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# 10

GRADE

# ENGLISH

First Additional Language

TEACHER TOOLKIT

CAPS Planner and Tracker

2018 TERM 3



Jika iMfundo  
what I do matters

ENDORSED BY





**GRADE 10**

**English**

**First Additional Language**

**Teacher Toolkit: CAPS Planner and Tracker**

**2018 TERM 3**

Published in 2016, and revised in 2017 and 2018, by Jika iMfundo.

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## This Planner and Tracker should be used with:

- English First Additional Language (EFAL) Learner's Book (LB)
- English First Additional Language (EFAL) selected literary texts
- English First Additional Language (EFAL) Teacher's Guide (TG)
- The Curriculum and Assessment Policy Statement (CAPS)

## A. ABOUT THE PLANNER AND TRACKER

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### 1. Your quick guide to using this planner and tracker



*What is Jika iMfundo and where do I fit in?*

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



*But who will help me?*

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



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

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



*How do I use the planner and tracker?*

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



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

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

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



*If this is a campaign, who is part of it?*

All teacher unions in KwaZulu-Natal support Jika iMfundo because they believe it will help teachers in their work. The district director, circuit managers and subject advisers are leading Jika iMfundo in your district because they believe that we can improve learning if we improve curriculum coverage. You, as a teacher, and your colleagues on the staff and the SMT of the school are invited to join Jika iMfundo. Because what you do matters.



If you see mistakes in the planners and trackers, please send details of these to [admin@pilo.co.za](mailto:admin@pilo.co.za).

If you would like to be kept informed about developments in Jika iMfundo, send the following information to [admin@pilo.co.za](mailto:admin@pilo.co.za):

- your cell phone number
- the grade/s you teach
- the subject/s you teach.

We will add you to a WhatsApp group that will operate in your circuit.

**Look for Jika iMfundo on Facebook.**

## 2. Purpose of the tracker

**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. This publication is called a curriculum and assessment planner and tracker because it has been designed (i) to assist you to stay on the right track with your teaching and assessment and (ii) to help you to keep track of what you and the learners in your classes have done and should be doing in order to meet all the requirements of the CAPS for Grade 10 EFAL. The tracker should help you to:

- plan your work in advance, so that you cover the CAPS content in the time specified in the CAPS;
- meet all the formal assessment requirements of the CAPS;
- keep track of your progress in covering the curriculum;
- reflect on your work, so that you teach effectively;
- engage in professional discussions with your colleagues.

It aims to do this by providing:

- a programme of work that makes clear which pages of a particular LB and TG you should use each day in order to meet the CAPS requirements;
- links to the Provincial Teaching Plan;
- information about when you should complete each of the formal assessment tasks (FATs) for the term;
- a space for recording the work completed each day;
- a space for reflecting on each week's lessons.

## 3. Time allocation and links to the CAPS document

The CAPS states that there should be four and a half hours of EFAL per week, making nine hours in a two-week cycle (CAPS, p. 17). In this tracker, the curriculum is divided into the same two-week teaching blocks as in the CAPS document, with five x 55-minute lessons (= 275 mins = 4.58 hours per week). However, you might have to plan the time for individual lessons differently, depending on the timetable in your school.

**Note:** This tracker has been designed for a third term that lasts for 11 weeks. The CAPS document lists content for ten weeks of teaching. You should use Week 11 for catch-up and consolidation and completing the work required by the CAPS that has not been completed by the end of Week 10. As there is little spare time, it is important to make up any work not done on any day in order to be sure to cover the curriculum.

Should you use this tracker in a third term that is of a different length than 11 weeks, you will have to adjust your work accordingly. It is important that you check how much teaching time you have at the start of the term.

The CAPS specifies that learners must develop the knowledge and skills in the components shown below, spending the time indicated for each in each two-week cycle.

- Listening and Speaking (L&S) (one hour);
- Reading and Viewing (R&V) (four hours);
- Writing and Presenting texts in a range of genres (W&P) (three hours);
- Understanding and using Language Structures and Conventions (LSC) (one hour).

## 4. Managing time allocated in the term

**The tracker for each LTSM shows you how to work with the LB and the TG, so that you meet the CAPS requirements.** The tracker gives the page numbers in the CAPS document that list the particular content 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.

**It is important to work systematically through all the content and activities specified in the tracker.** Should you miss a lesson, or be unable to complete the work specified for it, next time you meet, the class continues where you left off, but also find ways of making up lost time – perhaps by setting some tasks for homework or by asking learners to report to a group rather than each one taking a turn to speak to the whole class. Each day it is essential to record where each lesson has ended to ensure an efficient flow of teaching and learning. In addition, record in the last column on the right hand side the date when the topic has been covered. Following the tracker conscientiously enables you to cover the content of the CAPS curriculum completely each term.

**Note:** For a few learning activities, the time allocations suggested in a particular TG may not be practical in your context. Use your judgement to decide on these time allocations.

## 5. How the tracker links to approved EFAL materials and additional literature texts

In most sets of LTSMs, learners have opportunities to use content and activities based on a particular **theme** to develop the knowledge and skills required by the CAPS.

The lesson guidelines in each Grade 10 EFAL TG describe how to use the Grade 10



EFAL LB with the learners in your classes, with some guides providing more detailed guidance than others. Most of the TGs provide answers and assessment suggestions for all the activities, while some provide answers for some activities and general guidelines for assessing others. **It is very important to consult the TG regularly.**

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

See Section D.1 of this tracker (*Guidelines for Teaching: Teaching Reading and Viewing*) for brief guidelines on how to guide your learners on their **extended reading**.

The trackers arrange the material from each of the seven LTSMs into manageable portions to be completed each day of the week for the whole term. For each day, the correct page of the LTSM and the TG are noted as well as the relevant page in the CAPS document. The activity/exercise number is also noted. The relevant activity is briefly described, and its overlap with the CAPS is written in **bold**. There are occasions when the LTSM does not present the activity required by the CAPS programme. In such cases, the tracker indicates where there is a shortfall, and it is recommended that you consult an alternative LTSM that contains the required material. Otherwise, you will have to plan your own material well in advance of the day when it is to be taught.

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

The trackers are based on the latest print editions of the seven 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.

## 6. Links to assessment

### 6.1 Informal assessment

It is important to assess your learners' progress regularly, and to give them constructive feedback, so that they can improve. The LBs all contain activities that you can use for such informal assessment. Because informal assessment is tied so closely to on-going teaching and learning, informal assessment activities are not identified in the tracker, as you will make your own decisions for your classes. It is important to give learners informal, formative assessment tasks or activities to do before they are assessed formally and summatively.

### 6.2 Formal assessment

For Term 3 there are three FATs: a prepared reading aloud/unprepared speech/informal speaking in group (Task 8), a shorter transactional writing text (Task 9) and Test 2: Language in context or Literature: Contextual questions (Task 10). Most of the LTSMs include examples of these tasks. In addition to the examples of FATs in the LTSMs, there is an example of each FAT 10 choice required for Term 3 in Section F of the tracker, together with a memorandum and some analysis of the cognitive levels of the tasks. Each Grade 10 EFAL TG provides some assessment rubrics for assessing both oral and written work.

The FATs required by the CAPS each term are listed in a table in Section B (*Planning for Assessment*) of this tracker. This section also gives an overview of where to find the FATs provided in each set of LTSMs, and when they are scheduled to be done.

**Remember to return marked assessment tasks promptly to learners, to give them helpful feedback and to review common errors with them.**

## 7. Resources

For most lessons in the Grade 10 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 (LB), the TG and, for some lessons, 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;
- a clean and interesting learning space (classroom) with stimulating and varied material on the walls.

**Note:** If you have old textbooks that were published before the introduction of the CAPS, these can be useful for extra practice tasks, particularly for assisting learners to consolidate their knowledge of grammar and vocabulary.

As the resources listed are needed for all lessons, there is no column headed *Resources* in the Grade 10 EFAL. Occasionally, you and the learners will need additional resources, for instance for making posters. It is important that you **plan ahead of time**, so that you have everything you need for such lessons or that the learners have been asked in good time to bring them to school for the relevant lesson. When you ask learners to bring resources to school, be sensitive to the fact that some learners might not be able to provide such items from home.

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

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

The publishers of books for Grade 10 EFAL have approached extension and remediation work and support for literature teaching in different ways as described below:

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

Most chapters in the LB end with a remediation or revision activity titled *Check it*, which is a review of the skills covered during each two-week unit. In this series the theme for each two-week block is linked to an overall theme for the term. *Interactive English* contains some stimulating suggestions for extended reading.

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

Each chapter in the LB ends with revision tasks and a quiz. In the final section of the TG there are term tests and memoranda, and listening texts. There are two worksheets for each chapter of the LB: one for remediation (Worksheet A) and the other for extension

(Worksheet B). The answers to the worksheets are included. There are also lists of literary terms, grammar terms, a glossary, an index and some helpful rubrics. These photocopiable worksheets are a useful source of extra learning activities for classwork or homework. The TG also comes with a CD with very many helpful extra questions on it.

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

Each chapter in the LB ends with a revision page. The TG includes a CD containing additional resources such as exam papers, question banks and worksheets.

### *Study and Master English First Additional Language (Cambridge University Press)*

Each term ends with FATs for that term in the LB. The TG contains a section on assessments including the programme of formal assessments and answers to the FATs set in the LB. The resources section contains rubrics for assessing various writing activities and a selection of poems and photographs for extra practice.

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

The LB has vocabulary enrichment and explanatory notes in the margins and several assessment rubrics at the back. The TG has a teaching plan for the year and a summary of FATs. There are also complete question papers, memoranda, a glossary of technical terms and assessment rubrics at the back of the book.

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

In the LB there is a CD containing a flipbook guide and a study guide. There is also a CD included in the TG. It contains a question bank, FATs, marking memos, rubrics and additional support material. A poster outlining the study of literature and the writing process is also included.

### *Viva English First Additional Language (Vivlia)*

Each chapter in the LB covers four weeks of learning material and ends with a list for further reading. At the back of the book there are sections on sentence practice, a resource section and a revision section. The TG contains examination papers at the end.

**Note:** Many of the LTSMs do not include material on **meetings**, which is an important component required by the CAPS in Weeks 9 and 10 this term. The KZN Department

of Education has produced material on meetings that you must access in good time to prepare for teaching this section.

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).

## 9. Columns in the tracker

The tracker plan consists of the following columns:

- Days of the teaching/learning week (1–5);
- CAPS content and learner activities with key words and phrases from the curriculum and the relevant CAPS page number noted **in bold**; any links to the Provincial Teaching Plan are underlined;
- LB pages;
- Activity/task/exercise numbers depending on the term used in the LTSM;
- TG pages;
- Suggested homework; any links to the Provincial Teaching Plan area also underlined here;
- Date completed. There is space for the dates completed for each class if you teach more than one class in the same grade.

**Note:** Although there is not a column for this, you may find it useful to keep a record of where you end each lesson with each class that you teach.

## 10. Space for recording weekly reflections

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

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

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

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

## B. PLANNING FOR ASSESSMENT

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

### Information about the tables in this section

**Table 1** gives a summary of the school-based assessment tasks and the examinations for the year for Grade 10 EFAL.

**Table 2** gives more details of the prescribed FATs for the year. The FATs for Term 3 have been shaded.

**Table 3** gives a summary of the FATs for Term 3 that are included in each of the seven sets of LTSMs.

**Note 1:** You have some choices within the oral task (FAT 8) and written task (FAT 10: Test 2) that learners must complete for oral and written school-based assessment.

**Note 2:** Sometimes an example test is given in the LB, meaning that while it is useful as a practice test, it should not be used as the FAT, as learners can prepare for it in advance. If this is the case in the LTSM you have chosen, you can set your own test or use the test example we have provided in Section F.

**Note 3:** The exemplar Test is 2 hours long, so will take more time than the normal 55-minute period.

**Note 4:** The DBE occasionally makes changes to the assessment requirements published in the CAPS. If any changes are made after this document is printed, you will need to adjust the assessment programme provided here and in the trackers accordingly.

**Table 1: PRESCRIBED PROGRAMME OF FORMAL ASSESSMENT FOR GRADE 10** (CAPS pp. 78 & 80)

FORMAL ASSESSMENT				
DURING THE YEAR			END-OF-YEAR EXAMINATION	
25%			75%	
School-based assessment			End-of-year examination papers	
25%			62.5%	12.5%
Term 1	Term 2	Term 3	1 internal end-of-year examination comprising 3 papers: Paper 1: Language in context (80 marks, 2 hours) Paper 2: Literature (70 marks, 2 hours) Paper 3: Writing (100 marks, 2.5 hours)	Paper 4: Oral assessment tasks (50): Listening Prepared speech Prepared reading aloud/unprepared speech/informal speaking in groups The oral tasks undertaken during the course of the year constitute the end-of-year internal assessment
<ul style="list-style-type: none"> <li>1 written test</li> <li>3 tasks</li> </ul>	<ul style="list-style-type: none"> <li>2 tasks</li> <li>1 mid-year examination comprising 3 papers: Paper 1: Language in context Paper 2: Literature Paper 3: Writing</li> </ul>	<ul style="list-style-type: none"> <li>1 written test</li> <li>2 tasks</li> </ul>		

**Table 2: PRESCRIBED FORMAL ASSESSMENT TASKS FOR GRADE 10** (CAPS p. 54)

FORMAL ASSESSMENT TASKS FOR TERM 1 (CAPS p. 54)			
TASK 1: Oral	TASK 2: Writing	TASK 3: Writing	TASK 4:
Listening comprehension (10 marks)	Essay (50 marks)	Longer transactional text (30 marks)	Test 1: Language in context (40 marks)

FORMAL ASSESSMENT TASKS FOR TERM 2 (CAPS p. 54)		
TASK 5: Speaking	TASK 6: Literature	TASK 7: Mid-year examination
Oral: Prepared speech (20 marks)	Literature: Contextual questions (35 marks)	Paper 1: Language in context (80 marks) Paper 2: Literature (70 marks) Paper 3: Writing (100 marks) (Can be written in May/June)

### FORMAL ASSESSMENT TASKS FOR TERM 3 (CAPS p. 54)

TASK 8: Speaking or reading	TASK 9: Writing	TASK 10: Test 2
Oral: Prepared reading aloud/unprepared speech/informal speaking in group (20 marks)	Shorter transactional text (20 marks)	Language in context: Comprehension Summary Language structures and conventions (40 marks) OR Literature: Contextual questions (35 marks)

### FORMAL ASSESSMENT TASKS IN TERM 4 (CAPS p. 54)

TASK 11: End-of-year examination
Paper 1: Language in context (80 marks) Paper 2: Literature (70 marks) Paper 3: Writing (100 marks) Paper 4: *Orals (50 marks) *Oral year mark from cumulative speaking, listening and/or reading. Final mark should include at least one prepared speech task, one listening task and one other, e.g. prepared reading/unprepared speech/informal speaking in group work.

**Note:** In the tracker, the FATs are labelled with numbers according to the numbers given to them in the CAPS document (e.g. Task 1 for the Oral, etc.). In some LTSMs, this is not the case. We suggest that you go by the labels provided in the tracker.

**Note:** For FAT 10: Test 2, the KZN Department of Education requires the test to include *Literature in context* questions that are alternatives to the *Language in context* questions in the CAPS. The exemplar test in this tracker conforms to the requirements of the KZN Department of Education.

**Table 3: TERM 3 FORMAL ASSESSMENT TASKS INCLUDED IN EACH SET OF LTSMs**

<b>LTSM</b>	<b>Task 8: Speaking or reading: Prepared reading aloud/unprepared speech/informal speaking in group (20 marks)</b>	<b>Task 9: Writing: Shorter transactional text (20 marks)</b>	<b>Task 10: Test 2 Language in context: Comprehension &amp; summary OR Language structures and conventions (40 marks) Literature: Contextual questions (35 marks)</b>
<b><i>Interactive English</i></b>	Week 5 (CAPS Week 25): Guidelines to plan and present a prepared speech introduced LB p. 205; TG pp. 159–160	Two possibilities: Week 6 (CAPS Week 26): Email LB p. 216; TG p. 169 <b>OR</b> Week 6 (CAPS Week 26): Invitation LB pp. 216–7; TG pp. 169–170	Week 11: No test papers provided. Use test papers in Section F of this tracker, or set your own.
<b><i>Platinum English First Additional Language</i></b>	Week 1 (CAPS Week 21): Act. 1 and 2: LB pp. 140–141; TG pp. 88–89	Week 6 (CAPS Week 26): Informal email <b>OR</b> Formal invitation LB pp. 180–181; TG pp. 113–114	Week 11: No test papers provided. Use test papers in Section F of this tracker, or set your own.
<b><i>Spot On English First Additional Language</i></b>	Week 1 (CAPS Week 21): LB p. 123; TG p. 158.	Week 5 (CAPS Week 25): (email and invitation) LB p. 155; TG p. 181	Week 11: No test papers provided. Use test papers in Section F of this tracker, or set your own.
<b><i>Study and Master English First Additional Language</i></b>	Week 2 (CAPS Week 22): Not included in the LTSM. Access material from elsewhere. See note in the tracker in Week 2.	Week 5 (CAPS Week 25): Email LB p. 171; TG pp. 117–118 <b>OR</b> Week 6 (CAPS Week 26): Invitation LB p. 179; TG p. 125	Week 11: No test papers provided. Use test papers in Section F of this tracker, or set your own.
<b><i>Top Class English First Additional Language</i></b>	Week 1 (CAPS Week 21): LB p. 96; TG p. 44	Week 5 (CAPS Week 25): Email LB pp. 119; TG p. 54 Invitation LB p. 121; TG p. 55	Week 11: No test papers provided. Use test papers in Section F of this tracker, or set your own.
<b><i>Via Afrika English First Additional Language</i></b>	Week 2 (CAPS Week 22): No references. Activity not covered in LTSM. Access material from elsewhere.	Week 5 (CAPS Week 25): LB p. 136; TG p. 116	Week 11: No test papers provided. Use test papers in Section F of this tracker, or set your own.
<b><i>Viva English First Additional Language</i></b>	Week 1 (CAPS Week 21): LB pp. 129–131; TG p. 75	Week 5 (CAPS Week 25): No references. Activity not covered in LTSM. Access material from elsewhere.	Week 11: No test papers provided. Use test papers in Section F of this tracker, or set your own.

## C. BROAD GUIDELINES FOR LESSON PLANNING AND PREPARATION

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

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

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

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

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

**Note:** Please consult the TG for the Grade 10 EFAL LB for guidance on the preparation of each lesson.

## D. GUIDELINES FOR TEACHING

### 1. Teaching Reading and Viewing

You will notice that in the CAPS, 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 and short stories), learners need to engage in a **reading process** that involves doing pre-reading, while-reading and post-reading activities. It is important that you guide learners through each of these activities.

**Note:** In Term 3 learners are again encouraged to read independently and widely, as is explained in the extract from the CAPS below.

### *A note on extended reading*

The CAPS (p. 32) states the following about extended independent reading and viewing:

#### **Extended independent R&V**

Learners practise the strategies modelled in intensive reading and formal text study for extra-curricular independent reading for pleasure and research. Your guidance on access and level is crucial to this part of the reading programme.

Learners are expected to:

- Access libraries and know book storage conventions
- Provide evidence of extended R&V in the form of speeches, discussions and book/film/programme reviews
- Read/view a wide range of whole texts – e.g. books, magazines, newspapers, websites, films, documentaries and TV series – both during and after class.

<b>Knowledge questions</b>	What happened after...? Name the ... Describe what happened at ... Who spoke to ...? What is the meaning of ...?
<b>Comprehension questions</b>	Who was the key character ...? Provide an example of ... Explain in your own words ...
<b>Application questions</b>	Can you think of any other instance where ...? Do you remember we were looking at metaphors – how would you explain the metaphor in this line ...?
<b>Analysis questions</b>	How was this similar to ...? How was this different to ...? What was the underlying theme of ...? Why do you think ...?
<b>Synthesis questions</b>	We've learnt a lot of things about Romeo – can you put them all together and describe his character? What kind of person is he?
<b>Evaluation questions</b>	How effective is ...? Can you think of a better way of ...? Which of these two poems do you prefer? Why?

In this tracker, we encourage the you to:

- Take a personal interest in what the learners choose to read;
- Make suggestions and recommendations about material to choose, based on what you know about each learner's abilities and preferences;
- Set a good example! You should **read widely yourself** to be able to make recommendations and set an example to the learners;
- Be determined and constantly encourage the learners to use their time outside the classroom for reading. Perseverance is especially necessary with the reluctant readers;
- Introduce a book club, a film club or a drama club to give reading greater purpose among the learners;
- Instil regular reading habits in the learners. It should be generally accepted that the learners have reading as a homework activity every day, unless they have written English homework that lasts for more than 30 minutes. The learners should also take some of the responsibility of finding their own reading material and sharing it or passing it on to other learners.

## 2. Teaching literature

This is a very important part of the Grade 10 curriculum. There are **two** different and equally important approaches to be used in the teaching of literature in the further education and training phase:

Firstly, the CAPS Teaching Plan refers to **texts for formal literary study**. These have been numbered 1–18, and called **Literary Text 8, 9, 10, 11 and 12** in Term 3. In Grade 10, the CAPS allows about two hours per two-week cycle in Weeks 13–16 for one poem or one short story or one section of a novel or a play. These texts are not provided in the LBs. However, the KZN Department of Education has selected texts for you to use. It is important that you access this material in good time to prepare for teaching.

Learners will mainly read these longer texts for homework. The texts might overlap in theme or style with the **short literary texts** in the LTSMs.

Two suggestions for homework tasks are given below:

- Read the first chapter of a story/first five pages of a story/the first scene of the play, and take note of the setting (where the events in this chapter/part of the story/play take place) and the characters. We will discuss these in class in the next lesson.
- Complete your reading of the novel, short story or play, and then decide which

character you liked best and why, or which character you liked least and why. Be prepared to share your choice and your reasons with the class.

Although learners do much of the work on the literary texts at home, it is very important to do the following in class:

- Introduce the text to encourage learners' interest in reading and to guide them in the right direction when they read the material independently;
- Give specific instructions for a homework task, such as those suggested above;
- 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.

Secondly, learners **read short literary texts** (mainly short stories and poems but also some extracts from plays or novels) **provided in the LBs**, and each TG suggests how to teach these.

### *Independent reading*

Apart from studying literature as described above, learners are encouraged to read independently and widely. This has been discussed more fully under subsection 1: *Teaching Reading and Viewing* above.

## 3. Teaching Writing and Presenting

Learners are expected to learn how to write texts in a range of genres (e.g. essays, reports and letters). For each genre, learners need to work through a **writing process** that involves planning, drafting, revising, editing and producing a final version of the text. Each TG and LB shows you and the learners how to work through this process. For Term 3, the focus is on various kinds of shorter transactional writing. It is important to note that revising does not just mean checking on language use, it also means making decisions about extra content that may be needed or whether some of the content needs to be presented in a different order.

## 4. Teaching Listening and Speaking

It is important to remember that because English is an additional language for the learners, they may not be very confident in speaking it and may find some words difficult to hear. The activities in the LB provide many opportunities for learners to become more confident and competent speakers of English. It is important that you



speak very clearly in class, so that learners can hear words that may be new to them. Always write new words on the board, and invite learners to say them too. When a lesson involves you reading a text aloud for a listening comprehension activity, it is a good idea to practise reading it aloud when you prepare your lesson. The TG for some 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 variety of voices.

