meeting procedures for Term 4, Formal Assessment Task 1, ask learners to role play only the meeting in which they follow correct procedures and to do this for 4–5 minutes. They should do this in front of the class, so that you can assess each group. To keep learners interested, ask them to decide which role plays they think are the best and why.

**Note 3:** Note the homework task each day.

Spot On Week 1 – Theme: School scenes									
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: <b>Read an extract from a short story &amp; begin writing answers to comprehension &amp; figurative language questions on it (40 mins) p. 114</b>	170–171 Act. 1.1	249		LB pp. 170–171 Act. 1.1 R&V: Complete answers to comprehension & language questions				
2	R&V: Discuss & mark homework (15 mins); LSC: <b>Revise active &amp; passive voice</b> & answer questions; discuss & mark answers (10–15 mins); R&V: <b>Revise &amp; discuss literary terms &amp; use them to begin to answer questions on an extract from a short story (30–35 mins) p. 114</b>	170–171 171 Act. 1.2 172–173 Act. 2.1	249 249 250		LB p. 170 & 173 Act. 2.1 R&V: Complete answers to questions on literary terms				
3	R&V: Discuss & mark homework (15 mins); LSC: <b>Learn about slang &amp; complete a table about slang expressions</b> ; discuss & mark table (20 mins); R&V: Listen to teacher's introduction to literature set work & begin reading it (25 mins) <b>p. 114</b>	173 173 Act. 2.2	250 250	Literature set work	R&V: Continue reading literature set work				
4	R&V: Discuss literature set work (15 mins); <b>learn about meeting procedures</b> (15 mins); in groups of three, <b>prepare to role play a meeting following the correct procedures &amp; practise the role play</b> (30 mins) <b>p. 114</b>	174 175	251	Literature set work	R&V: Continue reading literature set work				
5	L&S: <b>10–12 groups of three present meeting role plays (60 mins) p. 114</b> <b>Note: The role play to demonstrate knowledge of meeting procedures can be done for Term 4, Formal Assessment task 1</b>	175	252	Literature set work	R&V: Continue reading literature set work				



Reflection	
<p><b>Think about and make a note of:</b> Were you satisfied with the way you guided learners in their revision of literary terms? Why or why not? What impressed you about learners' understanding of meeting procedures and about their role plays? What do they still need to improve on?</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>	

Spot On Week 2 – Theme continued: School scenes								
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class		
						Date completed		
1	L&S: <b>Rest of groups present role plays of meeting procedures (30 mins); participate in a pre-listening discussion (10 mins); listen to a text &amp; take notes to use in writing answers to questions; begin writing answers (20 mins) p. 114</b>	175 176 Act. 4.1 176 Act. 4.2	252 253 254		LB p. 176 Act 4.2 L&S: Use notes to complete answers to questions			
2	L&S: Discuss & mark homework (20 mins); W&P: Write a 5–10 line reflective paragraph to <b>respond critically to issues raised in the listening comprehension text</b> ; exchange with a partner & give each other feedback (40 mins) <b>p. 114</b>	176 Act. 4.3	255 255	Literature set work	R&V: Continue reading literature set work			
3	R&V: Discuss literature set work (10 mins); W&P: <b>Learn about features of a letter of application; plan a letter &amp; begin writing first draft (50 mins) p. 114</b>		256		LB p. 177 Act. 5.1 W&P: <b>Complete first draft of application letter</b>			





Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
4	W&P & LSC: <b>Exchange first draft of application letter with a partner &amp; give each other feedback; revise, edit, proofread &amp; write final version of letter, taking note of information on tautology &amp; redundancy, ambiguity and clichés (60 mins) p. 114</b>	177 Act. 5.1 178	256–257	Literature set work	R&V: Continue reading literature set work					
5	R&V: Discuss literature set work (10 mins); LSC & R&V: Read a cartoon & <b>write sentences based on it in direct and indirect speech</b> ; discuss & mark answers (35 mins); LSC: <b>Begin revision tasks on ambiguity, tautology, clichés &amp; jargon (15 mins) p. 114</b>	179  180	258  259		LB p. 180 Revision Act. 15 LSC: Complete activities					
<b>Reflection</b>										
<p><b>Think about and make a note of:</b> Tautology and ambiguity are quite challenging concepts for EFAL learners. How well did they manage the tasks based on these aspects of language? What were the strengths and weaknesses of learners' letters of application? What can you do to help them to build on their strengths and overcome their weaknesses?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					HOD/Subject head:		Date:			



**Note:** If 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 to discuss what they have read for a few minutes at the beginning of the lesson on Day 4.

Spot On Week 3 – Theme: Facing our fears									
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	LSC: Discuss & mark revision activities (15 mins); R&V & L&S: <b>Read an extract from a youth novel; in groups of five, prepare for a 10 minute group discussion of a topic based on the extract</b> (45 mins) p. 115	180 182–183 Act. 1.1	259 261–262	Literature set work	R&V: Continue reading literature set work				
2	L&S: <b>5–6 groups present a 10 minute discussion to the class</b> (60 mins) p. 115 <b>Note: The group discussion can be assessed for Term 4, Formal Assessment Task 1</b>	182–183 Act. 1.1	262	Literature set work	R&V: Continue reading literature set work				
3	L&S: <b>Rest of the groups present a 10 min discussion to the class</b> (50 mins); R&V: <b>Listen to teacher’s introduction to <i>Ghost child</i> CR pp. 124–125 &amp; read it</b> (10 mins) p. 115	182–183 Act. 1.1	262	<i>Ghost child</i> CR pp. 124–125	R&V: Re-read <i>Ghost child</i> CR pp. 124–125 & prepare to discuss questions on it				
4	R&V: Discuss questions on a poem (15 mins); R&V & L&S: <b>Participate in a pre-reading discussion with a partner</b> (5 mins); R&V: <b>Read an extract from a youth novel &amp; begin to write answers to questions on it</b> (40 mins) p. 115	184 Act. 2.1 184–185 Act. 2.2	335 263 263		LB pp. 184–185 Act. 2.2 R&V: Complete answers to questions on extract				
5	R&V: Discuss & mark homework (15 mins); LSC: <b>Learn about acronyms &amp; abbreviations</b> (15 mins); R&V: <b>Read a multimodal text (a cartoon) &amp; begin to write answers to questions on prejudices &amp; bias</b> (30 mins) p. 115	186 187 Act. 4.1	263 264 265		LB p. 187 Act. 4.1 R&V: Complete answers to questions about prejudices & bias				
Reflection									
<p><b>Think about and make a note of:</b> What impressed you about learners’ contributions to the group discussion? What can you do to assist any learners who found it difficult to contribute? Were you pleased with the way you explained the difference between an acronym and an abbreviation? Why or why not?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>				
<p>HOD/Subject head:</p>					<p>Date:</p>				

**Note:** On Day 4, if the class has copies of the Core Reader, read and discuss the short story from which the dialogue on Day 3 was taken. If the class does not have copies of the Core Reader, do the dialogue writing task in the Learner's Book. Although dialogue writing is not listed in the CAPS for Weeks 3 & 4 it is a second example of a transactional writing task and encourages learners to be creative and use language they have learnt in Weeks 3 & 4.

Spot On Week 4 – Theme continued: Facing our fears									
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss & mark homework (15 mins); W&P: <b>Learn about features of emails; plan &amp; begin to write first draft of a 140–160 word email (45 mins) p. 115</b>	187 188–189 Act. 5.1	265 266		LB pp. 188–189 Act. 5.1 W&P: <b>Complete first draft of email</b>				
2	W&P: <b>Exchange first draft of email with a partner &amp; give each other feedback; revise, edit, proofread &amp; write final version of letter (60 mins) p. 115</b>	188–189 Act. 5.1	266	Literature set work	R&V: Continue reading literature set work				
3	L&S: <b>As a pre-listening activity, discuss a question in small groups (5–10 mins); listen to a recorded dialogue &amp; take notes; use the notes to write answers to questions; discuss &amp; mark answers (50–55 mins) p. 115</b>	190 Act. 6.1 190 Act. 6.2	267 267	Literature set work	R&V: Continue reading literature set work				
4	R&V: Discuss literature set work (10 mins); <b>read &amp; discuss short story <i>Baba's gifts</i> CR pp. 67–74 (50 mins)</b> OR W&P: In pairs, rewrite the ending to the dialogue from the previous lesson; perform the dialogue for another pair (50 mins) <b>p. 115</b>	190 Act. 6.3	327	<i>Baba's gifts</i> CR pp. 67–74	R&V: Continue reading literature set work				
5	R&V: Discuss literature set work (15 mins); LSC: <b>Revise types of nouns; learn about gerunds; identify gerunds in sentences; discuss &amp; mark answers (30 mins);</b> R&V & LSC: <b>Read a poem &amp; begin to answer revision activity questions on language &amp; literary features (15 mins) p. 115</b>	191 Act. 7.1 192 Revision activity 16	268 269 270		LB p. 192 Revision Act. 16 R&V & LSC: Complete answers to questions				
Reflection									
<b>Think about and make a note of:</b> What were the strengths and weaknesses of learners' emails? How can you help them to build on their strengths and to overcome their weaknesses?					Did you cover all the work set for the week? If not, how will you get back on track?				
					HOD/Subject head:			Date:	



**Note 1:** The Learner's Book suggests that learners present the conversation dialogues to the class, but as learners have already presented to the class in Weeks 1 & 3, the tracker suggests that each pair presents to two other pairs in groups of six.

Spot On Week 5 – Theme: Passionate about poetry									
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	Discuss & mark homework (15 mins); R&V: <b>Read &amp; discuss questions on an extract from a short story</b> (25 mins); W&P: With a partner continue the story by writing a short conversation (dialogue) between the two characters (20 mins) <b>p. 116</b>	192 194–195 Act. 1.1 195 Act. 1.2	270 272  272	Literature set work	R&V: Continue reading literature set work				
2	L&S: Practise the dialogue written on Day 1 (5 mins); <b>in groups of six, present the dialogues (conversations) to each other</b> (15 mins); R&V: <b>Read a further extract from a short story &amp; begin to write answers to questions on it</b> (40 mins) <b>p. 116</b>	195 Act. 1.3  196–197 Acts. 2.1 & 2.2	272  274–275		LB pp. 196–197 Act. 2.2 R&V: Complete answers to comprehension & language questions				
3	R&V: Discuss & mark homework (15–20 mins); R&V & LSC: <b>Revise how to use a dictionary &amp; thesaurus; write answers to questions about word meanings in a dictionary extract;</b> discuss & mark answers (40–45 mins) <b>p. 116</b>	197 198–199 Act. 3.1	275 276	Literature set work	R&V: Continue reading literature set work				
4	R&V: Discuss literature set work (10 mins); R&V & W&P: <b>Read an information text &amp; write a point form summary of it; discuss &amp; mark summary</b> (50 mins) <b>p. 116</b>	200–201 Act. 4.1	277	Literature set work	R&V: Continue reading literature set work				
5	R&V: <b>Read a poem &amp; write answers to questions on structure, figures of speech &amp; meaning;</b> discuss & mark answers (60 mins) <b>p. 116</b>	201 Act. 4.2	278	Literature set work	R&V: Continue reading literature set work				
Reflection									
<p><b>Think about and make a note of:</b> As you moved around the class listening to learners' dialogues, what impressed you? What can learners improve on, and how can you help them? How well did learners manage the summary writing task? What can you do to assist learners who still find summary writing 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:</p>					<p>Date:</p>				

**Note:** Much of the content and most of the activities this week are taken from Weeks 7 and 8 of the Learner's Book and from the examples of end-of-year examination papers in the Learner's Book.

