

GRADE 8

English

First Additional Language

Teacher Toolkit: CAPS Planner and Tracker

2018 TERM 3

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This Planner and Tracker should be used with:

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

A. ABOUT THE TRACKER AND RESOURCES

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.

If you would like to be kept informed about developments in Jika iMfundo, send the following information to 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

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

As was explained in terms 1 and 2, this publication is called a Curriculum and Assessment Planner and Tracker because it has been designed to do at least two things. The first is to assist you to stay on the right track with your teaching and assessment. The second is to help you to keep track of what you and the learners in your classes have done and should be doing in order to meet all the requirements of the Curriculum and Assessment Policy Statement (CAPS) for Grade 8 English First Additional Language (EFAL). Thus the tracker is a tool to help you plan how to cover the curriculum and also a tool to help you monitor your progress in doing so.

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

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

The tracker column headed *CAPS content and activities* briefly outlines what learners are expected to do in each one-hour lesson and states the page number in the CAPS for Grade 8 EFAL.

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

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

learners' participation in a particular discussion). You can also note any learning that still needs to be consolidated because learners have found particular content or skills quite difficult. At department meetings, by sharing some of your reflections with your colleagues and listening to or reading theirs, all of you will have opportunities to learn from each other's successes and difficulties.

3. Links to the CAPS

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

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

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

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

The CAPS for Term 3 consists of five two-week blocks, so the tracker has been prepared for 10 weeks, ending with the Term 3 Test. As this tracker has been designed for a third term that is eleven weeks long, Week 11 is available for you to complete any work not done, go over assessment tasks and do remediation or extension work with learners. What should best be done in this week will vary from class to class, and so Week 11 has been left blank for you to fill in your own plan for it. Should you use this tracker in a third term that is longer or shorter than 11 weeks, you will need to adjust the programme accordingly.

4. Links to approved EFAL materials and additional literature texts

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

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

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

5. Assessment

It is important to begin Term 3 with feedback to learners on their performance in the mid-year examinations, so that they understand what they did well and what they still need to learn.

During the term, in addition to the many activities that you can use for informal assessment on a daily basis, the Grade 8 EFAL Learner's Book includes activities for each formal assessment task that must be completed. For some of these you have a choice (e.g. writing an informal letter or writing a dialogue), thus learners will do this task in the two-week teaching block in the CAPS that includes this task. Each Grade 8 EFAL Teacher's Guide provides some assessment rubrics for assessing both

oral and written work. For Term 3, Formal Assessment Task 3 is an end-of-term reading comprehension and language use test to be written in Week 10.

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

6. Managing time allocated in the tracker

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

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

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

It is very important to note is that if any part of the five hours of lesson time per week is missed, you will need to make a plan to 'catch up', so that learners do all the work required by the CAPS in each two-week block. You may be able to do this by setting extra homework tasks or by asking learners to respond orally rather than in writing to some tasks in class, as this is likely to take less time.

7. Resources

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

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

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

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

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

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

Clever English First Additional Language (Macmillan)

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

English Today First Additional Language (Maskew Miller Longman)

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

Interactive English (St Mary's Interactive Learning Experience)

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

Platinum English First Additional Language (Maskew Miller Longman)

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

Spot On English First Additional Language (Heinemann)

Each chapter in the Learner's Book ends with a revision page. There are 12 photocopiable resources in the Teacher's Guide that have been designed to support learners in developing knowledge and skills related to various aspects of language and literacy. There are also 16 full-colour posters with information on aspects of grammar and on literary terms.

Successful English (Oxford University Press)

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

Top Class English First Additional Language (Shuter & Shooter)

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

Via Afrika English First Additional Language (Via Afrika Publishers)

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

Toolkit CD attached to the Teacher's Guide. It contains a question bank, formal assessment tasks, marking memoranda, rubrics and additional support material. There is also a poster with information on punctuation and spelling.

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

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

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

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

9. Columns in the tracker

The tracker plan consists of the following columns:

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

10. Space for recording weekly reflections

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

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

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

B. TERM PLANNING

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

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

Table 2 gives a summary of the formal assessment tasks included in each of the eight sets of LTSMs.

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

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

FORMAL ASSESSMENT TASKS FOR TERM 1		
Task 1: ORAL	Task 2: WRITING	Task 3: TEST 1
Group discussion – visual texts/listening comprehension/(un) prepared speech/forum group discussion/interview and newspaper report/article	Narrative/reflective essay and newspaper report/article	Language and comprehension

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

Also notice that sometimes an example test is given in the Learner's Book, meaning that while it is useful as a practice test, it cannot be used as the formal assessment task, as learners can prepare for it in advance. If this is the case in the LTSM you have chosen, you can use a test from a different set of LTSMs, set your own or use the example test we have provided in Section F.

Please note: The DBE assessment requirements change from time to time. If you receive official notification of changes after this document was printed, please adjust the programme here and in the trackers accordingly.

FORMAL ASSESSMENT TASKS FOR TERM 2		
Task 1: ORAL	Task 2: WRITING	Task 3: MID-YEAR EXAM
Listening comprehension/giving directions/forum/panel discussion/debate	Interview/instruction and text/story review	Paper 1: Oral Paper 2: Comprehension, language use and literature Paper 3: Writing

FORMAL ASSESSMENT TASKS FOR TERM 3		
Task 1: ORAL	Task 2: WRITING	Task 3: TEST 2
Dialogue/(un)prepared speech/storytelling/prepared reading	Descriptive/argumentative essay and informal letter/dialogue	Comprehension and language use

FORMAL AND END-OF-YEAR ASSESSMENT TASKS FOR TERM 4	
Task 1: ORAL	Task 2: END-OF-YEAR EXAMINATION
Debate/conversation/group discussion/dialogue	Paper 1: Oral Paper 2: Comprehension, language and literature (2 hr) Paper 3: Writing (1 hr)

Table 2: Formal assessment tasks included in each set of LTSMs for Term 3

LTSM	Task 1 Oral	Task 2 Writing	Task 3
Clever English First Additional Language	Week 1: Present a dialogue LB pp. 136–138; TG pp. 137–138 OR Week 5: Present an unprepared speech LB p. 165; TG p. 253 (rubric) OR Week 6: Present a prepared speech LB pp. 164–165; TG p. 252 (rubric) OR Week 8: Tell a story LB pp. 179–180; TG p. 252 (rubric) OR Week 9: Present a prepared reading LB p. 192; TG p. 251 (rubric)	Week 2: Write a dialogue LB pp. 142–143; TG pp. 141–142 OR Week 6: Write an informal letter LB pp. 170–171; TG pp. 161–162 AND Week 10: Write an argumentative essay LB pp. 198–199; TG p. 183	Example test with memorandum in Teacher’s Guide pp. 188–190
English Today First Additional Language	Week 5: Present an unprepared speech LB p. 153; TG p. 93 OR Week 6: Present a prepared speech LB p. 158; TG p. 96; Rubric p. 201 OR Week 8: Tell a story LB p. 168; TG p. 102; Rubric p. 201 OR Week 9: Present a prepared reading LB pp. 175–176; TG p. 108	Week 2: Write a dialogue LB pp. 131–132; TG p. 79 AND Week 10: Write an argumentative essay LB pp. 181–182; TG p. 111	Example test in Learner’s Book pp. 185–186 Useful for practice, not for formal assessment
Interactive English	Week 5: Present an unprepared speech LB p. 17; TG p. 128; Rubric p. xxix OR Week 6: Present a prepared speech LB p. 219; TG p. 129; Rubric p. xxix OR Week 9: Present a prepared reading LB p. 250; TG p. 149; Rubric p. xxix	Week 2: Write a dialogue LB pp. 191–193; TG p. 114 OR Week 6: Write an informal letter LB p. 228; TG p. 134; Rubric p. xxvii AND Week 10: Write a descriptive essay LB pp. 261–262; TG p. 153; Rubric p. xxvii	No example test in Learner’s Book or Teacher’s Guide
Platinum English First Additional Language	Week 5: Present a prepared speech LB p. 154; TG pp. 117–118 OR Week 8: Tell a story LB pp. 174–175; TG p. 130; Rubric pp. xxxiii, xxxvi OR Weeks 9/10: Present a prepared reading LB p. 184; TG p. 139; Rubric p. xxxiii	Week 6: Write an informal letter LB pp. 162–163; TG p. 122; Rubric pp. xxxi, xxxvi AND Week 10: Write a descriptive essay LB pp. 187–188; TG pp. 140–141; Rubric p. xxx	No example test in Learner’s Book or Teacher’s Guide
Spot On English First Additional Language	Week 6: Present an unprepared speech LB p. 143; TG p. 207; Rubric p. 208 OR Weeks 8: Tell a story OR Week 9: Present a prepared reading LB p. 158; TG p. 223	Week 1: Write a dialogue LB p. 112; TG p. 184 OR Week 6: Write an informal letter LB pp. 140–141; TG p. 205 AND Week 10: Write an argumentative essay LB pp. 164–165; TG p. 227	No example test in Learner’s Book or Teacher’s Guide
Successful English	Week 1: Present a dialogue LB pp. 184–185; TG p. 104 OR Week 5: Present an unprepared speech LB pp. 218–219; TG pp. 117–118 OR Week 6: Present a prepared speech LB p. 229; TG p. 121 OR Week 8: Present a prepared reading from a story LB pp. 242–243; TG pp. 126–127 OR Weeks 9/10: Present a prepared reading LB pp. 254–255; TG p. 31 (rubric)	Week 2: Write a dialogue LB pp. 185–188; TG p. 105 OR Week 6: Write an informal letter LB pp. 223–224; TG pp. 119–120 AND Week 10: Write a descriptive essay LB pp. 257–258; TG p. 132	Example (revision) test in Learner’s Useful for practice, not for formal assessment
Top Class English First Additional Language	Week 1: Present a dialogue LB p. 125; TG p. 86 OR Week 5: Present an unprepared speech LB p. 148; TG p. 108 OR Week 6: Present a prepared speech LB p. 149; TG p. 108 OR Week 7: Tell a story LB pp. 160–161; TG p. 118	Week 2: Write a dialogue LB p. 130; TG p. 91 OR Week 6: Write an informal letter LB pp. 154–155; TG p. 112 AND Week 10: Write a descriptive essay LB pp. 182–183; TG p. 134; Rubric p. 180	No example test in Learner’s Book or Teacher’s Guide

LTSM	Task 1 Oral	Task 2 Writing	Task 3
Via Afrika English First Additional Language	Week 1: Present a prepared reading LB p. 124; TG p. 135 OR Week 4: Present a prepared speech LB p. 140; TG pp. 147–148 OR Week 5: Present an unprepared speech (announcement) LB pp. 146–147; TG p. 156 OR Weeks 9/10: Present a prepared reading LB p. 172; TG p. 179	Week 2: Write a dialogue LB p. 126; TG p. 136 AND Week 10: Write a descriptive essay LB pp. 176–177; TG pp. 180–181	Example test in Learner’s Book pp. 175–177; memorandum in Teacher’s Guide pp. 181–182

C. BROAD GUIDELINES FOR LESSON PLANNING AND PREPARATION

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

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

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

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

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

Note: Please consult the Teacher’s Guide to the Grade 8 EFAL Learner’s Book for guidance on the preparation of each lesson.

D. GUIDELINES FOR TEACHING

1. Teaching Reading and Viewing

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

2. Teaching literature

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

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

Examples of homework tasks

- Read the first chapter of a story/first five pages of a story/first scene of a 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.

- (ii) Complete your reading of the novel, short story or play, and then decide which character you liked best and why, or which character you liked least and why. Be prepared to share your choice and your reasons with the class.

3. Teaching Writing and Presenting

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

4. Teaching Listening and Speaking

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

5. Teaching Language Structures and Conventions

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

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

Informal assessment is a vital part of an English teacher's work. Not only is it very important for you to take note of how learners are managing any particular learning activity, but it is also equally important for you to tell learners how they are progressing. For many activities you can do this orally in class and in writing when you mark written work.