## 5. Teaching Language Structures and Conventions

In Grade 10 you will be revising and building on what learners have already learnt in previous grades and introducing more complex LSC 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 to revise verb tenses when learners are writing a report or minutes of a meeting. 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

Informal assessment is a vital part of your work as an English teacher. Not only is it very important for you to take note of how learners are managing any particular learning activity, but it is equally important for you to tell learners how they are progressing. Learners need encouragement to build their confidence. Always start a comment with what they have done well before you point out what needs remediating. 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. Write instructions on the board. All homework must be discussed briefly and marked, usually by the learners themselves. You often need to do this in the first few minutes of a lesson. Take more time to provide feedback on the FATs. You should ensure that some written corrections are done, so that effective remediation takes place. Move briskly round the class with a marking pen, ticking the learners' corrections as they complete them.

**In Term 3, FAT 10 will be completed at the end of the term, in Week 11. Time should be set aside at the beginning of Term 4 for thorough feedback.**

## E. TRACKERS FOR EACH SET OF APPROVED LTSMs

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Please note the following:

- The column headed *CAPS content and activities* gives a page reference to the CAPS document in bold font and, where relevant, an underlined link to the Provincial Teaching Plan.
- 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  
LB Learner's Book  
Q Question  
TG Teacher's Guide  
Ex Exercise
- **\*\*Added activity** is used to indicate an activity that we have suggested beyond the work in the LB. We have made this suggestion where there are opportunities for you to expand on some of the activities in the unit and where there is time to do so.
- 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 seven sets of approved materials.

# 1. Interactive English (St Mary's Interactive Learning Experience)

**Theme for the term: Society**

**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:** The activities required in the CAPS programme in a certain two-week cycle that are listed in the Provincial Teaching Plan in that same cycle are underlined in the CAPS content and homework columns.

**Note 3:** \*\*Added activity for homework this week.

INTERACTIVE ENGLISH Week 1 (CAPS Week 21) – Theme: Change									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class			
						Date completed			
1	<b>L&amp;S:</b> Briefly discuss the remarks in the introduction; skim through Q 1–10 in Part A (LB p. 166); <b>prepared reading aloud of a text that gives viewpoints; listen for viewpoints and list them;</b> listen to the text; discuss the answers to Q A1–10 and Q B; listen to the text again; in groups, complete the table on p. 167 (55 mins) <b>p. 57</b>	164–167	1	126–128	Study the notes again (Task 8 LB p. 167) Prepare for prepared reading				
2	<b>R&amp;V: Read text again; vocabulary related to reading a text; read for summary: discuss simple argument for and against an issue (30 mins); W&amp;P: Write an argument: list the points for and against an issue;</b> discuss the statements & write the summary, following the six points on LB p. 169 (25 mins) <b>p. 57</b> <b>Note:</b> The extended reading recommendation	168 168 169	2	129–130	Complete summary				
3	<b>R&amp;V: Read the text &amp; answer the questions (55 mins) p. 57</b>	169–170	3	131–133	<u>Extended reading</u>				
4	Check <b>summaries</b> & give feedback (10 mins); <b>R&amp;V: Read the text &amp; discuss the questions (practise reading aloud); assess the purpose of including &amp; excluding information (25 mins);</b> <b>LSC: Generalisation and stereotype (10 mins);</b> magazine article or newspaper report (10 mins) <b>p. 57</b>	172–173 173	4 4	134–135 135	Complete magazine article or newspaper report				
5	Check magazine article or newspaper report and give feedback (10 mins); <b>R&amp;V: Read prose text and poem; discuss questions (20 mins);</b> <b>LSC: Generalisations and stereotypes (15 mins);</b> <b>L&amp;S: Express and listen for viewpoints (10 mins) p. 57</b>	174–175	5	135–136	<u>Extended reading:</u> Find out about the personalities (LB p. 176) <b>**Added activity: W&amp;P:</b> Write a paragraph on one of the personalities you have read about				
Reflection									
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?				
					<b>HOD/Subject head:</b>		<b>Date:</b>		

Note: FAT 8 this week.

INTERACTIVE ENGLISH Week 2 (CAPS Week 22) – Theme continued: Change										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class				
						Date completed				
1	R&V: Provide feedback & check answers to Act. 3 (15 mins); <b>provide feedback from learners' performance in the mid-year examinations</b> (30 mins); LSC: <b>Revise logical connectors &amp; conjunctions</b> ; answer Q 1–8 (10 mins) <b>p. 57</b>	176	6	137–138	Do corrections as appropriate: <b>remedial grammar from learners' writing and performance in mid-year examinations</b> ; complete work on logical connectors					
2	<b>Write an argument: list of points for or against</b> (25 mins); R&V: View the advertisement & discuss the questions (15 mins); W&P: Write a <b>business letter: complaint with reasons to support the complaint</b> ; prepare first draft (15 mins) <b>p. 57</b>	177 178–179 180	7 8 8	138–139 139–140 139–140	Complete list; edit the <b>business letter</b> and write final draft					
3	Check corrections; check logical connectors and give feedback (20 mins); **Added activity: Read paragraphs on one of the personalities you have read about (example TG p. 137) (35 mins) <b>p. 57</b>				Prepare for reading aloud assessment					
4	FAT 8: L&S: <b>Prepared reading aloud of a text</b> ; complete assessments (55 mins) <b>p. 57</b>	167	1	129	<u>Extended reading</u>					
5	W&P: Check paragraphs on personalities; check <b>business letters</b> & give feedback (25 mins); complete any <b>prepared reading</b> still to be completed (30 mins) <b>p. 57</b>				<u>Extended reading</u>					
Reflection										
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?					
					<b>HOD/Subject head:</b> _____ <b>Date:</b> _____					

**Note 1:** This week we begin to work on the required literary texts – that is, texts that are not included in *Interactive English* but are in the set works chosen in your school. On pp. 187 & 192 of the LB and pp. 145 & 149 of the TG, the texts presented are referred to as Literary text 8 and Literary text 9 respectively. Do not be confused with the CAPS reference to Literary text 8 and Literary text 9 for Weeks 23 and 24. The CAPS refers to the texts from **the set work**, and not the texts in the LTSMs.

**Note 2:** \*\*Added activities this week.

<b>INTERACTIVE ENGLISH Week 3 (CAPS Week 23) – Theme: Choice</b>									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class			
						Date completed			
1	R&V: Intensive reading on a specific topic (20 mins); L&S: <b>Introduction to formal debate procedure</b> ; LSC: <b>Meta language of debate procedure</b> (35 mins) p. 57	184–185 186	1	142–143 143–145	<u>Extended reading</u>				
2	R&V: <b>Introduction to issues; focus on one identifying issue &amp; discuss its effectiveness</b> ; read the text & answer the questions (Act. 2); then read the continuation of the text (Act. 3) & discuss the questions; LSC: <b>Vocabulary related to reading text</b> : Start the summary (55 mins) p. 57	187–189  189–190 191	2  3	145–146  147	Complete summary				
3	<b>R&amp;V: Literary Text 8: introduction to issues; focus on one identifying issue; discuss its effectiveness</b> (55 mins) p. 57				<b>Note:</b> Suggestion for extended study (film)				
4	R&V: <b>Intensive reading: identify &amp; discuss plot; answer questions</b> ; read the text & answer the questions (25 mins); <b>identify imagery in a poem and how this relates to issues</b> ; answer the questions (30 mins) p. 57	192–194  195–196	4  5	149–150  151–153	Complete written questions (LB p. 194 no. 1–7); Write the answers to the <i>Test yourself</i> section (LB p. 196)				
5	Check answers to written questions & provide feedback (10 mins); LSC: <b>Paragraph structure: topic sentences &amp; supporting details</b> ; read the information & identify the features of a good paragraph; write a paragraph (25 mins); <b>verb tenses</b> : read the rules & complete the tables (20 mins) p. 57	197	6 Part 1 6 Part 2	153–155 155–156	Complete the paragraph Complete the tense tables				
Reflection									
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?				
					HOD/Subject head:		Date:		

**Note:** There is an interesting suggestion about extended reading on LB p. 201.

<b>INTERACTIVE ENGLISH Week 4 (CAPS Week 24) – Theme continued: Choice</b>										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class				
						Date completed				
1	Check paragraphs and tables and provide feedback (10 mins); W&P: <b>Write an argument: paragraph/s with supporting detail/evidence of viewpoint</b> ; read the guidelines & plan and write the first draft (45 mins) <b>p. 57</b>	199–200	7	157	Edit the essay and write the final draft					
2	R&V: <b>Literary text 9: identify &amp; discuss plot in drama/novel/short story and how these relate to issues</b> (55 mins) <b>p. 57</b>				<u>Extended reading</u>					
3	W&P: <b>Creative descriptive writing</b> : study points 1–8 and pp. 67–68; plan & write first draft of essay; <b>p. 57</b> <b>Note:</b> Recommendations for extended reading (LB p. 201) (55 mins) <b>p. 57</b>	200–201	8	156	Edit the essay and write the final draft; <u>Extended reading</u>					
4	Check <b>argumentative essays</b> & provide feedback (15 mins); **Added activity: using the information in the argumentative essays, plan and conduct a debate (40 mins) <b>p. 57</b>				Make any corrections necessary					
5	Check <b>creative descriptive writing</b> & provide feedback; read some essays to the class (20 mins) **Added activity: talk about teenage parents that you know about; present different viewpoints (35 mins) <b>p. 57</b>				Make any corrections necessary					
<b>Reflection</b>										
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?					
HOD/Subject head:					Date:					

**INTERACTIVE ENGLISH Week 5 (CAPS Week 25) – Theme: Chat**

Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class				
						Date completed				
1	L&S: Read the questions on LB p. 204, then listen to the factual information; <b>peer assessment for listening practice</b> ; match the main ideas; key word practice (30 mins); <b>formal prepared/researched speech</b> : study the guidelines; practise the speech in pairs (25 mins) <b>p. 57</b>	202–205	1	159–161	Continue preparing prepared speech Prepare for prepared speeches					
2	R&V: Read emails; <b>compare register, style and voice</b> ; study guidelines (20 mins); <b>LSC: Vocabulary related to reading texts</b> (10 mins); <b>R&amp;V: Intensive reading on a specific topic</b> : start completing the table (25 mins) <b>p. 57</b>	206–207	2	161–163	Complete table LB p. 209					
		208–209	3	164						
3	Check the tables (10 mins); R&V: <b>Texting symbols</b> ; read the texts; answer the question; write messages using the symbols (45 mins) <b>p. 57</b>	210–212	4	165–166	Prepare for prepared speeches					
4	R&V: Read the email and other information; complete the comprehension (55 mins) <b>p. 57</b>	212–214	5	166–167	<u>Extended reading</u>					
5	LSC: Abbreviations (30 mins); deliver as many <b>formal prepared/researched speeches</b> as time allows (25 mins) <b>p. 57</b>	215	6	168	<u>Extended reading</u>					
<b>Reflection</b>										
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>					<p>What would you change for next time? Why?</p>					
					HOD/Subject head:			Date:		

**Note:** Two possible FAT 9 choices this week.

INTERACTIVE ENGLISH Week 6 (CAPS Week 26) – Theme continued: Chat									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class			
						Date completed			
1	L&S: Complete the <b>formal prepared/researched speeches</b> ; give comment and feedback, suggesting improvements (55 mins) <b>p. 57</b>				<u>Extended reading</u>				
2	Check comprehensions and provide feedback (20 mins); FAT 9 choice: W&P: <b>Write an email; edit the first draft &amp; write the final draft</b> (35 mins) <b>p. 57</b>	216	7	169	Make any corrections necessary; complete email if necessary				
3	Check the comprehension and provide feedback (15 mins); FAT 9 choice: W&P: <b>Layout, font, script, decorative elements: write an invitation</b> ; study the brief & the guidelines; edit and pay attention to visual elements (40 mins) <b>p. 57</b>	216–217	8	169–170	Complete invitation				
4	Check and provide feedback on <b>emails and invitations</b> ; invite comment from the learners; display the work in class (55 mins) <b>p. 57</b>				<u>Extended reading</u>				
5	LSC: <b>Remedial grammar from learners' writing</b> ; reflect on writing done so far; complete corrections, give feedback & set goals for future writing (35 mins) **Added activity: review extended reading activities; set new goals (20 mins) <b>p. 57</b>	218	9	170	<u>Extended reading</u>				
Reflection									
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>					<p>What would you change for next time? Why?</p>				
					HOD/Subject head:		Date:		

**Note 1:** In Week 9 you will have to teach meeting procedures. Be sure to access the material on meetings that the KZN Department of Education has developed and become familiar with it in time.  
**Note 2:** Please note that Act. 2 is called Literary text 10 (LB p. 224) and Act. 4 is called Literary text 11 (LB p. 230). These are incorrect names. The literary texts refer to additional literary sources not included in the textbooks.

<b>INTERACTIVE ENGLISH Week 7 (CAPS Week 27) – Theme: Challenge</b>									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class			
						Date completed			
1	L&S & R&V: Listen to radio drama; <b>participate in play reading</b> ; discuss the drama and answer the questions (55 minutes) <b>p. 57</b>	219–22	1	171–173	Complete Q 1–10				
2	L&S & R&V: <b>Intensive reading: creating character in a drama</b> : read the text; participate in <b>play reading</b> ; discuss questions; draw up the table (55 mins) <b>p. 57</b>	224–228	2	173–175	Complete the table				
3	Check table and give feedback (10 mins); R&V: <b>Creating character in a drama</b> : construct mind maps and discuss characters (45 mins) <b>p. 57</b>	229	3	175–176	<u>Extended reading</u>				
4	<b>R&amp;V: Outline the actions &amp; speech that reveal the main character traits listed in the mind map; construct a time line of the events making up the plot</b> (55 mins) <b>p. 57</b>				<u>Extended reading</u> : re-read Chapter 1 of the story				
5	R&V: <b>Literary text 10: Read for critical awareness: creating character in a novel/short story/drama</b> or rhetorical devices in a poem (55 mins) <b>p. 57</b>				<u>Extended reading</u>				
Reflection									
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?				
HOD/Subject head:					Date:				



**INTERACTIVE ENGLISH Week 8 (CAPS Week 28) – Theme continued: Challenge**

Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class				
						Date completed				
1	R&V: <b>Intensive reading: evaluate the message:</b> continuation of story in Act. 2: discuss the questions; add to notes on character; <b>Note</b> recommendation for extended reading (55 mins) <b>p. 57</b>	230–231	4	176–177	<u>Extended reading</u>					
2	R&V: Read reviews and recommendations of books and a movie; answer the questions; <b>vocabulary related to reading text</b> (25 mins); <b>LSC: Modal verbs:</b> complete exercises (30 mins) <b>p. 57</b>	232–233 234–235	5 6	177–178 179–180	Complete vocabulary exercise if necessary Complete exercises on modal verbs					
3	R&V: <b>Literary text 11: Intensive reading: evaluate the message</b> (55 mins) <b>p. 57</b>				<u>Extended reading</u>					
4	R&V: Read about Gugu Dlamini and read the end of George’s story (15 mins); discuss the questions (10 mins); W&P: <u>Write an opinion and justify:</u> plan & write the first draft of a short essay; edit it (30 mins) <b>p. 57</b>	235–237	7	181–182	Complete the final draft of the essay					
5	W&P: Check essays and give feedback (35 mins); R&V: Note extended reading suggestions (LB p. 238); plan holiday reading (25 mins) <b>p. 57</b>	238		182	<u>Extended reading</u>					
<b>Reflection</b>										
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>					<p>What would you change for next time? Why?</p>					
					HOD/Subject head:		Date:			

**INTERACTIVE ENGLISH Week 9 (CAPS Week 29) – Theme: Charm**

Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class				
						Date completed				
1	<b>R&amp;V: Intensive reading: explore themes; compare and contrast;</b> answer the questions (35 mins); <b>L&amp;S:</b> Talk about relationships; discuss the top 10 to-do list for relationships (20 mins) <b>p. 58</b>	239 242 240–241	1	183 186 183–184	<u>Extended reading</u>					
2	R&V: Literary text 12: <b>intensive reading: explore themes; compare and contrast</b> (55 mins) <b>p. 58</b>				<u>Extended reading</u>					
3	<b>Extended reading project:</b> talk about the books read; Act. B (LB p. 242) (15 mins); <b>LSC: Vocabulary related to reading text</b> (15 mins); <b>R&amp;V: Intensive reading: explore themes further; compare &amp; contrast</b> (25 mins) <b>p. 58</b>	242  243–245	1  2	186  186–188	Complete vocabulary task  Read the book recommendation					
4	<b>R&amp;V:</b> Continue reading the text and answer the questions (35 mins); <b>L&amp;S:</b> Discuss the points (LB p. 245) (20 mins) <b>p. 58</b>	243–245	2	186–189	<u>Extended reading</u>					
5	<b>R&amp;V:</b> Complete the comprehension exercise in writing (30 mins); <b>R&amp;V: Enrichment text: fantasy:</b> read the short story (25 mins) <b>p. 58</b>	246 247–248	3 4	189–190 190–191	<u>Extended reading</u> Prepare Act. A (LB p. 249)					
<b>Reflection</b>										
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>					<p>What would you change for next time? Why?</p>					
					HOD/Subject head:			Date:		

**Note 1:** According to the CAPS, work on figurative language (Act. 6) and an imaginative essay (Act. 7) are not required in these two weeks. These are both useful skills, however, so they should be covered if time permits.

**Note 2:** Please note that the CAPS programme requires that **meeting procedures** are addressed in these two weeks. *Interactive English* does not provide material on meeting procedures. However, the KZN Department of Education has developed material that you should access in good time to plan for teaching this section.

**Note 3:** The CAPS does not require an imaginative essay and figures of speech (Act. 6 and 7) in this week. Only complete it if there is time and the work on **meetings** has been completed. We suggest that one or both Act. 6 and 7 be omitted.

<b>INTERACTIVE ENGLISH Week 10 (CAPS Week 30) – Theme continued: Charm</b>									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class			
						Date completed			
1	R&V: Answer selected questions on short story (20 mins); complete Act. A in pairs (15 mins); <b>enrichment text: romance</b> (20 mins) <b>p. 58</b>	248–249	4 4	190–191	Complete questions <b>Compare and contrast literary texts</b> (LB p. 242, TG p. 185)				
2	<b>Meetings</b> (see Note 2) (55 mins) <b>p. 58</b>	–	–	–	<u>Extended reading</u>				
3	<b>Meetings</b> (see Note 2) (55 mins) <b>p. 58</b>	–	–	–	<b>Meetings</b> <u>Extended reading</u>				
4	<b>Meetings</b> (see Note 2) (55 mins) <b>p. 58</b>	–	–	–	<b>Meetings</b>				
5	<b>Meetings</b> (see Note 3) (45 mins); set goals for holiday reading (10 mins) <b>p. 58</b>	–	–	–	<b>Meetings</b>				
Reflection									
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?				
					HOD/Subject head:		Date:		

**Note:** FAT 10: Test 2: **Language in context** and **Literature** this week. Allow two hours.

## INTERACTIVE ENGLISH Week 11

### End-of-term reflection

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

1. Was the learners' performance during the term what you had expected and hoped for? Which learners need particular support with EFAL in the next term? What strategy can you put in place for them to catch up with the class? Which learners would benefit from extension activities? What can you do to help them?
2. With which specific topics did the learners struggle the most? How can you adjust your teaching to improve their understanding of this section of the curriculum in the future?
3. What ONE change should you make to your teaching practice to help you teach more effectively next term?
4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back **on track**?

HOD/Subject head:

Date:

## 2. 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: Platinum English worksheets:** *Platinum English* provides two additional worksheets for each chapter. One worksheet is a support for learners who need extra intervention, and the other worksheet offers extension work for the quicker learners. All worksheets come with answers. The sheets for Term 3 begin on p. 223 of the TG.

**Note 3:** The activities required in the CAPS programme in a certain two-week cycle that are listed in the Provincial Teaching Plan in that same cycle are underlined in the CAPS content and homework columns.

**Note 4:** FAT 8 this week.

PLATINUM ENGLISH Week 1 (CAPS Week 21): Theme: Women on the march										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class				
						Date completed				
1	L&S: FAT 8; <b>prepared reading aloud of a text that gives viewpoints in support of an argument; listen for viewpoints</b> (55 mins) p. 57	140–141	1 and 2	88–89	Complete table					
2	R&V: <b>Read for summary; simple argument for and against an issue; assess the purpose of including and excluding information;</b> answer the comprehension questions; <b>vocabulary related to reading text;</b> prepare the summary (55 mins) p. 57	141–144	3	89–90	Complete comprehension and summary					
3	Check <b>comprehension and summary</b> (35 mins); LSC: <b>Revise logical connectors and conjunctions</b> Complete Ex. a (LB p. 145); Study the information on <b>logical connectors</b> and begin Ex. b (LB p. 146) (20 mins) p. 57	144–146	4	91–92	Complete both exercises					
4	LSC: <b>Vocabulary:</b> Abbreviations (15 mins); <b>W&amp;P: Write an argument: List of points for or against a proposal/ motion.</b> Draft the points and edit. <b>Vocabulary.</b> (40 mins) p. 57	146 147	9 6	92–93 93	Complete abbreviations Complete Act. 6					
5	Check Ex. on <b>logical connectors and conjunctions</b> and <b>abbreviations.</b> Correct errors appropriately. (55 mins) p. 57				<u>Extended reading</u>					
Reflection										
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?					
					HOD/Subject head:		Date:			

Note: \*\*Added activity this week.

PLATINUM ENGLISH Week 2 (CAPS Week 22) – Theme continued: Women on the march									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class			
						Date completed			
1	LSC: <b>Generalisations and stereotyping</b> ; study the notes and answer the questions (25 mins); W&P: <b>Business letter: complaint with reasons to support the complaint</b> ; read pre-writing information and example of a business letter; choose a topic and plan the content using a mind map (30 mins) <b>p. 57</b>	147–148 148–150	7 8	93 94	Write first draft of <b>business letter</b>				
2	W&P: Edit first draft and write final draft of <b>business letter</b> ; mark it in class (35 mins); R&V: Revision: read comprehension and begin to answer the questions (20 mins) <b>p. 57</b>	148 151	8	94 94–95	Complete comprehension				
3	R&V: Mark comprehension (15 mins); complete and mark summary, language and quiz; provide feedback (40 mins) <b>p. 57</b>	151 152		94–95 95	Do corrections on summary, language and quiz				
4	Check corrections (10 mins); <b>remedial grammar from learners' writing and performance in mid-year examination</b> ; provide feedback on papers written in mid-year examination and do corrections (45 mins) <b>p. 57</b>				Complete corrections				
5	Check corrections (10 mins); <b>**Added activity: discuss</b> intensive/extended reading programme; provide advice on access to and choice of suitable reading materials (45 mins) <b>p. 57</b>				<u>Extended reading</u>				
Reflection									
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?				
					HOD/Subject head:		Date:		

**Note:** In Weeks 3 and 4 R&V, the CAPS requires that we “identify and discuss plot ... and how these relate to issues”. Be sure that plot is covered in this text. *Platinum English* does not cover plot here; you will have to prepare additional material to do so.