Spot On Week 6 – Theme continued: Passionate about poetry									
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: <b>Learn about features of obituaries; plan &amp; write first draft of an obituary</b> (45 mins) <b>p. 116</b>	204–205 Act. 6.1	282		W&P: <b>Revise, edit, proofread &amp; write final version of obituary</b>				
2	R&V: <b>Read an information text &amp; write answers to comprehension &amp; language questions;</b> discuss & mark answers (45 mins); <b>revise reading visual texts &amp; answer questions on a visual text</b> (15 mins) <b>p. 116 &amp; p. 117</b>	212–213 Act. 3.1 214 Act. 4.1	287  288		R&V: <b>Complete reading of literature set work</b>				
3	R&V: <b>Participate in final discussion of literature set work</b> (20 mins); R&V & W&P: <b>Practise summary writing skills;</b> discuss & mark summaries (35 mins); R&V & LSC: Listen to teacher's instruction for homework task (5 mins) <b>p. 116 &amp; p. 117</b>	215 Act. 5.1	289		LB pp. 226–230 R&V & LSC: Read an example of Paper 2 & note questions to ask teacher				
4	R&V & LSC: Discuss Paper 2 (60 mins) <b>p. 117</b>	226–230	317–319		LB pp. 231–233 W&P: Read an example of Paper 3 & note questions to ask teacher				
5	W&P: Discuss Paper 3 (30 mins); R&V: Revise features of literary texts & discuss the format of Paper 4 (30 mins) <b>p. 117</b>	231–233			R&V & W&P & LSC: Revise for end-of-year examinations				
Reflection									
<p><b>Think about and make a note of:</b> Were you satisfied with the support you gave learners in revising for the end-of-year examinations? Why or why not? Were you pleased with the ways in which you guided learners in their reading 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>				
<p>HOD/Subject head:</p>					<p>Date:</p>				



### Spot On Weeks 7 & 8 – Preparation for and writing of end-of-year examination papers

Weeks 7 and 8 of the Learner's Book focus on consolidation and revision of the year's work. If there is any revision time in Week 7 before examinations begin, you could complete any of this revision work not done in Week 6.

There is an example of Papers 2 & 3 on pp. 226–233 in the Learner's Book. These can be used for revision purposes. The memorandum for Paper 2 is on pp. 317–319 of the Teacher's Guide. There is an example of Papers 2, 3 & 4, each with a memorandum, on pp. 291–313 in the Teacher's Guide. These could be used for the end-of-year examination, but note that Paper 4 examines only poetry and short stories.

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

English Paper 2: Comprehension, language use and summary (2 hours)

English Paper 3: Writing (1 hour)

English Paper 4: Response to literature (1.5 hours)

(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"> <li>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?</li> <li>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?</li> <li>3. What has pleased me most about my teaching and assessment this year?</li> <li>4. What, if anything, has disappointed me about my teaching this year?</li> </ol> | <ol style="list-style-type: none"> <li>5. Has my teaching enabled learners to achieve the expected levels of work in order to be well prepared for the next grade?</li> <li>6. What do I need to communicate to the teacher who will teach this group of learners next year?</li> <li>7. In future, what aspect of my teaching and assessment practices would I like to develop further?</li> </ol> |
|--|---|

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; Acts.= Activities

**Note 2:** The Teacher's Guide indicates that the role play of meeting procedures should be assessed informally. However, you can assess learners' understanding of meeting procedures and participation in the discussion for Term 4, Formal Assessment Task 1 if you wish to do so.

**Note 3:** Note the homework task each day.

Successful English Week 1 – Theme: Go green!									
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: <b>With a partner, talk about a drawing</b> (5 mins); <b>listen to an information text &amp; make notes on it; listen to teacher's questions &amp; use notes to write answers</b> (35 mins) <b>p. 114</b>	260 260–261 Act. 1	136 136		LB p. 262 L&S: Re-read answers to listening comprehension questions & revise if necessary				
2	L&S: Discuss & mark answers to listening comprehension questions (15 mins); LSC: <b>Revise active &amp; passive voice; write sentences in active &amp; passive voice</b> ; discuss & mark answers (35 mins); R&V: Listen to teacher's introduction to literature set work (10 mins) <b>p. 114</b>	261–262 Act. 2	136 137	Literature set work	R&V: Begin reading literature set work				
3	R&V: Discuss literature set work (10 mins); <b>do pre- and during-reading activities on an extract from a short story; begin to write answers to post-reading questions</b> (50 mins) <b>p. 114</b>	262–264 Act. 3	137		LB pp. 263–264 Act. 3 R&V: Complete answers to post-reading questions				
4	R&V: Discuss mark homework (15–20 mins); LSC: <b>Learn about ambiguity, tautology, clichés, redundancy, slang &amp; jargon &amp; write answers to questions about these terms</b> ; discuss & mark answers (40–45 mins) <b>p. 114</b>	264 265–266 Act. 4	137–138 138	Literature set work	R&V: Continue reading literature set work				
5	R&V: Discuss literature set work (10 mins); L&S: <b>Learn about meeting procedures</b> (15 mins); in groups of five (chair, secretary & 3 committee members), <b>prepare to role play the discussion at an 8–10 min meeting</b> (15 mins); L&S: <b>Two groups of five present meeting role play to class</b> (20 mins) <b>Note: Role playing meeting procedures can be assessed for Term 4, Formal Assessment Task 1</b>	267–269 Act. 6	138–139	Literature set work	R&V: Continue reading literature set work				



Reflection	
<p><b>Think about and make a note of:</b> How well did learners manage the task of not only listening to a text but also writing down the questions about the text and then answering them? What can you do to support learners who found this task difficult? Were you satisfied with the way you taught learners about ambiguity, tautology, etc.? Why or why not?</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: _____</p>

Successful English Week 2 – Theme continued: Go green!						
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class
						Date completed
1	L&S: <b>Remaining groups present meeting role play to the class (60 mins) p. 114</b>	267–269 Act. 6	138–139	Literature set work	R&V: Continue reading literature set work	
2	R&V: Discuss literature set work (10 mins); LSC: <b>Revise direct &amp; indirect speech; write sentences in indirect speech;</b> discuss & mark sentences (20 mins); W&P: <b>Learn about features of a letter of application; plan &amp; begin first draft of letter (30 mins) p. 114</b>	269–270 Act. 7 270–271 Act. 8	139  139		LB pp. 270–272 Act. 8 W&P: <b>Complete first draft of letter of application</b>	
3	W&P: <b>Exchange first draft of application letter with a partner &amp; give each other feedback; revise, edit, proofread &amp; write final version of letter (60 mins) p. 114</b>	270–271 Act. 8	139	Literature set work	R&V: Continue reading literature set work	
4	R&V: <b>Do pre- &amp; during-reading activities on a poem; begin to write answers to post-reading questions (60 mins) p. 114</b>	272–273 Act. 9	139–140		LB pp. 272–273 Act. 9 R&V: Complete answers to questions on poem	
5	R&V: Discuss & mark homework (20 mins); LSC: <b>Write answers to questions on punctuation &amp; vocabulary in a poem;</b> discuss & mark answers (40 mins) p. 114	273 274 Act. 10	140 140	Literature set work	R&V: Continue reading literature set work	
Reflection						
<p><b>Think about and make a note of:</b> What were the strengths and weaknesses of learners' letters of application? How can you help them to build on their strengths and overcome their weaknesses? Were you pleased with the way you led the discussion of the poem? Why or why not?</p>	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 3 ask learners to continue reading the literature set work, and prepare activities on the set work for them to do in class on Day 4.

Successful English Week 3 – Theme: Talk 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 mins); <b>do pre- &amp; during-reading activities on an extract from a short story; begin writing answers to post-reading questions on theme, setting, characters &amp; paragraph organisation</b> (50 mins) p. 115	276–278 Act. 1	142		LB pp. 277–278 Act. 1 R&V: Complete answers to questions on extract from short story				
2	R&V: Discuss & mark homework (15 mins); LSC: <b>Revise &amp; use different types of nouns, including gerunds;</b> discuss & mark answers (25 mins); <b>revise stereotyping, bias &amp; emotive language &amp; identify examples in sentences;</b> discuss & mark answers (20 mins) p. 115	278 279–280 Act. 2 281–282 Act. 4	142 142–143 143	Literature set work	R&V: Continue reading literature set work				
3	R&V: Discuss literature set work (10 mins); L&S: <b>Listen to a dialogue &amp; make notes; use notes to answer questions;</b> discuss & mark answers (45 mins); R&V: Listen to teacher’s introduction to <b>short story</b> <i>The journey</i> CR pp. 129–133 (5 mins) p. 115	280–281 Act. 3	143	<i>The journey</i> CR pp. 129–133	R&V: Read <i>The journey</i> CR pp. 129–133 & prepare to answer questions on it				
4	R&V: <b>Participate in a class discussion of Q 1a, b &amp; c on <i>The journey</i> CR pp. 129–133; write answers to Q 2–6 on prejudice, theme &amp; figurative language;</b> discuss & mark answers (60 mins) p. 115		175	<i>The journey</i> CR pp. 129–133	R&V: Continue reading literature set work				
5	R&V: Discuss literature set work (15 mins); <b>do pre- &amp; during-reading activities on a cartoon; begin to write answers to post-reading questions</b> (45 mins)	282–283 Act. 5	144		LB p. 283 Act. 5 R&V: Complete answers to questions on cartoon				
Reflection									
<p><b>Think about and make a note of:</b> This week learners read about, listened to and discussed some sensitive topics. Were you pleased with the way you guided their response to the various texts? 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 you wish to assess learners' participation in a panel discussion for Term 4, Formal Assessment Task 1, you will need to move from group to group and make notes while learners are speaking.

Successful English Week 4 – Theme continued: Talk about it									
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss & mark answers to questions on cartoon (20 mins); L&S: <b>In groups of five to six prepare for (15 mins) &amp; participate in a panel discussion (25 mins) p. 115</b> <b>Note: Participation in a panel discussion can be assessed for Term 4, Formal Assessment Task 1</b>	283 283–284 Act. 6	144 144	Literature set work	R&V: Continue reading literature set work				
2	R&V: Discuss literature set work (10 mins); <b>read a poem &amp; answer questions on it, including questions about bias &amp; stereotyping; discuss &amp; mark answers (50 mins) p. 115</b>	284–286 Act. 7	144–145	Literature set work	R&V: Continue reading literature set work				
3	R&V: Discuss literature set work (10 mins); W&P: <b>Learn about features of emails; plan &amp; begin first draft of an email (50 mins) p. 115</b>	286–287 Act. 9	145		LB pp. 286–287 Act. 9 W&P: Complete first draft of email				
4	W&P: <b>Exchange first draft of email with a partner &amp; give each other feedback; revise, edit, proofread &amp; write final version of email (55 mins);</b> W&P: Listen to teacher's instructions for homework task (5 mins) <b>p. 115</b>	286–287 Act. 9  286 Act. 8	145		LB p. 286 Act. 8 W&P: Write a short poem				
5	W&P: In groups of five to six share the poems written for homework & give each other feedback (15 mins); LSC: <b>Learn about different types of abbreviations; write abbreviations in full; discuss &amp; mark answers (45 mins) p. 115</b>	286  288 Act. 10	145  146	Literature set work	R&V: Continue reading literature set work				
Reflection									
<p><b>Think about and make a note of:</b> What impressed you about learners' contributions to the panel discussions? What can you do to assist learners who found it difficult to contribute? What were the strengths and weaknesses of learners' emails? 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>				
<p>HOD/Subject head:</p>					<p>Date:</p>				

**Note:** If you wish to assess learners' participation in a conversation for Term 4, Formal Assessment Task 1, you will need to move from group to group and makes notes while learners are speaking.