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

E. TRACKERS FOR EACH SET OF APPROVED LTSMs

Please note the following:

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

1. Clever English First Additional Language (Macmillan)

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

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

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

CLEVER ENGLISH Week 1 Theme: Rumours									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	Listen to teacher's feedback on mid-year examination papers (30 mins); L&S: Listen to a dialogue; make notes & use these to answer questions with a partner (25 mins); R&V: Listen to teacher's introduction to literature set work (5 mins) p. 86	136 Act. 1	137–138	Literature set work	Begin reading literature set work				
2	R&V: Discuss literature set work (15 mins); L&S: Learn about features of group discussions & features of dialogues; in a group of five, reach consensus on content for a dialogue, prepare & practise a dialogue to present to the class (45 mins) p. 86	136–138 Act. 2	138–139	Literature set work	Continue reading literature set work				
3	L&S: Groups of five present dialogue to class (40 mins) Note: This can be done for Term 3, Formal Assessment Task 1 R&V: Learn about the parts of a book & identify parts of Clever English (20 mins) p. 86	136–138 Act. 2 138–139	138–139 139	Literature set work	Continue reading literature set work				
4	R&V: Discuss literature set work (10 mins); R&V: Read a text about the origins of drama & answer questions on it; discuss & mark answers (50 mins) p. 86	139–140 Act. 3	139–140		LB pp. 144–147 LSC: Read the information about verb tenses, statements & questions; direct & reported speech; adjectives; synonyms & antonyms				
5	R&V: Read a poem written as a dialogue; answer questions on it; discuss & mark answers (55 mins) p. 86 LSC: Listen to instructions for homework task (5 mins)	140–141 Act. 4	140–141		LB p. 147 Act. 6 LSC: Answer Questions 1–3				

Reflection	
<p>Think about and make a note of: Were you pleased with what you did to assist learners to understand the features of dialogues? Why or why not? What were the strengths and weaknesses of learners' spoken dialogues? What could you do to assist them to build on the strengths and to overcome the weaknesses? Were you pleased with the way in which you introduced the literature set work? Why or why not?</p>	<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>
<p>HOD/Subject head: _____ Date: _____</p>	

Note: If your class does not have copies of the Core Reader, continue reading and discussing the literature set work for the whole lesson on Day 3.

CLEVER ENGLISH Week 2 Theme continued: Rumours										
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	LSC: Discuss & mark homework (15 mins); W&P: Learn about writing a dialogue; plan & begin writing first draft of dialogue (45 mins) p. 86	147 142–143 Act. 5	142–143		LB pp. 142–143 Act. 5 W&P: Complete first draft of dialogue					
2	W&P: Exchange draft with a partner; use feedback to revise & edit dialogue; write & proofread final version (60 mins) p. 86 Note: The written dialogue can be done for Term 3, Formal Assessment Task 2	142–143 Act. 5	141–142	Literature set work	Continue reading literature set work					
3	R&V: Discuss literature set work (20 mins); read a folktale & discuss questions on climax & message (40 mins) p. 86		144	<i>The talkative tortoise</i> CR pp. 17–19 questions pp. 32–33 Literature set work	Continue reading literature set work					

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Date completed				
4	R&V: Discuss literature set work (15 mins); LSC: Answer questions on question forms, verb tenses & reported speech; discuss & mark answers (45 mins) p. 86	147–148 Act. 6	143	Literature set work	Continue reading literature set work					
5	R&V: Discuss literature set work (15 mins); read a limerick; notice rhythm; answer questions on limerick; discuss & mark answers (30 mins); LSC: Rewrite a limerick in reported speech (15 mins) p. 86	148–149 Extra Act. 1 149 Extra Act. 2.1	143 143–144		LB p. 144 Extra Act. 2.2 LSC: Form adjectives from nouns & verbs					

Reflection

Think about and make a note of: Were you satisfied with the support you gave learners for writing a dialogue? Why or why not? There was a great deal of language information in the Learner's Book. How well did learners use it to answer the Language Assessment questions? Did you cover all the work set for the week? If not, how will you get back on track? Why or why not?

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

HOD/Subject head:

Date:

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

CLEVER ENGLISH Week 3 Theme: Air your view									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	LSC: Mark homework on adjectives (5 mins); L&S: Listen to a letter to the press; take notes, answer questions & compare answers with a partner's (50 mins); R&V: Listen to teacher's introduction to a folktale (5 mins) p. 87	149 150–151 Act. 1	144 147–148 153	<i>The clever wife</i> CR pp. 20–23	Begin reading <i>The clever wife</i> CR pp. 20–23				
2	L&S: Participate in a group discussion related to life experiences; reach consensus; report to other groups (60 mins) p. 87	151–152 Act. 2	148	<i>The clever wife</i> CR pp. 20–23	Finish reading <i>The clever wife</i> CR pp. 20–23				
3	R&V: Discuss folktale (10 mins); read a newspaper article & answer questions on it, including questions on facts & opinions ; discuss & mark answers (50 mins) p. 87	152–154 Act. 3	153 149	Literature set work	Continue reading literature set work				
4	R&V: Discuss literature set work (10 mins); compare and contrast features of a letter to the press & a newspaper article (15 mins); R&V/LSC: Learn about bias & prejudice & ways in which these can be expressed in prose & poetry (15 mins); R&V: Read a poem & begin to answer questions on figurative language & theme (20 mins) p. 87	154 154–155 155–156 Act. 4	149–151		LB pp. 155–156 Act. 4 R&V: Complete answers to questions on poem				
5	R&V: Discuss & mark answers to questions on poem (20 mins); W&P: Learn about features of a letter to the press; plan a letter & begin writing first draft (40 mins) p. 87	155–156 156–157 Act. 5	149–151 151		LB. pp. 156–158 Act. 5 W&P: Complete first draft of letter to the press				
Reflection									
<p>Think about and make a note of: Were you pleased with the way in which you taught learners about a letter to the press and newspaper reports and the similarities and differences between them? Why or why not? How well did learners understand the use of figurative language in the poem? What could you do to assist learners who found this difficult?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>				
					HOD/Subject head:		Date:		

Note: If your class does not have copies of the Core Reader, on Day 2 read and discuss the literature set work for the term.

CLEVER ENGLISH Week 4 Theme continued: Air your view									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	W&P: Exchange draft letter with a partner; give & receive feedback (20 mins); revise letter & begin writing final version (40 mins) p. 87	156–157 Act. 5			W&P: Edit, proofread & complete final version of letter to the press				
2	R&V: Read & discuss poem from Core Reader; answer questions on theme & structure (60 mins) p. 87		153	<i>Some-times when it rains</i> CR pp. 74–75; questions p. 81	Continue reading literature set work				
3	R&V: Discuss literature set work (10 mins); LSC: Learn more about emotive & manipulative language, bias & stereotyping; identify examples of each in sentences ; discuss & mark answers (50 mins) p. 87	158–159 Act. 6	151	Literature set work	Continue reading literature set work				
4	R&V: Discuss literature set work (10 mins); LSC: Revise the structure of simple & complex sentences; revise synonyms, homonyms & paronyms; answer language questions and discuss answers (50 mins) p. 87	159–160 Act. 7	152	Literature set work	Continue reading literature set work				
5	R&V: Discuss literature set work (15 mins); LSC: Do revision activity on adverbs & spelling; p. 87 ; discuss & mark answers (35 mins); W&P: Listen to teacher’s instructions for writing task for homework & begin planning a news report (10 mins)	158 Extra Act. 1 158 Extra Act. 1.3	152–153		LB p. 81 Extra Act. 1.3 W&P: Write a short news report				
Reflection									
<p>Think about and make a note of: What were the strengths and weaknesses of learners’ letters to the press? What could you do to assist them to build on the strengths and to overcome the weaknesses? Are you satisfied with the progress that learners are making with this term’s literature set work? Why or why not?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>				
					<p>HOD/Subject head: _____ Date: _____</p>				

Note: The information in the Learner's Book and Teacher's Guide about prepared and unprepared speeches is quite confusing. The CAPS requires learners to do both during this two-week cycle. Either of these can be done for Term 3 Formal Assessment Task 1. This tracker suggests that in Week 5 each learner makes a 1-2 minute speech about an animal, without doing research or making notes from which to speak. The unprepared speech could be about a domestic or a wild animal, or you could choose other topics that learners could speak about without preparation. In Week 5 they should do some research about endangered species (birds, insects, reptiles or mammals) and then prepare a speech to present in Week 6.

CLEVER ENGLISH Week 5 Theme: Endangered species									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	L&S: Listen to teacher's introduction to the unit theme; listen to a speech; make notes & use these to answer questions; discuss & mark answers (50–55 mins); L&S: Listen to instructions for doing research for a prepared speech (5–10 mins) p. 88	162–163 Act. 1 164	156 157–158 158		LB p. 164 L&S: Begin research for prepared speech on endangered species to present in Week 6				
2	L&S: 20–25 learners make a short unprepared speech to the class (60 mins) p. 88 Note: This can be done for Term 3, Formal Assessment Task 1	165 Act. 2	Rubric 253		Continue doing research for prepared speech in Week 6				
3	L&S: Rest of class makes short unprepared speech to the class (30 mins); R&V: Revise pre- & during-reading skills; use pre-reading skills to answer Questions 1 & 2 of Act. 3; discuss answers (30 mins) p. 88	165 Act. 2 165–167 Act. 3	Rubric 253 158–159		LB pp. 166–167 Act. 3 R&V: Write answers to Act. 3, Question 3				
4	R&V: Discuss & mark homework (15 mins); read a poem & answer questions on structure, rhyme, figurative language & message; discuss answers (45 mins) p. 88	165–167 167–168 Act. 4	159 159–160		Continue doing research for prepared speech in Week 6				
5	R&V: Revise features of a novel; read an extract from a novel; answer questions on the extract; discuss answers (60 mins) p. 88	168–169 Act. 5	160–161		L&S: Prepare & practise speech				
Reflection									
<p>Think about and make a note of: Much of this week's work was to do with speech making. Were you satisfied with the guidance you gave learners for getting ready for next week's prepared speech? Why or why not? What were the strengths and weaknesses of their unprepared speeches? What could you do to build on the strengths and to assist learners to overcome the weaknesses?</p>		<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>							
		HOD/Subject head:				Date:			

Note: If your class does not have copies of the Core Reader, on Day 5 end the lesson with a brief discussion of the literature set work and set a homework reading task on the next section of it.

CLEVER ENGLISH Week 6 Theme continued: Endangered species										
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	L&S: 15 learners present prepared speeches (40 mins) Note: The prepared speech can be done for Term 3, Formal Assessment Task 1 W&P: Plan an informal letter to a friend & begin first draft (20 mins) p. 88	164–165 170–171 Act. 6	Rubric 252 161–162		LB pp. 170–171 Act. 6 W&P: Complete first draft of informal letter					
2	L&S: 15 learners present prepared speeches (40 mins); W&P: Exchange first draft with a partner & give each other feedback; begin to revise letter (20 mins) p. 88 Note: The informal letter can be written for Term 3, Formal Assessment Task 2	164–165 170–171 Act. 6	Rubric 252 161–162		LB pp. 170–171 Act. 6 W&P: Edit, proofread & write final version of letter					
3	L&S: 10-15 learners present prepared speeches (30–40 mins); LSC: Learn about root words, prefixes & suffixes & abbreviations & begin to answer questions on these (20–30 mins) p. 88	164–165 171–172 Act. 7	Rubric 252 162		LB pp. 171–172 Act. 7 LSC: Complete answers to questions					
4	LSC: Discuss & mark homework (15 mins); revise continuous tenses, word order in clauses & punctuation (15 mins); begin to write answers to questions on these (30 mins) p. 88	171–172 173–174 Act. 8	162 163		LB pp. 173–175 Act. 8 LSC: Complete answers to questions					
5	LSC: Discuss & mark homework (15 mins); make complex sentences from simple sentences ; discuss & mark answers (10–15 mins); revise prefixes, suffixes & punctuation by doing Questions 1–3 of Extra Act. 1 (20–25 mins); R&V: Listen to teacher’s introduction to a short story (5 mins) p. 88	173–174 176 Act. 9 176 Extra Act. 1	163 163 163–164 164–165	CR pp. 48–51 <i>Brave hunter</i>	Read <i>Brave hunter</i> , CR pp. 48–51 & prepare to answer the questions on p. 67					
Reflection										
Think about and make a note of: What were the strengths and weaknesses of learners’ prepared speeches? What could you do to build on the strengths and to assist learners to overcome the weaknesses? Were you pleased with the way you prepared learners for the letter-writing task? Why or why not? What impressed you or concerned you about the letters that learners wrote?					Did you cover all the work set for the week? If not, how will you get back on track?					
					HOD/Subject head:					Date:

Note: In the Learner's Book and Teacher's Guide the sequence for learners' research on a traditional story, oral telling of a story and writing a story is quite confusing. The tracker suggests a way of sequencing these activities. Note that in Week 8, oral storytelling can be done for Term 3, Formal Assessment Task 1.