PLATINUM ENGLISH Week 3 (CAPS Week 23) – Theme: A sporting nation										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class				
						Date completed				
1	L&S: Pronunciation exercise (10 mins); <b>introduction to formal debate procedure</b> ; research material and hold debate; pay attention to language and procedure (35 mins) LSC: <b>Meta-language of debate procedure</b> (10 mins) <b>p. 57</b>	154 155	1 2	97 97–98	Extended reading					
2	R&V: Sports news report; answer comprehension questions; <b>LSC: Vocabulary related to reading text</b> (LB p. 158) (55 mins) <b>p. 57</b>	157–159	3	98–99	Complete answers					
3	Check answers to comprehension, provide feedback and do corrections (10 mins); R&V: Read about Evelina Tshabalala and write a summary (35 mins); LSC: <b>Vocabulary related to reading text</b> (10 mins) <b>p. 57</b>	159–160 160–161	3 4	99 100	Complete corrections Complete summary and vocabulary table					
4	Check summary and vocabulary and provide feedback (10 mins); <b>W&amp;P: Paragraph structure: topic sentences and supporting details:</b> read the example and rewrite paragraphs (LB p. 160); plan and write paragraphs on the topics provided; edit (30 mins); R&V: Read the two extracts (15 mins) <b>p. 57</b>	160–161 100	5 101	100	Do corrections on summary and vocabulary Complete and edit paragraphs					
5	R&V: <b>Introduction to issues:</b> answer the questions on the two extracts (see Note); <b>LSC: Vocabulary related to reading text</b> (55 mins) <b>p. 57</b>	161–162	6	101	Extended reading					
Reflection										
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?					
<b>HOD/Subject head:</b>					<b>Date:</b>					

**Note: FAT 8: Formal prepared, researched speech** next week. You will have to prepare beforehand to help the learners to find research materials in order to streamline the activity. You might also want to leave more than one homework session between setting the activity and the day when the learners deliver their speeches.

PLATINUM ENGLISH Week 4 (CAPS Week 24) – Theme continued: A sporting nation									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class			
						Date completed			
1	Check paragraphs and provide feedback (10 mins); LSC: <b>Verb tenses:</b> past continuous; read the notes, study the diagram and answer the questions (45 mins) <b>p. 57</b>	162–163	7	101–102	Extended reading				
2	R&V: <b>Literary text 8: introduction to issues</b> (55 mins) <b>p. 57</b>				Extended reading				
3	W&P: <b>Writing an argument:</b> write first draft and revise/edit (35 mins); <b>creative descriptive writing:</b> write a descriptive action sequence; read the example and write a paragraph on one of the topics suggested (20 mins) <b>p. 57</b>	163–164 164	8 9	102 102	Complete argument and paragraph				
4	R&V: <b>Literary text 9: intensive reading: identify and discuss plot in drama/novel/short story or imagery in a poem and how these relate to issues</b> (55 mins) <b>p. 57</b>				Extended reading				
5	Check argument and paragraphs and provide feedback (15 mins); R&V: View diagram and complete the email giving directions (20 mins); revision LSC and quiz (20 mins) <b>p. 57</b>	164–165 166	10	103 103	Revision and quiz: complete the exercise				
Reflection									
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>					<p>What would you change for next time? Why?</p>				
					HOD/Subject head:		Date:		



**Note:** FAT 8: **Formal prepared, researched speech** this week. You will have to prepare beforehand to help the learners to find research materials in order to streamline the activity. You might also want to leave more than one homework session between setting the activity and the day when the learners deliver their speeches.

PLATINUM ENGLISH Week 5 (CAPS Week 25) – Theme: Electronic communication										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class				
						Date completed				
1	LSC: <b>Vocabulary related to</b> listening/speaking activity (10 mins); L&S: Listen to a speech and make notes; <b>FAT 8: Formal prepared, researched speech:</b> do research to plan a speech; cover Steps 1–4 (LB p. 169) (45 mins) <b>p. 57</b>	168 168–169	1 2	105 105–106	Continue research for <b>formal prepared speech (to promote extended reading and independent research)</b>					
2	Check revision exercise and quiz and provide feedback (15 mins); L&S: Deliver the <b>formal prepared/researched speech</b> in groups of six; <b>peer assessment of the speech</b> for listening practice (20 mins); <b>R&amp;V: Intensive reading on a specific topic:</b> cover pre-reading activities and read the article; answer the comprehension questions (20 mins) <b>p. 57</b>	170–173	2 (continued) 3	106–108	Complete comprehension and summary					
3	Check comprehension and summary and provide feedback. (15 mins); LSC: <b>Abbreviations, texting symbols; vocabulary related to reading text</b> (40 mins) <b>p. 57</b>	173–174	4	108–109	<u>Extended reading</u> Complete Act. 1.1–3.2					
4	Check the answers to Act. 1.1–3.2 and provide feedback (10 mins); R&V: <b>Intensive reading on a specific topic:</b> read the three electronic texts; cover the questions on each text in class (45 mins) <b>p. 57</b>	175–177	5	109–111	<u>Extended reading</u> Complete any outstanding questions on Act. 5					
5	Check answers on Act. 5 and provide feedback (20 mins); R&V: <b>Compare register, style and voice with similar forms:</b> refer to texts listed in bullet points; complete table (35 mins) <b>p. 57</b>	178	6	111–112	Complete questions					
Reflection										
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?					
					<b>HOD/Subject head:</b> _____ <b>Date:</b> _____					

**Note 1:** The CAPS programme does not require the revision of spelling rules in these weeks. It is, however, a valuable activity that must be covered, since there is enough time.

**Note 2:** FAT 9: Shorter transactional text this week.

**Note 3:** \*\*Added activity this week.

PLATINUM ENGLISH Week 6 (CAPS Week 26) – Theme continued: Electronic communication									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class			
						Date completed			
1	Check table (Act. 6) and provide feedback (15 mins); LSC: Revise spelling patterns and rules (see Note 1); study the rules and cover the exercises; mark in class and correct where necessary (40 mins) <b>p. 57</b>	178–179	7	112–113	<u>Extended reading</u>				
2	W&P: FAT 9: <b>Text structure and language features: plan and write an email; plan and write an invitation (formal or informal);</b> edit the first draft and write the final draft; <b>layout, font, script, decorative elements as visual communication; vocabulary related to reading text</b> (55 mins) <b>p. 57</b>	180–181	8 and 9	113–114	<u>Extended reading</u> Complete shorter transactional pieces				
3	Check <b>email and invitation</b> ; provide feedback and make corrections; <b>remedial grammar from learners’ writing</b> (20 mins); display examples in class; give learners an opportunity to read classmates’ work and to comment on effect of <b>visual elements</b> and <b>register, style and voice</b> on communication (35 mins) <b>p. 57</b>	118	8	73	<u>Extended reading</u>				
4	R&V: Revision task: read the article and answer the questions (40 mins); complete the quiz; mark the task in class (15 mins) <b>p. 57</b>	182		114–115	<u>Extended reading</u>				
5	R&V: Check the answers to the revision task and remediate (15 mins); **Added activity: summarise that argument in the article (LB p. 182) OR write an article giving personal views on the use of electronic communication; read to peers and display in class (40 mins) <b>p. 57</b>	121		74	<u>Extended reading</u>				
Reflection									
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?				
					HOD/Subject head:		Date:		

**Note:** The CAPS does not require a summary, work on the passive voice or spelling rules in these two weeks. However, they are important skills to learn and should be covered since there is sufficient time.

PLATINUM ENGLISH Week 7 (CAPS Week 27) – Theme: Human rights										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class				
						Date completed				
1	L&S: <b>Listen to two speeches; discuss the questions</b> (35 mins); R&V: Reading biography: features of a biography: scan the text (20 mins) <b>p. 57</b>	184–185 (Speeches for reading on LB p. 272) 185–187	1 2	117–119 119–120	<u>Extended reading</u> Re-read the text and prepare the questions					
2	R&V: Answer the questions; mark in class (40 mins); <b>LSC: Vocabulary related to reading text</b> (15 mins) <b>p. 57</b>	188 187			Continue extended reading					
3	Prepare the summary (See Note) (20 mins); LSC: <b>Modal verbs</b> (20 mins); passive voice (see Note) (15 mins) <b>p. 57</b>	188–189 189 190	2b 3 4	121 122 122	Complete summary if necessary Complete exercise on the passive voice					
4	Check summaries (10 mins); check grammar exercises (10 mins); give feedback on both (10 mins); LSC: Spelling rules: complete exercise and mark in class (see Note) (25 mins) <b>p. 57</b>	190–191	5	122–123	<u>Extended reading</u>					
5	R&V: <b>Literary text 10: creating character in a novel, short story or drama/rhetorical devices in a poem</b> (55 mins) <b>p. 57</b>				<u>Extended reading</u>					
Reflection										
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?					
HOD/Subject head:					Date:					

**Note:** No examination papers provided. Use exam papers in Section F of this tracker or from another LTSM.

PLATINUM ENGLISH Week 8 (CAPS Week 28) – Theme continued: Human rights									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class			
						Date completed			
1	R&V: <b>Rhetorical devices in a poem:</b> figures of speech: read the poem and answer the questions (35 mins); LSC: <b>Tone, voice, effect:</b> identify tone; read the information and answer Q 1–6. Mark in class and give feedback (20 mins) <b>p. 57</b>	191–192 193	6 7	123–124 124	Complete questions on poem				
2	W&P: Check questions on poem and give feedback (10 mins) (see Note); W&P: <u>Write opinion and justify:</u> plan and write an argumentative essay; choose from the four topics and plan and write the first draft (35 mins) <b>p. 57</b>	193–194	8	124	<u>Extended reading</u> Edit the argumentative essay and write the final draft				
3	<b>R&amp;V: Literary text 11: evaluate the message</b> (55 mins) <b>p. 57</b>				<u>Extended reading</u>				
4	Revision task: Language in context (55 mins) <b>p. 57</b>	195–196		116	Revision: Language in context: complete revision task				
5	Return essays, correct errors and provide feedback; check and provide feedback on revision task (55 mins) <b>p. 57</b>				<u>Extended reading</u>				
Reflection									
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>					<p>What would you change for next time? Why?</p>				
					HOD/Subject head:		Date:		

**Note 1:** Autobiography is not required in these two weeks. The support for the summary (Act. 2b in LB) (TG p. 131) is different from the summary (LB p. 203). The activity numbers also differ. Summaries are not required in Weeks 9 and 10 either. We suggest that you leave out both these activities or cover them in Week 11.

**Note 2:** Note the misprint in point 6 on p. 203 (it's). Point it out to the learners, and ask them to correct it. They should give a reason for the correction.

**Note 3: Discrepancies in activities in the LB and the TG:** Please note that the TG pp. 128 and 129 (Act. 1 and 2) do not coincide with the activities in the LB. Act. 3 in the TG is Act. 2 in the LB. There is no support in the TG for Act. 1, meetings. The KZN Department of Education has developed material on meetings. You should access this in good time to supplement the material in *Platinum English*. TG pp. 131–132 do not coincide with the activities in the LB either. You will have to decide which to cover and which to leave out. In all cases the activities listed in the CAPS should be the first choice.

**Note 4:** A character sketch is not required by the CAPS in these weeks. However, it was required in Weeks 7 and 8 and should therefore be covered here. Also note that the character sketch is numbered Act. 4 in the LB and Act. 6 in the TG.

**Note 5:** Please note that activities have been moved out of sequence in order to create a more logical flow to the tasks.

PLATINUM ENGLISH Week 9 (CAPS Week 29) – Theme: Life stories										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class				
						Date completed				
1	L&S: <b>Meeting procedures:</b> read the information and plan the meeting (see Note 2); LSC: <b>Meta-language for meeting procedures</b> (55 mins) <b>p. 58</b>	198–200 204	1 3	– (See Note 3) – No support in TG	<u>Extended reading</u>					
2	Meetings: <b>plan and write a notice of a meeting and agenda</b> (55 mins) <b>p. 58</b>	206–208	6 & 7	– (See Note 3) No support in TG	<u>Extended reading</u> Plan the meeting					
3	R&V: <b>Literary text 12: explore themes further; compare and contrast</b> (55 mins) <b>p. 58</b>				<u>Extended reading</u>					
4	(Skip to Act. 4; see Note 5) Plan and write a character sketch (see Note 4) (20 mins); <b>Meetings</b> (35 mins) <b>p. 58</b>	204–206 –	4 (Act. 6 in TG)	132–133	Complete the first draft, edit and write the final draft of the character sketch					
5	Meetings: Read information about <b>writing minutes</b> (see Note 2) (15 mins); (skip to Act. 6 and 7) (see Note 5); W&P: Write a notice and an agenda (40 mins) <b>p. 58</b>	203–204 207–210	2b (See Note 4) 6 & 7	– No support in TG (See Note 3) No support in TG	<u>Extended reading</u> Complete <b>the notice of the meeting, the agenda and minutes</b>					
<b>Reflection</b>										
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?					
					<b>HOD/Subject head:</b>		<b>Date:</b>			

**Note 1:** Past tense is not required in the CAPS in these weeks. However, this is a valuable exercise and should be covered, since there is time.

**Note 2:** \*\*Added activity here. This is an important supplementary activity, since it is required in the study of Literary text 10.

PLATINUM ENGLISH Week 10 (CAPS Week 30) – Theme continued: Life stories									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class			
						Date completed			
1	Hold the meeting; prepare to write the minutes (55 mins) <b>p. 58</b>				Complete the minutes				
2	LSC: <b>Meta-language for meeting procedures:</b> use the past tense; read the note and answer the questions in the exercise; mark in class (15 mins); check notices, agendas and minutes of meetings; provide feedback; display work in class as appropriate; invite comment (40 mins) <b>p. 58</b>	206–207	5	– No support in TG	<u>Extended reading</u>				
3	LSC: <b>Remedial grammar from learners’ writing:</b> check character sketches and provide feedback; correct errors (20 mins); **Added activity: Write a character sketch of a character from the study of literary texts; provide feedback and remediate (required in <b>Literary text 10</b> ) (35 mins) <b>p. 58</b>				<u>Extended reading</u>				
4	R&V: <b>Enrichment text e.g. fantasy, dream or science fiction</b> (55 mins) <b>p. 58</b>				Revision task: Comprehension, summary and quiz (LB pp. 211–212)				
5	Mark the revision task and provide feedback (25 mins); role play the summary: minutes of a meeting (15 mins); set goals for holiday reading (15 mins) <b>p. 58</b>	212		136–137	<u>Extended reading</u>				
Reflection									
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>					<p>What would you change for next time? Why?</p>				
					HOD/Subject head:		Date:		

Note: FAT 10: Test 2: **Language in context** and **Literature** this week. Allow two hours.

## PLATINUM ENGLISH Week 11

### End-of-term reflection

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

1. Was the learners' performance during the term what you had expected and hoped for? Which learners need particular support with EFAL in the next term? What strategy can you put in place for them to catch up with the class? Which learners would benefit from extension activities? What can you do to help them?
2. With which specific topics did the learners struggle the most? How can you adjust your teaching to improve their understanding of this section of the curriculum in the future?
3. What ONE change should you make to your teaching practice to help you teach more effectively next term?
4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back **on track**?

HOD/Subject head:

Date:

### 3. 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:** The TG in *Spot On English* includes a CD containing valuable and useful resources for you to download and print for your learners. On occasion, there is time for \*\* Added activities once the material for the week is covered. The CD can be useful in providing the added material.

**Note 3:** The activities required in the CAPS programme in a certain two-week cycle that are listed in the Provincial Teaching Plan in that same cycle are underlined in the CAPS content and homework columns.

**Note 4:** **FAT 8** this week.

SPOT ON ENGLISH Week 1 (CAPS Week 21) – Theme: My point exactly!									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class			
						Date completed			
1	LSC: Read the information on <b>generalisations and stereotypes</b> and then identify them in the cartoons (20 mins); R&V: Read the information; choose a photo and write a caption; <b>argument for or against an issue: assess the purpose of including and excluding information; vocabulary related to reading text</b> (35 mins) p. 57	118	1.1	154	<u>Extended reading</u>				
		119	2.1	155					
2	R&V: <b>Read the text on stereotypes; answer the questions; vocabulary related to reading text</b> (55 mins) p. 57	120–121	3.1	156	Complete written questions				
3	<b>FAT 8:</b> L&S: <b>Prepared reading aloud of a text that gives viewpoints in support of an argument; listen for different viewpoints;</b> complete the table (55 mins) p. 57	122–123 123	4 4.1	158 159	Some learners might have to read after school to save class time				
4	Check written answers and provide feedback (10 mins); W&P: Write <b>arguments for or against a proposal</b> (20 mins); <b>business letter:</b> plan a <b>letter of complaint;</b> study the information and the format (25 mins) p. 57	124 125	5.1 6	160–161 162	<u>Extended reading</u> Write the first draft of the letter				
5	<b>W&amp;P:</b> Check first draft, edit and write the final draft of the <b>business letter;</b> check final draft, provide feedback and remediate (30 mins) LSC: <b>Conjunctions:</b> read the information and work through the examples (25 mins) p. 57	126	7.1	163	<u>Extended reading</u>				
Reflection									
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?				
HOD/Subject head:					Date:				



**Note 1:** The material in *Spot On English* does not cover the number of days in this two-week cycle. The tracker therefore suggests **\*\* Added activities** this week to enrich the curriculum and give the learners more practice. Be sure to plan the added activity a few days ahead of time.

**Note 2:** Day 1 this week: The CAPS requires that you cover **logical connectors**. There is no material on this in *Spot On English*, so you should develop your own material or use some from another LTSM.

**Note 3:** Act. 7.2 (*Use of commas*) is not required in these two weeks. However, this is a useful exercise and should be covered, since there is time.

SPOT ON ENGLISH Week 2 (CAPS Week 22) – Theme continued: My point exactly!										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class				
										Date completed
1	LSC: Check work on <b>conjunctions</b> and provide feedback (10 mins); revise <b>logical connectors</b> (see Note 2) (30 mins); study the rules about using commas and answer Q 1–8 (see Note 3) (15 mins) <b>p. 57</b>	– 126–127	– 7.2	– 163	Complete the exercise on commas (Act. 7.2) if necessary					
2	Check work on commas (10 minutes); <b>remedial grammar from learners' writing and performance in the mid-year examinations</b> : return the papers from the mid-year examinations; provide feedback and remediation; begin corrections in class (45 mins) <b>p. 57</b>				Continue remediation of mid-year examination papers					
3	L&S: Complete any prepared speeches needing assessment (55 mins) <b>p. 57</b>				<u>Extended reading</u>					
4	Finalise all remediation of mid-year examinations (25 mins); begin revision: Assessment 10 (30 mins) <b>p. 57</b>	128		164	<u>Extended reading</u> Complete revision task					
5	Check revision task (10 mins) <b>** Added activity</b> The TG comes with a CD: open the sections called <i>Revision</i> , <i>Test generator</i> and <i>Added resources</i> for material; alternatively, consult other LTSMs; consider planning an extended reading activity (see Note 1) (45 mins) <b>p. 57</b>				<u>Extended reading</u>					
Reflection										
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>					<p>What would you change for next time? Why?</p>					
HOD/Subject head:					Date:					

**Note 1: Literary text 8** this week.

**Note 2:** Day 4: Conjunctions and adverbs are not required by the CAPS this week, but conjunctions were required last week, and there is enough time to cover this material, so it should be done.

<b>SPOT ON ENGLISH Week 3 (CAPS Week 23) – Theme: Money, money, money</b>									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class			
						Date completed			
1	R&V: Read an autobiographical description; read the information about autobiography; <b>focus on one identifying feature</b> ; discuss the questions and write answers to selected questions; <b>vocabulary and meta-language related to reading text</b> (55 mins) <b>p. 57</b>	130–131	1.1	166	<u>Extended reading</u> Complete written answers				
2	LSC: <b>Verb tenses</b> : read the information and the notes and work through the activities; <b>vocabulary related to reading text</b> (55 mins) <b>p. 57</b>	132–135	2.1–2.5	167–168	Complete Act. 2.5				
3	<b>Intensive reading: Literary text 8: Introduction to issues</b> (55 mins) <b>p. 57</b>				<u>Extended reading</u>				
4	LSC: Conjunctions and adverbs (see Note 2) (35 mins); W&P: Read the information about <b>paragraphing</b> and the argument, <b>plan and write an argument for/against a proposal</b> ; remember the <b>topic sentence and supporting detail</b> (20 mins) <b>p. 57</b>	136 137	3.1 4 4.1	169 170	Complete the exercises on LB p. 136 if necessary Complete <b>paragraph</b> if necessary				
5	L&S: Plan and hold a <b>formal debate</b> ; read the information and the example (55 mins) <b>p. 57</b>	138–139	5 5.1	171	<u>Extended reading</u>				
Reflection									
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?				
HOD/Subject head:					Date:				

**Note:** \*\*Added activity this week; there is time for extension work.

<b>SPOT ON ENGLISH Week 4 (CAPS Week 24) – Theme continued: Money, money, money</b>										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class				
						Date completed				
1	Check paragraphs (10 mins); W&P: <b>Plan and write a descriptive essay:</b> read the example, the questions in the boxes and the tips; use a mind map for the plan; write the first draft (55 mins) <b>p. 57</b>	140–141	6 6.1	172–173	Complete the first draft of essay and edit it					
2	R&V: <b>Literary text 9: intensive reading; identify and discuss plot and how these relate to issues</b> (55 mins) <b>p. 57</b>				<u>Extended reading</u>					
3	Check first draft of <b>descriptive essay</b> with editing; write the final draft (30 mins); begin revision (25 mins) <b>p. 57</b>	142		174	<u>Extended reading</u> Complete assessment task					
4	Check assessment task and provide remediation and feedback (15 mins); ** Added activity: Plan and write a paragraph or two that states a point of view opposite to that expressed in the text in assessment 1 Q 1; give reasons for your statement; edit the first draft (40 mins) <b>p. 57</b>				Complete the paragraph(s) <u>Extended reading</u>					
5	Check paragraphs; provide feedback and remediation (15 mins); ** Added activity: Encourage some learners to present their arguments to the class or in groups OR The TG comes with a CD: open the sections called <i>Revision</i> , <i>Test generator</i> and <i>Added resources</i> for material; alternatively, consult other LTSMs (40 mins) <b>p. 57</b>				<u>Extended reading</u>					
<b>Reflection</b>										
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?					
					HOD/Subject head: _____ Date: _____					

**SPOT ON ENGLISH Week 5 (CAPS Week 25) – Theme: Tech talk**

Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class				
						Date completed				
1	LSC: <b>Vocabulary related to reading text</b> (5 mins); R&V: Pre-reading: survey and short class discussion (5 mins); <b>intensive reading on a specific topic</b> : read the text and answer the questions (35 mins) <b>p. 57</b>	144 145–146	1.1 1.2 1.3 and 1.4	176 177	Complete the comprehension questions					
2	<b>L&amp;S: Writing a formal, prepare/researched speech</b> : read the information (10 mins); <b>plan and research the speech</b> (45 mins) <b>p. 57</b>	148–149	2 2.1–2.5	178–179	Complete research and do final planning of speech					
3	L&S: Presenting the speech; <b>peer assessment for listening practice</b> (55 mins) <b>p. 57</b>	151–152	2.6	179–180	<u>Extended reading</u>					
4	Check comprehension answers and provide feedback (20 mins); W&P: <b>An email</b> and an <b>invitation</b> : read the information; pay attention to format and presentation (35 mins) <b>p. 57</b>	153–154	3	181	<u>Extended reading</u>					
5	FAT 9: <b>Plan and write an email and an invitation</b> (55 mins) <b>p. 57</b>	155		181	<u>Extended reading</u>					

**Reflection**

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

What would you change for next time? Why?