Successful English Week 5 – Theme: Unheard voices									
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: Read some photographs & talk with a partner (5 mins); R&V: <b>Do pre- &amp; during-reading activities on a poem; begin to write answers to post-reading questions on theme, mood and figurative &amp; emotive language</b> (45 mins) p. 116	290 290–292 Act. 1	148 148–149		LB pp. 291–292 Act. 1 R&V: Complete answers to questions on a poem				
2	R&V: Discuss & mark answers to questions on poem (20 mins); L&S: Discuss with a partner feelings aroused by the poem (5 mins); <b>in groups of five decide on a conversation topic &amp; prepare individually to participate in the conversation by writing down key ideas on the topic</b> (15 mins); <b>participate in the conversation</b> (20 mins) p. 116 <b>Note: Participation in a conversation can be assessed for Term 4, Formal Assessment Task 1</b>	292 292 292–293 Act. 2	148–149 149	Literature set work	R&V: Continue reading literature set work				
3	R&V: <b>Do pre- &amp; during-reading tasks on an extract from a novel; begin answering post-reading questions on setting, characters &amp; conflict</b> (60 mins) p. 116	293–296 Act. 3	149–150		LB pp. 294–296 Act. 3 R&V: Complete answers to questions				
4	R&V: Discuss & mark answers to post-reading questions (20 mins); R&V & W&P: <b>Revise summary writing; begin to write a paragraph summary</b> (40 mins) p. 116	295–296 296 Act. 4	150 150		LB p. 296 Act. 4 R&V & W&P: Complete summary & check it for correct use of language				
5	R&V & W&P: Discuss & mark summaries (15 mins); LSC: <b>Learn about language for specific purposes; identify examples of manipulative language in an extract from a novel</b> (20–25 mins); L&S: <b>With a partner prepare &amp; practise role playing a particular situation</b> for 2–3 minutes (20–25 mins) p. 116	296 296–297 Act. 5  297–298 Act. 6	150 151  151		LB p. 297 Act. 6 L&S: Practise role play with partner				
Reflection									
<b>Think about and make a note of:</b> How well did learners manage the reading comprehension, summary and manipulative language tasks based on an extract from <i>Animal Farm</i> ? What can you do to support learners who found the extract and the tasks difficult?					Did you cover all the work set for the week? If not, how will you get back on track?				
<b>HOD/Subject head:</b>					<b>Date:</b>				



**Successful English Week 6 – Theme continued: Unheard voices**

Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	L&S: 15–20 pairs <b>present role play to the class</b> (60 mins) <b>p. 116</b>	297–298 Act. 6	151	Literature set work	R&V: Continue reading literature set work					
2	L&S: <b>Rest of class present role plays</b> (30 mins); R&V: Discuss literature set work (30 mins) <b>p. 116</b>	297–298 Act. 6	151	Literature set work	R&V: Complete <b>reading of literature set work</b>					
3	R&V: Participate in final discussion of literature set work (20 mins); LSC: <b>Learn about cause and effect; identify examples in sentences</b> ; discuss & mark answers (15 mins); W&P: <b>Learn about features of diary entries; plan &amp; begin first draft of a diary entry</b> (25 mins) <b>p. 116</b>	298 Act. 7 299 Act. 8	151  151–152		LB p. 299 Act. 8 W&P: Complete <b>first draft of diary entry</b>					
4	W&P: <b>Revise, edit, proofread &amp; write final version of diary entry</b> (30 mins); <b>revise process writing; revise types of writing &amp; identify their key features</b> (25 mins); R&V & W&P & LSC: Listen to teacher’s instructions for homework task (5 mins) <b>p. 116 &amp; p. 117</b>	299 Act. 8 309–311 Act. 4	151–152  155		LB pp. 317–323 R&V & W&P & LSC: Read an example of Papers 2 & 3 & note questions to ask teacher					
5	R&V & W&P & LSC: Discuss Papers 2 & 3 and also discuss format of Paper 4 (60 mins) <b>p. 117</b>		180–182		R&V & W&P & LSC: Revise for end-of-year examinations					
<b>Reflection</b>										
<p><b>Think about and make a note of:</b> What impressed you about learners’ role plays? What advice can you offer them about any improvements they can make to their role plays? Were you pleased with the ways in which you guided learners in their reading 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 – Preparation for and writing of end-of-year examination papers

Weeks 7 and 8 of the Learner's Book focus on consolidation and revision of the year's work. If there is any revision time in Week 7 before examinations begin, you could do some of this revision work.

On pp. 317–323 of the Learner's Book there is an example of Papers 2 and 3. These can be used for revision and examination preparation purposes. The memorandum for Paper 2 is on pp. 180–181 of the Teacher's Guide, and the memorandum for Paper 3 is on p. 182. In the Teacher's Guide there is another example of Paper 2 on pp. 193–194 with a memorandum on pp. 195–196 and another example of Paper 3 on pp. 197–198 with a memorandum on p. 199. These papers 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. There are no examples of Paper 4 in *Successful English*, so you will need to use the example in the tracker or set your own or use some questions from the paper in the tracker and some of your own.

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

English Paper 2: Comprehension, language use and summary (2 hours)

English Paper 3: Writing (1 hour)

English Paper 4: Response to literature (1.5 hours)

(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"> <li>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?</li> <br/> <li>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?</li> <br/> <li>3. What has pleased me most about my teaching and assessment this year?</li> <br/> <li>4. What, if anything, has disappointed me about my teaching this year?</li> </ol> | <ol style="list-style-type: none"> <li>5. Has my teaching enabled learners to achieve the expected levels of work in order to be well prepared for the next grade?</li> <br/> <li>6. What do I need to communicate to the teacher who will teach this group of learners next year?</li> <br/> <li>7. In future, what aspect of my teaching and assessment practices would I like to develop further?</li> </ol> |
|--|---|

**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 you wish to assess learners' participation in a meeting for Term 4, Formal Assessment Task 1, you will need to move from group to group and makes notes while learners are speaking.

**Note 3:** If your class does not have copies of the Core Reader, for homework on Day 5 ask learners to continue reading the literature set work. Prepare some questions on the set work for learners to discuss in class on Day 1 of Week 2.

**Note 4:** Note the homework task each day.

Top Class Week 1 – Theme: Wild cats									
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: <b>Listen to a fable &amp; make notes; use notes to answer questions dictated by teacher; discuss &amp; mark answers (40 mins) p. 114</b>	198 Act. A	133–134		LB p. 198 LSC: Learn/revise vocabulary				
2	L&S: <b>Listen to a second fable &amp; make notes; use notes to answer questions dictated by teacher; discuss &amp; mark answers (35 mins);</b> L&S: <b>In small groups, critically discuss questions about both fables (20 mins);</b> R&V: Listen to teacher's introduction to literature set work (5 mins) <b>p. 114</b>	198 Act. B  199 Act. C	134–135  135–136	Literature set work	R&V: Begin reading literature set work				
3	R&V: Discuss literature set work (10 mins); L&S: <b>Learn about meeting procedures (10 mins); in groups of six, decide on roles in a meeting &amp; role play a short meeting in which each group member contributes to the discussion (20 mins)</b> R&V: <b>Do pre-reading activities &amp; then read an extract from a youth novel in preparation for homework task (20 mins) p. 114</b> <b>Note: Demonstrating knowledge of meeting procedures &amp; participating in a meeting can be assessed for Term 4, Formal Assessment Task 1</b>	199 Act. D  199–200 Acts. F & G	136  136–137		LB pp. 200–202 Acts. G&H R&V: Write answers to questions about key features of the extract				
4	R&V: Discuss & mark homework (25 mins); <b>compare, contrast &amp; evaluate</b> the behaviour of characters in the extract from a youth novel; discuss & mark answers (35 mins) <b>p. 114</b>	202 202 Act. I	137 138	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				
5	R&V: Discuss literature set work (10 mins); <b>revise external &amp; internal structures of poems; read a poem &amp; answer questions on structure, figures of speech &amp; mood</b> ; discuss & mark answers (45 mins); listen to teacher's introduction to <b>short story</b> <i>The true story of Christian the lion</i> CR pp. 101–106 (5 mins) <b>p. 114</b>	202 Act. J	138  138–139	<i>The true story of Christian the lion</i> CR pp. 101–106	Read a short story <i>The true story of Christian the lion</i> CR pp. 101–106 & be prepared to discuss questions on it					
Reflection										
<b>Think about and make a note of:</b> Did learners manage to listen accurately to both the fables and the questions? What can you do to assist any learners who found these tasks difficult? What impressed you about learners' role playing of a meeting? What do they still need to learn about meeting procedures and participating in a meeting?					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 2 – Theme continued: Wild cats

Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss questions on <b>short story</b> OR Discuss questions on literature set work (30 mins); W&P: <b>Learn about features of a letter of application; plan &amp; begin first draft of application letter</b> (30 mins) <b>p. 114</b>	203 Act. K 204–205 Acts. L & M	139–140  140		LB p. 205 Act. M W&P: Complete <b>first draft of letter of application</b>					
2	W&P: <b>Exchange first draft of application letter with a partner &amp; give each other feedback; revise, edit, proofread &amp; write final version of letter</b> (60 mins) <b>p. 114</b>	204–205 Acts. L & M	140	Literature set work	R&V: Continue reading literature set work					
3	R&V: Discuss literature set work (15 mins); LSC: <b>Choose strong verbs for a text</b> ; discuss & mark answers (15 mins); <b>revise direct &amp; indirect speech; change sentences from direct to indirect speech; change sentences from indirect to direct speech</b> ; discuss & mark answers (30 mins) <b>p. 114</b>	205 Act. N 205–206 Act. O	140  140–141	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				
4	R&V: Discuss literature set work (15 mins); <b>revise active &amp; passive voice; change sentences from active to passive voice</b> ; discuss & mark answers (25 mins); LSC: <b>Learn about ambiguity, tautology, redundancy, slang, jargon &amp; cliché; identify examples in sentences</b> (20 mins)	206–207 Act. P	141	Literature set work	R&V: Continue reading literature set work					
		207 Act. Q	141							
5	R&V: Discuss literature set work (15 mins); LSC: <b>Match terms learnt on Day 4 with an example of each</b> ; discuss & mark answers (15 mins); <b>learn &amp; use a spelling pattern</b> (15 mins); <b>for practice, change sentences from direct to indirect speech</b> ; discuss & mark answers (15 mins)	207 Act. Q	141	Literature set work	R&V: Continue reading literature set work					
		208 Act. R	142							
		208 Act. S	142							
Reflection										
<p><b>Think about and make a note of:</b> What were the strengths and weaknesses of learners' letters of application? What can you do to help them build on the strengths and overcome the weaknesses? Were you satisfied with your teaching of specialist terms (e.g. ambiguity)? Why or why not?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					HOD/Subject head:		Date:			



**Note 1:** If you choose to use the listening comprehension activity on Day 1 for Term 4, Formal Assessment Task 1, you will need to collect learner's class work books and mark their answers rather than marking these in class.