CLEVER ENGLISH Week 7 Theme: Van Hunks and the devil										
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss questions on short story <i>Brave hunter</i> OR discuss literature set work (15 mins); R&V/L&S: Learn about myths & legends; listen to a story; make notes & use these to begin to answer questions (45 mins) p. 89	177–179 Act. 1	165 167–169		LB pp. 178–179 Act. 1 L&S: Complete answers to Act. 1					
2	L&S: Discuss & mark homework (10 mins); learn about storytelling & read about two storytellers (15 mins); R&V: Read an extract from a story & begin to answer questions on it (35 mins) p. 89	177–179 180–181 182–182 Act. 3	169 169–170 169–170		LB pp. 181–182 Act. 3 R&V: Complete answers to questions					
3	R&V: Discuss & mark homework (15 mins); read a second extract from a story & answer questions on it ; discuss & mark answers (45 mins) p. 89	181–182 183–184 Act. 4	170 170–171	Literature set work	Continue reading literature set work					
4	R&V: Discuss literature set work (15 mins); read a poem & answer questions on its form & meaning (35 mins); L&S: Listen to teacher's instructions for doing research on a story (10 mins) p. 89	184 Act. 5 179–180 Act. 2	171–172 169		Do some research for a story to tell to the class & bring notes to class					
5	L&S: Discuss story notes; plan how to use the notes to tell a story to the class in Week 8 (30 mins); L&S/LSC/W&P: Learn about the past perfect tense & how it can be used in storytelling & story writing (30 mins) p. 89	179–180 Act. 2 185	169 172		Practise story to tell to class					
Reflection										
Think about and make a note of: Were you pleased with the way in which you organised the sequence of activities for the week? Why or why not? How well are learners managing the reading of the literature set work? What could you do to encourage them?		Did you cover all the work set for the week? If not, how will you get back on track?								
		HOD/Subject head:				Date:				

Note 1: On Days 1, 2 and 3, note that while the main focus is on oral storytelling, there are also other activities for learners to do.

Note 2: If your class does not have copies of the Core Reader, for homework on Day 5 ask them to continue reading the literature set work.

CLEVER ENGLISH Week 8 Theme continued: Van Hunks and the devil									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	L&S: 15 learners tell a story (45 mins) Note: The storytelling can be done for Term 3, Formal Assessment Task 1 LSC: Revise proverbs & learn about idiomatic expressions in preparation for Act. 7 (15 mins) p. 89	179–180 Act. 2 186–187	Use rubric for prepared speech 252 172–173		LB pp. 187–188, Act. 7 LSC: Match drawings to proverbs				
2	LSC: Discuss & mark homework (5 mins); L&S: 15–20 learners tell a story (55 mins) p. 89	187–188 179–180 Act. 2	Rubric p. 252	Literature set work	Continue reading literature set work				
3	R&V: Discuss literature set work (10 mins); L&S: Rest of class tells story (30 mins); W&P: Plan written version of story that was told & begin to write first draft (20 mins) p. 89	179–180 Act. 2 186 Act. 6	Rubric 252 172		LB p. 186 Act. 6 W&P: Finish writing first draft of story				
4	W&P: Exchange story with a partner & give each other feedback; revise, edit, proofread & write final draft of story (60 mins) p. 89	186 Act. 6	172	Literature set work	Continue reading literature set work				
5	R&V: Discuss literature set work (10 mins); LSC: Revise adjectival clauses, adverbial clauses, prepositions, synonyms, antonyms & homonyms ; complete & mark language revision task (40 mins); R&V: Listen to teacher's introduction to short story & prepare for homework task (10 mins) p. 89	188–189 Act. 8	173–174 175	<i>The jackass penguin</i> CR pp. 52–56	Read <i>The jackass penguin</i> CR pp. 52–56 & prepare to answer the questions on p. 67				
Reflection									
<p>Think about and make a note of: How well did learners manage the storytelling and story writing activities? What could you do to assist them to improve as oral storytellers and as writers of stories?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>				
					HOD/Subject head:		Date:		

Note 1: The information about the formal assessment on p. 177 of the Clever English Teacher's Guide is incorrect. The correct information is in Table 1 on p. 10 of this tracker.

Note 2: Spread the prepared reading over several days, so that learners also do other activities during each lesson.

CLEVER ENGLISH Week 9 Theme: Choices										
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss questions on <i>The jackass penguin</i> or the literature set work (15 mins); L&S/R&V: Learn how to present a prepared reading (10 mins); L&S: Listen to part of a short story & discuss how it was read (15 mins); revise key features of a short story & read part of a short story (20 mins) p. 90	192 192 193–194	175–176 178 179 180		LB p. 192 Act. 1 L&S/R&V: Choose text for prepared reading; practise reading it aloud					
2	R&V: With a partner, answer questions on short story ; discuss answers as a class (30 mins); L&S: 10–15 learners present prepared readings (30 mins) p. 90 Note: The prepared reading can be done for Term 3, Formal Assessment Task 1	194–195 Act. 2 192 Act. 1	180 Rubric 251	Literature set work	Continue reading literature set work					
3	L&S: 20 learners present prepared reading (50 mins); discuss literature set work (10 mins) p. 90	192 Act. 1	Rubric 251	Literature set work	Continue reading literature set work					
4	L&S: Rest of class present prepared reading (20–30 mins); R&V: Read final extract from short story & begin to answer questions on it (30–40 mins) p. 90	192 Act. 1 195–196 Act. 3	Rubric 251 181		LB pp. 195–196, Act. 3 R&V: Complete answers to questions on short story					
5	R&V: Discuss & mark homework (20 mins); read a poem & begin to answer questions on message, mood & figurative language (40 mins) p. 90	195–196 196–197 Act. 4	181 182		LB pp. 196–197 Act. 4 R&V: Complete answers to questions on poem					
Reflection										
<p>Think about and make a note of: All of the activities this week have focused on reading. How well did learners manage the prepared reading task? What could you do to assist any learners who found this task difficult? Were you satisfied with the way in which you assisted learners to read and understand the three separate sections of the short story? Why or why not?</p>		Did you cover all the work set for the week? If not, how will you get back on track?								
		HOD/Subject head:				Date:				

CLEVER ENGLISH Week 10 Theme continued: Choices

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss & mark homework on poem (15 mins); W&P: Learn how to write an argumentative essay; plan essay & begin writing first draft (45 mins) p. 90	196–197 198–199 Act. 5	182 183		LB pp. 198–199 Act. 5 W&P: Complete first draft of essay					
2	W&P: Exchange draft with a partner; give each other feedback; revise, edit, proofread & write final version of essay (60 mins) p. 90 Note: The argumentative essay can be done for Term 3, Formal Assessment 2	198–199 Act. 5	183	Literature set work	Complete reading literature set work					
3	R&V: Final discussion of literature set work (30 mins); LSC: Revise language work for term & begin answering questions (30 mins) p. 90	199–201 Act. 6	183		LB pp. 199–201 Act. 6 LSC: Answer language questions					
4	LSC: Discuss & mark homework (15 mins); revise & identify sentence types (15 mins); revise prepositions & punctuation & answer questions (30 mins) p. 90	199–201 201–202 Act. 7 202 Extra Act. 1	183 184 184		Revise for Term 3 Test					
5	Write Term 3 Test: Reading comprehension and language use (60 mins)									

Reflection

Think about and make a note of: What were the strengths and weaknesses of learners' argumentative essays? What could you do to assist them to build on their strengths and to overcome their weaknesses? Were you pleased with the ways in which you and the learners read and discussed the literature set work? Why or why not?

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

HOD/Subject head:

Date:

Note: Week 11 is available for you to complete any work not done, go over assessment tasks and do remediation or extension work with learners. Plan your work for the week.

CLEVER ENGLISH Week 11 Theme: Plan your week

End-of-term reflection

Think about and make a note of:

- | | |
|---|---|
| <ol style="list-style-type: none">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? | <ol style="list-style-type: none">3. What ONE change should you make to your teaching practice to help you teach more effectively next term?4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back on track? |
|---|---|

HOD/Subject head:

Date:

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

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

Note 2: If your class does not have copies of the Core Reader, for homework on Day 4 and class discussion on Day 5 continue working with the literature set work.

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

ENGLISH TODAY Week 1 Theme: Equality for everyone										
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
										Date completed
1	Listen to teacher's feedback on mid-year examination papers (25–30 mins); R&V/LSC: Write adjectives to describe a photograph (5 mins); L&S: Learn about dialogue; listen to a dialogue, make notes & use these to answer questions (25–30 mins) p. 86	125–126 126–127 Act. 1 & 2	76 76–77		LB pp. 126–127 Act. 2 L&S: Complete answers to questions					
2	L&S: Discuss & mark homework (10 mins); R&V: Learn more about dialogue; read an extract from a play, answer questions , discuss & mark answers (45 mins); R&V: Listen to teacher's introduction to literature set work (5 mins) p. 86	127–129 Act. 3 & 4	77–78	Literature set work	Begin reading literature set work					
3	R&V: Discuss literature set work (15 mins); LSC: Revise direct and reported speech; write sentences in reported speech ; discuss & mark answers (45 mins) p. 86	129–130 Act. 5	78	Literature set work	Continue reading literature set work					
4	L&S: Learn how to express point of view; participate in a group discussion; reach consensus; report to class (55 mins); R&V: Listen to teacher's introduction to short story in Core Reader (5 mins) p. 86	130–131 Act. 6	79 81	CR pp. 75–80 <i>Hanan the peanut seller</i>	Read <i>Hanan the peanut seller</i> CR pp. 75–80 & prepare to answer questions on it					
5	R&V: Discuss short story & answer questions on it (30 mins); W&P: Plan a dialogue & begin writing first draft (30 mins) p. 86	131–132 Act. 7	165 79		LB pp. 131–132 W&P: Complete first draft of dialogue					
Reflection										
<p>Think about and make a note of: Were you pleased with the way in which you introduced and discussed the literature set work? Why or why not? How well did learners manage the group discussion? What could you do to support any learners who found it difficult to participate?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					HOD/Subject head:		Date:			

Note: If your class does not have the Worksheet Book, or if you are unable to photocopy Worksheet 12, for Day 4 prepare your own revision tasks on direct and reported speech.

ENGLISH TODAY Week 2 Theme continued: Equality for everyone										
Day	CAPS content and activities	LB pp.	TG pp.	CR/literature text	Homework	Class				
						Date completed				
1	W&P: Revise, edit, proofread & write final version of dialogue (60 mins) p. 86 Note: The dialogue can be written for Term 3, Assessment Task 2	131–132 Act. 7	79	Literature set work	Continue reading literature set work					
2	R&V: Discuss literature set work (10 mins); identify facts and opinions in texts; read texts critically; begin to answer questions on two texts (50 mins) p. 86	132–134 Act. 8	80		LB pp. 132–134 Act. 8 R&V: Complete answers to questions on two texts					
3	R&V: Discuss & mark homework (10–15 mins); LSC: Revise simple tenses; rewrite a text in past tense (30-35 mins); LSC/R&V: Learn more about the language of facts & opinions (10 mins) p. 86	134–135 Act. 9 135	80 81 81	Literature set work	Continue reading literature set work					
4	R&V: Discuss literature set work (15 mins); R&V/L&S: Read an extract from a poem & talk about questions based on it (20 mins); LSC: Revise dialogue writing & direct speech by completing Worksheet 12 (25 mins) p. 86	135 Act. 10	82		Complete tasks on Worksheet 12 in Worksheet Book					
5	LSC: Discuss & mark homework (15–20 mins); R&V: Read more dialogue & answer questions on it ; discuss & mark answers (40–45 mins) p. 86	136 Revision	82	Literature set work	Continue reading literature set work					
Reflection										
<p>Think about and make a note of: What were the strengths and weaknesses of learners' written dialogues? What could you do to assist them to build on the strengths and to overcome the weaknesses? Were you satisfied with what you did to assist learners to understand the difference between fact and opinion? Why or why not?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
<p>HOD/Subject head:</p>					<p>Date:</p>					

ENGLISH TODAY Week 3 Theme: Cellphones at school

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss literature set work (10 mins); L&S: Talk about a photograph (5 mins); R&V/LSC: Learn about bias & stereotyping; learn about reading critically; read a newspaper article & answer questions on it; discuss & mark answers (45 mins) p. 87	137–138 138 138–139 Act. 1 & 2	84 84–85	Literature set work	Continue reading literature set work					
2	LSC: Revise simple & complex sentences; identify examples in a paragraph (20 mins); L&S: Learn about values; participate in a group discussion about values in a text (40 mins) p. 87	140 Act. 3 140–141 Act. 4	85 85–86 86	Literature set work	Continue reading literature set work					
3	R&V: Discuss literature set work (20 mins); LSC: Learn about emotive & manipulative language; identify examples in sentences; discuss & mark answers (40 mins) p. 87	141–142 Act. 5	86–87	Literature set work	Continue reading literature set work					
4	L&S: Learn about features of a letter to the press; listen to a letter to the press & take notes; use notes to answer questions; discuss & mark answers (60 mins) p. 87	142 142 Act. 6	87 88	Literature set work	Continue reading literature set work					
5	R&V: Discuss literature set work (15 mins); W&P: Learn more about features of a letter to the press; plan & begin to write first draft of letter (45 mins) p. 87	143–144 Act. 7	88		LB pp. 143–144 Act. 7 W&P: Complete first draft of letter to the press					
Reflection										
<p>Think about and make a note of: Are you satisfied that you have taught learners to read critically? If you are satisfied, what do you think enabled you to teach learners to be critical readers? If you are not satisfied, what else do you think you could do?</p>						<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>				
						<p>HOD/Subject head: _____ Date: _____</p>				

Note: If the class does not have copies of the Worksheet Book, or if you are unable to make photocopies of Worksheets 3 & 5, for Day 4, prepare your own revision tasks on adverbs and prepositions.