HOD/Subject head:

Date:

**Note 1:** \*\* Added activities this week.

**Note 2:** \*\* Added activity: *Spot On English* does not provide much material on **abbreviations and texting symbols** as required by the CAPS in these two weeks. Use some time to cover these points. Refer to the text on LB p. 145 or a different LTSM or another source for more information.

SPOT ON ENGLISH Week 6 (CAPS Week 26) – Theme continued: Tech talk									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class			
						Date completed			
1	L&S: Complete any outstanding <b>prepared speeches</b> (35 mins); **Added activity: <b>abbreviations and texting symbols</b> (see Note 2) (20 mins) <b>p. 57</b>				<u>Extended reading</u>				
2	Return the email and the invitation; provide feedback and remediate; do corrections (20 mins); **Added activity: Return to the text in Act. 1.3 (5 mins); W&P: Plan and write the main points of the blogspot in an email; change the <b>register, style, voice and format</b> to suit an email; write the first draft (30 mins) <b>p. 57</b>	145	1.3	177	Complete corrections if necessary Edit the first draft and write the final draft				
3	Check the email and provide feedback; remediate (10 mins); ** Added activity: Revise any of the CAPS activities required in these two weeks; provide your own material or use exercises from different LTSMs or the CD in the TG (45 mins) <b>p. 57</b>				<u>Extended reading</u>				
4	Study the cartoons; discuss them in groups and answer the questions; write selected answers; **Added activity: Write a paragraph on what kind of person Thandi is; use the information from the cartoons to help you (55 mins) <b>p. 57</b>	156	Assessment 12	182	Complete the written answers				
5	Check paragraphs; provide feedback and remediate (15 mins) **Added activity: Revise any of the CAPS activities covered so far this term; provide your own material or use exercises from different LTSMs or the CD in the TG (40 mins) <b>p. 57</b>				<u>Extended reading</u>				
Reflection									
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?				
					HOD/Subject head:		Date:		

**Note 1:** Before the lesson, practise reading the passage to be read on Day 2 (TG p. 186).

**Note 2:** \*\*Added activity this week.

<b>SPOT ON ENGLISH Week 7 (CAPS Week 27) – Theme: In praise of the wind and the sky</b>									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class			
						Date completed			
1	R&V: <b>Rhetorical devices in a poem:</b> read the poem and work through the questions; <b>vocabulary related to reading text</b> (55 mins) <b>p. 57</b>	158–160	1.1–1.5	184–185	Act. 1.6–1.7				
2	L&S: Read through the pre-listening questions and <b>listen to a recorded speech</b> ; write answers to the questions (30 mins); talking about environmental issues: discuss the questions (25 mins) <b>p. 57</b>	162 162	2.1 2.2	186 187	Complete questions <u>Extended reading</u>				
3	Check questions (Act. 1.6–1.7 and 2.1) (20 mins); W&P: Read the information and study the sentence frames; <u>write an opinion and justify it</u> ; check paragraphs in class and remediate (35 mins) <b>p. 57</b>	163	3.1	188	<u>Extended reading</u>				
4	** Added activity: Act. 3.1; Choose alternative topic and write <b>an opinion and justify it</b> ; write a paragraph (or two); check writing, provide feedback and remediate (55 mins) <b>p. 57</b>	163	3.1	188	<u>Extended reading</u>				
5	<b>Literary text 10: Intensive reading: rhetorical devices in a poem</b> (55 mins) <b>p. 57</b>				<u>Extended reading</u>				
Reflection									
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>					<p>What would you change for next time? Why?</p>				
					HOD/Subject head:		Date:		

**Note:** \*\* Added activities this week. You can be creative and resourceful.

<b>SPOT ON ENGLISH Week 8 (CAPS Week 28) – Theme continued: In praise of the wind and the sky</b>										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class				
						Date completed				
1	LSC: <b>Modal verbs:</b> read the rules and answer the questions; check the answers and remediate; practise the speakers' word in the speech bubbles (55 mins) <b>p. 57</b>	164–165	4.1–4.2	189	<u>Extended reading</u>					
2	**Added activity: Provide more practice on <b>modal verbs</b> from another LTSM or source (30 mins); answer Q 2, 3 and 4 on the use of <b>modals</b> (25 mins) <b>p. 57</b>	166		190	<u>Extended reading</u>					
3	<b>Literary text 11: Intensive reading: evaluate the message</b> (55 mins) <b>p. 57</b>				<u>Extended reading</u>					
4	Assessment 13 revision: complete the crossword; mark and remediate in class (55 mins) <b>p. 57</b>	166		190	<u>Extended reading</u>					
5	** Added activity: Revise any of the CAPS activities required in these two weeks; provide your own material or use exercises from different LTSMs or the CD in the TG OR Devise an activity related to extended reading activities (55 mins) <b>p. 57</b>				<u>Extended reading</u>					
<b>Reflection</b>										
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?					
HOD/Subject head:					Date:					

**Note 1:** Unfortunately this chapter in the TG is totally different from the one in the LB. The material in the LB follows the CAPS programme for the two-week cycle. There is therefore no support for you in the TG. You will have to spend more time preparing for these two weeks and work through all the activities in the LB carefully, answering all the questions yourself before you teach the material. Alternatively, you can consult other LTSMs for material. Also consult your colleagues, and share resources if possible.

**Note 2:** Act. 2.2: There is no text in the TG to read for this activity. You should access information from other sources, so that the learners can answer Q 1 and 2. The note in the text box on LB p. 169 gives the address of a useful website for this purpose.

**Note 3:** Please note that the CAPS programme requires that **meeting procedures** are addressed in these two weeks. The KZN Department of Education has developed material on meetings. You should access this in good time to supplement the material in **Spot On English**.

SPOT ON ENGLISH Week 9 (CAPS Week 29) – Theme: The meeting is at 10									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class			
						Date completed			
1	R&V: Read infographic on <b>meetings</b> (10 mins); L&S: <b>Meeting procedures: meta-language for meeting procedures</b> (45 mins) <b>p. 58</b>	168 169	1.1 2.1 and 2.2 (see Notes 1 and 2)	– No support in TG	<u>Extended reading</u> <b>Meetings</b>				
2	<b>R&amp;V: Enrichment text: fantasy; vocabulary related to reading text;</b> prepare the vocabulary, read the first excerpts and answer the questions (55 mins) <b>p. 58</b>	170–171	3	– No support in TG	Complete questions				
3	R&V: <b>Fantasy:</b> read the second excerpt and answer the questions; mark all questions, provide feedback and remediate; <b>remedial grammar from learners' writing</b> (55 mins) <b>p. 58</b>	170–171	3	– No support in TG	Complete any corrections				
4	W&P: Meetings: read the notes and study the examples (see Note 2) (55 mins) <b>p. 58</b>	172–175	4	– No support in TG	<b>Meetings</b> <u>Extended reading</u>				
5	<b>Meetings</b> (55 mins) <b>p. 58</b>				<u>Extended reading</u>				
Reflection									
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>					<p>What would you change for next time? Why?</p>				
					HOD/Subject head:		Date:		



Note: \*\* Added activities this week.

SPOT ON ENGLISH Week 10 (CAPS Week 30) – Theme continued: The meeting is at 10									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class			
						Date completed			
1	<b>Meetings</b> (55 mins) p. 58	–		– No support in TG	<b>Meetings</b> <u>Extended reading</u>				
2	** Added activity: W&P: Write a paragraph on the aspect of fantasy you spoke about in the prepared speech; check the paragraphs, provide feedback and remediate (55 mins) p. 58	176			Assessment 14: Answer the questions				
3	<b>Meetings</b> (55 mins) p. 58	–		– No support in TG	<b>Meetings</b> <u>Extended reading</u>				
4	Check questions on Assessment 14 (20 mins); meetings (35 mins) p. 58	176 –	–						
5	<b>Meetings</b> (25 mins); set goals for holiday reading (30 mins) p. 58	–		– No support in TG	<u>Extended reading</u>				
Reflection									
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>					<p>What would you change for next time? Why?</p>				
HOD/Subject head:					Date:				

**Note:** FAT 10: Test 2: **Language in context** and **Literature** this week. Allow two hours.

## SPOT ON ENGLISH Week 11

### End-of-term reflection

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

1. Was the learners' performance during the term what you had expected and hoped for? Which learners need particular support with EFAL in the next term? What strategy can you put in place for them to catch up with the class? Which learners would benefit from extension activities? What can you do to help them?
2. With which specific topics did the learners struggle the most? How can you adjust your teaching to improve their understanding of this section of the curriculum in the future?
3. What ONE change should you make to your teaching practice to help you teach more effectively next term?
4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back **on track**?

HOD/Subject head:

Date:

## 4. Study and Master English (Cambridge University Press)

### Theme for Term 3: Technology

**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:** The activities required in the CAPS programme in a certain two-week cycle that are listed in the Provincial Teaching Plan in that same cycle are underlined in the CAPS content and homework columns.

STUDY AND MASTER Week 1 (CAPS Week 21) – Theme: Viewpoints and arguments										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class				
						Date completed				
1	L&S: <b>FAT 8: Consider the viewpoint in support of the argument; prepared reading aloud:</b> practise reading the text aloud; read to the class or to you, the teacher (55 mins) <b>p. 57</b>	142–143	81	96	<u>Extended reading</u>					
2	R&V: <b>Read for summary: vocabulary related to reading text:</b> answer Q 1–3 (10 mins); read and summarise the article (Q 4) (45 mins) <b>p. 57</b>	143–144	82	96–98	<u>Extended reading</u> Complete summary if necessary					
3	LSC: Revise <b>logical connectors and conjunctions</b> ; read the text in the box to revise conjunctions; complete Ex. 2a–e; set extension work (TG p. 99) (55 mins) <b>p. 57</b>	145–146	83	99–100	Complete the exercises					
4	Check conjunctions; provide feedback and remediation (10 mins); W&P: Plan <b>and write an argument:</b> points for or against; read the instructions and choose a topic from the box; write the first draft (45 mins) <b>p. 57</b>	146	84	100	Complete corrections on conjunctions Edit the first draft and write the final version					
5	L&S: Complete assessment of <b>reading aloud</b> (55 mins) <b>p. 57</b>				<u>Extended reading</u>					
Reflection										
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>					<p>What would you change for next time? Why?</p>					
					<p>HOD/Subject head: _____ Date: _____</p>					

**Note 1:** Practise reading the text (TG p. 101) before the listening lesson on Day 2.

**Note 2:** Note that this revision is not required in the CAPS for this week. However, it is valuable practice. Since time is short in class, we suggest that the learners complete it for homework.

**Note 3:** The CAPS requires you to cover **generalisation and stereotype** this week. Unfortunately there is no material on this topic here, but it was covered in Term 1 (LB pp. 38–39, TG pp. 30–32), so you have something to build on. Consult another LTSM or different source for information. Since it is on the CAPS list, this topic must be covered again here, using different material.

**Note 4:** *Study and Master* does not provide for **FAT 8: Prepared reading aloud**. We suggest that your learners choose a passage from the texts they have read this week or different texts if they prefer, and prepare to read the text aloud for assessment after practising it. We have set aside time on Day 4 for this activity.

<b>STUDY AND MASTER Week 2 (CAPS Week 22) – Theme: More points of view</b>									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class			
						Date completed			
1	Check <b>argumentative writing; remedial writing from learners' grammar</b> ; provide feedback and remediation (15 mins); Mid-year examinations: Provide feedback and remediation; set tasks for correction; <b>remedial grammar from learners' writing and performance in mid-year examinations</b> (40 mins) <b>p. 57</b>				Complete all corrections and remediation <u>Extended reading</u>				
2	L&S: <b>Listen for viewpoints</b> : list them in the table (20 mins); R&V: <b>Simple argument for or against an issue: the purpose of including or excluding information</b> ; read the text in the box and answer Q 2; read text from TG p. 101 and answer Q 3 and 4; <b>vocabulary related to reading text</b> (35 mins) <b>p. 57</b>	147 147–148	85 86	101 101–102	<u>Extended reading</u> Complete Q 3 and 4 if necessary				
3	W&P: Plan and write a <b>business letter</b> ; study the format and structure; plan the letter on the topic on LB p. 150; write & edit the first draft (55 mins) <b>p. 57</b>	148–150	87	103–104	<u>Extended reading</u> Continue editing; write final draft of <b>business letter</b>				
4	Check <b>business letter</b> (10 mins); <b>FAT 8: L&amp;S: Prepared reading aloud of a text that gives viewpoints (see Note 4)</b> (45 mins) <b>p. 57</b>				<u>Extended reading</u> LSC: Act. 88 LB p. 150 TG pp. 104–106: <b>Vocabulary related to reading text</b> Q 1: Learners to use dictionaries and write sentences Q 2: Vocabulary and grammar revision worksheet (see Note 2)				
5	Check sentences and grammar revision; remediate (10 mins); LSC: <b>Generalisation and stereotype</b> (see Note 3) (45 mins) <b>p. 57</b>	–	–	–	<u>Extended reading</u>				
Reflection									
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?				
					HOD/Subject head:		Date:		

**Note 1:** Learners might be confused by the use of 'affirmative' in this activity because it has two different usages here. 1. **Affirmative action** and 2. An **affirmative speaker**. We can also call these speakers the **proposing** speakers in order to avoid the confusion.

**Note 2:** \*\*Added activity: Make a list of words from the text and their meanings that you think learners will need to know. Work through them when reading the text. **Vocabulary related to reading text** is required by the CAPS in these two weeks.

STUDY AND MASTER Week 3 (CAPS Week 23) – Theme: Looking at both sides										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class				
										Date completed
1	L&S: <b>Formal debate procedure:</b> Read <i>Focus on speaking</i> and study the roles and functions of the participants; prepare for the debate (see Note 1) (55 mins) <b>p. 57</b>	151–153	89	107	<u>Extended reading</u>					
2	R&V: <b>Introduction to issues: focus on one identifying feature;</b> answer pre-reading Q 1 and 2 and read the text; answer Q 3 and 4; **Added activity: <b>Vocabulary related to reading text</b> (see Note 2) (55 mins) <b>p. 57</b>	153–154	90	108	<u>Extended reading</u> Complete written questions					
3	W&P: <b>Plan and write an argument: paragraph/s with supporting detail</b> (refer to Act. 84); read information, choose a topic and write, plan and edit first draft (55 mins) <b>p. 57</b>	155–156	91	109	Continue editing and write final draft					
4	R&V: <b>Intensive reading; Literary text 8: Introduction to issues: focus on one identifying feature</b> (55 mins) <b>p. 57</b>				<u>Extended reading</u>					
5	Check argumentative essays; provide feedback and remediate (15 mins); LSC: Revise <b>paragraph structure</b> (answer Q 1 and 4) and <b>verb tenses</b> (read <i>Focus on grammar</i> and answer Q 3) (40 mins) <b>p. 57</b>	156–158	92	109–110	Complete grammar tasks					
Reflection										
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?					
					<b>HOD/Subject head:</b> _____ <b>Date:</b> _____					

**Note:** \*\*Added activity: Make a list of words from the text and their meanings that you think learners will need to know. Work through them when reading the text. **Vocabulary related to reading text** is required by the CAPS in these two weeks.

<b>STUDY AND MASTER Week 4 (CAPS Week 24) – Theme: Using words to convince others</b>									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class			
						Date completed			
1	Check grammar tasks and sentences (10 mins); L&S: Revise <b>debating procedure</b> (Act. 89); organise and hold a debate (45 mins) <b>p. 57</b>	159	93	111	Extended reading				
2	R&V: Identifying <b>imagery</b> ; study <i>Focus on literature</i> and read the text; **Added activity: <b>Vocabulary related to reading text</b> (see Note) (55 mins) <b>p. 57</b>	160–162	94	111–112	Extended reading				
3	R&V: <b>Intensive reading; Literary text 9: Identify plot in a novel/play/short story or imagery in a poem</b> (55 mins) <b>p. 57</b>				Extended reading				
4	W&P: <b>Creative descriptive writing</b> : read <i>Focus on writing</i> and Point 2; choose a topic (TG p. 113); plan, write and edit the first draft (55 mins) <b>p. 57</b>	163–164	95	113–114	Complete final draft of essay				
5	Check essays; provide feedback and remediation (15 mins); LSC: <b>Verbs</b> continued; read the text and study <i>Focus on grammar</i> ; answer Q 4 (LB p. 165); mark in class (40 mins) <b>p. 57</b>	164–166	96	114–115	Extended reading Set extension work (TG p. 115) as a voluntary activity				
<b>Reflection</b>									
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?				
					HOD/Subject head:		Date:		

**Note 1:** \*\* Added activity Day 2: Make a list of words from the text and their meanings (LB p. 169–170) that you think learners will need to know. Work through them when reading the text. **Vocabulary related to reading text** is required by the CAPS in these two weeks.

**Note 2:** **FAT 9** this week.

**Note 3:** We suggest that you begin Act. 101 (prepared speech) this week, since there is time. If you have a large class, you might not get through all the speeches in one session.

STUDY AND MASTER Week 5 (CAPS Week 25) – Theme: Messaging									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class			
						Date completed			
1	L&S: <b>Formal prepared/researched speech</b> ; study <i>Focus on speaking</i> and the preparation steps; select a topic and prepare and practise a speech (55 mins) <b>p. 57</b>	167–168	97	116–117	Complete preparation for the <b>prepared speech</b>				
2	R&V: <b>Intensive reading on a specific topic</b> ; work through the pre-reading tasks, read the text and answer the questions in Q 5a–h (35 mins); **Added activity (see Note 1); <b>vocabulary related to reading text</b> (20 mins) <b>p. 57</b>	169–170	98	116–117	<u>Extended reading</u>				
3	W&P: <b>FAT 9: Shorter transactional text; plan and write an email</b> ; study preparation steps and <i>Focus on writing</i> ; plan and write on one of the topics in Q3; pay attention to <b>content, style and register</b> ; note email etiquette (extension work: TG pp. 118–121); edit the first draft (55 mins) <b>p. 57</b>	171–173	99	117–118	Complete the final draft of the <b>email</b>				
4	Check email, provide feedback and remediate (15 mins); LSC: <b>Abbreviations and texting symbols</b> : answer Q 1–3 (25 mins); L&S: Continue with <b>research on prepared speeches</b> (15 mins) <b>p. 57</b>	173	100	121–122	<u>Extended reading</u> Complete research on prepared speech				
5	<b>(See Note 3)</b> L&S: Study <i>Focus on speaking</i> (LB pp. 175–176); practise speech in groups; <b>peer assessment</b> and feedback (55 mins) <b>p. 57</b>	174–175	101	123	<u>Extended reading</u>				
Reflection									
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?				
					HOD/Subject head:		Date:		

**Note 1: Fat 9 this week.**

**Note 2: \*\*** Added activity on Day 5.

**Note 3: Week 27 Day 1:** You will need to access a recorded speech or to practise the one in the TG pp. 126–127. Prepare this in good time.

<b>STUDY AND MASTER Week 6 (CAPS Week 26) – Theme: Getting your message heard</b>									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class			
						Date completed			
1	L&S: Listen to the researched speeches (35 mins) <b>p. 57</b>	174–176	101	123	<u>Extended reading</u>				
2	R&V: <b>Compare register, style and voice</b> ; read the examples and the texts and answer Q 2 (55 mins) <b>p. 57</b>	176–177	102	123–124	<u>Extended reading</u>				
3	<b>FAT 9: W&amp;P:</b> Plan and write <b>an invitation</b> ; study the examples and discuss their effectiveness; write and edit first draft; pay attention to <b>font, script, layout and decorative elements</b> (55 mins) <b>p. 57</b>	178	103	124	Complete the <b>invitation</b>				
4	Check the <b>invitation</b> ; display examples and ask the learners to discuss them (15 mins); LSC: <b>Vocabulary related to reading texts</b> : write the sentences; be sure that they make the meaning of the word clear; peer correction (40 mins) <b>p. 57</b>	179	104	125	<u>Extended reading</u>				
5	Check sentences: <b>remedial grammar in learners' writing</b> (15 mins); Listen to the rest of the speeches if necessary OR <b>**</b> Added activity: Plan a vocabulary/abbreviations quiz (30 mins) <b>p. 57</b>				<u>Extended reading</u>				
<b>Reflection</b>									
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?				
					HOD/Subject head:		Date:		



**Note:** On Day 1 of next week (Week 28) you have to read an extract (TG pp. 131–132) fluently with appropriate expression. Remember to practise well beforehand.

<b>STUDY AND MASTER Week 7 (CAPS Week 27) – Theme: Over the airwaves</b>										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class				
						Date completed				
1	L&S: <b>Listen to recorded speech</b> ; read the points in No. 1; read <i>Focus on listening</i> ; listen to the extract and answer Q 3; plan, write and edit the first draft of the summary (35 mins);	180–181	105	127–128	Complete the summary					
	R&V: <b>Creating character in a short story</b> : scan the short story and write a short summary (20 mins) <b>p. 57</b>	181–186	106	127–128	Read the short story again					
2	R&V: Scan the story again; answer Q 3 and 4a–h; study <i>Focus on literature</i> about character; answer Q 4i & j; read the text and complete the table; <b>analyse the character</b> using the steps in LB p. 186 (55 mins) <b>p. 57</b>	180–181	106	127–128	Work on tasks on <b>short story</b>					
3	R&V: Complete tasks on the <b>short story</b> ; discuss, check and remediate (35 mins);	181–186	106	127–128	Complete first draft and write final draft of opinion					
	W&P: <u>Write opinion and justify it</u> ; plan and write opinion of the statement in the box; edit first draft (20 mins) <b>p. 57</b>	186	107	129						
4	Check final draft of writing; provide feedback & remediate (15 mins); <b>Modal verbs</b> : read <i>Focus on grammar</i> and work through the examples and the exercises; check answers; provide feedback and remediation (40 mins) <b>p. 57</b>	187	108	129–130	Correct exercises on modal verbs if necessary					
5	<b>R&amp;V: Literary text 10: Intensive reading: creating character in a short story or novel, or rhetorical devices in a poem</b> (55 mins) <b>p. 57</b>				<u>Extended reading</u>					
<b>Reflection</b>										
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?					
					HOD/Subject head: _____ Date: _____					

**Note:** According to the CAPS, the **opinion and justification** is not required to be extended into an essay. However, this is a valuable activity, and since there is time, it should be covered. Please note that the TG (p. 134) presents a model essay that is based on this topic.