**Note 2:** If your class does not have copies of the Core Reader, prepare some activities on the literature set work for Day 3.

Top Class Week 3 – Theme: People need people									
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); L&S: <b>Listen to a dialogue from a play; make notes &amp; use these to answer comprehension questions</b> (45 mins) p. 115 <b>Note: This listening comprehension activity can be done for Term 4, Formal Assessment Task 1</b>	209–210 Acts. A & B	143–145	Literature set work	R&V: Continue reading literature set work				
2	R&V & LSC & L&S: <b>Learn about language choices &amp; power; discuss questions about language &amp; power &amp; about specific information in a dialogue</b> (35–40 mins); L&S: In groups of five <b>discuss questions &amp; choose a group representative to participate in a panel discussion</b> (20–25 mins) p. 115	210–211 Acts. C & D  211–212 Act. E		Literature set work	R&V: Continue reading literature set work				
3	L&S: <b>Group representatives participate in panel discussion; class contributes from the floor</b> (30 mins); R&V: <b>Do a pre-reading activity on an extract from a novel; read the extract &amp; begin to answer comprehension &amp; language questions on it</b> (30 mins) p. 115	212 Act. E  212–214 Acts. F, G & H			LB pp. 212–214 Act. H R&V: Complete answers to questions				
4	R&V: Discuss & mark answers to comprehension & language questions (20 mins); read the <b>poem <i>Motho ke motho ka batho babang</i></b> on CR pp. 107–110 & <b>discuss questions on it</b> (40 mins) OR Continue reading and discussing the literature set work (40 mins) p. 115	214 214 Act. I		<i>Motho ke motho ka batho babang</i> CR pp. 107–110	R&V: Continue reading literature set work				
5	R&V: Discuss literature set work (10 mins); <b>read song lyrics &amp; write answers to questions on structure, theme, message &amp; language</b> ; discuss & mark answers (50 mins) p. 115	215–216 Act. I		Literature set work	R&V: Continue reading literature set work				
Reflection									
<b>Think about and make a note of:</b> This week learners read and responded to several different kinds of texts. Which texts did they find the easiest and the most difficult to understand? Were you satisfied with what you did to assist them? Why or why not?				Did you cover all the work set for the week? If not, how will you get back on track?					
				HOD/Subject head:			Date:		

**Note:** For the language work on Days 4 & 5 the Learner's Book does not provide sufficient practice. The activities in italics have been added.

Top Class Week 4 – Theme continued: People need people									
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Learn about features of <b>comics</b> ; <b>read a multimodal comic strip &amp; write answers to questions on it</b> ; discuss & mark answers (60 mins) <b>p. 115</b>	216–217 Act. J		Literature set work	R&V: Continue reading literature set work				
2	R&V: Discuss literature set work (15 mins); W&P: <b>Learn about the features of emails</b> ; <b>plan &amp; begin to write first draft of an email</b> (45 mins) <b>p. 115</b>	216–218 Act. K			LB pp. 217–219 Act. K W&P: Complete <b>first draft of email</b>				
3	W&P: <b>Exchange first draft of email with a partner &amp; give each other feedback</b> ; <b>revise, edit, proofread &amp; write final version of email</b> (60 mins) <b>p. 115</b>	216–218 Act. K		Literature set work	R&V: Continue reading literature set work				
4	R&V: Discuss literature set work (10 mins); LSC: <b>Revise proper nouns, gerunds &amp; complex nouns; identify examples in sentences; write own sentences with examples of proper nouns, gerunds &amp; complex nouns (two sentences of each type of noun)</b> ; discuss & mark answers (30 mins); <b>learn about forms &amp; types of abbreviations; identify examples; write own examples of each type</b> ; discuss & mark answers (20 mins) <b>p. 115</b>	219 Act. L  219–220 Acts. M & N		Literature set work	R&V: Continue reading literature set work				
5	R&V: Discuss literature set work (20 mins); LSC: <b>Learn two spelling rules and apply these rules; write two more examples of words that follow these rules</b> ; mark answers (20 mins); complete a paragraph by choosing the <b>correct vocabulary</b> ; discuss & mark answers (20 mins) <b>p. 115</b>	220 Act. O  220 Act. P		Literature set work	R&V: Continue reading literature set work				
Reflection									
<p><b>Think about and make a note of:</b> What were the strengths and weaknesses of learners' emails? What can you do to help them build on their strengths and overcome their weaknesses? Are you pleased with the guidance you are giving learners for reading and understanding the literature set work? Why or why not?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>				
<p>HOD/Subject head:</p>					<p>Date:</p>				

**Note 1:** If you choose to assess learners' participation in a conversation for Term 4, Formal Assessment Task 1, you will need to move around the groups, making notes while they are speaking to one another.

**Note 2:** If learners do not have copies of the Core Reader, for homework on Days 4 and 5 ask them to continue reading the literature set work, and then discuss the reading for a few minutes on Day 1 of Week 6.

**Note 3:** On Day 5, for Activity E on p. 227 of the Learner's Book, use the literature set work if your class does not have copies of the Core Reader.

Top Class Week 5 – Theme: Fighting for the soul of our planet									
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); L&S: <b>In groups of three, prepare &amp; practise a role play</b> (15 mins); <b>two groups of three present role plays to each other and give each other feedback on the resolution to the problem</b> (25 mins); R&V & L&S: Listen to teacher's instruction for homework task (5 mins) <b>p. 116</b>	221 Act. A  221–223 Act. B	152  152–153		LB p. 222 R&V & L&S: Read a poster and an information text in preparation for a conversation				
2	LSC & L&S: <b>Learn about language &amp; power</b> (5 mins); <b>in groups of five, participate in a conversation to answer a series of questions</b> (40 mins); <b>each group reports a key point from their conversation to the class</b> (15 mins) <b>p. 116</b> <b>Note: Participation in a conversation can be assessed for Term 4, Formal Assessment Task 1</b>	222–223 Act. 2	152–153	Literature set work	R&V: Continue reading literature set work				
3	R&V: <b>Do pre- &amp; during-reading activities on a story; begin to write answers to post-reading comprehension &amp; language questions</b> (60 mins) <b>p. 116</b>	223–225 Act. C	153		LB pp. 224–225 Act. C R&V: Complete answers to questions on story				
4	R&V: Discuss & mark answers to questions (15 mins); <b>read a poem &amp; participate in a class discussion of questions on theme, message, narration &amp; language use</b> (40 mins); R&V: Listen to teacher's introduction to short story <i>Leonard and the tortoise</i> CR pp. 111–116 (5 mins) <b>p. 116</b>	225–227 Act. D 225	153 154–155  154	<i>Leonard and the tortoise</i> CR pp. 111–116	R&V: Begin reading <i>Leonard and the tortoise</i> CR pp. 111–116				
5	R&V: <b>Learn about implied meaning &amp; making inferences</b> (10 mins); either use a story from the Core Reader or use the literature set work to answer questions on it, including questions about implied meanings; discuss answers (50 mins) <b>p. 116</b>	227 Act. E	155	<i>Leonard and the tortoise</i> CR pp. 111–116	R&V: Complete reading <i>Leonard and the tortoise</i> CR pp. 111–116 & prepare to answer questions on it				





Reflection	
<p><b>Think about and make a note of:</b> What impressed you about learners' role plays? What can you do to support any learners who found it difficult to participate in the role plays? Were you satisfied with the way you guided learners to infer meanings from a text? Why or why not?</p>	<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>
<p>HOD/Subject head: _____ Date: _____</p>	

**Note:** If your class does not have copies of the Core Reader, for homework on Day 3 and class discussion on Day 4, use the literature set work.

Top Class Week 6 – Theme continued: Fighting for the soul of our planet										
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss questions on a short story OR on literature set work (15 mins); W&P: <b>Plan &amp; write a summary</b> of <i>Leonard and the tortoise</i> (15 mins) OR of another story that the class has read; discuss & mark summary (45 mins) <b>p. 116</b>		154  155	<i>Leonard and the tortoise</i> CR pp. 111–116 Literature set work	Continue reading literature set work					
2	W&P: <b>Learn about obituaries; read an obituary; read notes on a man's life &amp; use these to plan an obituary; write first draft of obituary</b> (60 mins) <b>p. 116</b>	228–230 Act. G	155–156		LB pp. 228–230 Act. G W&P: <b>Revise, edit, proofread &amp; write final version of obituary</b>					





Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
3	LSC: Learn how to write about cause and effect; write cause and effect sentences; discuss & mark answers (20 mins); R&V: Revise key features of drama by matching features to descriptions; discuss & mark answers (15 mins); answer questions about characters, costumes & props (15 mins); revise terms used in discussing poetry (10 mins) p. 116 & p. 117	230 Act. H 238 Act. G 238 Act. G 240–243 Act. 1	157  163–164  163–164  164–165	Literature set work	R&V: Complete reading of literature set work					
4	R&V: Participate in final discussion of literature set work (20 mins); W&P: Revise features of different types of essays; with a partner, prepare mind maps on two topics (25 mins); revise & discuss features of various kinds of transactional writing (15 mins) p. 117	243 Act. J 243–244 Act. K	165  165–166		LB pp. 247–259 R&V & W&P & LSC: Read an example of Papers 2, 3 & 4 & note questions to ask teacher					
5	R&V & W&P & LSC: Discuss examples of Papers 2, 3 & 4 in preparation for end-of-year examinations	247–259	169–184		R&V & W&P & LSC: Revise for end-of-year examination papers					
<b>Reflection</b>										
<p><b>Think about and make a note of:</b> Were you satisfied with the way you assisted learners to prepare for the end-of-year examination papers? Why or why not? Were you pleased with the way you guided learners through 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:			





### Top Class Weeks 7 & 8 – Preparation for and writing of end-of-year examination papers

Weeks 7 and 8 of the Learner's Book focus on consolidation and revision of the year's work. If there is any revision time in Week 7 before examinations begin, you could do some of this revision work.

On pp. 247–259 of the Learner's Book there is an example of Papers 2, 3 and 4. The papers are repeated, with a memorandum for each one, on pp. 169–184 in the Teacher's Guide. These papers can be used for revision and examination preparation purposes. 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 use and summary (2 hours)

English Paper 3: Writing (1 hour)

English Paper 4: Response to literature (1.5 hours)

(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"> <li>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?</li> <li>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?</li> <li>3. What has pleased me most about my teaching and assessment this year?</li> <li>4. What, if anything, has disappointed me about my teaching this year?</li> </ol> | <ol style="list-style-type: none"> <li>5. Has my teaching enabled learners to achieve the expected levels of work in order to be well prepared for the next grade?</li> <li>6. What do I need to communicate to the teacher who will teach this group of learners next year?</li> <li>7. In future, what aspect of my teaching and assessment practices would I like to develop further?</li> </ol> |
|--|---|

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:** Note the homework task each day.