ENGLISH TODAY Week 4 Theme continued: Cellphones at school										
Day	CAPS content and activities	LB pp.	TG pp.	CR/literature text	Homework	Class				
						Date completed				
1	W&P: Exchange first draft with a partner; use feedback from partner to revise & edit letter; write & proofread final version of letter (60 mins) p. 87	143–144 Act. 7	88	Literature set work	Continue reading literature set work					
2	R&V: Discuss literature set work (15 mins); learn about imagery, structure & punctuation in poetry; read a poem & begin to answer questions on it (45 mins) p. 87	145–146 Act. 8 & 9	88–89		LB pp. 145–147 Act. 9 R&V: Complete answers to questions on poem					
3	R&V: Discuss & mark homework (15 mins); LSC: Revise adverbs & prepositions; use adverbs & prepositions in sentences; discuss & mark sentences (45 mins) p. 87	147 Act. 10	89 89–90	Literature set work	Continue reading literature set work					
4	R&V: Discuss literature set work (15 mins); LSC: Complete Worksheet 3 on adverbs & Worksheet 5 on prepositions; discuss & mark answers (45 mins) p. 87	Worksheet Book 4 & 6	Answers on Worksheet Book 25–26	Literature set work	Continue reading literature set work					
5	R&V: Discuss literature set work (15 mins); R&V/LSC: Read a letter to the press; answer questions on it; discuss & mark answers (45 mins) p. 87	148 Revision	90	Literature set work	Continue reading literature set work					
Reflection										
<p>Think about and make a note of: Most of the homework for Weeks 3 and 4 has involved reading the literature set work. How well have learners managed this? Are you pleased with the way in which you have led class discussions on the set work? Why or why not?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
HOD/Subject head:					Date:					

Note: If your class does not have copies of the Core Reader, for homework on Day 5 and class discussion on Day 1 of Week 6, continue reading and discussing the literature set work.

ENGLISH TODAY Week 5 Theme: You can make a difference									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss literature set work (10 mins); L&S: Talk about a photograph (5 mins); R&V: Learn about features of folktales; read a folktale; begin to answer questions on it (45 mins) p. 88	149–150 150–152 Act. 1 & 2	92 92		LB pp. 150–152, Act. 1 & 2 R&V: Complete answers to questions on folktale				
2	R&V: Discuss & mark answers to homework (15 mins); LSC: Revise simple & complex sentences; identify examples; discuss & mark answers (25 mins); learn about past & future continuous tenses; begin to use these correctly in sentences (20 mins) p. 88	152 152 Act. 3 154–155 Act. 5 & 6	92 93 93–94		LB pp. 154–155, Act. 5 & 6 LSC: Complete sentences using past and future continuous tense				
3	LSC: Discuss & mark homework (10 mins); L&S: 20–25 learners make an unprepared speech to the class (50 mins) Note: This speech can be made for Term 3, Formal Assessment Task 1 p. 88	154–155 153 Act. 4	93	Literature set work	Continue reading literature set work				
4	R&V: Discuss literature set work (10 mins); L&S: 20–25 learners make an unprepared speech to the class (50 mins) p. 88	153 Act. 4	93	Literature set work	Continue reading literature set work				
5	R&V: Learn about cartoons; read a cartoon & answer questions on it; discuss & mark answers (55 mins); listen to teacher’s introduction to a folktale (5 mins) p. 88	157–158 Act. 7 & 8	94	CR pp. 97–101 <i>Fox, Alligator and Rabbit</i>	Read CR pp. 97–101 <i>Fox, Alligator and Rabbit</i> & prepare to answer questions				
Reflection									
<p>Think about and make a note of: What were the strengths and weaknesses of learners’ unprepared speeches? What could you do to assist them to build on the strengths and to overcome the weaknesses? Were you pleased with the way you taught learners to read cartoons? Why or why not?</p>		<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>							
		HOD/Subject head:				Date:			

Note 1: Learners need to do some research and preparation for the speech they will give this week, so introduce this task for homework on Day 1, and listen to the speeches on Days 3 and 4.
Note 2: If your class does not have copies of the Core Reader, for homework on Day 4 and class discussion on Day 5, continue reading and discussing the literature set work.

ENGLISH TODAY Week 6 Theme continued: You can make a difference										
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss <i>Fox, Alligator and Rabbit</i> (20 mins); R&V/L&S: Learn about performance poetry & its rhythms; read a poem, perform it in a group & discuss its message (35 mins); L&S: Listen to teacher's instructions for doing research for a prepared speech (5 mins) p. 88	157 Act. 9 & 10 158 Act. 11	166 95 95		LB p. 158 L&S: Do research for prepared speech					
2	W&P: Learn about the format of a formal letter, plan & write first draft of letter (60 mins) p. 88	159 Act. 12	96		LB p. 158 L&S: Continue doing research for prepared speech; make notes to use when speaking; practise speech					
3	L&S: 20–25 learners present prepared speech to class (60 mins) p. 88 Note: The prepared speech can be done for Term 3, Formal Assessment Task 1	158 Act. 11	96 Rubric 201		LB p. 159 W&P: Revise & edit formal letter; write & proofread final version					
4	L&S: 20–25 learners present prepared speech to class (55 mins); R&V: Listen to teacher's introduction to performance poem & note (5 mins) p. 88	158 Act. 11	96 Rubric 201	<i>The snake song</i> CR pp. 22–24	Read <i>The snake song</i> CR pp. 22–24 & be prepared to discuss & perform it					
5	R&V: Discuss & perform <i>The snake song</i> CR pp. 22–24 (20 mins); read a cartoon & answer questions on it ; discuss & mark answers (40 mins) p. 88	160 Revision page	162 96	Literature set work	Continue reading literature set work					

Reflection

Think about and make a note of: Doing research and preparing and presenting a speech based on the research are quite a challenging task for Grade 8 learners. How well did they manage? Were you satisfied with what you did to support them? Why or why not? You may not have marked them yet, but what seem to be the strengths and weaknesses of learners' formal letters? What could you do to assist them to build on the strengths and to overcome the weaknesses? How did learners respond to the performance poetry?

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

HOD/Subject head:

Date:

Note: This week's homework and lessons include a short story and a poem from the Core Reader. If your class does not have this, continue reading and discussing the literature set work that you are using, and try to focus on narration in the novel, short stories, play or poetry collection that you and the class are reading.

ENGLISH TODAY Week 7 Theme: Love stories

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss literature set work (10 mins); R&V/L&S: Talk about & write a caption for a photograph (5 mins); L&S: Listen to an information text about stories; make notes on a spider diagram; discuss notes (30 mins); talk about short stories with a partner (5 mins); R&V: Listen to teacher's introduction to short story in Core Reader & begin reading it (10 mins) p. 89	161–162 162 Act. 1 162 Act. 2	98 98 98	<i>Just like me</i> CR pp. 68–74	Read <i>Just like me</i> CR pp. 68–74					
2	R&V: Learn about first person narration; read an extract from a novel; answer questions on it ; discuss & mark answers (60 mins) p. 89	163 163–164 Act. 3 & 4	99 99		Finish reading <i>Just like me</i> CR pp. 68–74 & prepare to answer questions on it					

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Date completed				
3	R&V: Discuss questions <i>Just like me</i> CR pp. 68-74 (30 mins); LSC: Revise forms of the present tense & identify them in a text (15–20 mins); revise the use of the apostrophe as a contraction & use apostrophes correctly (10–15 mins) p. 89	165 Act. 5 165 Act. 6	164–165 100 100	Literature set work	Continue reading literature set work					
4	R&V: Discuss literature set work (10 mins); LSC: Revise adverbial & adjectival clauses & use them in sentences (20 mins); use prepositions to make phrasal verbs (15 mins); R&V: Listen to teacher’s introduction to poem in Core Reader & read it (15 mins) p. 89	166 Act. 7 166 Act. 8	101 101	<i>The park</i> CR pp. 28–30	R&V: Re-read <i>The park</i> CR pp. 28–30 & prepare to answer questions on theme, message & narration					
5	R&V: Discuss <i>The park</i> CR pp. 28–30 (30 mins); W&P: Learn about writing a story with first person narration; plan a story & begin writing first draft (30 mins) p. 89	167 Act. 9	102		LB p. 167 W&P: Complete first draft of short story					
Reflection										
<p>Think about and make a note of: How well did learners manage the task of listening and writing notes on a spider diagram? What could you do to support learners who found this task difficult? Were you satisfied with the assistance you gave learners in understanding the various aspects of language they studied and practised using this week? Why or why not?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					HOD/Subject head:		Date:			

ENGLISH TODAY Week 8 Theme continued: Love stories

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	W&P: Exchange first draft of story with a partner; use feedback to revise & edit; write & proofread final version (60 mins) p. 89	167 Act. 9	102	Literature set work	Continue reading literature set work					
2	R&V: Discuss literature set work (15 mins); L&S: In a small group, plan telling a story & practise as a group (40 mins); LSC: Learn about proverbs & note homework task (5 mins) p. 89	168 Act. 10 168 Act. 11	102–103 103		LB p. 168 Act. 11 LSC: Complete activity on proverbs					
3	LSC: Discuss & mark homework (5–10 mins); L&S: Groups of two to four tell story to class (50–55 mins) Note: This storytelling can be done for Term 3, Formal Assessment Task 1 p. 89	168 Act. 10	102 Rubric 201	Literature set work	Continue reading literature set work					
4	L&S: Rest of groups tell story to class (30 mins); R&V: Learn about rhyme scheme & word choice in poetry; read a love poem & begin to answer questions on it (30 mins) p. 89	168 Act. 10 169–170 Act. 12–13	102 Rubric 201 103–104		LB pp. 169–170 Act. 12–13 R&V: Complete answers to questions on poem					
5	R&V: Discuss & mark homework (20 mins); LSC: Learn a spelling pattern; complete an activity using a spelling pattern (20 mins); R&V: Read a short extract from a novel & discuss answers to Questions 1-3 in class (20 mins) p. 89	169–170 171 Act. 14 172 Revision page	104 104–105 105		LB p. 172, Question 4 LSC: Write in full the abbreviated (contracted) words in the extract					
Reflection										
<p>Think about and make a note of: What were the strengths and weaknesses of learners' written short stories? What could you do to assist them to build on the strengths and to overcome the weaknesses? How well did learners manage the storytelling task? Is there anything you could do to help them to improve as storytellers?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					HOD/Subject head:		Date:			

Suggestion: For the prepared reading activity – which can be done for Term 3, Formal Assessment Task 1 – divide the class so that 10-15 learners read a 2 minute extract each day for three days (30-45 learners). For the other part of the lesson on each day do other activities.

Note: Encourage learners to continue reading the literature set work in preparation for final discussions of it in Week 10.