STUDY AND MASTER Week 8 (CAPS Week 28) – Theme: Evaluating texts									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class			
						Date completed			
1	L&S: <b>Listen to read extract/recorded speech</b> ; complete the table and write an evaluation of the text (35 mins) <b>p. 57</b>	189	109	131–132	Complete evaluation				
2	R&V: <b>Poetry: intensive reading: evaluate the message</b> ; read <i>Focus on literature</i> and answer the pre-reading questions; scan the poem and answer Q 4 (55 mins) <b>p. 57</b>	190–191	110	132–133	Complete questions				
3	W&P: Extend the written <b>opinion and justification</b> (Act. 106) into an essay; plan the first draft (see Note) (30 mins); Check evaluation and poetry questions; provide feedback and remediate (25 mins) <b>p. 57</b>	192	111	133–134	Edit the essay and write the final draft				
4	Check essay and provide feedback; remediate; present the model essay from the TG if appropriate; LSC: <b>Modal verbs</b> continued; read <i>Focus on grammar</i> and answer Q 2a–j; there are extension exercises in TG p. 135 (55 mins) <b>p. 57</b>	192–193	112	135	Complete the extension exercise				
5	R&V: <b>Literary text 11: intensive reading: evaluate the message</b> (55 mins) <b>p. 57</b>				<u>Extended reading</u>				
Reflection									
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>					<p>What would you change for next time? Why?</p>				
					<p>HOD/Subject head: _____ Date: _____</p>				

**Note 1:** Please note that the CAPS programme requires that **meeting procedures** are addressed in these two weeks. *Study and Master* does not provide material on meeting procedures. The KZN Department of Education has developed material on meetings. You should access this in good time to prepare to teach it.

**Note 2:** The rules of communication (Act. 113 LB pp. 194–196) as presented here are not required in the CAPS. However, this is a valuable activity and should be done if time allows. The work on **meetings** must, however, be completed first.

**Note 3:** Act. 115 (grammar) and Act. 116 (imaginative essay) are not required by the CAPS here. However, these are also valuable activities and should be done if time allows. However, be sure to complete the work on **meetings** first.

<b>STUDY AND MASTER Week 9 (CAPS Week 29) – Theme: Imaginative ideas</b>									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class			
						Date completed			
1	<b>Meetings</b> (see Notes 1, 2 and 3) (55 mins) p. 58	–	–	–	<b>Meetings</b>				
2	<b>Meetings</b> (55 mins) p. 58	–	–	–	<b>Meetings</b>				
3	R&V: <b>Intensive reading: explore themes further: compare or contrast</b> with Act. 110; answer Q 3 and 4 LB p. 198; select questions to be answered in writing (55 mins) p. 58	196–198 198–199	114 115	136–137 137–138	Complete written questions Act. 115				
4	<b>Meetings</b> (55 mins) p. 58	–	–	–	<b>Meetings</b>				
5	<b>Literary text 12: explore themes further: compare or contrast</b> (55 mins) p. 58				<u>Extended reading</u>				
Reflection									
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>					<p>What would you change for next time? Why?</p>				
					HOD/Subject head:		Date:		

**Note 1:** L&S: Rules of communication not required by the CAPS in these weeks, but a useful exercise. Do it if there is time.

**Note 2:** If time allows, use the tasks in LB pp. 211–216 for enrichment exercises. Please note: these tasks must NOT be used as the formal FAT tasks, since the learners would have had previous access to them; they should only be used as revision and enrichment materials. Please note that the numbering and descriptions of tasks in this section of *Study and Master* (FAT 8, FAT 9 etc.) have no relation to the FATs as numbered in the CAPS document.

**Note 3:** Act. 120 is not required by the CAPS this week. However, it is a useful exercise and should be covered if there is time. Complete work on **meetings** first.

<b>STUDY AND MASTER Week 10 (CAPS Week 30) – Theme: Sci-fi fantasy</b>									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class			
						Date completed			
1	<b>Meetings</b> (55 mins) <b>p. 58</b>	203–204	117	141	<b>Meetings</b> <u>Extended reading</u>				
2	<b>Meetings</b> (55 mins) <b>p. 58</b>				<u>Extended reading</u>				
3	<b>R&amp;V: Enrichment text: science fiction;</b> read the text and talk about it (Q 2 LB p. 204) (55 mins) <b>p. 58</b>	204–209	118	141–142	<u>Extended reading</u>				
4	<b>Meetings</b> (55 mins) <b>p. 58</b>	–	–	–	<b>Meetings</b> Act. 120: Grammar (See Note 3)				
5	Meetings (35 mins); set goals for holiday reading (20 mins) <b>p. 58</b>	211 (Homework)	FAT revision Term 3	Answers on pp. 19–24 of assessment section	FATs revision: Select tasks from LB pp. 211–216 for revision (See Note 3) <u>Extended reading</u>				
<b>Reflection</b>									
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?				
					<b>HOD/Subject head:</b>		<b>Date:</b>		

**Note:** FAT 10: Test 2: **Language in context** and **Literature** this week. Allow two hours.

## STUDY AND MASTER Week 11

### End-of-term reflection

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

1. Was the learners' performance during the term what you had expected and hoped for? Which learners need particular support with EFAL in the next term? What strategy can you put in place for them to catch up with the class? Which learners would benefit from extension activities? What can you do to help them?
2. With which specific topics did the learners struggle the most? How can you adjust your teaching to improve their understanding of this section of the curriculum in the future?
3. What ONE change should you make to your teaching practice to help you teach more effectively next term?
4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back **on track**?

HOD/Subject head:

Date:

## 5. 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:** The activities required in the CAPS programme in a certain two-week cycle that are listed in the Provincial Teaching Plan in that same cycle are underlined in the CAPS content and homework columns.

**Note 3:** FAT 8: Prepared reading this week. The text on LB pp. 97–98 (Act. 10.4) could be used for the reading aloud exercise. Alternatively, learners could also choose their text from another source.

Act. 10.3 is scheduled out of sequence to give them homework time to choose another text.

**Note 4:** \*\* Added activity (Day 1): The CAPS requires that there be a **summary** in these two weeks. Act. 10.3 is suitable to be summarised. Since *Top Class English* does not give guidance about summaries here, you will have to plan some guidance yourself.

**Note 5:** \*\* Added activity (Day 5): **Assess the purpose of including or excluding information** required by the CAPS programme in these two weeks.

**Note 6:** \*\* Added activity (Day 2): Extend the information about generalisation and stereotype., e.g. provide definitions of the terms and further examples and situations in which stereotyping can occur.

TOP CLASS Week 1 (CAPS Week 21) – Theme: Bullying									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class			
						Date completed			
1	L&S: Read points a–j and discuss incidents of bullying (20 mins); choose text for <b>prepared reading aloud</b> (orientation and instruction) (see Note 3) (5 mins); <b>R&amp;V: Read for summary: reading an argument for or against;</b> read the text; ** Added activity: Provide guidance for <b>summarising</b> the text (see note 4); note <b>vocabulary related to reading text</b> (30 mins) <b>p. 57</b>	95–96 96 97–98	10.1 10.2 10.4	44 44 45	Choose text for <b>prepared reading aloud</b> Practise reading the text aloud Complete summary				
2	Check summary; provide feedback and remediate; LSC: <b>Generalisation and stereotype:</b> read note on LB p. 98 and answer Q 4; ** Added activity (see Note 6) (55 mins) <b>p. 57</b>	97–98	10.4	45	<u>Extended reading</u>				
3	<b>FAT 8: L&amp;S: Reading aloud: listen for viewpoints; list them in the table;</b> work in groups (Assessment rubric LB p. 184) (40 mins) R&V: Skim through the text; note <b>vocabulary related to reading text</b> (15 mins) <b>p. 57</b>	97 99–100	10.3 10.5	45 45–46	Re-read the text Read through the questions (LB p. 99)				
4	R&V: Write the answers to the questions (30 mins); read the first poem and discuss Q 2 (25 mins) <b>p. 57</b>	99–100 101	10.5 10.6	45–46 46–47	<u>Extended reading</u>				
5	R&V: Read the second poem and answer the questions; select questions for writing; ** Added activity: <b>Assess the purpose of including or excluding information</b> (see Note 5) (55 mins) <b>p. 57</b>	102	10.6	46–47	Complete questions on the poem				
Reflection									
Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?				
					HOD/Subject head:		Date:		

**Note:** Correction: Please note that Act. 10.8 (writing an essay) is incorrectly labelled as FAT 8. The CAPS document requires **prepared reading aloud** as one of the activities in **FAT 8**. (See the CAPS document p. 81.)

TOP CLASS Week 2 (CAPS Week 22) – Theme continued: Bullying										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class				
						Date completed				
1	Check written questions on the poem; provide feedback and remediation (15 mins); Compare the texts; complete the table (40 mins) <b>p. 57</b>	102–103	10.7	47	Complete the table if not completed in class					
2	Check comparative table (10 mins); W&P: An <b>argument for/against a proposal</b> : plan and write a discursive essay; plan, write and edit first draft; (see Note) (45 mins) <b>p. 57</b>	103	10.8	47	Complete editing and write final draft of essay					
3	W&P: Plan and write a <b>business letter</b> ; revise the format (see Note 3); choose one of two alternatives presented, plan the letter and write the first draft; peer edit and write the final draft (55 mins) <b>p. 57</b>	104	10.9	47	<u>Extended reading</u>					
4	Check the <b>business letter</b> ; provide feedback and remediate (15 mins); LSC: Revise <b>logical connectors and conjunctions</b> ; complete the text with the words supplied; correct the task and remediate if necessary; read the corrected task aloud (40 mins) <b>p. 57</b>	104	10.10	48	Complete corrections on business letter					
5	<b>Remedial grammar from learners' performance in mid-year examinations</b> : return mid-year examination papers; check corrections and provide feedback and remediation (55 mins) <b>p. 57</b>				Complete corrections <u>Extended reading</u>					
Reflection										
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?					
HOD/Subject head:					Date:					

**Note 1:** Please note that Act. 11.2 cannot be used as part of FAT 10: Test 2 since it has been accessible to the learners in their books. In addition, the term test should present a larger body of work at one time. It should carry at least 35 marks, and 40 marks if it is a Language in context test. Please see the CAPS National Curriculum Statement, p. 81. However, this task presents useful practice.

**Note 2:** The CAPS requirements are that the learners cover **imagery** when studying a poem. There are no questions on imagery in this poem.

**Note 3:** Day 5 Act. 11.6: The CAPS document requires an **argument paragraph**, not a factual paragraph. You should modify the task from the LTSM slightly to fulfil this requirement. This task cannot be FAT 9. A factual paragraph is not listed in the CAPS document as one of the shorter transactional texts. (See the CAPS document pp. 38–44.)

TOP CLASS Week 3 (CAPS Week 23) – Theme: Our sick planet									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class			
						Date completed			
1	L&S: <b>Preparing to debate: talk about climate change; vocabulary;</b> LSC: <b>Meta-language of debating</b> (20 mins); R&V: <b>Introduction to issues:</b> read the article and answer the questions (see Note 1) (35 mins) <b>p. 57</b>	105–106 106–107	11.1 11.2	48 49	Complete the questions to the reading text				
2	Check questions; provide feedback and remediation (20 mins); R&V: <b>Introduction to issues:</b> read the cartoon and answer the questions; mark in class (25 mins) <b>p. 57</b>	108	11.3	49	Extended reading				
3	R&V: <b>Intensive reading: read a poem and how it relates to issues;</b> answer the questions (see Note 2) (35 mins); LSC: <b>Vocabulary related to reading text:</b> play the word game (20 mins) <b>p. 57</b>	108–109 110	11.4 11.5	49–50 50	Extended reading				
4	R&V: <b>Literary text 8: introduction to issues: focus on one issue; discuss its effectiveness</b> (55 mins) <b>p. 57</b>				Extended reading				
5	LSC: <b>Paragraph structure: topic sentence and supporting details</b> (10 mins); W&P: Plan and write an <b>argument paragraph with supporting detail;</b> edit the paragraph and write the final draft; check and provide feedback; remediate (see Note 2) (45 mins) <b>p. 57</b>	110	11.6	50	Extended reading				
Reflection									
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?				
					HOD/Subject head:		Date:		



**Note 1:** \*\* Added activity: **Verbs:** Provide revision material from another source.

**Note 2:** \*\* Added activity: Day 5: **Descriptive writing.**

**Note 3:** Please note that Act. 11.8 cannot be used as part of FAT 10: Test 2, since it has been accessible to the learners in their books. (See Note 1 Week 3 for further explanation.)

TOP CLASS Week 4 (CAPS Week 24) – Theme continued: Our sick planet										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class				
						Date completed				
1	R&V: <b>Literary text 9: intensive reading: identify and discuss plot in novel/short story or imagery in a poem (55 mins) p. 57</b>				<u>Extended reading</u>					
2	W&P: <b>Creative descriptive writing:</b> write a poem or short paragraph (55 mins) <b>p. 57</b>	110	11.7	51	Complete the <b>paragraph</b>					
3	LSC: <b>Verb tenses;</b> **Added activity: Provide added revision material (see Note 1 & 3); answer the questions; mark and remediate (35 mins); L&S: Prepare for the <b>debate;</b> study the diagram and read the examples of arguments (20 mins) <b>p. 57</b>	111 111–112	11.8 11.9	51 51–52	<u>Extended reading</u>					
4	L&S: Hold <b>debate</b> (55 mins) <b>p. 57</b>	111–112	11.9	51–52	<u>Extended reading</u>					
5	** Added activity: W&P: Check the <b>paragraph</b> (Day 2); extend the writing into <b>several descriptive paragraphs,</b> taking care to write good topic sentences and connect the paragraphs coherently with logical connectors (see Note 2) (55 mins) <b>p. 57</b>				<u>Extended reading</u>					
Reflection										
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>					<p>What would you change for next time? Why?</p>					
<p>HOD/Subject head:</p>					<p>Date:</p>					

**Note 1:** Please note that Act. 12.3 and 12.4 cannot be used as part of FAT 10: Test 2, since they have been accessible to the learners in their books. (See Note 1 Week 3 for further explanation.)

**Note 2:** Please note that the CAPS does not require writing an SMS during these two weeks. It is, however, a useful point to cover and a good vehicle for studying abbreviations and texting symbols, and there is enough time for this task.

**Note 3:** FAT 9 this week (two choices).

**Note 4:** Note that the prepared speeches are to be peer assessed. Study the assessment tool (LB p. 186), and be prepared to go through it with the learners. Make sure there are enough copies for all the learners.

TOP CLASS Week 5 (CAPS Week 25) – Theme: Communications dotcom										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class				
						Date completed				
1	L&S: Formal prepared speech; orientation and instructions; choose a topic (15 mins); pre-reading: discuss Q 1–5 in groups; <b>vocabulary related to reading text</b> (10 mins); R&V: <b>Intensive reading on a specific topic:</b> read the text; answer the questions (see Note 1) (30 mins) <b>p. 57</b>	113  114–6 114–116	12.1  12.2 12.3 12.4	52  52–53 53–54	Complete the questions					
2	W&P: Study and discuss the format of various written communications (20 mins); FAT 9 choice: plan and write two different <b>emails</b> , one informal and one formal; <b>compare register, style and voice</b> ; edit first draft (35 mins) <b>p. 57</b>	117–118  119	12.5  12.6	54  54	Complete the final draft of the emails					
3	W&P: Write an SMS; note <b>abbreviations, texting symbols</b> (see Note 2) (15 mins); R&V: Read the examples of <b>invitations</b> and the information on <b>layout, font, script and decorative elements as visual communication</b> ; discuss Q 1 and 2 (20 mins); FAT 9 choice: W&P: Design <b>write and edit an invitation</b> (LB p. 121 Q 3) (20 mins) <b>p. 57</b>	119  120  121	12.7  12.8  12.8	54  55  55	Prepare formal prepared speech  Complete all writing tasks					
4	Check the comprehension questions, SMS, <b>emails</b> and the <b>invitation</b> ; provide feedback and remediation (55 mins) <b>p. 57</b>				Complete all corrections Prepare formal prepared speech					
5	Finalise preparations for <b>prepared speeches</b> ; study the formal speech assessment tool (see Note 3) (15 mins); Begin to hear <b>formal prepared speeches; peer assessment for listening practice</b> (40 mins) <b>p. 57</b>				<u>Extended reading</u> Prepare formal prepared speech					
Reflection										
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?					
					HOD/Subject head:		Date:			

**Note 1:** \*\* Several added activities this week.

**Note 2:** Extension activity Day 2: This activity could be converted into an R&V task if the material was photocopied for the learners to follow as the you read it. There are only two other R&V tasks in Unit 12, so converting this task would be a good idea.

TOP CLASS Week 6 (CAPS Week 26) – Theme continued: Communications dotcom										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class				
						Date completed				
1	L&S: Continue hearing <b>formal prepared speeches; peer assessment for listening practice</b> (55 mins) <b>p. 57</b>				<u>Extended reading</u>					
2	L&S: Extension activity: listen to the reading of opinions about Facebook and Twitter; draw up the table; discuss the table; follow a pop star on Twitter (see Note 2) (55 mins) <b>p. 57</b>	–	12.8	55–56	<u>Extended reading</u>					
3	L&S: ** Added activity ( <b>to promote extended reading and independent research</b> ): Learners to make short prepared speech in groups on reading covered so far this term; arrange peer assessment activity (55 mins) <b>p. 57</b>				<u>Extended reading</u>					
4	** Added activity: <b>W&amp;P:</b> Refer to the content of the <b>prepared speech</b> (Act. 12.1); convert it into an argumentative essay about modern communications; plan and write the first draft; give the essay a title; peer edit (55 mins) <b>p. 57</b>				<u>Extended reading</u> Complete final draft of essay					
5	** Added activity: Check essay; provide feedback and remediation; choose interesting essays for learners to read aloud (55 mins) <b>p. 57</b>				<u>Extended reading</u>					
Reflection										
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?					
HOD/Subject head:					Date:					

**Note:** Please note that Act. 13.2 and 13.3 cannot be used as part of FAT 10: Test 2 since they have been accessible to the learners in their books. (See Note 1 Week 3 for further explanation.)

TOP CLASS Week 7 (CAPS Week 27) – Theme: Who’s the boss?									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class			
						Date completed			
1	L&S: <b>Listen to a play reading;</b> <b>LSC: Meta-language of plays; vocabulary related to the text:</b> draw the stage set; (55 mins) <b>p. 57</b>	122–123	13.1	57–58	<u>Extended reading</u>				
2	R&V: <b>Intensive reading: creating character in a play;</b> <b>LSC: Vocabulary related to reading text:</b> read the play and answer the questions; pay attention to <b>tone and register (voice)</b> in the questions; (see Note) (55 mins) <b>p. 57</b>	123–124	13.2 13.3	58	Complete the questions <u>Extended reading</u>				
3	W&P: Plan and write a scene from the play; follow the advice and pay attention to <b>register, style and voice</b> ; practise the scene and present it to the class (55 mins) <b>p. 57</b>	125–126	13.4 13.5	59–60	<u>Extended reading</u>				
4	R&V: <b>Literary text 10: Intensive reading: creating character in a novel, short story or drama or rhetorical devices in a poem</b> (55 mins) <b>p. 57</b>				<u>Extended reading</u>				
5	Check comprehension questions; provide feedback and remediate (10 mins); R&V: <b>Creating character:</b> read the article and look at the photographs; <b>vocabulary related to reading text</b> (25 mins); W&P: <u>Plan and write an opinion and justify it:</u> write about the character (you could write more than one paragraph); sketch plan and write first draft; peer edit (20 mins) <b>p. 57</b>	126–127	13.6	60	<u>Extended reading</u>				
		127	13.7	60–61	Complete editing and write final draft				
Reflection									
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?				
					HOD/Subject head: _____ Date: _____				

**Note 1:** Day 3: Act. 9.8 (conditional sentences) should be completed in Week 6 (CAPS Week 16) to fulfil CAPS requirements.

**Note 2:** \*\*Added activities this week.

TOP CLASS Week 8 (CAPS Week 28) – Theme continued: Who’s the boss?										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class				
						Date completed				
1	Check writing about character; provide feedback and remediation (15 mins); LSC: <b>Modal verbs:</b> read the notes and complete the exercises; mark in class and remediate (40 mins) <b>p. 57</b>	128	13.8	61	Extended reading					
2	R&V: <b>Literary text 11: intensive reading: evaluate the message</b> (55 mins) <b>p. 57</b>				Extended reading					
3	LSC: <b>Vocabulary related to reading text:</b> complete the sentences and match the words in the columns; **Added activity: Combine with dictionary practice (30 mins); **Added activity: Write sentences showing the meaning of selected words (25 mins) <b>p. 57</b>	128–129	13.9	61–62	Complete sentences Extended reading					
4	Check vocabulary exercises and sentences; <b>be sure that the sentences make the meaning of the word clear</b> (15 mins) Extension activities: W&P: Plan and write another short scene of the play; see instructions TG p. 62 (40 mins) <b>p. 57</b>			62	Complete scene of play					
5	Perform the scene of the play (40 mins); Added extension activity: Plan and propose a toast (15 mins) <b>p. 57</b>			62 62	Extended reading					
Reflection										
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?					
					<b>HOD/Subject head:</b> _____ <b>Date:</b> _____					

**Note 1:** The CAPS programme requires that **meeting procedures** are addressed in these two weeks. *Top Class English* does not provide material on meeting procedures. The KZN Department of Education has developed material on meetings. You should access this in good time to prepare to teach it.

**Note 2:** Stories of survival are not required by the CAPS for these two weeks. We suggest that the task be completed for homework.

TOP CLASS Week 9 (CAPS Week 29) – Theme: Survival									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class			
						Date completed			
1	<b>Meetings</b> (see Note 1) (55 mins) <b>p. 58</b>				<b>L&amp;S:</b> Telling stories of survival (Act. 14.1) (see Note 2) <b>Meetings</b>				
2	<b>Meetings</b> (55 mins) <b>p. 58</b>				<u>Extended reading</u>				
3	R&V: Read the introduction and the text; answer the questions (40 mins); discuss the questions in Point 1 (15 mins) <b>p. 58</b>	131–133 133	14.2 14.3	62–63 63	Complete comprehension questions				
4	R&V: <b>Intensive reading: explore themes further; compare or contrast;</b> read the explanation in the Note Pad, then read the text; compare with the previous text and complete the table; <b>check and discuss answers and remediate (55 mins) p. 58</b>	133–134	14.4	63–64	<u>Extended reading</u>				
5	R&V: Literary text 12: <b>Intensive reading: explore themes further; compare or contrast</b> (55 mins) <b>p. 58</b>				<u>Extended reading</u>				
Reflection									
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>					<p>What would you change for next time? Why?</p>				
					HOD/Subject head:		Date:		

**Note 1:** The CAPS does not require a fantasy essay in these two weeks. However, it is an appropriate extension to the reading of a text on fantasy, so it should be done, provided that the work on **meetings** has been completed. We suggest that you set the essay for homework.

**Note 2:** Please note that the CAPS programme does not require adjectives and adverbs in these two weeks. However, this is good practice and should be covered as long as all the CAPS requirements have been satisfactorily completed.