Via Afrika Week 1 – Theme: Jobs and careers									
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: <b>Listen to an extract from a novel &amp; in a group critically discuss</b> Q 1 & 2, Act. 1; (20 mins); <b>listen to two jokes &amp; in a group critically discuss</b> Q 3 & 4, Act. 1 (15 mins); <b>p. 114</b> R&V: Listen to teacher's introduction to literature set work (5 mins)	190–191 Act. 1 190–191 Act. 1	256–257  257–258	Literature set work	R&V: Begin reading literature set work				
2	R&V: Discuss literature set work (10 mins); L&S: <b>Listen to a fable &amp; in a group critically discuss</b> Q 5–7, Act. 1 (20 mins); LSC: <b>Learn about ambiguity, jargon, slang, cliché, redundancy &amp; tautology &amp; begin writing answers to questions on these</b> (30 mins) <b>p. 114</b>	190–191 Act.1 191–193 Act. 2	258  258–259		LB p. 193 LSC: Complete answers to questions on slang, etc.				
3	LSC: Discuss & mark homework (20 mins); <b>learn a spelling pattern</b> (5 mins); R&V: <b>Revise literary terms; do pre-reading activities on an extract from a novel &amp; discuss these</b> (35 mins) <b>p. 114</b>	193 193 193–194 Act. 3	258–259  259–260	Literature set work	R&V: Continue reading literature set work				
4	R&V: <b>Read an extract from a novel; write answers to comprehension &amp; language questions on it;</b> discuss & mark answers (60 mins) <b>p. 114</b>	194–196 Act. 4	260–261	Literature set work	R&V: Continue reading literature set work				
5	R&V: Discuss literature set work (15 mins); R&V & LSC: <b>Read a poem &amp; begin to write answers to questions on its structure , theme &amp; mood &amp; to language questions based on it</b> (45 mins) <b>p. 114</b>	197–198 Act. 5	261–262		LB pp. 197–198 Act. 5 R&V: Complete answers to literature & language questions on poem				
Reflection									
<b>Think about and make a note of:</b> This week learners listened to and read texts in a range of genres. Which genre or genres did they find the most difficult? Were you pleased with the help you gave them in understanding the genre(s)? Why or why not?					Did you cover all the work set for the week? If not, how will you get back on track?				
					<b>HOD/Subject head:</b>		<b>Date:</b>		

**Note:** If your class does not have copies of the Core Reader, for homework on Day 4 and for class work on Day 5 use the literature set work. You will need to develop some activities on the literature set work for Day 5.

Via Afrika Week 2 – Theme continued: Jobs and careers									
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss & mark homework (20–25 mins); L&S: <b>Learn about &amp; discuss meeting procedures &amp; conventions; draw up an agenda for a meeting; appoint a chairperson &amp; three scribes</b> (35–40 mins) p. 114	198 199–200 Act.6	261–262 262–263	Literature set work	R&V: Continue reading literature set work				
2	L&S & W&P: <b>Hold a meeting; discuss minutes taken by scribes; write own set of minutes</b> (60 mins) p. 114	199–200 Act. 6	262–263	Literature set work	R&V: Continue reading literature set work				
3	R&V: Discuss literature set work (15 mins); <b>learn about the format of a letter of application; plan &amp; begin to write first draft of an application letter</b> (45 mins) p. 114	200–201 Act. 7	263–264		LB pp. 200–201 Act. 7 W&P: Complete <b>first draft of job application letter</b>				
4	W&P: <b>Exchange first draft of application letter with a partner &amp; give each other feedback; revise, edit, proofread &amp; write final version of letter</b> (55 mins); R&V: Listen to teacher's introduction to poem <i>Arithmetic</i> CR pp. 114–116 (5 mins) p. 114	200–201 Act. 7	263–264  266	<i>Arithmetic</i> CR pp. 114–116	R&V: Read poem <i>Arithmetic</i> CR pp. 114–116 & think about how to answer the questions on it				
5	R&V: With a partner, <b>write answers to questions on the poem Arithmetic</b> CR pp. 114–116; as a class, discuss & mark answers (60 mins) p. 114		266–267	Literature set work	R&V: Continue reading literature set work				
Reflection									
<p><b>Think about and make a note of:</b> What impressed you about the learners' contributions to the meeting? What were the strengths and weaknesses of their letters of application? 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:** If you choose to use participation in a group discussion for Term 4, Formal Assessment Task 1, you will need to move from group to group making notes of each learner's contribution to the discussion.

Via Afrika Week 3 – Theme: From the past to the present									
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: <b>Revise language &amp; power; listen to a dialogue &amp; take notes; use notes to answer questions; discuss answers</b> (45 mins); in groups of five, decide on a topic for a group discussion (5 mins) <b>p. 115</b>	202–203 Act. 1 203–204 Act. 2	271–273  273		LB pp. 203–204 Act. 2 L&S: Prepare to contribute to a group discussion				
2	L&S: <b>In groups of five, participate in a group discussion &amp; prepare to present a summary of the discussion to the class</b> (40 mins); group leaders report to class (20 mins) <b>p. 115</b> <b>Note: Participation in a group discussion can be assessed for Term 4, Formal Assessment Task 1</b>	203–204 Act. 2	273	Literature set work	R&V: Continue reading literature set work				
3	R&V: Discuss literature set work (10 mins); LSC: <b>Revise proper &amp; compound nouns, complex noun phrases, gerunds, portmanteau words</b> (30 mins); <b>begin to answer questions on nouns &amp; various forms of abbreviation</b> (20 mins) <b>p. 115</b>	204–205 206 Act. 3	273 274		LB p. 206 Act. 3 LSC: Complete answers to language questions				
4	LSC: Discuss & mark homework (20 mins); <b>revise types of abbreviation</b> (10 mins); R&V: <b>Revise literary terms; do pre-reading activities on an extract from a youth novel; discuss answers</b> (30 mins) <b>p. 115</b>	206 207 207–208 Act. 4	274 274–275	Literature set work	R&V: Continue reading literature set work				
5	R&V: <b>Read an extract from a youth novel; write answers to comprehension &amp; language questions on it;</b> discuss & mark answers (60 mins) <b>p. 115</b>	208–210 Act. 5	275–276	Literature set work	R&V: Continue reading literature set work				
Reflection									
<b>Think about and make a note of :</b> What impressed you about learners' contributions to the group discussions? How can you assist learners who found it difficult to participate? Were you pleased with the way you guided learners in the discussion of literary terms? 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:** If your class does not have copies of the Core Reader, for homework on Day 1 and for the first part of the lesson on Day 2, use the literature set work.

**Note 2:** The tracker suggests using Day 5 for reading and discussion of the literature set work. You will need to prepare some discussion questions or other activities for this lesson. Alternatively, you could use Day 5 to catch up on any unfinished work for Weeks 3–4.

Via Afrika Week 4 – Theme continued: From the past to the present						
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); <b>read a poem &amp; write answers to questions on structure, language use &amp; theme; discuss &amp; mark answers</b> (45 mins); listen to teacher's introduction to poem <i>I feel a poem</i> CR pp. 133–134 (5 mins) <b>p. 115</b>	210–211 Act. 6	276–277 279	<i>I feel a poem</i> CR pp. 133–134	R&V: Read the poem <i>I feel a poem</i> CR pp. 133–134 & think about answers to the questions on it	
2	R&V: Discuss questions on <i>I feel a poem</i> CR pp. 133–134 (30 mins); <b>revise features of cartoons; study a cartoon &amp; begin to write answers to questions on it</b> (30 mins) <b>p. 115</b>	212 Act. 7	280 277–278		LB p. 212 Act. 7 R&V: Complete answers to questions on cartoon	
3	R&V: Discuss & mark homework (15 mins); W&P: <b>Learn about features of an email</b> (10 mins); LSC: <b>Learn about paragraph structures</b> (20 mins); W&P: <b>Plan &amp; begin writing first draft of an email</b> (15 mins) <b>p. 115</b>	212 213–214 213 214 Act. 8	278 279 278 279		LB p. 214 W&P: Complete <b>first draft of an email</b>	
4	<b>W&amp;P: Exchange first draft of an email with a partner &amp; give each other feedback; revise, edit, proofread &amp; write final version of email</b> (60 mins) <b>p. 115</b>	214 Act. 8	279	Literature set work	R&V: Continue reading literature set work	
5	R&V: Discuss literature set work; continue reading set work (60 mins)			Literature set work	R&V: Continue reading literature set work	
Reflection						
<p><b>Think about and make a note of:</b> How well did learners manage the activity based on a cartoon? Were you pleased with the support you gave them in understanding it? Why or why not? Are you satisfied with the guidance you are giving learners for reading the literature set work? Why or why not?</p>				<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>		
				HOD/Subject head:		Date:



Via Afrika Week 5 – Theme: Making choices

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); L&S: <b>In a group, plan and present a role play of a situation described by the teacher (25 mins); learn how to participate in a conversation; in groups of five choose a topic for a conversation &amp; begin preparing to participate in it (20 mins) p. 116</b>	215–216 Act. 1 216–217	284  285		LB p. 217 L&S: Prepare ideas to contribute to conversation					
2	L&S: <b>In groups of five participate in a conversation (15 mins); L&amp;S: Group leaders summarise conversation for the class (15 mins); LSC: Understand how to explain cause &amp; effect; understand meaning shifts; understand how to use language for special purposes; begin answering questions on each of these (30 mins) p. 116</b> <b>Note: Participation in a conversation can be assessed for Term 4, Formal Assessment Task 1</b>	216–217  217–218 Act. 2	285  286		LB pp. 217–218 LSC: Complete answers to questions on language use					
3	LSC: Discuss & mark homework (15 mins); R&V: <b>Revise literary terms &amp; do pre-reading activities on an extract from a youth novel; discuss answers (35 mins); begin intensive reading of the extract (10 mins) p. 116</b>	219 Act. 3	286 286–287 287–288		LB pp. 220–221 Act. 4 R&V: Complete intensive reading of extract					
4	R&V: <b>Write answers to comprehension &amp; language questions on an extract from a youth novel; discuss &amp; mark answers (60 mins) p. 116</b>	220–222 Act. 4	288	Literature set work	R&V: Continue reading literature set work					
5	R&V: Discuss literature set work (10 mins); <b>do pre-reading activities on a poem; read the poem &amp; write answers to questions on it; discuss &amp; mark answers (50 mins) p. 116</b>	223–224 Act. 5	289	Literature set work	R&V: Continue reading literature set work					
<b>Reflection</b>										
<p><b>Think about and make a note of :</b> What impressed you about learners’ contributions to the conversations? What can you do to support any learners who found it difficult to contribute? Were you satisfied with the way you explained this week’s language work on cause and effect sentences? 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 Week 6 – Theme continued: Making choices

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: <b>Revise features of diary entries; plan &amp; begin first draft of a diary entry</b> (45 mins) p. 116	224–225 Act. 6	289–290		LB pp. 224–225 Act. 6 W&P: Complete <b>first draft of diary entry</b>					
2	<b>W&amp;P: Exchange first draft of diary entry with a partner &amp; give each other feedback; revise, edit, proofread &amp; write final version of entry</b> (60 mins) p. 116	224–225 Act. 6	289–290	Literature set work	R&V: Complete <b>reading of literature set work</b>					
3	R&V: Participate in final discussion of literature set work (20 mins); <b>revise &amp; discuss key features of literary texts</b> (20 mins); <b>revise &amp; discuss key features of poetry</b> (20 mins) p. 117	230–231	298		LB pp. 233–234 W&P: Revise features of different types of essays & transactional texts					
4	W&P: Read & discuss an example of Paper 3 (30 mins); R&V & LSC: Begin reading & discussing an example of Paper 2 (30 mins)	243–244 241–243	307 306–307		LB pp. 244–246 R&V: Read an example of Paper 4 & note questions to ask teacher					
5	R&V & LSC: Complete discussion of Paper 2 (15–20 mins); R&V: Discuss Paper 4 (40 mins)	241–243 244–246	306–307 307–308		R&V & W&P & LSC: Revise for end-of-year examination papers					
Reflection										
<p><b>Think about and make a note of:</b> 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 ways in which you guided learners through the reading 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 – Preparation for and writing of end-of-year examination papers

Weeks 7 and 8 of the Learner's Book focus on consolidation and revision of the year's work. If there is any revision time in Week 7 before examinations begin, you could do some of this revision work.