ENGLISH TODAY Week 9 Theme: The sound of music										
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	LSC: Discuss & mark homework on writing contracted forms in full (5 mins); L&S: Talk in response to a photograph (5 mins); listen to a story extract; note how it is read aloud; make notes & use these to answer questions; discuss & mark answers (40 mins); listen to teacher's instructions for preparing to read aloud (10 mins) p. 90	172 173–174 174–175 Act. 1 175–176 Act. 2	105 Question 4 107 108		LB pp. 174–176 Act. 2 L&S: Practise reading aloud					
2	L&S: 10-15 learners read prepared reading (30–40 mins) Note: The prepared reading can be done for Term 3, Formal Assessment Task 1 R&V: Read an information text with headings & photographs & begin to answer questions on it (20–30 mins) p. 90	175–176 Act. 2 176–178 Act. 3–4	108 108		LB pp. 176–178 Act. 3–4 R&V: Complete answers to questions on information text					
3	R&V: Discuss & mark homework answers (15–20 mins); L&S: 15-20 learners read prepared reading (40–45 mins) p. 90	176–178 175–176 Act. 2	108 108	Literature set work	Continue reading literature set work					
4	R&V: Discuss literature set work (10 mins); L&S: 10-15 learners read prepared reading (30–40 mins); LSC: Revise common & complex nouns & begin to find examples in texts (10–20 mins) p. 90	175–176 Act. 2 178 Act. 5	108 109		LB p. 178 Act. 5 LSC: Find examples of common & complex nouns in texts					
5	LSC: Discuss & mark homework (15 mins); learn more about prepositions & phrasal verbs (5 mins); use prepositions correctly (20 mins); match phrasal verbs with meanings (20 mins) p. 90	178 179 179 Act. 6 179 Act. 7	109 109 109–110	Literature set work	Continue reading literature set work					

Reflection

Think about and make a note of: What were the strengths and weaknesses of learners' prepared readings? What could you do to assist them to build on the strengths and to overcome the weaknesses? How have learners been responding to the literature set work? Are you pleased with the way you have been supporting their reading of this set work? Why or why not?

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

HOD/Subject head:

Date:

ENGLISH TODAY Week 10 Theme continued: The sound of music

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Learn about features of praise poetry; read a praise poem & answer questions on it; discuss & mark answers (50 mins); W&P: Learn about an argumentative essay & discuss topic for essay p. 90	180–181 Act.8 181–182 Act. 9	110 111		LB pp. 181–182 Act. 9 W&P: Plan & write first draft of argumentative essay					
2	W&P: Revise & edit draft; write & proofread final version of essay (60 mins) p. 90 Note: The argumentative essay can be written for Term 3, Formal Assessment Task 2	181–182 Act. 9	111	Literature set work	Complete reading of literature set work					

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Date completed				
3	R&V: Have a final discussion of literature set work (15 mins); learn about suspense, climax & resolution in a story; read an extract from a novel & answer questions on it (45 mins) p. 90	183–184 Act. 10	111–112		LB pp. 185–186 Do Section A of example of Term Test					
4	Discuss & mark answers to Section A; do Section B; discuss & mark answers in preparation for Term Test (60 mins)	185–186	169		Revise for Term 3 Test					
5	Term 3 Test: Comprehension and language use (60 mins)									
Reflection										
<p>Think about and make a note of: Were you pleased with your teaching of features of an argumentative essay? Why or why not? How well did learners manage this writing task? Are you satisfied with the support you have given learners to prepare for the term test? Why or why not?</p>		<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>								
		HOD/Subject head:				Date:				

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

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

Note 2: The Teacher’s Guide suggests starting the term’s work with a story from the Core Reader. This could be done, but in the tracker the story has been included in the middle of Week 2.

Note 3: If the class does not have copies of the Core Reader, for homework on Day 4 and for class discussion on Day 5 continue using the literature set work.

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

INTERACTIVE ENGLISH Week 1 Theme: Believe in yourself									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	Listen to teacher’s feedback on mid-year examination papers (30 mins); L&S: Listen to an interview; make notes; use notes to begin to answer questions (30 mins) p. 86	174–175 Act. 1	103–106		LB p. 175 Act. 1 L&S: Complete answers to questions on interview				
2	L&S: Discuss & mark homework (10 mins); participate in a class discussion about an interview (5–10 mins); with a partner role play the two roles in the interview (5–10 mins); revise how to participate in a group discussion; participate in a group discussion (20–25 mins); R&V: Listen to teacher’s introduction to literature set work (5–10 mins) p. 86	175 175 175–178 Act. 2 176 Act. 2	103–106 106–107	Literature set work	Begin reading literature set work				
3	R&V: Discuss literature set work (10 mins); learn about & identify parts of a book (15 mins); read an extract from a book & begin to answer questions on its features & content (35 mins) p. 86	179–180 Act. 3 180–181 Act. 3	107–108		LB pp. 180–181 Act. 3 R&V: Complete answers to questions on book extract				
4	R&V: Discuss & mark homework (15 mins); read a poem & answer questions on its message ; discuss answers (40 mins); listen to teacher’s introduction to poem in Core Reader (5 mins) p. 86	180–181 182–183 Act. 4	107–108 108 109	<i>You can be whatever you want to be</i> CR p. 88	Read <i>You can be whatever you want to be</i> CR p. 88 & prepare to answer questions the poem				
5	R&V: Discuss poem (10 mins); get an overview of a text; read the text; identify facts & opinions in it; discuss denotative & connotative meanings of words in a text; begin to answer questions on the text (50 mins) p. 86	184–185 Act. 5 184–185 Act. 5	109 109–110		LB pp. 184–186 Act. 5 R&V: Complete answers to comprehension questions				

Reflection	
<p>Think about and make a note of: Were you pleased with the way you introduced the texts that learners listened to or read this week? Why or why not? Next time you teach learners about the differences between facts and opinions, would you teach in the same way or differently? Give reasons for your answer.</p>	<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>
<p>HOD/Subject head: _____ Date: _____</p>	

Note: If your class does not have copies of the Core Reader, for homework on Day 3 and in class on Day 4 read and discuss the literature set work

INTERACTIVE ENGLISH Week 2 Theme continued: Believe in yourself										
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss & mark answers to homework (20 mins); LSC: Learn about suffixes & their spelling & write words with suffixes (20 mins); learn a spelling pattern; do activities using words with this spelling pattern (20 mins) p. 86	185 187 Act. 6 187–188 Act. 6	110 110–111 111–112	Literature set work	Continue reading literature set work					
2	R&V: Discuss literature set work (10 mins); LSC: Revise direct speech & answer questions about direct speech ; discuss & mark answers (30 mins); revise indirect (reported) speech & do group work activity on indirect speech (20 mins) p. 86	188–189 Act. 7 Part 1 189 Act. 7 Part 2	112 113	Literature set work	Continue reading literature set work					

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Date completed				
3	R&V: Discuss literature set work (10 mins); LSC: Revise questions in indirect speech & do group work activity (20 mins); write sentences in direct & indirect speech; discuss & mark answers (25 mins); R&V: Listen to teacher's introduction to short story in Core Reader (5 mins) p. 86	190 Act. 7 Part 2	113 113 103	<i>Travels with Huberta</i> CR pp. 78–82	Read <i>Travels with Huberta</i> CR pp. 78–82 & prepare to discuss the story					
4	R&V: Discuss short story (15 mins); L&S/W&P: Learn question techniques to use in an interview (dialogue); plan & begin writing first draft of an interview dialogue (45 mins) p. 86	191–193 Act. 8	103 114		LB pp. 191–192 Act. 8 W&P: Finish writing first draft of dialogue					
5	W&P: Exchange draft with a partner; give each other feedback; revise, edit, proofread & write final version of dialogue (60 mins) p. 86 Note: The dialogue can be written for Term 3, Formal Assessment Task 2	191–193 Act. 8	114		LB p. 193 Act. 9 LSC: Rewrite dialogue as a text in direct speech.					
Reflection										
<p>Think about and make a note of: Learners did a great deal of language work this week. Were you pleased with the way you taught direct and indirect speech? Why or why not? What were the strengths and weakness of learners' written dialogues? What could you do to encourage them to build on their strengths? What could you do to assist them to overcome their weaknesses?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					HOD/Subject head:		Date:			

INTERACTIVE ENGLISH Week 3 Theme: Value education

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	LSC: Discuss & mark homework (10 mins); R&V: Skim & scan a newspaper article to answer questions (15 mins); learn key vocabulary; listen to a letter to the editor, make notes on main points & writer's point of view; discuss notes (35 mins) p. 87	193 195 Act. 1 196 Act. 1	115 117 117 117–118	Literature set work	Continue reading literature set work					
2	R&V: Discuss literature set work (10 mins); R&V/L&S: Discuss two quotations that use figurative language (10–15 mins); R&V: Read a newspaper article; participate in a group discussion of questions on it (35–40 mins) p. 87	196–197 Act. 2 197–198 Act. 2	118 118	Literature set work	Continue reading literature set work					
3	R&V: Discuss literature set work (10 mins); read a cartoon & answer questions on it (10–15 mins); read an online newspaper article; identify its features & discuss the questions on it & on the cartoon (35–40 mins) p. 87	199 Act. 3 200–201 Act. 3	119 119–120		LB pp. 201–202 Act. 3 R&V: Write answers to Individual work A & B					
4	R&V: Discuss & mark homework (10–15 mins); R&V/LSC: Write answers to comprehension & language questions C & D ; discuss & mark answers (25–30 mins); R&V: Learn about the features of a play & begin reading a play script (15–20 mins) p. 87	201–202 201–202 203–206 Act. 4	120 120 121		LB pp. 203–206 Act. 4 R&V: Finish reading a play script					
5	L&S/R&V: Read a play script aloud; participate in class discussion of characters, humour & idiomatic expressions (40 mins); with a partner, use stage directions to draw the stage (20 mins) p. 87	203–207 Act. 4 204 & 207 Act. 4	121 121		LB pp. 203–208 Act. 4 R&V: Write answers to individual work A & B					

Reflection

Think about and make a note of: Learners read several different kinds of texts this week. How well did they manage the various activities based on these texts? What could you do to assist any learners who found the texts and/or the activities difficult?

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

HOD/Subject head:

Date:

INTERACTIVE ENGLISH Week 4 Theme continued: Value education

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss & mark homework (10–15 mins); write answers to comprehension & language questions ; C&D; Discuss & mark answers (25–30 mins); LSC: Learn & use a spelling pattern; learn about homophones & homonyms (15–20 mins) p. 87	203–208 203–208 209 Act. 5	122 122 122–123	Literature set work	Continue reading literature set work					
2	R&V: Discuss literature set work (15 mins); LSC: Revise prepositions & adverbs; identify & use them in sentences ; discuss & mark answers (45 mins) p. 87	210 Act. 5	123	Literature set work	Continue reading literature set work					
3	LSC/R&V: Learn about gender stereotyping; write complex sentences about photographs that challenge gender stereotyping (30 mins); R&V/W&P: Read a letter to the editor & answer questions on it (30 mins) p. 87	211 Act. 6 212 Act. 7	124 124		LB p. 213 Act. 7 W&P: Read about how to write a letter to the editor; revise format of a formal letter					
4	W&P: Plan & write first draft of a letter to the editor (45 mins); exchange draft with a partner & give each other feedback (15 mins) p. 87	213–214 Act. 7	124		LB p. 213 W&P: Revise, edit, proofread & write final version of letter					
5	R&V/LSC: Read a short story & identify parts of speech in it ; discuss & mark answers (25 mins); change simple sentences in the story into compound sentences ; discuss & mark answers (25 mins); identify examples of adverbs of manner, place & degree in the story (10 mins) p. 87	214–215 Act. 8 214–215 Act. 8 214–215 Act. 8	125 125–126 126	Literature set work	Continue reading literature set work					

Reflection

Think about and make a note of: Were you pleased with your teaching of all the language work this week? Why or why not? What were the strengths and weaknesses of learners' letters to the editor? What could you do to assist learners to build on the strengths and to overcome the weaknesses?