**Note 3:** Misprint: TG p. 65 Act. 14.8: Please note that the heading should read ADVERBS, not verbs

**Note 4:** \*\*Added activities this week.

TOP CLASS Week 10 (CAPS Week 30) – Theme continued: Survival									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class			
						Date completed			
1	<b>Meetings</b> (55 mins) p. 58				<u>Extended reading</u>				
2	Check the comprehension questions; provide feedback and remediate; <b>remedial grammar from learners' writing</b> (10 mins); R&V: <b>Enrichment text: fantasy</b> : read the text and discuss the questions; <b>vocabulary related to reading text</b> (45 mins) p. 58	135–136	14.5	64	<u>Extended reading</u>				
3	<b>Meetings</b> (55 mins) p. 58				<b>W&amp;P:</b> Creative essay on <b>fantasy (Act. 14.6)</b> (see Note 1) Plan and write first draft Edit and write final draft				
4	<b>Meetings</b> (55 mins) p. 58	137	14.7 14.8	64–65	<b>LSC:</b> Using adjectives and adverbs (Act. 14.7 and 14.8) (see Note 2 and 3) Complete the tables <b>Meetings</b>				
5	Mark and remediate adjectives and adverbs; provide feedback on essays (20 mins); <b>meetings</b> (20 mins); <b>set goals for holiday reading (15 mins)</b> p. 58				<b>Meetings</b> Complete remediation on grammar and essays <b>Remedial grammar from learners' writing</b>				
Reflection									
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?				
					HOD/Subject head:		Date:		

**Note:** FAT 10: Test 2: **Language in context** and **Literature** this week. Allow two hours.

## TOP CLASS Week 11

### End-of-term reflection

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

1. Was the learners' performance during the term what you had expected and hoped for? Which learners need particular support with EFAL in the next term? What strategy can you put in place for them to catch up with the class? Which learners would benefit from extension activities? What can you do to help them?
2. With which specific topics did the learners struggle the most? How can you adjust your teaching to improve their understanding of this section of the curriculum in the future?
3. What ONE change should you make to your teaching practice to help you teach more effectively next term?
4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back **on track**?

HOD/Subject head:

Date:



## 6. Via Afrika English First Additional Language (Via Afrika Publishers)

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

**Note 2:** The activities required in the CAPS programme in a certain two-week cycle that are listed in the Provincial Teaching Plan in that same cycle are underlined in the CAPS content and homework columns.

**Note 3:** Please note that the sequence of the activities and tasks has been altered in parts for the sake of improved coherence.

**Note 4:** If the **interview** is difficult to access from the CD, then you should read the script of it on LB p. 108.

**Note 5:** Listening to the interview is not a FAT as it is called on p. 107 of the LB.

**Note 6:** \*\* Additional activities this week. In addition, Act. 3 has been altered to fulfil the CAPS requirements.

VIA AFRIKA Week 1 (CAPS Week 21) – Theme: Identifying viewpoints										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class				
						Date completed				
1	R&V: <b>Argument for or against an issue: vocabulary related to reading text:</b> read the text and answer the questions (30 minutes); (see Note 3) read the notes on <b>summaries</b> (LB pp. 107–108);	104–106	1	93–94	<u>Extended reading</u>					
	W&P: Write an <b>argument or list of points for or against a proposal;</b> write down seven sentences summarising <b>the writer’s point of view</b> about uniforms (25 mins) <b>p. 57</b>	107–108	2	95–96	Complete the sentences					
2	L&S: <b>Listen for viewpoints:</b> read the notes on opinions (LB p. 106); listen to the radio interview (see Notes 4 and 5) (15 mins);	106–107	1	94–95	<u>Extended reading</u>					
	W&P: Listen to the interview again (LB p. 108); write a <b>list of points for a proposal against an argument</b> (LB p. 108 Q 2) (40 mins) <b>p. 57</b>	107–108	2	96						
3	R&V: Read the letter of complaint and the notes about writing <b>business letters</b> (LB p. 109–110); **Additional activity: <b>Assess the purpose of including or excluding information:</b> prepare questions to fulfil this CAPS requirement (25 mins); ** Additional activity: W&P: Set a <b>business letter</b> task; plan and write the first draft of a <b>business letter expressing a complaint/point of view with reasons to support the complaint</b> and edit it (30 mins) <b>p. 57</b>	109–110	3 (See note 6)	96	Complete the business letter <u>Extended reading</u>					
4	Check summary sentences and business letter; provide feedback and remediate (15 mins) LSC: <b>Logical connectors and conjunctions:</b> read the information and complete the activities; check the answers and remediate where necessary (40 mins) <b>p. 57</b>	111–112	4 and 5	97	Complete Q 1 and 2 <u>Extended reading</u>					
5	LSC: <b>Generalising and stereotyping:</b> read the information and discuss examples; complete Tasks 1–4 (25 mins); **Additional activity: Present a reading text or advertisements that reinforce stereotypes and/or generalisations and discuss them; learners could design their own advertisements around this theme too (30 mins) <b>p. 57</b>	113	6	97	<u>Extended reading</u>					

Reflection	
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>	<p>What would you change for next time? Why?</p>
<p>HOD/Subject head: _____ Date: _____</p>	

**Note:** \*\*Added activity: FAT 8. There is no information about this FAT in *Via Afrika*, but it can be coherently related to the activities in the unit.

VIA AFRIKA Week 2 (CAPS Week 22) – Theme continued: Identifying viewpoints										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class				
						Date completed				
1	<b>Remedial grammar from learners' writing and performance in mid-year examinations:</b> return mid-year examination papers; provide feedback and remediation; correct errors of content and grammar (35 mins) <b>p. 57</b>				Complete all corrections <u>Extended reading</u>					
2	** Added activity: (see Note) FAT 8: L&S: <b>Prepared reading aloud of a text that gives viewpoints in support of an argument;</b> learners should prepare an extract from a reading in Unit 11 or another source; you should give support about reading aloud skills and the choice of texts; some learners will be ready to read in this session (55 mins) <b>p. 57</b>				Prepare and practise reading aloud <u>Extended reading</u>					

Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Date completed				
3	L&S: <b>FAT 8</b> continued: The rest of the learners read aloud (55 mins) <b>p. 57</b>				<u>Extended reading</u>					
4	** Added activities: Design an activity related to the extended reading activities the learners have been doing; Suggested activity: Write and present a short dialogue; read an extract from a play; comment on a advertisement; present the main points in an article/the main events in a famous person's life (55 mins) <b>p. 57</b>				<u>Extended reading</u>					
5	Consolidation, remediation and enrichment: design a productive activity (55 mins) <b>p. 57</b>				<u>Extended reading</u>					
Reflection										
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>					<p>What would you change for next time? Why?</p>					
					<p>HOD/Subject head: _____</p>					<p>Date: _____</p>

**Note 1:** \*\*Added activity (Day 2): This activity has been added to fulfil the CAPS requirements.

**Note 2:** The CAPS does not require an argumentative essay here. However, since there is time, it will be good to integrate some of the arguments encountered in this unit.

VIA AFRIKA Week 3 (CAPS Week 23) – Theme: Expressing viewpoints									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class			
						Date completed			
1	<b>L&amp;S: Prepare for a formal debate:</b> read the information and follow the preparation steps; <b>LSC: Meta-language of debate procedure;</b> R&V: Read the arguments for and against the topic; choose the speakers and plan the speeches (35 mins); LSC: <b>Verb tenses:</b> Study the information; complete Act. 2 (20 mins) <b>p. 57</b>	115–117  118	1  2	100–101  101	Extended reading  Complete the task on <b>verb tenses</b>				
2	L&S: Hold the <b>debate (55 mins) p. 57</b>				Extended reading				
3	W&P: Write an <b>argument: paragraphs with supporting detail/evidence of viewpoint;</b> put the sentences in order in the paragraphs (10 mins); **Added activity: W&P: Write an argument in paragraphs; use some of the information in the previous texts in the unit and the arguments put forward in the debate (see Note 1) (20 mins) <b>p. 57</b>	120–121	3  4	102	Extended reading				
4	W&P: Argumentative essay: (see Note 2) (55 mins) <b>p. 57</b>	124	4	103	Extended reading				
5	R&V: <b>Literary text 8: Introduction to issues: focus on one identifying feature; discuss its effectiveness</b> (55 mins) <b>p. 57</b>				Extended reading				
Reflection									
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?				
					HOD/Subject head:		Date:		

**VIA AFRIKA Week 4 (CAPS Week 24) – Theme continued: Expressing viewpoints**

Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class				
						Date completed				
1	W&P: <b>Creative descriptive writing:</b> read the paragraph and follow the suggestions; expand this description into an extended piece of writing; plan the description, write the first draft and edit it (55 mins) <b>p. 57</b>	125	5	104	Complete the editing and write the final draft of the description <u>Extended reading</u>					
2	R&V: <b>Imagery in poems and how this relates to issues; vocabulary related to reading text;</b> read the poem and discuss the questions (55 mins) <b>p. 57</b>	126	6	105–106	<u>Extended reading</u>					
3	R&V: <b>Read the second poem and answer the questions; vocabulary related to reading text</b> (30 mins); ** Added activity: Find another poem related to the subject matter; focus on the <b>imagery</b> (25 mins) <b>p. 57</b>	127	7	105–106	<u>Extended reading</u>					
4	R&V: <b>Literary text 9: Intensive reading: identify and discuss plot in a novel/drama/short story or imagery in a poem</b> (55 mins) <b>p. 57</b>				<u>Extended reading</u>					
5	Consolidation, remediation and enrichment (55 mins) <b>p. 57</b>				<u>Extended reading</u>					
Reflection										
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>					<p>What would you change for next time? Why?</p>					
					HOD/Subject head:		Date:			

**Note 1:** Act. 1–3 seem to be more like L&S than R&V activities as they are labelled in the LTSM. This tracker will call these activities L&S tasks.

**Note 2:** Act. 3 cannot be used as a FAT because it is in the learners' books, and they have had access to it before.

**Note 3:** \*\* Added activity this week.

**Note 4:** Emails (LB p. 133): The first example of an email has no message attached. It is therefore not possible to answer the question in Act. 6 or to fulfil the requirements of the CAPS to **compare similar register, style and voice**. To complete this activity you should insert an informal message into the first example of an email.

**Note 5:** FAT 9: two choices this week.

VIA AFRIKA Week 5 (CAPS Week 25) – Theme: The world @ your fingertips									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class			
						Date completed			
1	L&S: (see Note 1) Define social networks: tweet and read other learners' tweets; listen to the reading and answer the questions; check the answers and remediate. (55 mins) <b>p. 57</b>	129–130	1–3	110–111	<u>Extended reading</u>				
2	R&V: Intensive reading on a specific topic; read the text and answer the questions; <b>vocabulary related to reading text</b> (see Note 2) (55 mins) <b>p. 57</b>	130–131	3	112	Continue intensive reading activity Complete answers to comprehension if necessary				
3	R&V: <b>Compare register, style and voice with similar forms</b> : read the information and the examples; ** Added activity: Provide more examples (55 mins) <b>p. 57</b>	132	4 and 5	113	Complete questions in writing				
4	Check answers to comprehension questions; provide feedback and remediate (10 mins); R&V: Read the examples of email format (see Note 4);**Added activity: Read the body of the first email you provided; Act. 6: <b>compare similar register, style and voice</b> ; Act. 7: Complete the table (45 mins) <b>p. 57</b>	133	6 and 7	114	Continue extended reading activities				
5	<b>LSC: Abbreviations, texting symbols</b> : work through the questions (15 mins); <b>FAT 9 choice</b> : W&P: Plan and write and edit an <b>email</b> (20 mins); <b>FAT 9 choice</b> : Plan and write a formal <b>invitation</b> ; LSC: <b>Pay attention to layout, font, script and decorative elements as visual communication</b> ; edit (20 mins) <b>p. 57</b>	134 136 136	8 9 10	115 116 116	Complete the editing Complete the email and invitation				
Reflection									
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?				
					HOD/Subject head:		Date:		

**Note:** This week there is time for consolidation, remediation and enrichment. You should be resourceful in using these periods to the benefit of the learners. Devise a range of activities related to some of the four different skills in the CAPS programme. There are some suggestions below.

VIA AFRIKA Week 6 (CAPS Week 26) – Theme continued: The world @ your fingertips										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class				
						Date completed				
1	Check the email and the invitation; provide feedback and remediate (15 mins); L&S: <b>Formal prepared speech:</b> read the tips on how to present a good speech; plan and prepare speech; practise speech in pairs (40 mins) <b>p. 57</b>	137	11	117	Complete planning of prepared speech Practise it					
2	<b>L&amp;S: Deliver prepared speeches; peer assessment for listening practice (to promote extended reading and independent research)</b> (55 mins) <b>p. 57</b>				<u>Extended reading</u>					
3	Consolidation, remediation and enrichment (see Note); Suggested activity: L&S: Prepare and deliver a speech about a reading activity; peer assess in groups (55 mins) <b>p. 57</b>				<u>Extended reading</u>					
4	Consolidation, remediation and enrichment (see Note); Suggested activity: R&V: Find articles about the effects of social media on our lives; read the text, list the main points and discuss them; summarise the argument in seven sentences (55 mins) <b>p. 57</b>				<u>Extended reading</u>					
5	Consolidation, remediation and enrichment (see Note); Suggested activity: W&P: Plan and write a few paragraphs about how social media has changed your life; edit and write a final draft; check and remediate (55 mins) <b>p. 57</b>				<u>Extended reading</u>					
Reflection										
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?					
										HOD/Subject head:

Note: \*\* Added activities this week.

VIA AFRIKA Week 7 (CAPS Week 27) – Theme: Justifying opinions									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class			
						Date completed			
1	L&S: <b>Listen to a play reading</b> ; discuss the questions (55 mins) <b>p. 57</b>	139–141	1	121–121	<u>Extended reading</u>				
2	R&V: <b>Creating character in a short story</b> : read the story and discuss the questions about the <b>characters; vocabulary related to reading texts</b> ; ** Added activity: More work on vocabulary necessary here (55 mins) <b>p. 57</b>	141–143	2	121–122	Complete questions <u>Extended reading</u>				
3	R&V: Read the poem; answer questions <b>about the rhetorical devices in the poem</b> (35 mins); LSC: <b>Modal verbs</b> : read the information about modal verbs in the table; complete the modal verbs in the cartoon (40 mins) <b>p. 57</b>	144	3	122–123	<u>Extended reading</u> Complete the cartoon				
		145–146	4	123					
4	Check modal verb exercise; remediate and consult the notes; ** Added activity: Role play the situation in pairs; choose two pairs to present the role play to the class (25 mins); W&P: Plan and write an article: <u>write opinion and justify it</u> ; write and edit the first draft (30 mins) <b>p. 57</b>	147	5	124	Complete recommendation for a book Continue editing the article				
5	R&V: <b>Literary text 10: Intensive reading: creating character in a novel, short story or drama or rhetorical devices in a poem</b> (55 mins) <b>p. 57</b>				<u>Extended reading</u>				
Reflection									
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>					<p>What would you change for next time? Why?</p>				
					HOD/Subject head:		Date:		



**Note:** This week there is time for consolidation, remediation and enrichment again. You should be resourceful in using these periods to the benefit of the learners. Devise a range of activities related to the four different skills in the CAPS programme. There are some suggestions below.

VIA AFRIKA Week 8 (CAPS Week 28) – Theme continued: Justifying opinions										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class				
						Date completed				
1	W&P: Complete the article: Write final draft; check, provide feedback and remediate (55 mins) <b>p. 57</b>	147	5	124	Do corrections to article					
2	<b>R&amp;V: Literary text 11: Intensive reading: evaluate the message</b> (55 mins) <b>p. 57</b>				<u>Extended reading</u>					
3	Consolidation, remediation and enrichment (see Note); Suggested activity: W&P: Plan a task on the work covered in one of the literary texts (55 mins) <b>p. 57</b>				<u>Extended reading</u>					
4	Consolidation, remediation and enrichment (see Note); Suggested activity: L&S: Listen to a play reading or a reading of a short story; discuss/make notes on the main character or the themes (55 mins) <b>p. 57</b>				<u>Extended reading</u>					
5	Consolidation, remediation and enrichment (see Note); Suggested activity: R&V: Read a poem or short story aloud in groups; discuss the imagery or the themes (55 mins) <b>p. 57</b>				<u>Extended reading</u>					
Reflection										
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>					<p>What would you change for next time? Why?</p>					
HOD/Subject head:					Date:					

**Note 1:** The CAPS programme requires that meeting procedures are addressed in these two weeks. *Via Afrika* does not provide material on **meeting procedures**. The KZN Department of Education has developed material on meetings. You should access this in good time to prepare to teach it.

**Note 2:** Listening to a poem is not required by the CAPS this week. Complete this worthwhile task since there is time, but be sure to cover the work on **meetings** first.

VIA AFRIKA Week 9 (CAPS Week 29) – Theme: Exploring themes and language further									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class			
						Date completed			
1	L&S: Listen to the reading of a poem; answer the questions (see Note 2) (55 mins) <b>p. 58</b>	148–149	1	128–129	Complete the questions on the poem				
2	<b>Meetings</b> (see Note 1) (55 mins) <b>p. 58</b>				Extended reading				
3	R&V: <b>Enrichment text: science fiction: read the text and answer the questions; vocabulary related to reading text</b> (55 mins) <b>p. 58</b>	150–153	2 and 3	130	Complete the questions				
4	<b>Literary text 12: Intensive reading: explore themes further</b> (55 mins) <b>p. 58</b>				Extended reading				
5	<b>Meetings</b> (55 mins) <b>p. 58</b>	–	–	–	Extended reading				
Reflection									
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>					<p>What would you change for next time? Why?</p>				
HOD/Subject head:					Date:				

**Note 1:** \*\* Added activities this week.

**Note 2:** On Day 5 *Via Afrika* refers to the essay task (LB p. 155) as a FAT. Please note that this is not a FAT and is not required by the CAPS in these weeks. This time might be needed to cover the work on **meetings**, so we suggest that this task is omitted unless there is time.

**Note 3:** The heading to Act. 4 is *Grammar*. However, this is a reading activity, and the tracker will call it R&V.

VIA AFRIKA Week 10 (CAPS Week 30) – Theme continued: Exploring themes and language further									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class			
						Date completed			
1	R&V: (see Note 3) Read the poem several times; read aloud for practice; answer the questions; ** Added activity: Provide <b>vocabulary related to reading text</b> (20 mins); check questions on science fiction (10 mins); ** Added activity: Read extract from another of Isaac Asimov's stories (20 mins) <b>p. 58</b>	154–155	4	130–131	<u>Extended reading</u>				
2	<b>Meetings</b> (55 mins) <b>p. 58</b>	–	–	–	<b>Meetings</b>				
3	<b>Meetings</b> (55 mins) <b>p. 58</b>	–	–	–	<b>Meetings</b>				
4	<b>Meetings</b> (55 mins) <b>p. 58</b>	–	–	–	<b>Meetings</b> Complete corrections of FAT 10				
5	<b>Meetings</b> (30 mins); set goals for holiday reading (25 mins) <b>p. 58</b>	–	–	–	<b>Meetings</b>				
Reflection									
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>					<p>What would you change for next time? Why?</p>				
					HOD/Subject head:		Date:		

**Note:** FAT 10: Test 2: **Language in context** and **Literature** this week. Allow two hours.

## VIA AFRIKA Week 11

### End-of-term reflection

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

1. Was the learners' performance during the term what you had expected and hoped for? Which learners need particular support with EFAL in the next term? What strategy can you put in place for them to catch up with the class? Which learners would benefit from extension activities? What can you do to help them?
2. With which specific topics did the learners struggle the most? How can you adjust your teaching to improve their understanding of this section of the curriculum in the future?
3. What ONE change should you make to your teaching practice to help you teach more effectively next term?
4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back **on track**?

HOD/Subject head:

Date:

## 7. Viva English First Additional Language (Vivlia Publishers and Booksellers)

**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:** Although *Viva English* includes some interesting material, there is much that does not fulfil CAPS requirements throughout the eight weeks. You should make every effort to fill in with material from other sources in order to ensure that the CAPS requirements are covered every week.

**Note 3:** The activities required in the CAPS programme in a certain two-week cycle that are listed in the Provincial Teaching Plan in that same cycle are underlined in the CAPS content and homework columns.

**Note 4:** Although the term is 11 weeks long (53 teaching days) *Viva English* has material for only eight weeks. In the second four-week block, the material will be interspersed with sessions to fulfil the CAPS requirements. The activities required to be covered by the CAPS have on occasions been omitted from this LTSM.

**Note 5:** Extra signs and their meaning: # These activities are not required in the CAPS in these weeks but are set in *Viva English*. Day by day, the tracker **details activities required by CAPS in bold letters** in the left-hand column. Consult other LTSMs for material to cover these topics. ^^ The topics required by the CAPS for which you have to find material elsewhere are marked ^^.

**Note 6:** Act. 2: Since this activity is not required in these weeks by the CAPS, do not ask the learners to write the notes out in full unless there is time later in the weeks.

**Note 7:** FAT 8 this week.

VIVA ENGLISH Week 1 (CAPS Week 21) – Theme: Problems and solutions									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class			
						Date completed			
1	# L&S: <b>Talk about violence and suggest solutions</b> (10 mins); # listen to a factual text and make notes as you listen (a timeline would be useful) (see Note 6) (10 mins); L&S: <b>FAT 8: Reading</b> newspaper report <b>aloud: prepare and practise reading aloud; read for assessment</b> (35 mins) <b>p. 57</b>	128 128 129–131	1 2 3	74 74–75 75	<u>Extended reading</u>				
2	L&S: Learners to continue <b>reading aloud</b> for assessment (FAT 8) (30 mins); R&V: <b>Vocabulary related to reading text</b> (10 mins); discuss the text, Q 1–3 (15 mins) <b>p. 57</b>	131	4	75	<u>Extended reading</u>				
3	R&V: Answer the comprehension questions (35 mins); # L&S: Role play a TV interview; plan the role play (20 mins) <b>p. 57</b>	131–132 133	5 6	75–76 76–77	Complete comprehension questions				
4	L&S: # Perform the TV interview (20 mins); check comprehension answers; provide feedback and remediate (15 mins); # W&P: Present the content of the text in Ex. 3 in a flow chart (20 min) <b>p. 57</b>	133	7	77	Make corrections where necessary				
Reflection									
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?				
					HOD/Subject head:		Date:		

**Note 1: Logical connectors and conjunctions:** Some of the negative forms in Q 2 (LB p. 134) could form part of this exercise. Find other useful words to practise here to fulfil the CAPS requirements. Use other sets of LTSMs or grammar books for material.

**Note 2:** Please note that the exercises have been taken out of sequence here for the sake of cohesion and flow.

**Note 3: ^^ Generalisation and stereotype:** There is no material in *Viva English* on this topic. Plan well ahead of time to have material from another source ready for Day 5 this week.