On pp. 241–243 of the Learner's Book there is one example of Papers 2, 3 and 4. The memoranda for these papers are on pp. 306–308 of the Teacher's Guide. 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 use and summary (2 hours)

English Paper 3: Writing (1 hour)

English Paper 4: Response to literature (1.5 hours)

(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"> <li>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?</li> <br/> <li>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?</li> <br/> <li>3. What has pleased me most about my teaching and assessment this year?</li> <br/> <li>4. What, if anything, has disappointed me about my teaching this year?</li> </ol> | <ol style="list-style-type: none"> <li>5. Has my teaching enabled learners to achieve the expected levels of work in order to be well prepared for the next grade?</li> <br/> <li>6. What do I need to communicate to the teacher who will teach this group of learners next year?</li> <br/> <li>7. In future, what aspect of my teaching and assessment practices would I like to develop further?</li> </ol> |
|--|---|

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 section of Paper 2 and for many of the questions in Paper 4, Response to literature.

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
<b>Literal (Level 1)</b>	<p>Questions that deal with information explicitly stated in the text. The following are examples:</p> <ul style="list-style-type: none"> <li>• Name the things/people/places/elements ...</li> <li>• State the facts/reasons/points/ideas...</li> <li>• Identify the reasons/persons/causes ...</li> <li>• List the points/facts/names/reasons ...</li> <li>• Describe the place/person/character ...</li> <li>• Relate the incident/episode/experience ...</li> </ul>	<b>Levels 1 &amp; 2: 40%</b>
<b>Reorganisation (Level 2)</b>	<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"> <li>• Summarise the main points/ideas/pros/cons ...</li> <li>• Group the common elements/factors ...</li> <li>• State the similarities/differences ...</li> <li>• Give an outline of ...</li> </ul>	
<b>Inference (Level 3)</b>	<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"> <li>• Suggest why X (a character in a story) acted in this way.</li> <li>• What is the likely outcome of X’s actions?</li> <li>• What do X’s comments reveal about her attitude to ...?</li> <li>• Is the situation described in the text similar to or different from what people experience in South Africa?</li> </ul>	<b>Level 3: 40%</b>



COGNITIVE LEVEL	ACTIVITY	PERCENTAGE OF TASK
<b>Evaluation (Level 4)</b>	<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"><li>• Do you think that what happens is realistic/likely/possible?</li><li>• Is the character's attitude/behaviour/action justifiable or acceptable to you? Give reasons for your answer.</li><li>• Is the writer justified in suggesting that ...? Give a reason for your answer.</li><li>• Does the writer provide a coherent argument to support her views?</li><li>• 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.</li></ul>	<b>Levels 4 &amp; 5: 20%</b>
<b>Appreciation (Level 5)</b>	<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"><li>• Discuss/comment on the writer's use of language/imagery/metaphors ...</li><li>• Discuss your response to the incident/situation/conflict/dilemma ...</li><li>• Do you empathise with character X? What action/decision would you have taken if you had been in the same situation?</li></ul>	



## 2. Paper 2: Comprehension, language in context and summary

Total marks: 30

Time: 2 hours

### SECTION A Comprehension

Read the article, and then answer the questions that follow it. The words marked with \* are explained in the box below the article. Write your answers in full sentences unless you are instructed to write just a word or a phrase.

#### Good dog!

- 1 The domestic dog, *Canis familiaris*, has been with us for perhaps more than 16 000 years, which is about 4 000 years before we began domesticating\* plants and livestock. Whether they were the descendants\* of wolves, foxes or one of several extinct\* dog-like mammals, it is likely that thousands of years ago dogs were encouraged by groups of hunters and gatherers to live with them as they moved from place to place in search of food. There were good reasons for our ancestors to domesticate dogs. If they accept you as part of their pack, they will defend you, they will help you, and they are awfully nice to have around.
- 2 Now, as well as helping the blind, rescuing survivors from disasters and wars, guarding property and being part of the family, domestic dogs are playing an important role in wildlife conservation\*. Throughout Africa, specially trained dogs are becoming increasingly common in the fight against poaching and in other aspects of conservation.
- 3 Sniffer dogs have been trained to detect horns or other animal products. They are often used at roadblocks or at airports to sniff out what has been hidden in vehicles or in baggage. In parts of the Western Cape dogs are also being used by the staff of Cape Nature to sniff out geometric tortoises, so that more can be learnt about the numbers and the distribution\* of these endangered creatures. This information will enable the staff to plan a survival strategy for them. It is very difficult for nature conservation staff to find the tortoises among the tall grass and shrubs where they live, but a well-trained dog can pick up the smell of the tortoise and lead a staff member to it. Dog trainer Vicki Hudson believes that there are many possible ways for dogs to assist in conservation work because they can be trained to find almost any species, animal or plant, including alien\* plants.
- 4 Tracker dogs are being used in game parks to alert bush patrols to signs of poachers. In some cases they have led anti-poaching teams to poachers' snares or to their camps. After attacks on some visitors to Cape Town's Table Mountain park, the park's security officers began patrolling with dogs that have been specially trained to deal with gun or knife-wielding suspects.
- 5 Staff in the Northern Cape's Namaqua National Park are breeding Anatolian shepherd dogs for livestock protection purposes. These dogs are originally from Turkey, where they have been used for centuries to protect sheep and goats from predators\*. Since 2008 the park has placed almost 40 dogs with farmers in Namaqualand and other parts of the country. The farmers report that loss of sheep to predators has decreased from 30 to 40 a year to fewer than five a year.
- 6 It has been said that the dog is a man or woman's best friend, but it appears that in South Africa the dog is also becoming the best friend of both domestic livestock and endangered wild life.

(Adapted from an article in *Wild*, Autumn 2015: Good dog! by Dale R Morris)

**domesticating:** making wild creatures tame, so that they live in settlements with humans, or growing wild plants as food crops  
**extinct:** no longer exists  
**descendants:** relatives of those who lived long ago  
**conservation:** the protection of the natural world (plants, animals, birds, insects, rivers, etc.)  
**distribution:** places in which something is found  
**alien plants:** plants from other countries that do not belong in a natural environment  
**predators:** animals that kill and eat other animals

1. According to the article, which wild animals were probably the ancestors of the domestic dog? (1)
2. How did hunters and gatherers contribute to the domestication of the dog? (1)
3. 'The writer is certain that dogs were domesticated 16 000 years ago.' Answer TRUE or FALSE and give a reason for your answer. (1)
4. Quote one statement in paragraph 1 that is an opinion. (1)
5. Explain why sniffer dogs and tracker dogs need to be 'specially trained' (paragraphs 3 and 4). (2)
6. Explain why the staff at Cape Nature need information about the geometric tortoise. (1)
7. Quote evidence from the article that shows that Anatolian sheep dogs are helpful to farmers. (2)

**Total: 10 marks**

### SECTION B Language in context

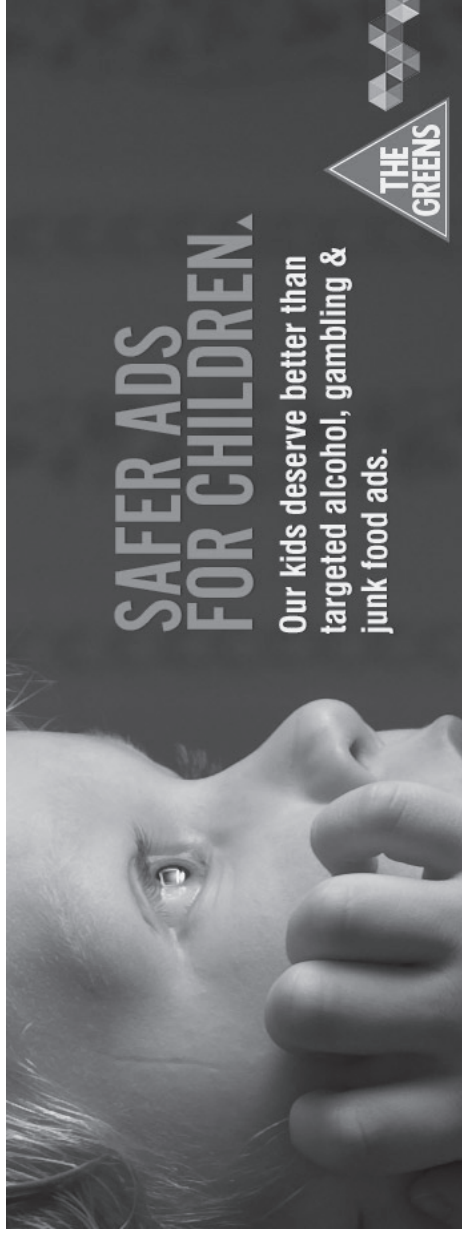
#### Refer to the article *Good Dog!* in answering questions 1–8

1. Suggest why there is an exclamation mark at the end of the title of the article (*Good dog!*) (1)
2. The writer uses two pronouns in the first sentence in paragraph 1. Write one noun or noun phrase that could be used in place of the pronouns. (1)
3. Dog trainer Vicky Hudson says there are many possible ways for dogs to assist in conservation work. Rewrite this sentence in direct speech beginning with 'There are ...' (2)
4. The adjective 'endangered' is used in paragraph 3. Briefly explain what this word means. (1)
5. Sniffer dogs have been trained to detect horns or other animal products. Rewrite this sentence in active voice beginning with 'The staff of Cape Nature ...' (1)
6. Read the definition of alien plants in the word box and then write a synonym for 'alien'. (1)
7. Training dogs is interesting but tiring work. What part of speech is the underlined word? (1)
8. The geometric tortoise has become endangered because farmers are now using the land on which it has always lived. Write this sentence and then
  - (i) underline the part that is the **cause** and (1)
  - (ii) circle the part that is the **effect**. (1)

#### Refer to the advertisement in answering questions 9–11

9. 'The Greens' is the name of a political party in Australia that is concerned about the environment and other social issues. Study the advertisement below and then complete this sentence: If the Greens win the election they promise to ... (2)
10. Explain why a child is used in the advertisement. (1)
11. In 1–2 sentences explain why you think this advertisement is effective or not effective in presenting its message. (2)

**Total: 15 marks**



(Source: [www.greens.org.au/safer-kids-ads](http://www.greens.org.au/safer-kids-ads))

### SECTION C Summary

Read the article below. In a paragraph of 50–60 words summarise what the Mohlakeng Youth Movement has done for the Mohlakeng community and why, and how the local council has responded to their efforts.

**Total: 5 marks**

#### **Not just a library, it's a revolution**

After the municipal library was burnt down during a service delivery protest, a group of young people in Mohlakeng, a township south of Randfontein in Gauteng, started a 'donate a book' project. The group, whose formal name is the Mohlakeng Youth Movement (MYM), moved around the township collecting reading matter in municipal garbage bins. The books and magazines were made available to the community at the home of the MYM's leader Neo Mathetsa.