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

HOD/Subject head:

Date:

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

INTERACTIVE ENGLISH Week 5 Theme: Aim high										
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss literature set work (10 mins); L&S: Learn about how to make an unprepared (impromptu) speech & write a quick plan (10–15 mins); 10-15 learners make an unprepared speech (35–40 mins) p. 88	217 Act. 1	128 Rubric xxix	Literature set work	Continue reading literature set work					
2	R&V: Discuss literature set work (10 mins); rest of class makes an unprepared speech (50 mins) p. 88 Note: The unprepared speech can be presented for Term 3 Assessment Task 1	217 Act. 1	128 Rubric xxix	Literature set work	Continue reading literature set work					

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Date completed				
3	L&S: Listen to a speech, make notes & use them to discuss questions (35 mins); learn how to plan & present a prepared speech & begin planning one to present in Week 6 (20 mins); listen to teacher's introduction to a short story in the Core Reader (5 mins) p. 88	218–219 Act. 2 219	128–129 129 131	<i>Flying high</i> CR pp. 83–87	Begin reading <i>Flying high</i> CR pp. 83–87					
4	R&V: Read book covers & answer questions about them (15 mins); read a book review & answer questions about it (15 mins); read the opening paragraphs of a short story & begin a star summary about the story (15 mins); learn about denotation & connotation & begin to answer questions on figures of speech (15 mins) p. 88	220–221 Act. 3 221 Act. 3 221–222 Act. 3 222–223 Act. 4	130 130 130		Finish reading <i>Flying high</i> CR pp. 83–87 & prepare to answer questions on it					
5	R&V: Discuss <i>Flying high</i> CR pp. 83–87 (10 mins); complete answers to questions on figures of speech ; discuss & mark answers (30 mins); LSC: Discuss vocabulary in the short story (20 mins) p. 88	222–223 Act. 4 224 Act. 4	131 131		LB p. 219 Act. 2 L&S: Complete planning & practise prepared speech					
Reflection										
<p>Think about and make a note of: What were the strengths and weaknesses of learners' unprepared speeches? What could you do to assist learners to build on the strengths and to overcome the weaknesses? Were you satisfied with the way you taught learners about figures of speech? Why or why not?</p>		<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>								
		HOD/Subject head:				Date:				

INTERACTIVE ENGLISH Week 6 Theme continued: Aim high

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	L&S: 15 learners present prepared speech (45 mins); R&V: Read Poem 1 & begin to answer questions on its external & internal structure, rhyme, mood & message p. 88 Note: The prepared speech can be presented for Term 3, Formal Assessment Task 1	219 Act. 2 224–225 Act. 5	129 Rubric xxix 131–132		LB pp. 224–225 Act. 5 R&V: Complete answers to Questions 1–3					
2	R&V: Discuss & mark homework (15 mins); L&S: 15 learners present prepared speech (45 mins) p. 88	224–225 219 Act. 2	131–132 129 Rubric xxix		LB pp. 224–225 Act. 5 R&V: Complete answers to Questions 4 & 5 on Poem 2					
3	R&V: Discuss & mark homework (10–15 mins); 10-15 learners present prepared speech (30–40 mins); LSC: Learn spelling patterns (5–15 mins) p. 88	225 219 Act. 2 226–227 Act. 6	132 129 Rubric xxix 132–133		LB p. 227–228 Act. 7 LSC: Revise continuous tenses & complete a verb table					
4	LSC: Discuss & mark homework (5 mins); W&P: Revise features of an informal letter; plan a letter & begin writing first draft (55 mins) p. 88	226 228–229 Act. 8	133 134		LB pp. 228–229 Act. 8 W&P: Complete first draft of informal letter					
5	W&P: Exchange draft with a partner & give each other feedback; revise, edit, proofread & write final version of letter (60 mins) p. 88 Note: The informal letter can be done for Term 3, Formal Assessment Task 2	228–229 Act. 8	134 Rubric xxvii	Literature set work	Continue reading literature set work					
Reflection										
<p>Think about and make a note of: What were the strengths and weaknesses of learners' prepared speeches? What could you do to help learners to build on the strengths and to overcome the weaknesses? Were you pleased with learners' responses to the two poems? Why or why not?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					HOD/Subject head:		Date:			

INTERACTIVE ENGLISH Week 7 Theme: The next step

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss literature set work (15 mins); L&S: Talk about cultural customs; learn new vocabulary (10 mins); listen to an informative text & take notes (25 mins); use notes to begin completing a poster (10 mins) p. 89	232 Act. 1, 232 Act. 1, 232 Act. 1	136 136–137		LB pp. 232–233 Act. 1 L&S: Use notes to complete a poster					
2	L&S: Discuss & mark completed poster (15 mins); R&V: Read a cartoon & answer questions on it (15 mins); L&S: Learn about tall stories; in a group prepare & practise a tall story to tell the class (30 mins) p. 89	233 233–234 Act. 2 234–235 Act. 2	137 138 138	Literature set work	Continue reading literature set work					
3	L&S: Groups tell story to class & give each other feedback on stories (60 mins) p. 89	234–235, Act. 2	138	Literature set work	Continue reading literature set work					
4	R&V: Discuss literature set work (15 mins); read an extract from a book & answer questions on its features, idiomatic expressions & its content ; discuss & mark answers (45 mins) p. 89	236–238, Act. 3	139		LB p. 238 LSC: Answer vocabulary & language questions LB pp. 236–238 Act. 3 LSC: Answer Questions 1–3 on word meanings, prepositions & nouns					
5	LSC: Discuss & mark homework (10 mins); R&V: Read a poem; answer questions on mood, structure & language (50 mins) p. 89	236–238 238–240 Act. 4	139–140 140–141		LB pp. 239–240 Act. 4 LSC: Answer questions on synonyms, antonyms & homonyms					
Reflection										
<p>Think about and make a note of: Were you pleased with the way in which you guided learners through the discussions about culture in general and culture in the workplace? Why or why not? How well did learners manage the group storytelling task? What could you do to assist any learners who found this task difficult?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					<p>HOD/Subject head:</p>		<p>Date:</p>			

Note: If your class does not have copies of the Core Reader, for homework on Days 3 and 4 and for class discussion on Day 5, continue using the literature set work.

INTERACTIVE ENGLISH Week 8 Theme continued: The next step									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	LSC: Discuss & mark homework (10 mins); R&V: Read an extract from a teen novel & begin to answer questions on it, including questions on fact & opinion (50 mins) p. 89	238–240 241–242 Act. 5	141 141–142		LB pp. 241–242 R&V: Complete answers to questions on extract from novel				
2	R&V: Discuss & mark homework (20 mins); LSC: Learn a spelling pattern; learn about contractions; read a fable & identify examples of contractions in it (40 mins) p. 89	241–242 243 243 Act. 6	142 142–143		LB pp. 244–245 Act. 7 LSC: Revise adjectival & adverbial clauses & use them in sentences				
3	LSC: Discuss & mark homework (15 mins); match proverbs to meanings; discuss & mark answers (40 mins) R&V: Listen to teacher’s introduction to short story in Core Reader (5 mins) p. 89	244–245 245 Act. 7	143 143–144	<i>Erick’s choice</i> CR pp. 89–94	Begin reading <i>Erick’s choice</i> CR pp. 89–94				
4	W&P: Revise features of a narrative essay (story); choose a topic, plan & write first draft of a story (60 mins) p. 89	246 Act. 8	144	<i>Erick’s choice</i> CR pp. 89–94	Finish reading <i>Erick’s choice</i> CR pp. 89–94 & prepare to discuss questions on it				
5	R&V: Discuss short story (10 mins); W&P: Exchange draft of own story with a partner; give each other feedback; revise, edit, proofread & write final version (50 mins) p. 89	246 Act. 8	144	Literature set work	Continue reading literature set work				
Reflection									
<p>Think about and make a note of: During Weeks 7 & 8 learners read several texts. Which one (or ones) did they find the most difficult? Are you satisfied with what you did to assist them? Why or why not? Much of the homework for the week involved reading the literature set work. How are learners responding to the set work?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>				
					HOD/Subject head:		Date:		

Note: The Learner's Book and Teacher's Guide suggest that all learners read the same poem for the prepared reading assessment. This is not a good idea, for two reasons. First, learners will get bored if they have to listen to each classmate reading the same poem. Secondly, those learners who read last will have an advantage over those who read first because they will be much more familiar with the poem. Instead, help learners to choose a poem from the textbook, Core Reader or other anthologies that you have available, and then spread the prepared reading over several lessons.

INTERACTIVE ENGLISH Week 9 Theme: After school										
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
										Date completed
1	R&V: Discuss literature set work (15 mins); L&S: Listen to a short story; make notes & use these to answer questions; discuss answers (45 mins) p. 90	249 Act. 1	147–148	Literature set work	Continue reading literature set work					
2	R&V/L&S: Read a poem, notice its structure & talk about the meaning of each verse (40 mins); R&V/L&S: Learn about prepared reading; choose a poem from the textbook, Core Reader or elsewhere to read aloud (20 mins) p. 90	250–251 Act. 2 250	149		Practise reading a poem for prepared reading assessment					
3	L&S: 20 learners read a poem aloud (40 mins) Note: The prepared reading of a poem can be done for Term 3, Formal Assessment Task 1 R&V: Read an extract from a novel & answer questions (orally) on each paragraph (20 mins) p. 90		149 Rubric xxix 149–150		LB pp. 252–255 Act. 3 R&V: Write answers to Questions 1–3 on p. 254					
4	R&V: Discuss & mark homework (15 mins); L&S: Rest of class read a poem aloud (40 mins) p. 90 R&V/LSC: Listen to teacher's instructions for homework (5 mins)	254 250 Act. 2	150 149 Rubric xxix		LB pp. 252–255 Act. 3 LSC/R&V: Revise punctuation on p. 254; write answers to Questions 4 & 5 on p. 255.					
5	R&V: Discuss & mark homework (10 mins); read a poem; understand its rhyme, rhythm & message; answer questions on it (50 mins) p. 90	255 255 Act. 4	150 150–151	Literature set work	Continue reading literature set work					
Reflection										
<p>Think about and make a note of: Much of this week's work has been about reading poetry. Were you satisfied with what you did to assist learners to understand the poems they read? Why or why not? How well did learners manage to read a poem aloud? What could you do to assist any learners who found this task difficult?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
<p>HOD/Subject head:</p>					<p>Date:</p>					

INTERACTIVE ENGLISH Week 10 Theme continued: After school

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss literature set work (10 mins); read & discuss three cartoons (40 mins); R&V/W&P: Learn how to write an analysis of a cartoon (10 mins) p. 90	256–258 Act. 5	151–152		LB pp. 256–258 Act. 5 R&V/W&P: Write a paragraph about a cartoon					
2	R&V/W&P: Some learners read homework paragraph to the class (10 mins); LSC: Learn a spelling pattern (10 mins); W&P: Learn about paragraph writing & do activities on topic, supporting & closing sentences (40 mins) p. 90	258–259 Act. 6 259–260 Act. 7	152 152–153	Literature set work	Complete reading of literature set work					
3	R&V: Conduct a final discussion of literature set work (30 mins); W&P: Learn how to write a descriptive essay; plan & begin writing first draft of essay p. 90	261–262 Act. 8	153		LB pp. 261–262 Act. 8 W&P: Finish writing first draft of essay					
4	W&P: Exchange first draft with a partner; give each other feedback; revise, edit, proofread & write final version of essay (60 mins) p. 90 Note: The descriptive essay can be done for Term 3, Formal Assessment Task 2	261–262 Act. 8	153 Rubric xxvii		Revise for Term 3 Test					
5	Term 3 Test: Comprehension and language use									
Reflection										
<p>Think about and make a note of: Some learners find cartoons difficult to understand. Were you pleased with the way in which you helped them to analyse cartoons? Why or why not? Would you like to use this term’s literature set work with future classes? Why or why not?</p>						<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>				
						<p>HOD/Subject head: _____ Date: _____</p>				

Note: Week 11 is available for you to complete any work not done, go over assessment tasks and do remediation or extension work with learners. Plan your work for the week.

INTERACTIVE ENGLISH Week 11 Theme: Plan your week

End-of-term reflection

Think about and make a note of:

- | | |
|---|---|
| <ol style="list-style-type: none">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? | <ol style="list-style-type: none">3. What ONE change should you make to your teaching practice to help you teach more effectively next term?4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back on track? |
|---|---|

HOD/Subject head:

Date:

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

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

Note 2: If your class does not have copies of the Core Reader, continue reading the literature set work in class and for homework on Day 5.

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

PLATINUM ENGLISH Week 1 Theme: This is our story										
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	Listen to teacher's feedback on mid-year examination papers (30 mins); L&S: Talk about stories; (10 mins); L&S/R&V: Learn about & identify story types (10 mins); R&V: Listen to teacher's introduction to literature set work (10 mins) p. 86	126 Act. 1 126 Act. 2	96 96	Literature set work	Begin reading literature set work					
2	L&S: Listen to a dialogue, make notes & complete a table about the tone & structure of the dialogue (25 mins); discuss questions on dialogue (10 mins); participate in a group discussion; explain point of view & reach consensus (25 mins) p. 86	126–127 Act. 2 127–128 Act. 3	96–97 97	Literature set work	Continue reading literature set work					
3	L&S: Present group's opinion to class (10–15 mins); R&V: Do pre-, during- & post-reading tasks on a magazine article ; discuss & mark answers (45–50 mins) p. 86	128–130 Act. 4	97–98		LSC: LB pp. 128 & 130: <i>Work with sentences/ words</i> ; revise simple present tense; revise punctuation; revise literal & figurative language					
4	LSC: Discuss & mark homework (15 mins); R&V: Read a play, note its key features & answer questions on plot, message & language ; discuss & mark answers (45 mins) p. 86	128 & 130 130–132 Act. 5	97–98 98–99		LB p. 132 <i>Write answers to Work with words</i>					
5	R&V: Discuss & mark homework (5 mins); learn about haiku; read a haiku & identify its rhythm; discuss its message ; write a haiku (40 mins); listen to teacher's introduction to folktale in Core Reader and begin reading (15 mins) p. 86	132–133 Act. 6	100	<i>Van Hunks and the devil</i> CR pp. 39–44	Read <i>Van Hunks and the devil</i> CR pp. 39–44 & prepare to answer questions on the story					

Reflection	
<p>Think about and make a note of: Learners read several different types of texts this week. Were you satisfied with the way you helped them to understand the features of each text type? Why or why not? How well did they manage the group discussion?</p>	<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>
<p>HOD/Subject head: _____ Date: _____</p>	

Note 1: If your class does not have copies of the Core Reader, read and discuss the literature set work for the first part of the lesson on Day 1.