VIVA ENGLISH Week 2 (CAPS Week 22) – Theme continued: Problems and solutions									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class			
						Date completed			
1	#LSC: Negative forms: read the information and answer the questions (15 mins); ^^ LSC: <b>Revise logical connectors and conjunctions</b> (see Note 1) (40 mins) <b>p. 57</b>	134	8	78	<u>Extended reading</u>				
2	R&V: Cover pre-reading activity; <b>vocabulary related to reading text</b> (10 mins); <b>read simple argument for or against:</b> read the text, then answer the questions in the written comprehension (Ex. 12) (see Note 2) (45 mins) <b>p. 57</b>	135 135–137 139–140	9 10 and 12	78 78–79	Complete the written comprehension questions				
3	^^ R&V: <b>Assess the purpose of including or excluding information:</b> set task related to the text in Ex. 10 to fulfil the CAPS requirements for these two weeks; plan and execute tasks (55 mins) <b>p. 57</b>	–	–	–	Complete task				
4	R&V: <b>Read for summary</b> (Q 2c LB p. 139); <b>LSC: Paragraph structure:</b> answer the questions; consider the <b>argument;</b> <b>write a list of points for or against</b> (55 mins) <b>p. 57</b>	138–139	11	79	Complete the summary				
5	^^ <b>Generalisation and stereotype:</b> develop material yourself, or consult another LTSM (see Note 3) (55 mins) <b>p. 57</b>	–	–	–	<u>Extended reading</u>				
Reflection									
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?				
					HOD/Subject head:		Date:		

**Note:** The units in *Viva English* contain activities for four weeks. Therefore, sometimes the activities are slightly out of sequence, such as the **business letter** (Day 1 this week, should have been done last week). This slight change is acceptable here because the task appears in a logical and coherent sequence.

VIVA ENGLISH Week 3 (CAPS Week 23) – Theme continued: Problems and solutions										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class				
						Date completed				
1	Check comprehension, summary and other tasks; provide feedback and remediate (20 mins); LSC: <b>Vocabulary related to reading text:</b> refer to the text in Ex 10; complete the vocabulary exercises; check and correct (15 mins); W&P: Prepare to write a formal letter ( <b>business letter</b> ): <b>complaint and reasons to support the complaint</b> ; pay attention to the format and tone; plan and write the first draft £(20 mins) <b>p. 57</b>	140 140–141	13 14	80 81	Edit the first draft and write the final draft					
2	R&V: <b>Literary text 8: introduction to issues; focus on one identifying feature and discuss its effectiveness</b> (55 mins) <b>p. 57</b>				<u>Extended reading</u>					
3	R&V: Pre-reading task (5 mins); read the text; <b>vocabulary related to reading text; answer the questions</b> (55 mins) <b>p. 57</b>	141 141–145 145 146	15 16 17 18	81–82 82–83	Complete comprehension questions # Ex. 19: Written information into visual form					
4	LSC: <b>Verb tenses:</b> read the information and complete the tasks (25 mins); W&P: # Letter of appreciation; check and remediate (30 mins) <b>p. 57</b>	146–147 147	20 21	83–84 84	<b>Verb tenses:</b> Extended tasks resource section LB p. 228 Q 8a and b					
5	^^ L&S: <b>Introduction to formal debate procedure</b> (10 mins); ^^ LSC: <b>Meta-language of debate procedure</b> (10 mins); ^^ W&P: <b>Write an argument: paragraphs with supporting detail/evidence of viewpoint</b> (35 mins) <b>p. 57</b>	– –	– –	– –	Continue to plan debate					
Reflection										
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?					
					<b>HOD/Subject head:</b> _____ <b>Date:</b> _____					

**Note: Register** (Day 3): Please note that this topic is required by the CAPS in Week 7 and 8 and not in these weeks. However, you should cover it here, as it follows on logically from the previous activities in this context.

VIVA ENGLISH Week 4 (CAPS Week 24) – Theme continued: Problems and solutions									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class			
						Date completed			
1	R&V: <b>Literary text 9: intensive reading: identify and discuss plot in novel, short story or drama or rhetorical devices in a poem and how these relate to issues</b> (55 mins) <b>p. 57</b>				Extended reading				
2	^^ L&S: Hold <b>debate</b> (40 mins); check business letter and comprehension; provide feedback and remediate (15 mins) <b>p. 57</b>	–	–	–	Extended reading				
3	LSC: <b>Register</b> : read the information and the letter; answer the questions; select questions to be answered in writing (see Note) (35 mins); # R&V: Reflection: informal letter (20 mins) <b>p. 57</b>	148 149	22 23	84 85	Complete written questions				
4	# W&P: Reflection (30 mins); ^^ W&P: Plan and write a <b>descriptive essay</b> : begin the first draft and the editing (25 mins) <b>p. 57</b>	150 –	24 –	85 –	Complete reflection Continue editing and complete the first draft				
5	^^ W&P: Write the final draft of the <b>descriptive essay</b> (55 mins) <b>p. 57</b>	–	–	–	Extended reading				
Reflection									
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>					<p>What would you change for next time? Why?</p>				
HOD/Subject head:					Date:				



**Note 1:** A summary is required in *Viva English*. The CAPS requires a summary in Weeks 1 and 2. However, Task 5 this week presents a good opportunity for revising writing a summary, and it should therefore be done here too.

**Note 2:** \*\*Added activities this week.

**Note 3:** Day 4: FAT 9: **Writing an email and an invitation**. You need to find information and examples for this activity, since there is no material in *Viva English*. Do this planning and preparation well ahead of time.

VIVA ENGLISH Week 5 (CAPS Week 25) – Theme: Being tolerant									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class			
						Date completed			
1	R&V: Cover the pre-reading task; read the text; ** Added activity: <b>Vocabulary related to reading text</b> ; more words could be covered here (35 mins); # W&P: Paragraph study (20 mins) p. 57	152–155 156	1–2 3	88 89	Complete work on paragraphs				
2	# Check the paragraph exercise; provide feedback and remediate; <b>remedial grammar from learners' writing</b> (10 mins); # LSC: Conditional sentences; complete the exercise; check and remediate (10 mins); # L&S: Prepare and read a news bulletin (15 mins); # ** Added activity: W&P: <b>Summarise</b> the seven main points of the news (see Note 1) (20 mins) p. 57	157 158	4 5	89 90	Extended reading				
3	# W&P: Plan and write an autobiography; work through the checklist; edit the first draft (55 mins) p. 57	158–159	6	90	Continue editing and write the final draft of the autobiography				
4	^^FAT 9 choices: ^^ W&P: Plan and <b>write an email</b> ; pay attention to format; edit the first draft; write the final draft (25 mins); ^^ Plan and <b>write an invitation (formal or informal)</b> ; ^^ LSC: Pay attention to <b>layout, font, script, decorative elements as visual communication</b> (30 mins) (see Note 3) p. 57	– – –	– – –	– – –	Extended reading				
5	Check autobiography; provide feedback and remediate (10 mins); consolidation, remediation and enrichment (45 mins) p. 57				Extended reading				
Reflection									
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?				
					HOD/Subject head:		Date:		

**Note:** Day 3 this week: ^^ **Compare register, style and tone with similar forms, e.g a letter.** There is no material on this CAPS requirement in *Viva English*. Set two or three extra questions on Ex. 8 to fulfil this CAPS requirement. Plan the questions in good time.

VIVA ENGLISH Week 6 (CAPS Week 26) – Theme continued: Being tolerant										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class				
						Date completed				
1	L&S: <b>Formal prepared/researched speech:</b> prepare to research the topic; see checklist for requirements of prepared speeches (15 mins); ^^ LSC: <b>Abbreviations and texting symbols</b> (40 mins) <b>p. 57</b>	159–160 –	7 –	91 –	Continue research activities Plan and practise prepared speech					
2	L&S: Present <b>formal prepared speeches</b> ; use checklist for <b>peer assessment (to promote extended reading and independent research)</b> (55 mins) <b>p. 57</b>	159–160	7	91	<u>Extended reading</u>					
3	<b>R&amp;V: Intensive reading on a specific topic: ^^ Compare register, style and tone with similar forms, e.g. a letter;</b> set a few questions to cover these CAPS requirements (see Note) (55 mins) <b>p. 57</b>	160 –	8 –	92 –	<u>Extended reading</u>					
4	Time for consolidation, remediation and enrichment (55 mins) <b>p. 57</b>				<u>Extended reading</u>					
5	Time for consolidation, remediation and enrichment (55 mins) <b>p. 57</b>				<u>Extended reading</u>					
Reflection										
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>					<p>What would you change for next time? Why?</p>					
					HOD/Subject head:		Date:			

**Note:** Day 1: **Listen to role play** (Ex. 9) and **modal verbs** (Ex. 10 & 11) are required by the CAPS in Week 7. They have therefore been moved to Week 7 in the tracker and will be out of the sequence of the LTSM.

VIVA ENGLISH Week 7 (CAPS Week 27) – Theme continued: Being tolerant										
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class				
						Date completed				
1	L&S: <b>Listen to role play</b> ; practise the role play with different learners; perform to class (see Note) (35 mins); LSC: <b>Modal verbs</b> (see Note); write a short dialogue using <b>modal verbs</b> (20 mins) <b>p. 57</b>	162 162–163 163	9 10 11	93 93 94	Extended reading					
2	R&V: <b>Intensive reading: rhetorical devices in a poem</b> : complete pre-reading activity; read the poem or listen to a reading; LSC: <b>Vocabulary related to reading text</b> (20 mins); R&V: Begin comprehension (35 mins) <b>p. 57</b>	163 166	12 and 13 14	94–95 95	Extended reading Complete comprehension					
3	R&V: <b>Literary text 10: intensive reading: creating character in a novel, short story or drama, or rhetorical devices in a poem</b> (55 mins) <b>p. 57</b>				Extended reading					
4	Check comprehension (10 mins) # L&S: Discuss intolerance (30 mins); # Dramatised poetry reading in groups of four (25 mins) <b>p. 57</b>	167 167	15 16	95 96	Extended reading					
5	# R&V: Genre (15 mins); consolidation, remediation and enrichment (40 mins) <b>p. 57</b>				Extended reading					
Reflection										
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?					
HOD/Subject head:					Date:					

**VIVA ENGLISH Week 8 (CAPS Week 28) – Theme continued: Being tolerant**

Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class				
						Date completed				
1	R&V: Complete pre-reading activity; <b>vocabulary related to reading text</b> ; read the text (20 mins); # Read a visual text; complete the written comprehension exercise; check the exercise and remediate (35 mins) <b>p. 57</b>	168 170 171	18 and 19 20 21	96 96 97	Complete comprehension if necessary Complete Ex. 22 and 23					
2	<b>Literary text 11: Intensive reading: evaluate the message.</b> (55 mins) <b>p. 57</b>				Extended reading					
3	# L&S: Oral presentation: read about the situations and plan how to deal with them; make short presentations (55 mins) <b>p. 57</b>	172	24	97	Extended reading					
4	Reflection: R&V: Read about the Bill of Rights (15 mins); W&P: <u>Write opinion and justify</u> : consider <b>register, style and voice</b> ; write about tolerance: answer the questions (40 mins) <b>p. 57</b>	173 173	25	98	Extended reading					
5	Complete presentations if necessary (30 mins); check answers to Ex. 25 (25 mins) <b>p. 57</b>	173			Continue Extended reading					

**Reflection**

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

What would you change for next time? Why?

HOD/Subject head:

Date:

**Note 1:** *Viva English* has not allowed for two extra weeks of content. You will therefore have to develop your own material for Weeks 9 and 10 (CAPS weeks 29 and 30). Consult other LTSMs, or plan the weeks with your colleagues. The tracker suggests some activities to fill up the time productively once the CAPS requirements have been fulfilled.

**Note 2:** *Viva English* does not provide material on meeting procedures. The KZN Department of Education has developed material on meetings. You should access this in good time to prepare to teach it.

VIVA ENGLISH Week 9 (CAPS Week 29)									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class			
						Date completed			
1	<b>Meetings: L&amp;S: Meeting procedures; LSC: Meta-language for meeting procedures</b> (55 mins) p. 58				<u>Extended reading</u>				
2	<b>Meetings</b> (see Note 2); <b>write a notice of a meeting and an agenda</b> (55 mins) p. 58	–	–	–	Plan for the meeting <u>Extended reading</u>				
3	<b>Meetings: hold the meeting</b> (55 mins) p. 58	–	–	–	<b>Meeting procedures</b>				
4	^^ R&V: <b>Explore themes further; compare and contrast</b> ; choose a text and set a comprehension exercise; read the text and answer the questions (55 mins) p. 58	–	–	–	Complete the comprehension questions				
5	Check comprehension answers; check minutes; <b>remedial grammar from learners' writing</b> (55 mins) p. 58				<u>Extended reading</u>				
Reflection									
<b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?					What would you change for next time? Why?				
<b>HOD/Subject head:</b>					<b>Date:</b>				

**Note:** *Viva English* has not allowed for two extra weeks of content. You will therefore have to develop your own material for Weeks 9 and 10 (CAPS Weeks 29 and 30). The tracker suggests some activities to fill up the time productively once the CAPS requirements have been fulfilled.

VIVA ENGLISH Week 10 (CAPS Week 30)									
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	Homework	Class			
						Date completed			
1	R&V: <b>Literary text 12: Intensive reading: explore themes further; compare and contrast; vocabulary related to reading text</b> (55 mins) <b>p. 58</b>				Extended reading				
2	^^ R&V: <b>Enrichment text: fantasy, dream, science fiction in any medium</b> (55 mins) <b>p. 58</b>	–	–	–	Extended reading				
3	<b>Meetings: Plan the minutes</b> (55 mins) <b>p. 58</b>	–	–	–	<b>Meetings: Write the minutes</b>				
4	<b>Meetings: Review the minutes; remedial grammar from learners' writing</b> (55 mins) <b>p. 58</b>	–	–	–	<b>Meetings</b>				
5	<b>Meetings/extended reading</b> (35 mins); set goals for holiday reading (20 mins) <b>p. 58</b>	–	–	–	Extended reading				
Reflection									
<p><b>Think about and make a note of:</b> What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete the work set for the week? If not, what will you do to get back on track?</p>					<p>What would you change for next time? Why?</p>				
HOD/Subject head:					Date:				

VIVA ENGLISH Week 11

End-of-term reflection

Think about and make a note of:

- |  |   |
|--|---|
| 1. Was the learners' performance during the term what you had expected and hoped for? Which learners need particular support with EFAL in the next term? What strategy can you put in place for them to catch up with the class? Which learners would benefit from extension activities? What can you do to help them? | 3. What ONE change should you make to your teaching practice to help you teach more effectively next term?  |
| 2. With which specific topics did the learners struggle the most? How can you adjust your teaching to improve their understanding of this section of the curriculum in the future?   | 4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back <b>on track</b> ? |

HOD/Subject head:

Date:

## F. ASSESSMENT RESOURCES

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

In all subjects, FATs must include questions that are set at a range of cognitive levels. For EFAL questions can be set at various levels for the comprehension section of Paper 1 and for the literature questions in Paper 2.

On p. 79 of the CAPS for EFAL Grades 10–12 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. For example, visual literacy questions (such as analysis of a cartoon or advertisement) may include a higher percentage of inferential questions than is the case for a prose passage. The information from the CAPS is reproduced in the table below. You may find it useful as a guide when you are setting questions.

**Table 4: OVERVIEW OF ASSESSMENT REQUIREMENTS FOR GRADE 12 (ALSO REFERS TO GRADES 10 AND 11) (CAPS p. 79)**

COGNITIVE LEVEL	ACTIVITY	PERCENTAGE OF TASK
<b>Literal (Level 1)</b>  <b>Reorganisation (Level 2)</b>	Questions that deal with information explicitly stated in the text. <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> Questions that require analysis, synthesis or organisation of information explicitly stated in the text. The following are examples: <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>Levels 1 &amp; 2: 40%</b>
<b>Inference (Level 3)</b>	Questions that require learners to interpret messages that are not explicitly stated by linking information from different parts of the text or relating clues in their text to their prior knowledge or experience and drawing conclusions. <ul style="list-style-type: none"> <li>• Explain how the main idea links with theme/message ...</li> <li>• Compare the ideas/attitudes/actions ...</li> <li>• What is the writer's (or character's) intention/attitude/motivation/reason ... ?</li> <li>• Explain the cause/effect of ...</li> <li>• What does an action/comment/attitude (etc.) reveal about the narrator/writer/character ... ?</li> <li>• How does the metaphor/simile/image affect your understanding ... ?</li> <li>• What do you think will be the outcome/effect (etc.) of an action/situation ... ?</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.</p> <ul style="list-style-type: none"> <li>• Do you think that what happens is credible/realistic/possible ...?</li> <li>• Is the writer's argument valid/logical/conclusive ...?</li> <li>• Discuss/comment critically on the action/intention/motive/attitude/suggestion/implication ...</li> <li>• Do you agree with the view/statement/observation/interpretation?</li> <li>• In your view, is the writer/narrator/character justified in suggesting/advocating that ...? (Substantiate your response/Give reasons for your answer.)</li> <li>• Is the character's attitude/behaviour/action justifiable or acceptable to you? Give a reason for your answer.</li> <li>• What does a character's actions/attitude(s)/motives ... show about her/him in the context of universal values?</li> <li>• Discuss critically/comment on the value judgements made in the text.</li> </ul>	<b>Levels 4 &amp; 5: 20%</b>
<b>Appreciation (Level 5)</b>	<p>These questions are intended to assess the psychological and aesthetic impact of the text on the candidate. They focus on emotional responses to the content, identification with characters or incidents and reactions to the writer's use of language (such as word choice and imagery).</p> <ul style="list-style-type: none"> <li>• Discuss your response to the text/incident/situation/conflict/dilemma ...</li> <li>• Do you empathise with the character? What action/decision would you have taken if you had been in the same situation?</li> <li>• Discuss/comment on the writer's use of language ...</li> <li>• Discuss the effectiveness of the writer's style/introduction/conclusion/imagery/metaphors/use of poetic techniques/literary devices ...</li> </ul>	

On the following pages there is one example of each item in the FAT 10: Test 2 required for Term 3.

**Note:** The choices in FAT 10 in this tracker reflect the requirements of the KZN Education Department. They differ from the requirements in the CAPS. (See p. 81 in the CAPS for the CAPS requirements.)

Language in context: (40 marks)

Comprehension

Summary

Language structures and conventions

Literature: Context questions (35 marks)

**Note:** You must set the literature paper because learners will have read poems from a particular anthology of poetry or short stories from a particular collection, or a particular novel or play.

Learners should have one hour to write their answers, and the total marks for the paper should be 35.

The questions in the sample literature paper are examples of questions at different cognitive levels that you could ask on an extract. They are followed by a memorandum in the form of a table that gives the answers to and the cognitive level of each question. The example presented here carries 22 marks and should be completed by your learners in about 35 minutes.

**2. English First Additional Language Grade 10: Formal Assessment Task 10:  
Language in context**

**Marks: 40**

**Time: 1 hour**

**Instructions and information**

1. This question paper consists of THREE sections:

Section A: Comprehension (30)

Section B: Summary (10)

Section C: Language (40)

2. Answer Section A

AND

Section B or Section C.

3. Number the answers correctly according to the numbering system used in the question paper.

## Section A: Comprehension

### Question 1

Read the passage below, and then answer the questions. Answer in full sentences in your own words as far as possible.

#### Dolphins – the ‘humans of the sea’

Dolphins are extraordinarily talkative. Not only do they whistle and click, but they also produce loud sounds to discipline their young and chase away sharks. Scientists listening to these sounds have long wondered what, if anything, they might mean. Surely such a large-brained, highly social creature wouldn't waste all that energy babbling beneath the waves unless the sounds contained some meaningful content. Yet, despite half a century of study, scientists are not yet able to understand the exact nature of dolphin communication.

Dolphins are some of the largest-brained animals apart from humans. They have a capacity to plan for the future and an ability to solve problems. Dolphins are also very good at processing emotions, which is essential to the bond that exists among them in their communities. Scientists believe that dolphins have a more complex social system than humans.

When dolphins are in trouble, they bond far better than any other animal group. If a dolphin becomes sick and heads toward shallow water, the entire group will sometimes follow, which can lead to mass strandings. 'It's as if they have a single focus on the stranded dolphin,' says Lori Marino, a scientist from the U.S. A mass stranding in Australia was avoided when humans intervened. They captured a juvenile dolphin and towed her out to sea. The others followed her when they heard her distress calls.

Dolphins' complicated behaviour might explain why they possess such large brains and show great intelligence. Richard Connor, who studies dolphins in Australia, has found that sometimes, dolphins operate in small groups where the males defend and protect the females. They also form groups of different sizes depending on the circumstances. These groups are remarkably stable and can last for up to 16 years. However, two dolphins can be friends the one day and foes the next as their situation changes.

Like humans, dolphins are cosmopolitan creatures. They live everywhere in the sea. They can use primitive tools: a dolphin will protect his beak (nose) with a sea sponge as he searches the sea floor for fish. Dolphins hunt in groups, surrounding a school of fish to capture the food most efficiently.

As early as the 1950s John Lilly was the first scientist to suggest that these 'humans of the sea' have a language. Much more recently, during the past decade, high-frequency underwater recorders and computerized decoders have been used to capture the full range of dolphin sounds. Scientists have discovered that dolphins use 'signature whistles' to greet and call to one another – a label that distinguishes individuals. Dolphins are the only other animals, besides humans, that use these signals to identify others of their own species.

Adapted from *National Geographic* magazine, May 2015

478 words

#### **Vocabulary**

*Babbling* = childish, meaningless noise

*Stranded* = left on the shore, unable to move back into the water

- 1.1 Why, according to the scientists, do dolphins make loud sounds? Give two reasons. (2)
- 1.2 Explain the difference between being 'talkative' and 'babbling' in the first paragraph. Use your own words as far as possible. (2)

- 1.3 According to the article, for about how many years have scientists been studying dolphin communication? (1)
- 1.4 Name three things dolphins do that show their intelligence. (3)
- 1.5 Write three sentences, and use your own words as far as possible. (1)
- 1.6 Explain in your own words why the scientists wanted to avoid the stranding of the dolphins. (1)
- 1.7 Write the following in reported speech: (2)
- 'It's as if they have a single focus on the stranded dolphin,' says Lori Marino.
- 1.8 Complete the text below by filling in the gaps. Use the words in the box. (2)
- There are more words than you need.

possess	stable	complex	protect	identify	distinguishes
---------	--------	---------	---------	----------	---------------

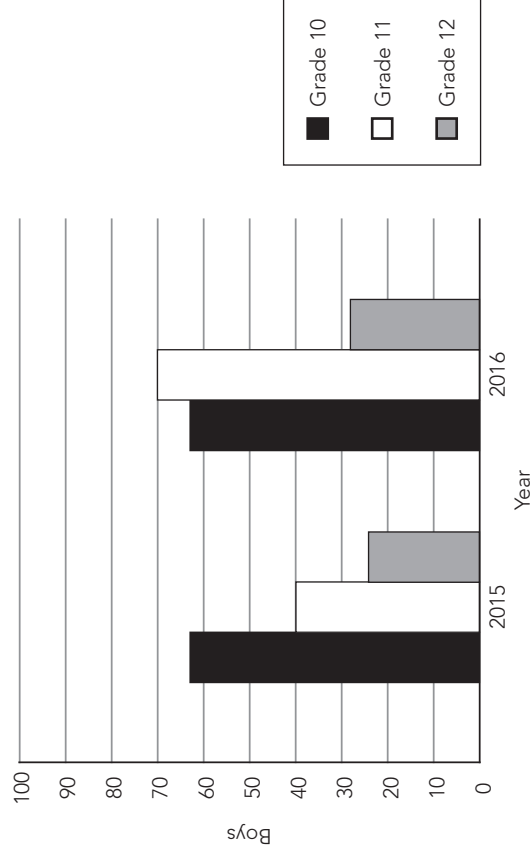
- Scientists have studied the behaviour of dolphins and find that they have a \_\_\_\_\_ social structure similar to humans. They live for many years in \_\_\_\_\_ groups of different sizes.
- The males \_\_\_\_\_ the females from harm and communicate using specific signs.
- Dolphins can \_\_\_\_\_ particular individuals by using these special signals. (4)
- 1.8 **Dolphins – 'the humans of the sea'**. Do you think that this is a fitting title for the text? (2)
- Give two reasons for your answer. (3)
- 1.9 Do you agree with scientists who think it is important to study the habits of dolphins? (2)
- Give a reason for your answer. (2)

**Total marks Question 1: (20)**

## Section A

### Question 2.1

The graph displays information about the boys who play football in a certain high school. The vertical axis records the number of boys. Answer the questions about the graph or complete the sentences:



- 2.1.1 Which grade had the most football players in: (2)
- 2.1.1.1 2015
- 2.1.1.2 2016
- 2.1.2 Which grade had the greatest increase in number of football players over the two-year period? (1)
- 2.1.3 2.1.3.1 In both years, the grade with the fewest football players was Grade \_\_\_\_\_. (1)
- 2.1.3.2 Give a reason why you think this grade had the fewest football players of all three grades. (1)

## Section A

### Question 2.2

View the cartoon below and answer the questions.