This is a library with a difference. "When people come here, they don't just take a book and walk away. We ask them questions about the book. We encourage them to read out loud. And we also say they need to be able to act out extracts from the book, just like at the theatre," said Mathetsa.

As news of the MYM's campaign spread, books were donated from all over South Africa and even from overseas. It soon became clear that Mathetsa's small home would not be able to hold all the books and all the people who wanted to participate in the reading events. While it does not want to take over the project, the Randfontein Council has decided to support it by donating land for a library building and drawing in business people, especially from the mining companies in the area, to provide funding for a building. According to Randfontein's mayor, Mzi Khumalo, the MYM's library project is leading a cultural revolution in the community by providing a space for debates on topical issues and for various creative activities.

(Adapted from an article by Thuletho Zwane in *Mail and Guardian*, May 8–14, 2015)

### 3. Memorandum and analysis of cognitive levels of the questions in Section A for Paper 2

#### Section A: Comprehension

##### 1. Comment on question level

This is a level 1 (literal) question as the answer is in the article.

##### Answer

Wolves, foxes or one of several extinct dog-like mammals were probably the ancestors of the domestic dog. (1)

##### 2. Comment on question level

This is a level 1 (literal) question as the answer is in the article.

##### Answer

Hunters and gatherers encouraged the ancestors of today's dogs to live with them as they moved from place to place in search of food. (1)

##### 3. Comment on question level

This is level 2 (reorganisation) question as learners have to think about the significance of this word in relation to the question.

##### Answer

FALSE. (1)

The writer uses the word 'perhaps', which shows that he is not certain when dogs were domesticated. (1)

##### 4. Comment on question level

This question requires learners to know that not everyone likes dogs and thus not everyone would agree with this statement. It is an opinion and not a fact and is a level 3 (inference) question.

##### Answer

'they are awfully nice to have around' (1)

##### 5. Comment on question level

This is level 3 (inference) question as the answer is not stated explicitly in the article.

##### Answer

Learners could give several kinds of answers. The key point is that over a period of time dogs have to be taught what to notice and what to do in particular circumstances. (2)

##### 6. Comment on question level

This is level 1 (literal) question because the answer is in the article, and, in fact, learners could quote directly: They need the information in order to plan a survival strategy for the tortoise.

##### Answer

They need this information in order to work out how to help the tortoise to survive. (1)

##### 7. Comment on question level

This is a level 2 (reorganisation) question. The answer is in the article, but learners have to make a connection between the question and the answer.



**Answer**

"The farmers report that loss of sheep to predators has decreased from 30 to 40 a year to fewer than five a year." (Award only 1 mark if quotation marks are not used.) (2)

**Total marks: 10**

**Section B: Language in context**

**Note: Most of the questions in this section cannot be categorised according to cognitive levels.**

**1. Comment on question level**

This is a level 3 (inference) question. Learners need to know the function of an exclamation mark but also know from experience that this is an expression used when people are pleased with what a dog has done.

**Answer**

The exclamation mark is there because when people are pleased with a dog they use this expression to exclaim their pleasure. (1)

**2. Comment on question level**

Learners need to know what a pronoun is and what it stands for.

**Answer**

People/humans/human beings (1)

**3. Comment on question level**

The marks are for correct punctuation in the correct places.

**Answer**

"There are many possible ways for dogs to assist in conservation work," Vicky Hudson said. OR Vicky Hudson said/explained, "There are many possible ways for dogs to assist in conservation work." (2)

**4. Comment on question level**

Learners could express this idea in different ways.

**Answer**

Endangered means that these creatures may not survive in future. They are in danger of dying out and becoming extinct. (1)

**5. Answer**

The staff of Cape Nature have trained sniffer dogs to detect horns or other animal products. (1)

**6. Answer**

Foreign (1)

**7. Answer**

Gerund (1)

**8. Answer**

CAUSE: farmers are now using the land on which the geometric tortoise has always lived. (1)

EFFECT: The tortoise has become endangered. (1)

**9. Comment on question level**

Learners could express this idea in several ways. The key point is that learners need to understand the message of the advertisement. This is a level 2 (reorganisation) question.

**Answer**

If the Greens win the election, they promise to make advertising safer for children OR If the Greens win the election, they promise that advertisements that are harmful to children will not be permitted. (2)

**10. Comment on question level**

This is a level 3 (inference) question, as the answer is not stated directly in the text.

**Answer**

By using a photograph of an innocent-looking child the advertisers are encouraging readers/viewers to respond positively to their campaign for safer advertisements. Learners could write other acceptable answers. (1)

**11. Comment on question level**

This is a level 5 (appreciation) question.

**Answer**

Learners must explain clearly why they think the message in the advertisement is presented effectively or why they think it is not presented effectively. (2)

**Total marks: 15**

**Section C Summary**

**Mark out of 10, and convert to a mark out of 5**

The key points are:

- what the MYM did and why (3)
- the result of their actions (2)
- the response of the municipality (2)

The summary should be written as a paragraph, in correct English. (2)

The summary and should not exceed 60 words. (1)

Below is one example of what learners could write.

The Mohlakeng Youth Movement collected many books and magazines to replace those destroyed when the municipal library was burnt down. Community members can borrow them, read aloud from them and talk about them at the home of the MYM leader. The Randfontein Council has donated land for a library and promised support for raising funds for the building. (58 words)

#### 4. Paper 3: Writing

**Total marks: 30**

**Time: 1 hour**

This paper consists of two sections:

**Section A Essay (20 marks)** and **Section B Transactional writing (10 marks)**. Please write on one topic in each section.

##### **Section A: Essay**

Write an essay of between 210 and 250 words on ONE of the following topics.

1. Write a descriptive essay with the title 'At the market'.  
OR
2. Write a narrative essay with the title 'My great opportunity'.  
OR
3. Write an argumentative essay in response to this statement: Learners should not be permitted to bring cell phones to school. You may argue for or against the statement, but do not do both.

**Total marks: 20**

##### **Section B: Transactional writing**

Write between 140 and 160 words in response to ONE of the following:

1. Imagine that you have just been selected to represent your school at a national competition. The competition could be to do with a sport or a cultural activity, or it could be to do with a school subject such as science. **Write a diary entry** about your selection and how you feel about it.  
OR
2. Write a **letter of application** to apply for the position advertised below.

##### **Part-time sales assistants required**

Our stores specialise in the latest fashions for teenagers. We require outgoing, multilingual young people with an interest in fashion to work part time as sales assistants at our branches countrywide.  
Hours: 4.00pm to 6.00pm two afternoons a week and 9.00am to 3.00pm on Saturdays. Previous sales experience a recommendation but not a requirement.

Please send your application letter to:

The Human Resources Manager  
High Five Fashions  
PO Box 1784  
Cape Town

OR

3. Imagine that you are a journalist and that you have an opportunity to interview your favourite sports star/musician/actor/political leader/business leader. Write the interview between yourself and this person in the form of a **dialogue**.

**Total marks: 10**

## 5. Memorandum for Paper 3

### Section A (20 marks)

Use a rubric from the Teacher's Guide to the Learner's Book or the rubric below to assist you in your marking.

1. Obviously, a descriptive essay should describe: place, people, activities going on, etc.
2. The narrative essay must be written in first person and can tell the story of anything that involves the narrator in responding to an opportunity. It could be an opportunity to study as a result of a bursary or to perform (e.g. at a concert, on television) or to participate in a sport (e.g. being selected for a top team) OR it could be another kind of opportunity (e.g. to do something special for someone).
3. The writer's position should be clear, and each argument should support his or her position.

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.

#### 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

#### Formal letter of application

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

- write the writer's address and date in the top right hand corner
- leave a blank line between the two addresses and the greeting and another blank line after the greeting
- state clearly the purpose of the letter and underline it
- write paragraphs on the topic
- end formally (e.g. Yours faithfully) followed by first name and surname and contact details

#### 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

Rubric for assessing the essay (20 marks)

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

**6. Paper 4: Responses to Literature****Total marks: 50 (reduced to a mark out of 10)****Time: 1.5 hours**

This paper has five sections. Please answer all questions in each section.

**Section A: Poetry**

Read the lines from *African Thunderstorm*, and answer the questions that follow them.

***African Thunderstorm* by David Rubadiri**

- 5      *From the west  
clouds come hurrying with the wind  
turning  
sharply  
here and there  
like a plague of locusts  
whirling  
tossing up things on its tail  
like a madman chasing nothing.*
- 10     *Pregnant clouds  
ride stately on its back  
gathering to perch on hills  
like dark sinister wings.  
The wind whistles by  
and trees bend to let it pass.  
In the village  
screams of delighted children  
toss and turn  
in the din of the whirling wind.*

1. What do the first four lines suggest about the way the storm is approaching? (2)
- 2.1 Quote one of the similes that the poet uses to describe the movement of the clouds. (1)
- 2.2 Do you think it is an effective simile? Give a reason for your answer. (2)
- 3.1 Suggest why the poet describes the clouds as 'pregnant' (line 10). (2)
- 3.2 What figure of speech is the phrase 'pregnant clouds'? (1)
4. How do the village children feel about the storm? (1)
5. Quote one example of onomatopoeia in these lines. (1)

**Total marks: 10****Section B: Folklore**

Read the folk story below, and answer the questions that follow it.

**The crowded home**

When Nasrudin was talking to his neighbour one day, the neighbour started to complain, 'I'm having a terrible time trying to fit my wife, my kids, my father and my mother-in-law into one little cottage. Mulla Nasrudin, as a wise man, what advice do you have for me?'

'Well,' replied Nasrudin. 'Have you got any chickens in your yard?'

'Yes, I've got twelve,' said the man.

'Put them in the house,' said Nasrudin.

'But Mulla,' the man declared, 'I told you, our house is already too small.'

'Just try it,' replied Nasrudin. The man, who was ready to do anything to end his problem, followed Nasrudin's advice. The next day he was back again.

'Mulla,' he said, 'things are even worse now. The chickens are cheeping in every corner. The children are running around like a herd of elephants, and we are even more cramped than before.'

'Good,' said Nasrudin. 'Go and get your donkey and bring it into the house.'

The man was horrified. However, in the end, the donkey joined the household. The next day, the man was more desperate than ever. 'My home is impossible!' he cried. 'We are like sardines in a tin. We cannot move.'

'Good,' said Nasrudin, 'are there any other animals in your yard?'

'Well, the man replied, 'there is a goat.'

'Take it into the house,' said Nasrudin.

The next day the man reappeared, 'My family is really angry with me now. They are looking daggers at me, and we are all more miserable than ever.'

'Fine,' said Nasrudin. 'You can now take all the animals back outside.' The man looked puzzled, but he did as Nasrudin said.

The next day he came back smiling. 'Mulla, your plan has worked like a charm. The house now has so much space that no-one is complaining.'

1. This story has only two characters. Write a sentence in which you describe each of them (i.e. two sentences). (4)
2. Suggest why the man compares his children to a herd of elephants. (2)
3. A dagger is a type of knife. Explain the meaning of the expression 'looking daggers'. (2)
4. Complete this sentence. The moral of this story is \_\_\_\_\_ (2)

**Total marks: 10**

### Section C: Short story

Read the short story below, and answer the questions that follow it.

#### The quiet one

It was the second week of the Grade 9 year, and Thuli was still feeling lost and lonely. During breaks, she sat by herself outside. At least some lessons were interesting, especially English, with Mr Mbatha. He was kind and patient and cared about his students and their futures. One day he handed out exercise books to use for diaries.