Note 2: If your class does not have copies of the Core Reader, for Activity 12 on Day 5, use the textbook instead, and adapt the questions where necessary.

PLATINUM ENGLISH Week 2 Theme continued: This is our story									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss questions on folktale (40 mins); W&P: Begin to plan a dialogue (20 mins) p. 86	133–134 Act. 7	220–221 100–101	<i>Van Hunks and the devil</i> CR pp. 39–44	W&P: Complete plan for dialogue				
2	W&P: Write first draft of dialogue, exchange with a partner & give each other feedback (60 mins) p. 86	133–134 Act. 7	100–101		W&P: Revise & edit dialogue				
3	W&P: Write final version of dialogue, read it with a partner & partners read dialogues to a group (60 mins) p. 86	133–134 Act. 7	100–101	Literature set work	Continue reading literature set work				

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Date completed					
4	R&V: Discuss literature set work (10 mins); LSC: Revise direct & indirect speech, write sentences ; discuss & mark answers (30 mins); learn about comparative & superlative adjectives & use adjectives correctly (20 mins) p. 86	134–135 Act. 8 135–136 Act. 9	101–102 102		LB pp. 136–137 Act. 11 LSC: Identify examples of present, past & future tense verbs in a text						
5	LSC: Discuss & mark homework (5–10 mins); learn about & use discourse markers (15 mins); R&V: Learn about parts of a book & answer questions on these (35–40 mins) p. 86	136–137 136 Act. 10 137 Act. 12	103 102–103 103–104		LB. p. 138 Answer all questions on Revision page						
Reflection											
<p>Think about and make a note of: What were the strengths and weaknesses of learners' dialogues? What could you do to assist them to build on the strengths and to overcome the weaknesses? Are you pleased with the progress that you and the learners are making with the literature set work? Why or why not?</p>						<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
						HOD/Subject head:			Date:		

Note: If your class does not have copies of the Core Reader, read and discuss the literature set work on Day 5.

PLATINUM ENGLISH Week 3 Theme: Look after wild animals										
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V/LSC: Discuss & mark Revision page homework (15 mins); L&S: In a group discuss questions about conserving wild life (15 mins); listen to a letter to the press, take notes & use these to answer questions; discuss & mark answers (30 mins) p. 87	138 140 Act. 1 140–141 Act. 2	104 106–107 107 & xlili	Literature set work	Continue reading literature set work					
2	R&V: Discuss literature set work (15 mins); L&S: Participate in a group discussion based on a text (45 mins) p. 87	141 Act. 3	107–108	Literature set work	Continue reading literature set work					
3	R&V: Discuss literature set work (10 mins); read a newspaper article & answer questions on text features, tone, content & language use; discuss & mark answers (50 mins) p. 87	142–143 Act. 4	108–109		LB pp. 143–144 LSC: Answer questions on facts, stereo-types, synonyms, antonyms					
4	LSC: Discuss & mark homework (5–10 mins); R&V: Read a poem & answer questions on rhymes, repetition & personification; discuss & mark answers (50–55 mins) p. 87	143–144 144–145 Act. 5	109 109–110		LB p. 145 LSC: Use prepositions & adverbs in sentences					
5	LSC: Discuss & mark homework (10 mins); R&V: Read folktale in CR & discuss questions on plot & characters (50 mins) p. 87	145	110 221	<i>The magic fish bones</i> CR pp. 45–49 Literature set work	Continue reading literature set work					
Reflection										
<p>Think about and make a note of: What did you notice about learners' participation in the group discussion? What could you do to support any learners who found it difficult to contribute to this discussion? Were you pleased with learners' responses to the questions on the newspaper article and the poem? Why or why not?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
<p>HOD/Subject head:</p>					<p>Date:</p>					

Note: If you are not able to make copies of Worksheets 11A and 11B for Days 4 and 5, use these lessons for any work that you think learners need to revise and for continuing with the literature set work.

PLATINUM ENGLISH Week 4 Theme continued: Look after wild animals									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss literature set work (10 mins); W&P: Learn about features of a letter to the press; plan a letter & begin writing first draft (50 mins) p. 87	146–147 Act. 6	110–111		W&P: Complete first draft of letter				
2	W&P: Revise & edit first draft & exchange with a partner for feedback (30 mins); use feedback in writing final version (30 mins) p. 87	146–147 Act. 6	110–111		LB p. 148 LSC: Identify facts, opinions & stereotypes				
3	LSC: Discuss & mark homework (10 mins); learn about simple & complex sentences; identify examples in sentences ; discuss & mark answers (30 mins); learn about homophones & homonyms; identify examples of each (20 mins) p. 87	148–149 Act. 7 149 Act. 8	111 111– 112 112		LB p. 150 LSC: Answer all Revision questions				
4	LSC: Discuss & mark answers to Revision questions (30 mins); LSC/R&V: Answer questions on vocabulary, sentence types, homophones & homonyms Chapter 11 Worksheet A (30 mins) p. 87	150 Worksheet 11A in Remediation Worksheet Book	112–113 239		LSC: Complete answers to Ch. 11 Worksheet A Remediation Worksheet Book				
5	LSC/R&V: Discuss & mark homework (20 mins); R&V: Answer questions vocabulary, sentence types, homophones & homonyms Chapter 11 Worksheet B; discuss & mark answers (40 mins) p. 87	Worksheet 11B in Remediation Worksheet Book	239 240	Literature set work	Continue reading literature set work				
Reflection									
Think about and make a note of: What were the strengths and weaknesses of learners' letters to the press? What could you do to assist them to build on the strengths and to overcome the weaknesses? This week you had opportunities to do revision and extension work. Were you pleased with what you and the learners achieved?					Did you cover all the work set for the week? If not, how will you get back on track?				
					HOD/Subject head:				

Suggestion: For the prepared speech – which can be done for Term 3, Formal Assessment Task 1 – divide the class, so that 10-15 learners present a 2-minute speech each day for three days (30-45 learners). For the second half of the lesson on each day do other activities.

PLATINUM ENGLISH Week 5 Theme: What is your real identity?										
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	L&S: Talk about a photograph (10 mins); listen to a speech, make notes, answer questions & discuss the speech (40 mins); learn how to make a prepared speech (10 mins) p. 88	151–152 Act. 1 153–154 Act. 3	115 116 117		LB pp. 153–154 Act. 3 LSC: Plan & prepare a speech					
2	L&S: Present speech to a partner & receive feedback; improve speech (30 mins); R&V: Do pre- & during-reading activities on an information text; answer post-reading Question 1 (30 mins) p. 88	154 Act. 3 155–156 Act. 5	117 117–118		Practise prepared speech					
3	L&S: 10–15 learners present speeches (30 mins) Note: The prepared speech can be done for Term 3, Formal Assessment Task 1. R&V: Discuss & mark homework (10 mins); answer post-reading Question 2; discuss & mark answers (20 mins) p. 88	154 Act. 3 155 Act. 5	117–118 118	Literature set work	Continue reading literature set work					
4	L&S: 10–15 learners present speeches (30 mins); R&V: Discuss literature set work (10 mins); LSC: Revise facts, opinions, stereotypes & begin Activity 6 (20 mins) p. 88	154 Act. 3 157 Act. 6	117 118–119		LB p. 157 Act. 6 LSC: Write answers to Question 2					
5	L&S: 10–15 learners present speeches (30 mins); LSC: Discuss & mark homework (10–15 mins); R&V: Discuss & read literature set work (15–20 mins) p. 88	154	117 118–119	Literature set work	Continue reading literature set work					
Reflection										
Think about and make a note of: What were the strengths and weaknesses of learners' prepared speeches? What could you do to assist them to build on the strengths and to overcome the weaknesses? Are you and the learners enjoying the literature set work? Why or why not?		Did you cover all the work set for the week? If not, how will you get back on track?								
		HOD/Subject head:					Date:			

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

PLATINUM ENGLISH Week 6 Theme continued: What is your real identity?									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss literature set work (10 mins); LSC: Revise & use past, present & perfect tenses ; discuss & mark answers to activities (50 mins) p. 88	158–159 Act. 7–9	119–120	Literature set work	Continue reading literature set work				
2	R&V: Do pre-, during- & post-reading activities on a short story, paying attention to characters, setting, plot & conflict ; discuss & mark answers to questions (60 mins) p. 88	160–162 Act. 10	121–122	Literature set work	Continue reading literature set work				
3	R&V: Discuss literature set work (15 mins); W&P: Plan an informal letter & begin writing first draft (45 mins) p. 88	162–163 Act. 11	122		LB pp. 162–163 W&P: Complete first draft of letter				
4	W&P: Revise & edit letter & get feedback from a partner; write & proofread final version (55 mins) Note: This letter can be written for Term 3, Formal Assessment Task 2 R&V: Listen to teacher’s introduction to short story (5 mins) p. 88	162–163 Act. 11	122 Rubric xxxi, xxxvi	<i>Paw–Paw</i> CR pp. 21–26	Read <i>Paw–Paw</i> CR pp. 21–26 & prepare to answer questions on the story				
5	R&V: Discuss questions on short story <i>Paw–Paw</i> CR pp. 21–26 (35 mins); L&S: Present an unprepared speech to a group of classmates (25 mins) p. 88	154 Act. 4	117		LB p. 164 LSC: Do Revision page activities on verb tenses, punctuation & sentence types				
Reflection									
<p>Think about and make a note of: What were the strengths and weaknesses of learners’ informal letters? What could you do to assist them to build on the strengths and to overcome the weaknesses? Were you satisfied with the ways in which you assisted learners to understand the various verb tenses and to use them correctly? Why or why not?</p>		<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>							
HOD/Subject head:					Date:				

PLATINUM ENGLISH Week 7 Theme: Slavery at the Cape

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	LSC: Discuss & mark Revision page homework (15 mins); R&V/L&S: read a picture critically & talk about it (15 mins); L&S: Listen to an information text & write notes about the way it is read & the main ideas (30 mins) p. 89	164 165–166 Act. 1 167 Act. 2	123 125–126 126		LB p. 167 L&S: Prepare to discuss the post-listening questions					
2	L&S: Use notes to discuss post-listening questions (10 mins); R&V: Learn about mood in poetry; read a poem & answer questions on it; discuss & mark answers (45 mins); LSC: Listen to teacher’s instructions for homework task on idioms (5 mins) p. 89	167 Act. 2 167–169 Act. 3 169	126 126–127		LB p. 169 LSC: Complete the <i>Work with sentences</i> activity on idioms					
3	LSC: Discuss & mark homework on idioms (5 mins); R&V: Read an extract from a novel & begin to answer questions on setting, plot & conflict in the story (55 mins) p. 89	169 169–171 Act. 4	127		LB pp. 169–171 R&V: Complete answers to questions on novel extract					
4	R&V: Discuss & mark homework (15–20 mins); LSC: Do <i>Work with words</i> & <i>Work with sentences</i> activities on synonyms & figurative language ; discuss & mark answers (20 mins); W&P: Plan a story by writing notes in a mind map (20–25 mins) p. 89	169–171 Act. 4 171 172–173 Act. 5	127–128 128 129		LB p. 172 W&P: Use mind map to write first draft of story					
5	W&P: Exchange draft with a partner; use feedback from partner to improve story; revise, edit, write & proofread final version of story (60 mins) p. 89	172–173 Act. 5	129		LB p. 173 LSC: Answer <i>Work with words</i> questions on vocabulary & spelling					

Reflection

Think about and make a note of: At the beginning of the week learners were asked to notice details in a picture and to give their opinion on what they ‘read’. How well did they manage this critical reading task? Were you satisfied with what you did to assist them? Were learners able to construct a mind map and to use it well when planning and writing their stories? What could you do to assist learners who found the writing task difficult?

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

HOD/Subject head:

Date:

Suggestion: For the storytelling activity – which can be done for Term 3, Formal Assessment Task 1 – divide the class, so that 10-15 learners present a 2-3 minute story each day for three days (30-45 learners). For the other part of the lesson on each day do other activities.