#### Eskom's shocking increase



<http://ewn.co.za>

- 2.2.1 'Eskom's shocking increase':  
Give two different meanings of 'shocking' as it is used in this cartoon. (2)
- 2.2.2 Do you think the cartoonist really believes that Eskom is 'powering your world'?  
Your answer can include your knowledge of events outside the cartoon. (1)
- 2.2.3 Why is the consumer saying "FZZT!"? (1)
- 2.2.4 What event in South Africa is this cartoon commenting about?  
Write one sentence. (1)

**Total marks Question 2: (10)**

**Total marks Section A: (30)**

## Answer Section B OR Section C

### Section B: Summary

Read the text below, and summarise the **main ways** in which the writer says you can impress other people these days.

Write your summary in point form, **in full sentences in your own words**.

Write down seven sentences, each on a separate line.

Number your sentences from 1–7.

Use a maximum of 70 words.

### Our new status symbols

What do you do to impress these days? The rules are not what they were.

The smart way to show off is to wear a ring with small stones or a simple, narrow wedding band. No heavy gold chains or flashy watches – just something plain that tells the time. Gone are the days when the shiny four-wheel drive was the envy of your friends. These days, a small car with low fuel consumption is the way to go. Wear sensible, well-cut clothes from a store known for its modest prices. Gone are the days when designer labels turned the heads of your friends because they knew how much you spent. Forget the expensive first-class flight and luxurious accommodation on a tropical island. You can enjoy a restful holiday in a countryside cottage with an outdoor shower close to home. Fresh, healthy food is what will make your meal memorable. If it is organic and grown in your own garden, so much the better. Home is a place where you can make the biggest impact. Marble and glass have made way for less expensive, eco-friendly materials. Home is a far more impressive party venue than your local disco.

197 words

**Total marks Section B: (10)**

**OR**

### Section C: Language structures and conventions

1. Complete the following sentences by filling in the modal verb. Choose the words from the box. Do not use a verb more than once. Write only the word.

could	should	may	would
-------	--------	-----	-------

- 1.1 It is getting dark outside. I \_\_\_\_\_ go home. (1)  
1.2 If I won the Lotto, I \_\_\_\_\_ donate some money to charity. (1)

2. In each question, combine the following sentences into one sentence.

- 2.1 The boy could not complete this homework. He left his school bag on the bus.  
Begin: The boy left \_\_\_\_\_ (1)  
2.2 He entered the race. He had no chance of winning.  
Begin: Although \_\_\_\_\_ (1)

3. Read the text below, and correct the errors.

Write out the text, and underline the corrections you have made.

Most light come from the sun. The sun's rays can make many different colours as they shine through dust and water drops in the sky. (2)

4. Write out the following terms in full:

- 4.1 email (1)  
4.2 sms (1)

5. Is the following statement a generalisation, or is it stereotyping? Give a reason for your answer.

**Female drivers should pay more car insurance because they do not drive safely.** (2)

**Total marks Section C: (10)**

**Total marks FAT 10 Language in context: (40)**

### 3. English First Additional Language Grade 10: Formal Assessment Task 10 Memorandum: Language in context

#### Memorandum Section A: Comprehension Question 1

Total marks Section A Question 1: 20

No.	Question	Mark allocation	Answer	Cognitive level	Analysis of cognitive level						
1.1	Why, according to the scientists, do dolphins make loud sounds? Give two reasons.	2	They want to control the young dolphins and protect themselves from sharks.	1 Literal	Information explicitly stated in the text.						
1.2	Explain the difference between being 'talkative' and 'babbling' in the first paragraph. Use your own words as far as possible.	2	'Talkative' means that the speaker is communicating meaningful content. 'Babbling' suggests that the sounds produced are meaningless.	3 Inference	Interpreting messages that are not explicitly stated; comparing ideas.						
1.3	According to the article, for about how many years have scientists been studying dolphin communication?	1	They have been studying dolphin communication for more than 60 years/ almost 70 years.	3 Inference	Question requiring organisation of information explicitly stated in the text.						
1.4	Name three things dolphins do that show their intelligence. Write three sentences, and use your own words as far as possible.	3	Any three of the following: They greet and call to one another/plan for the future/solve problems/care for each other/they are capable of lasting relationships/they use tools/co-operate when hunting/they recognise other dolphins.	3 Inference	Learners required to interpret messages not explicitly stated in the text.						
1.5	Explain in your own words why the scientists wanted to avoid the stranding of the dolphins.	1	Dolphins need deep water to survive. They will die if they are unable to swim into deep water.	3 Inference	Learners required to interpret messages not explicitly stated in the text.						
1.6	Write the following in reported speech: 'It's as if they have a single focus on the stranded dolphin,' says Lori Marino.	2	Lori Marino said that it was as if the dolphins had a single focus on the stranded dolphin.	2 Reorganisation	Reorganisation.						
1.7	Complete the text below by filling in the gaps. Use the words in the box. There are more words than you need. <table border="1" style="width: 100%; text-align: center; margin: 5px 0;"><tr><td>possess</td><td>stable</td><td>complex</td><td>protect</td><td>identify</td><td>distinguishes</td></tr></table> Scientists have studied the behaviour of dolphins and find that they have a ____ social structure similar to humans. They live for many years in ____ groups of different sizes. The males ____ the females from harm and communicate using specific signs. Dolphins can ____ particular individuals by using these special signals.	possess	stable	complex	protect	identify	distinguishes	4	Scientists have studied the behaviour of dolphins and find that they have a <u>complex</u> social structure similar to humans. They live for many years in <u>stable</u> groups of different sizes. The males <u>protect</u> the females from harm and communicate using specific signs. Dolphins can <u>identify</u> particular individuals by using these special signals.	2 Reorganisation	Reorganisation.
possess	stable	complex	protect	identify	distinguishes						



No.	Question	Mark allocation	Answer	Cognitive level	Analysis of cognitive level
1.8	<b>Dolphins – ‘the humans of the sea’.</b> Do you think that this is a fitting title for the text? Give two reasons for your answer.	3	This question gives the learners room to show some creative thinking and the extent of their personal response to the text. Accept any reasonable answer. Yes. Dolphins are compared to humans in the text. The writer shows that they are intelligent, solve problems and use tools. They care for each other and live in social groups. They have human qualities. No. (A less satisfactory answer. Assess it by the validity of the reasons given.) The text is about dolphins. Scientists do not know enough yet about dolphin behaviour to make this claim.	5 Appreciation	Assessing the aesthetic impact of the text on the candidate.
1.9	Do you agree with scientists who think it is important to study the habits of dolphins? Give a reason for your answer.	1 + 1	Accept any reasonable answer. <b>Agree</b> because dolphins are fascinating creatures, and it is important to learn more about the world around us. <b>Disagree</b> because too much time and money is spent on this research. The scientists should rather research human problems or diseases.	4 Evaluation	Comment critically on the motive of scientists.

### Breakdown of cognitive levels of questions in FAT 10: Language in context

#### Section A: Comprehension

Levels	Number of questions	Number of marks out of 20	Approx. % of 20 marks	% of marks required by CAPS
Level 1 and 2	3 out of 9	8 out of 20	40	40
L3	4 out of 9	7 out of 20	35	40
L 4 and 5	2 out of 9	5 out of 20	25	20

**Note:** The breakdown of the cognitive levels of the questions in the comprehension test complies adequately with the information in the table of cognitive levels in the CAPS document, p. 78. The document is reproduced in Section F no. 1 above.

## Section A: Comprehension

### Question 2.1

- 2.1.1 2.1.1.1 Grade 10 (2)
- 2.1.1.2 Grade 11 (2)
- 2.1.2 Grade 11 (1)
- 2.1.3 2.1.3.1 Grade 12 (1)
- 2.1.3.2 Learners in this grade usually spend most of their time preparing for their final examinations. (1)

### Question 2.2

- 2.2.1 Unpleasantly surprising, astonishing, upsetting. (2)
- Injured by electricity, electric shock. (2)
- 2.2.2 Yes or no. Give credit for the learner's independent reasoning and response to the cartoon. (1)
- No. Many South Africans have experienced frequent power failures/load shedding. (1)
- Yes. The powerful, dramatic reaction of the consumer is evidence of this. (1)
- 2.2.3 It is the sound made when something touches a live wire. (1)
- 2.2.4 The cartoon refers to the steep rise in electricity prices. (1)

**Total marks Section A Question 2: (10)**

**Total marks Section A: (30)**

## Memorandum Section B: Summary

Any seven of the following sentences in the right hand column or similar ones:

	Quotations		Facts
1	'No heavy gold chains or flashy watches – just something plain that tells the time.'	1	Wear simple, practical jewellery.
2	'These days, a small car with low fuel consumption is the way to go.'	2	The trend is to drive a modest, energy-efficient car.
3	'Gone are the days when the shiny four-wheel drive was the envy of your friends.'	3	Luxury cars are not cool anymore, in spite of what your friends might think.
4	'Wear sensible, well-cut clothes from a store known for its modest prices.'	4	Wear inexpensive, practical, stylish clothes.
5	'Gone are the days when designer labels turned the heads of your friends because they knew how much you spent.'	5	Expensive designer labels no longer impress your friends.
6	'Forget the expensive first-class flight and luxurious accommodation on a tropical island.'	6	Steer clear of pricey, exotic holidays.
7	'You can enjoy a restful holiday in a countryside cottage with an outdoor shower close to home.'	7	Plan cheaper, eco-friendly country holidays, closer to home.
8	'Fresh, healthy food is what will make your meal memorable.'	8	Eat plain, nutritious food.
9	'If it is organic and grown in your own garden, so much the better.'	9	If possible, grow the food in your own garden.
10	'Marble and glass have made way....'	10	Avoid using non-sustainable materials in your home.
11	'... for less expensive, eco-friendly materials.'	11	Use economical, natural materials that will not harm nature in your home.
12	'Home is a far more impressive party venue than your local disco.'	12	Plan parties at home rather than in public venues.

### Marking the summary

The summary should be marked as follows:

- **Mark allocation:**
  - 7 marks for 7 points (1 mark per main point)
  - 3 marks for language
  - Total marks: 10
- **Distribution of language marks when candidate has not quoted verbatim:**
  - 1–3 points correct: award 1 mark
  - 4–5 points correct: award 2 marks
  - 6–7 points correct: award 3 marks
- **Distribution of language marks when candidate has quoted verbatim:**
  - 6–7 quotes: award no language mark
  - 1–5 quotes: award 1 language mark

### NOTE:

- **Format: Even if the summary is presented in the incorrect format, it must be assessed.**
- **Word count:**
  - Markers are required to verify the number of words used.
  - Do not deduct any marks if the candidate fails to indicate the number of words used or if the number of words used is indicated incorrectly.
  - If the word limit is exceeded, read up to the last sentence above the stipulated upper limit and ignore the rest of the summary.

**Total marks Section B: (10)**

### Memorandum Section C: Language structures and conventions

- |     |  |     |
|-----|--|-----|
| 1.1 | should   | (1) |
| 1.2 | would  | (1) |
| 2.1 | The boy left his school bag on the bus, so he could not complete his homework.   | (1) |
| 2.2 | Although he had no chance of winning, he entered the race.   | (1) |
| 3.  | Most light <u>comes</u> from the sun. The sun's rays can make many <u>different</u> colours as they shine through dust and water drops in the sky. | (2) |
| 4.1 | electronic mail  | (1) |
| 4.2 | short message service  | (1) |
| 5.  | The statement is a generalisation because it makes a general (broad) statement about all women based on what has happened to a few.                | (2) |

**Total marks Section C: (10)**

**Total FAT 10: Language in context: 40 marks**

#### 4. English First Additional Language Grade 10: Formal Assessment Task 10: Literature: Contextual questions

Marks: 35 marks

Time: 1 hour

##### Answer both Question 1 and Question 2

##### Question 1: Poetry

Read the poem below, and answer the questions that follow. Answer in your own words as far as possible.

##### Sunstrike Douglas Livingstone

A solitary prospector  
staggered, locked in a vision  
of slate hills that capered  
on the molten horizon

Waterless, he came to where  
a river had run, now a band  
flowing only in ripples  
of white unquenchable sand.

Cursing, he dug sporadically  
here, here, as deep as his arm,  
and sat quite still, eyes thirstily  
incredulous on his palm.

A handful of alluvial  
diamonds leered back, and more: mixed  
in the scar, glinted globules  
of rubies, emeralds, onyx.

And then he was swimming in fire  
and drinking, splashing hot halos  
of glittering drops at the choir  
of assembled carrion crows.

5

10

15

20

- 1.1 Why is he 'staggering'? (1)
- 1.2 How effective is the presence of the crows? (1)
- 1.3 1.3.1 What kind of weather is described in the poem? (1)
- 1.3.2 Quote two words or phrases from the poem that tell the reader about the weather. (2)
- 1.4 Why do you think the prospector digs 'sporadically'? (1)
- 1.5 Explain why the prospector is 'incredulous' as he looks down at the palm of his hand. (1)
- 1.6 1.6.1 Suggest two kinds of thirst the prospector is experiencing. (2)
- 1.6.2 '... swimming in fire  
and drinking, splashing hot halos  
of glittering drops ...'  
Quote two words in this extract that could refer to either of these types of thirst. (2)
- 1.7 How effective is the presence of the crows? (1)
- 1.8 Name the figures of speech in the following extracts from the poem:
- 1.8.1 '...alluvial  
diamonds leered back ...' (1)
- 1.8.2 '... glinted globules ...' (1)
- 1.8.3 '... the choir  
of assembled ... crows ...' (1)
- 1.9 Complete the following sentence: The prospector has finally found what he was looking for, but \_\_\_\_\_ . You can add a sentence too, if you wish. (1)
- 1.10 How do you feel about the prospector at the end of the poem? (2)

**Total marks Question 1: (18)**

## Question 2: Short story

Read the extract below, and answer the questions that follow. Use your own words as far as possible.

### The Toilet

Gcina Mhlophe

I felt my spirits really lifting as I put on my shoes outside the gate. I made sure that my notebook was in my bag. In my haste I even forgot my lunchbox, but it didn't matter. I was walking faster, and my feet were feeling lighter all the time. Then I noticed that the door had been painted, and that a new window pane had replaced the old broken one. I smiled to myself as I reached the door. Before long I was sitting on that toilet seat, writing a poem. (5)

Many more mornings saw me sitting there writing. Sometimes it did not need to be a poem; I wrote anything that came into my head – in the same way I would have done if I'd had a friend to talk to. I remember some days when I felt like I was hiding something from my sister. She did not know about my toilet in the park, and she was not in the least interested in my notebook. (10)

Then one morning I wanted to write a story about what had happened at work the day before; the supervisor screaming at me for not calling her when I'd seen the people who stole two dresses at lunch time. I had found it really funny. I had to write about it, and I just hoped there were enough pages left in my notebook. It all came back to me, and I was smiling when I reached for the door, but it wouldn't open — it was locked!

I think for the first time I accepted that the toilet was not mine after all ... Slowly I walked over to a bench nearby, watched the early spring sun come up, and wrote my story anyway. (15)

- 2.1 2.1.1 Is this narrative in the first, second or third person? (1)  
2.1.2 Give a reason for your answer. (1)  
2.1.3 Is this an effective way to tell a story? (1)  
2.1.4 Give a reason for your answer. (1)
- 2.2 Where did the narrator work in the day time? (1)
- 2.3 2.3.1 Was the narrator popular with the other workers? (1)  
2.3.2 Give a reason for your answer. (1)
- 2.4 'I put on my shoes outside the gate' (Line 1)  
Explain why the narrator has to 'put on (her) shoes outside the gate'. (2)
- 2.5 Why is it important for the narrator to write stories and poems? (1)
- 2.6 Why is the toilet a good place for the narrator to write? (1)
- 2.7 'I smiled to myself as I reached the door.' (Line 4–5)  
Why does the narrator smile at this point? Give two reasons. (2)
- 2.8 Write two or three sentences about the narrator's sister and their relationship. (2)
- 2.9 Which of the characters in this story would you most like to be? The narrator or her sister?  
Give a reason for your answer. (2)

**Total marks Question 2: (17)**

**Total marks Literature: Contextual questions (35)**

## 5. English First Additional Language Grade 10: Formal Assessment Task 10 Memorandum: Literature: Contextual questions

### Question 1: Poetry

Sunstrike Douglas Livingstone

No.	Question	Mark allocation	Answer	Cognitive level	Analysis of cognitive level
1.1	Explain what the prospector is doing.	1	He is searching for precious stones in the desert.	3 Inference	Relating clues in the text to prior knowledge.
1.2	Why is he 'staggering'?	1	He is exhausted and thirsty from the heat.	3 Inference	Message not explicitly stated.
1.3.1	What kind of weather is described in the poem?	1	It is very hot. There is a drought.	1 Literal	Name the elements.
1.3.2	Quote two words or phrases from the poem that tell the reader about the weather.	2	Any two: 'hills ... capered' in the heat; 'unquenchable sand' in the river bed; 'a river had run'; 'molten horizon'.	3 Inference	How does the language affect your understanding.
1.4	Why do you think the prospector digs 'sporadically'?	1	He digs here and there. He is too weak to plan his actions.	3 Inference	The writer's intention.
1.5	Explain why the prospector is 'incredulous' as he looks down at the palm of his hand.	1	He cannot believe that he has found treasure of precious stones, which he is holding in his hands.	3 Inference	The character's attitude.
1.6.1	Suggest two kinds of thirst the prospector is experiencing.	2	He feels physical thirst because of the lack of water in the desert. He feels a thirst for wealth that will come from the precious stones he hopes to find.	3 Inference	Interpreting messages that are not explicitly stated.
1.6.2	'... swimming in fire and drinking, splashing hot halos of glittering drops ...' Quote two words in this extract that could refer to either of the types of thirst you mentioned in Question 1.6.1.	2	'glittering drops'	2 Reorganisation	Group the common elements.
1.7	How effective is the presence of the crows?	1	Very effective. They suggest that the prospector is about to die.	5 Appreciation	Effectiveness of the writer's device.
1.8	Name the figures of speech in the following extracts from the poem.				
1.8.1	'...alluvial diamonds leered back ...'	1	Personification	1 Literal	Name the devices in the poem.

No.	Question	Mark allocation	Answer	Cognitive level	Analysis of cognitive level
1.8.2	'... glinted globules ...'	1	Alliteration	1 Literal	Name the devices in the poem.
1.8.3	'... the choir of assembled ... crows ...'	1	Metaphor	1	Name the devices in the poem.
1.9	Complete the following sentence: The prospector has finally found what he was looking for, but ..... You can add a sentence too, if you wish.	1	... he is unable to enjoy/make use of the find because he is dying of thirst. The irony is that he has pursued his passion for wealth but neglected his personal safety.	3 Inference	Linking information from different parts of the text.
1.10	How do you feel about the prospector at the end of the poem?	2	Any reasonable answer. We feel sad for him because he has suffered so much in vein. OR We do not empathise with him because he was reckless and greedy in his search for treasure and riches.	5 Appreciation	Empathising with the character, or not.
<b>Total marks Question 1: (18)</b>					

## Question 2: Short story

The Toilet Gcina Mhlophe

No.	Question	Mark allocation	Answer	Cognitive level	Analysis of cognitive level
2.1.1	Is this narrative in the first, second or third person?	1	The first person.	1 Literal	Stating the facts.
2.1.2	Give a reason for your answer.	1	The narrator uses the pronouns 'I' and 'me.'	1 Literal	Stating the facts.
2.1.3	Is this an effective way to tell a story?	1	Yes No	4 Evaluation	Evaluation; opinion.
2.1.4	Give a reason for your answer.	1	Give credit for a good reason. Yes – The reader feels that s/he is present and part of the story that is happening. No – If the character had a name, we could more easily identify with her.	4 Evaluation	Evaluation; opinion.

No.	Question	Mark allocation	Answer	Cognitive level	Analysis of cognitive level
2.2	Where did the narrator work in the daytime?	1	She worked in a clothing factory.	1 Literal	List the facts.
2.3.1	Was the narrator popular with other workers?	1	Yes/no	1 Literal	List the facts.
2.3.2	Give a reason for your answer.	1	Yes – They tried to learn her language, and they were kind to her. No – They found it strange that she stayed behind and read books at lunchtime.	3 Inference	Interpreting messages that are not explicitly stated.
2.4	'I put on my shoes outside the gate' (Line 1) Explain why the narrator has to 'put on (her) shoes outside the gate'.	2	The narrator is secretly staying with her sister who works as a domestic servant for white people. She has to be very quiet so as not to be discovered by her sister's employers.	3 Inference	What an action reveals about a character.
2.5	Why is it important for the narrator to write stories and poems?	1	The narrator is lonely; she has no friends, and her sister does not share her dreams. She has an urge to record her experiences and feelings.	3 Inference	Interpreting messages that are not explicitly stated.
2.6	Why is the toilet a good place for the narrator to write?	1	It is quiet and safe and is not used by anyone else.	3 Inference	Interpreting messages that are not explicitly stated.
2.7	'I smiled to myself as I reached the door.' (Line 4–5) Why does the narrator smile at this point? Give two reasons.	2	She is pleased that the toilet has been renovated. She is looking forward to writing her poem in peace, in a place she has come to think of as her own.	3 Inference	Interpreting messages that are not explicitly stated.
2.8	Write two to three sentences about the narrator's sister and their relationship.	2	The sister does not like having the narrator staying in her room because she fears being discovered and losing her job. The sisters are very different and are not interested in the same things. The narrator cannot confide in her sister.	3 Inference	What actions reveal about characters.
2.9	Which of the characters in this story would you most like to be? The narrator or her sister? Give a reason for your answer.	2	I would like to be the narrator. She is imaginative and better educated and has the opportunity for a better life. Her sister has a lowly job with an unsympathetic and mean employer who looks down on her.	5 Appreciation	Empathising with the character.
					<b>Total marks Question 2: (17)</b>







**Jika iMfundo**  
what I do matters

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#### THE PROGRAMME TO IMPROVE LEARNING OUTCOMES

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