He asked the class to draw a road of life in their new diaries. 'Draw road signs along the way,' he said. 'Then write your goals on those road signs. Write what you want from friendships, your dreams for the future, what work you want to do.' Thuli thought carefully. For her career choice she wrote computer programmer.

Then she thought about friendships. She had no friends at school yet, perhaps because she was so shy. She wanted a friend who would understand her shyness but who would also be funny and intelligent and interesting. Like that boy Nick with the nice eyes.

Mr Mbatha told the class to put their pens down. He looked at them very seriously and said, 'Close your eyes and just listen. This is the most important thing I'll say to you this year.' Then he said, very quietly, 'Your life is what you make of it. Not what happens to you.'

'I will make my life great!' thought Thuli. 'I won't let anyone mess it up.' But what could she do about her shyness? 'It's as if Ma knew I'd be a quiet one when she named me Thuli,' she said to herself.

She looked up at Nick now. He was looking straight at her, and strangely he looked quite shy. She gave him a smile. He blinked and then smiled back. It was a smile that seemed to say 'We could be friends, don't you think?' That friendly smile made Thuli's heart sing.

1. Write a sentence to describe the **setting** of this story. (2)
2. Suggest why Mr Mbatha wanted Thuli and her classmates to write down goals for the future. (2)
- 3.1 Explain what Mr Mbatha meant when he said 'Life is what you make of it.' (2)
- 3.2 Explain why you agree or disagree with his statement about life. (2)
4. The story does not have a very definite climax or ending. In 1–2 sentences describe how the story might continue. (2)

**Total marks: 10**

### Section D: Novel

Read an extract from a novel, and then answer the questions that follow it.

**Note:** Kino is a diver whose work is to find oysters (a type of shell fish) that contain pearls. The oysters are found on rocks under the sea. Pearls are small white objects that form inside some oysters and that are sold for a great deal of money to be made into necklaces, earrings or rings.

#### The pearl by John Steinbeck

- 1 Kino moved cautiously, so that the water would not be **obscured** with mud or sand. He hooked his foot in the loop on his rock, and his hands worked quickly, tearing the oysters loose, some singly, others in **clusters**. He laid them in his basket.
- 2 Now Kino's people had sung of everything that happened or existed. They had made songs to the fish, to the sea in anger and to the sea in calm, to the light and dark, and the sun and the moon, and the songs were all in Kino and in his people. There was also a secret little inner song, and this was the *Song of the pearl that might be*, for every shell thrown in the basket might contain a pearl. And in the canoe above him Kino knew that Juana was making the magic of prayer, her face set rigid and her muscles hard to force the luck, to tear the luck out of the gods' hands, for she needed luck for the swollen shoulder of Coyotito.
- 3 Kino, in his pride and youth and strength, could remain down over two minutes without strain, so he worked deliberately, selecting the largest shells. Because they were disturbed, the oyster shells were tightly closed. A little to his right a **hummock** of rubbly rock stuck up, covered with young oysters not ready to take. Kino moved next to the hummock, and then beside it, in a little **overhang**, he saw a very large oyster lying by itself, not covered with its clinging brothers. The shell was partly open, for the overhang protected this ancient oyster, and in the lip-like muscle Kino saw a ghostly **gleam**, and then the shell closed down. His heart beat out a heavy rhythm, and the melody of the maybe pearl **shrilled** in his ears. Slowly he forced the oyster loose and held it against his breast.

#### WORD LIST

**obscured:** made difficult to see  
**clusters:** things that grow close together  
**hummock:** rising ground  
**overhang:** rock hanging over the sand beneath it  
**gleam:** soft or faint light  
**shrilled:** sounded high and loud

1. Look carefully at paragraph 2, and suggest what kind of community Kino belongs to. (2)
2. Explain the difference between the secret little inner song, *Song of the pearl that might be*, and the other songs that the community sing. (2)



3. Explain why Kino and Juana really need to find a valuable pearl. (2)
4. Quote a sentence that shows that Kino was excited by what he saw in the overhang. (2)
5. Has Kino definitely found a pearl? Give a reason from the extract for your answer. (2)

**Total marks: 10**

### Section E: Drama

Read an extract from a play, and answer the questions that follow it.

#### Rest in peace

##### Scene III

*Jerome and Jenny sit at the new table in their ouma's dining room, chatting over another cup of coffee and Ouma's mosbolletjie rusks. They are both more relaxed and seem to be enjoying each other's company.*

- Jerome: You might not have noticed it, Jen, but our ouma was one proud lady. She had too much pride to ask for help. So independent.
- Jennie: Okay, so she went to work every day, to that poky little hole of a **sweat shop** where she sewed clothes for other people, day in day out.
- Jerome: Well, it looked like a sweat shop to us, but for our ouma it was a place of friends. It gave her security. It gave her peace of mind.
- Jennie: Ja, and it gave her a salary. A **paltry** one, but still ... a salary. I know Ouma valued her independence. She always told me, 'Never look a gift horse in the mouth.' Never really understood that one!
- Jerome: Never bad-mouth something you have – just be grateful. She was right. That salary of hers gave her a lot of stability and a lot of freedom. Financial freedom.
- Jennie: Ja, but Gran was careful with her money, hey? She never **squandered** a cent. Kept her money very close.
- Jerome: Except near the end. She got very generous with her money. She wanted to put it to good use.
- Jennie: Something I can't say I've done with any money I've ever earned. Wasted it ... and got wasted. (*Deep sigh of regret*) Ag, Jerry, I don't have much to show for having a good role model in Ouma, do I?

##### WORD LIST

**mosbolletjie rusk:** a rusk which contains 'mos' or 'grape must' as a raising agent

**sweat shop:** place of work, often in the clothing industry, where people work in poor conditions for little money

**paltry:** very small

**squandered:** wasted

1. Give two reasons why some words in the extract are written in italics (e.g. *Deep sigh of regret*). (2)
2. Explain how you know that this extract is not at the beginning of the play. (1)
- 3.1 Use information from the extract to describe how Jerome feels about his grandmother. (1)
- 3.2 Explain why he feels this way. (2)
- 4.1 Use information from the extract to describe how Jennie is feeling about herself. (1)
- 4.2 Also explain why she feels this way. (1)
5. Imagine that you are Jerome. Write the reply he could have given to Jennie's question at the end of the extract. (2)

**Total marks: 10**

## 7. Memorandum for Paper 4

**Note:** There are 10 marks for each of the five sections. The final mark must be reduced from a mark out of 50 to a mark out of 10.

### Section A: Poetry

#### 1. Comment on question level

This is a level 2 (reorganisation) question – learners need to use the words of the poem to organise their answer.

#### Answer

The storm is approaching fast (hurrying) from the west, with a great deal of sudden movement of clouds. (2)

#### 2.1 Answer

‘like a plague of locusts’ OR ‘like a madman chasing nothing’ (1)

#### 2.2 Comment on question level

This is a level 5 (appreciation) question.

#### Answer

Learners can write any plausible response that gives a reason for their response to either simile. For example: A plague of locusts is an effective simile because locusts move together very fast across the land. (2)

#### 3.1 Comment on question level

This is a level 3 (inference) question as the learner has to make a connection between a woman and a rain cloud.

#### Answer

The clouds are heavy with rain that is about to be released from them. This is just like a pregnant woman whose body is heavy with the child that is waiting to be born. (2)

#### 3.2 Answer

Personification (The cloud is being described as a woman.) (1)

#### 4. Comment on question level

This is a level 1 (literal) question because the answer is in the poem, but some learners may be distracted by the word scream, which is often associated with something frightening.

#### Answer

The children are very pleased/happy/delighted. (1)

#### 5. Answer

‘wind whistles’ (1)

**Total marks: 10**

### Section B: Folklore

#### 1. Answer

Below are two possible answers, but learners could express their ideas using other words. They must write one sentence about each man.

Nasrudin is a wise community leader to whom people come for advice. (2)

The other man is not named, but he is desperate to solve the problem of an overcrowded house. (2)

**2. Answer**

A herd of elephant is sometimes noisy and is likely to do a lot of damage if the animals are in a small space. Learners can be given credit for other plausible answers. (2)

**3. Comment on question level**

Learners should be able to infer the meaning asked for from the story, so this is a level 3 (inference) question.

**Answer**

The expression 'looking daggers' means looking at someone as though you wish to kill them. (2)

**4. Answer**

The moral of this story is accept the situation that you are in and make the best of it because it could be much worse. There may be other possibilities, but this idea is the most likely. (2)

**Total marks: 10**

**Section C: Short story**

**1. Answer**

The setting of the story is a Grade 9 English classroom. (2)

**2. Answer**

Mr Mbatha wants the learners to think ahead and to make positive plans for their futures. Learners could express this idea in several different ways. (2)

**3.1 Answer**

Mr Mbatha meant that learners have control over what they do with their lives. (2)

**3.2 Comment on question level**

This is a level 4 (evaluation) question.

**Answer**

It is possible to agree or disagree strongly with this statement. Give credit for any sensible response. For example, learners may disagree and write something like, 'If your parents insist that you leave school to find work, how can you take control over your own life?' (2)

**4. Answer**

A likely way of continuing the story is to write something about a growing friendship between Thuli and Nick that may turn out either well or badly. (2)

**Total marks: 10**

### Section D: Novel

1. **Answer**  
Kino belongs to a community that has a long history of songs about the environment in which they live. It could be described as a traditional community. Learners could write about this idea in different ways. (2)
2. **Comment on question level**  
This is a level 3 (inference) question.  
**Answer**  
The other songs are ones that everyone sings out loud about the environment in which they live. However, the song about hoping to find a pearl is a silent one, probably because community members don't want others to know how desperately they want to find a valuable pearl. (2)
3. **Comment on question level**  
This is another example of a level 3 (inference) question.  
**Answer**  
Someone whom they care for (Coyotito) has a swollen shoulder, and presumably they need money for medical help. (2)
4. **Answer**  
'His heart beat out a heavy rhythm, and the melody of the maybe pearl shriiled in his ears.' (2)
5. **Answer**  
No, he has not definitely found a pearl. He still has to open the shell to find out for sure even, though he thought he had caught a glimpse of a pearl before the oyster closed its shell. (2)

**Total marks: 10**

### Section E: Drama

**Note:** Q 1–4 are level 1 (literal) and 2 (reorganisation) questions, and Q 5 is a level 4 (evaluation) question, as learners need to make a judgement about Jerome's response.

1. **Answer**  
These words are used:  
• to describe the **setting of the play** (1)  
• and also to **give the stage directions to the actors** (1)
2. **Answer**  
The extract is headed Scene III. (1)
- 3.1 **Answer**  
Jerome admires his grandmother. (1)
- 3.2 **Answer**  
He admires her because she was an independent woman who earned her own living, made the best of her life and was generous to others. (any two points) (2)
- 4.1 **Answer**  
Jennie seems to feel very negative about herself. (1)
- 4.2 **Answer**  
She suggests that she has wasted her life and did not responded positively to her grandmother's good example. (1)
5. **Answer**  
Jerome could be either kind or unkind to Jennie, so learners can choose. If he is kind, he could say something like, 'Well, Jennie, it's never too late to make a new start.' OR 'Jennie, I think you're being too hard on yourself. You have also done good things.' If he is not kind, he could say something like 'No, you don't, and isn't that a pity!' Give credit for any answer that shows that learners have understood the characters. (2)

**Total marks: 10**