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

PLATINUM ENGLISH Week 8 Theme continued: Slavery at the Cape										
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	LSC: Discuss & mark homework (5–10 mins); L&S: Plan how to tell the story written in Week 7 to the class; practise telling it to a partner (20–25 mins); LSC: Revise proper & common nouns & use them correctly ; discuss & mark answers (30 mins) p. 89	173 173 Act. 6 174 Act. 7	130 130 131		LB p. 173 L&S: Practise telling a story					
2	L&S: 10-15 learners tell a story (40 mins) Note: The story can be told for Term 3, Formal Assessment Task 1 LSC: Write & punctuate contractions correctly (20 mins) p. 89	174 Act. 6 174–175 Act. 8	130 Rubric xxxiii, xxxvi 131	Literature set work	Continue reading literature set work					
3	R&V: Discuss literature set work (10 mins); L&S: 10-15 learners tell a story (40 mins); LSC: Revise adjectival & adverbial clauses & note homework task (10 mins) p. 89	174 Act. 6 175 Act. 9	130 Rubric xxxiii, xxxvi 132		LB p. 175 Act. 9 LSC: Use adverbial & adjectival clauses in sentences					
4	LSC: Discuss & mark homework (5–10 mins); L&S: 10-15 learners tell a story (40 mins); R&V: Listen to teacher’s introduction to short story <i>The willow-pattern plate</i> in CR pp. 57–62 (5–10 mins) p. 89	175 174 Act. 6	132 130 Rubric xxxiii, xxxvi 132	<i>The willow-pattern plate</i> CR pp. 57–62	R&V: Read <i>The willow-pattern plate</i> CR pp. 57–62 & prepare to answer questions on it					
5	R&V: Discuss questions <i>The willow-pattern plate</i> CR pp. 57–62 (40 mins); LSC: Begin answering language questions on Revision page (20 mins) p. 89	176	222–223		LB p. 176 LSC: Complete answers to language questions on Revision page					

Reflection	
<p>Think about and make a note of: What pleased you about learners' storytelling? What could you help learners to improve on in their storytelling, and how would you go about this? Were you pleased with the way in which you discussed the short story and/or the literature set work with learners? Why or why not?</p>	<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>
	<p>HOD/Subject head: _____ Date: _____</p>

Suggestion: For the prepared reading activity – which can be done for Term 3, Formal Assessment Task 1 – divide the class, so that 10-15 learners read a 2-minute extract each day for three days (30-45 learners). For the other part of the lesson on each day do other activities.

Note 1: Learners should NOT read from the extract used in Activity 4. Each learner should read a different text. They can choose from the Core Reader, the literature set work or any other book, magazine or newspaper article.

Note 2: Encourage learners to keep reading the literature set work, so that you can have a final discussion of it next week.

PLATINUM ENGLISH Week 9 Theme: Growing up in Africa										
Day	CAPS content and activities	LB pp.	TG pp.	CR/literature text	Homework	Class				
						Date completed				
1	LSC: Discuss & mark language Revision questions (10–15 mins); L&S: Talk about a photograph (10–15 mins); R&V: Skim, scan & read an advertisement intensively; identify emotive language; begin to answer questions on the advertisement (30–40 mins) p. 90	176 177–178 Act. 1 178–179 Act. 2	132–133 135 136		LB pp. 178–179 Act. 2 R&V: Complete answers to questions					
2	R&V: Discuss & mark homework (15 mins); read a free verse poem & answer questions on it ; discuss & mark answers (45 mins) p. 90	179 Act. 2 179–181 Act. 3	136 137		LB p. 179 LSC: Answer <i>Work with words</i> on synonyms & apostrophes					

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Date completed				
3	LSC: Discuss & mark homework (5 mins); R&V: Do pre- & during-reading activities on an extract from a novel; begin answering post-reading questions (55 mins) p. 90	179 181–183 Act. 4	136 137–138		LB pp. 181–183 R&V: Complete answers to post-reading questions					
4	R&V: Discuss & mark homework (15 mins); L&S: Listen to an extract from a novel, take notes & answer questions (40 mins); listen to teacher's instructions for prepared reading (5 mins) p. 90	181–183 183–184 Act. 5	138 138–139		LB p. 184 Act. 6 L&S: Practise prepared reading					
5	L&S: 15-20 learners read prepared reading (40 mins) Note: This can be done for Term 3, Formal Assessment Task 1 LSC: Learn about noun phrases & identify them in a passage ; discuss & mark answers (20 mins) p. 90	184 Act. 6 185 Act. 7	139 Rubric xxxiii		LB p. 183 LSC: Do <i>Work with words</i> on homophones & homonyms					
Reflection										
<p>Think about and make a note of: This week learners read several different kinds of texts. Were you pleased with the way you introduced each text and with learners' responses to them? Why or why not?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					HOD/Subject head:		Date:			

Note: If your class has the Worksheet Book, or if you are able to photocopy the worksheets, learners could complete some of the worksheets as practise for the Term Test.

PLATINUM ENGLISH Week 10 Theme continued: Growing up in Africa										
Day	CAPS content and activities	LB pp.	TG pp.	CR/literature text	Homework	Class				
						Date completed				
1	LSC: Discuss & mark homework on homophones & homonyms (5 mins); L&S: 10-15 learners read prepared reading (25–35 mins); LSC: Learn about prepositions with phrasal verbs; identify & use phrasal verbs (20–25 mins) p. 90	183 184 Act. 6 185–186 Act. 8	138 139 Rubric xxxiii 140	Literature set work	Complete reading of literature set work					
2	R&V: Final discussion of literature set work (15 mins); L&S: 10–15 learners read prepared reading (25–35 mins); W&P: Learn about descriptive essays (10 mins) p. 90	184 Act. 6 187–188 Act. 9	139 Rubric xxxiii 140–141		LB pp. 187–188 Act. 9 W&P: Plan a descriptive essay using a mind map					
3	W&P: Write first draft of essay & exchange with a partner to get feedback; begin revising essay (60 mins) p. 90 Note: This essay can be written for Term 3, Formal Assessment Task 2	187–188 Act. 9	140–141 Rubric xxx		LB pp. 187–188 Act. 9 W&P: Finish writing final version of essay					
4	R&V/LSC: In preparation for Term Test, answer comprehension and language questions on Revision page; discuss & mark answers (60 mins)	189–190	141–142		Revise for Term 3 reading comprehension and language test					
5	Write Term 3 Test: Comprehension and language use (60 mins)									
Reflection										
<p>Think about and make a note of: What were the strengths and weaknesses of learners' prepared readings? What could you do to assist them to build on the strengths and to overcome the weaknesses? Were you satisfied with the support you gave learners for writing a descriptive essay? Why or why not?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
<p>HOD/Subject head:</p>					<p>Date:</p>					

Note: Week 11 is available for you to complete any work not done, go over assessment tasks and do remediation or extension work with learners. Plan your work for the week.

PLATINUM ENGLISH Week 11 Theme: Plan your week

End-of-term reflection

Think about and make a note of:

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

HOD/Subject head:

Date:

5. Spot On English First Additional Language (Heinemann)

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

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

SPOT ON Week 1 Theme: Where do we come from?										
Day	CAPS content and activities	LB pp.	TG pp.	CR/literature text	Homework	Class				
						Date completed				
1	Listen to teacher's feedback on mid-year examination papers (30 mins) L&S: Ask questions in preparation for listening comprehension (5 mins); listen to a dialogue & make notes (25 mins) p. 86	110 Act. 1.1 110 Act. 1.2	180 180–181		LB p. 110 Act. 1.3 L&S: Use notes to answer questions					
2	L&S: Discuss & mark homework (10 mins); learn how to participate in a group discussion; participate in a group discussion (35 mins); R&V: Listen to teacher's introduction to literature set work & begin reading it (15 mins) p. 86	110 111 Act. 2.1	181 182	Literature set work	Begin reading literature set work					
3	R&V: Discuss literature set work (10 mins); R&V/W&P: With a partner, read aloud an extract from a play script; learn about features of play scripts (25 mins); plan how to continue the play script by writing dialogue (25 mins) p. 86	112 112 Act. 3.1	183 184	Literature set work	Continue reading literature set work					
4	R&V: Discuss literature set work (10 mins); W&P: Write first draft of dialogue (50 mins) p. 86	112 Act. 3.1	184		LB p. 113 Act. 3.1 W&P: Revise first draft of dialogue					
5	W&P: Exchange revised draft with a partner; give each other feedback; further revise, edit, proofread & write final version of dialogue (60 mins) p. 86 Note: The dialogue can be done for Term 3, Formal Assessment Task 2	112 Act. 3.1	184	Literature set work	Continue reading literature set work					
Reflection										
<p>Think about and make a note of: Were you pleased with the way in which you taught learners about the features of play scripts and dialogue? Why or why not? What did you notice about the ways in which learners participated in a group discussion? What could you do to support any learners who find it difficult to participate?</p>					Did you cover all the work set for the week? If not, how will you get back on track?					
					HOD/Subject head:					Date:

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

SPOT ON Week 2 Theme continued: Where do we come from?									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	L&S: In groups, choose one of the dialogues written in Week 1; decide how to perform it; perform it for the class (30 mins); R&V: Read an information text & begin to answer Questions 1 & 2 on facts & opinions & making inferences (30 mins) p. 86	113 Act. 3.2 114–115 Act. 4.1	184 185		LB pp. 114–115 Act. 4.1 R&V: Complete answers to Questions 1–3				
2	R&V: Discuss & mark homework (10 mins); R&V/LSC: Answer questions on figurative language, synonyms & antonyms in the information text ; discuss & mark answers (40 mins); R&V: Listen to teacher’s introduction to short story in Core Reader (10 mins) p. 86	114–115 114–115 Act. 4.1	185 185	<i>The doll</i> CR pp. 54–59	Begin reading <i>The doll</i> CR pp. 54–59				
3	LSC: Revise rules for using direct and indirect (reported) speech; write sentences in indirect speech ; discuss & mark answers (60 mins) p. 86	116–117 Act. 5.1	186	<i>The doll</i> CR pp. 54–59	Finish reading <i>The doll</i> CR pp. 54–59 & prepare to answer questions on it				
4	R&V: Discuss questions short story <i>The doll</i> CR pp. 54–59 (25 mins); LSC: Learn about & use comparative & superlative adjectives ; discuss & mark sentences (35 mins) p. 86	118–119 Act. 6.1 & 6.2	300– 301 187	Literature set work	Continue reading literature set work				
5	R&V: Discuss literature set work (15 mins); LSC: Complete revision activities on adjectives, synonyms & indirect speech ; discuss & mark answers (45 mins) p. 86	120 Revision Act. 10	188	Literature set work	Continue reading literature set work				
Reflection									
<p>Think about and make a note of: What were the strengths and weakness of learners’ written dialogues? What could you do to help them to build on their strengths and to overcome their weaknesses? Were you satisfied with the way you explained the rules of direct and indirect speech? Why or why not?</p>		<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>							
						HOD/Subject head:		Date:	

SPOT ON Week 3 Theme: Footprints in the wild

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss literature set work (15 mins); do a pre-reading activity on a magazine article (10 mins); read the article & begin to answer questions on format & text features, language use, tone & sequence; (45 mins) p. 87	122–123 Act. 1.1 122–123 Act. 1.2	190 190		LB pp. 122–123 Act. 1.2 R&V: Complete answers to questions					
2	R&V: Discuss & mark homework (20 mins); L&S: Prepare to listen to a response to a letter to the press; listen & make notes (40 mins) p. 87	122–123 124 Act. 2.1 124 Act. 2.2	190–191 192		LB p. 124 Act. 2.3 L&S: Use notes to answer questions					
3	L&S: Discuss & mark homework (15 mins); R&V/L&S: Read an article in preparation for a group discussion (10 mins); L&S: Participate in a group discussion about environmental protection (35 mins) p. 87	124 125 125 Act. 2.4	192–193 193	Literature set work	Continue reading literature set work					
4	R&V: Read a poem & answer questions on title, structure & typography, point of view & intention, figures of speech, imagery & onomatopoeia (60 mins) p. 87	126–127 Act. 3.1	194		LB pp. 126–127 Act. 3.1 R&V: Complete answers to questions					
5	R&V: Discuss & mark homework (30 mins); W&P: Learn how to write a letter to the press; plan & begin first draft of a letter to the press (30 mins) p. 87	126–127 128–129 Act. 4.1	194 195		LB pp. 128–129 Act. 4.1 W&P: Complete first draft of letter					
Reflection										
<p>Think about and make a note of: How well did learners manage the reading activities on a magazine article and on a poem? What could you do to assist any learners who found these activities difficult?</p>		<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>								
		HOD/Subject head:					Date:			

Note: If the class does not have copies of the Core Reader, for Day 1 homework ask learners to continue reading the literature set work, and then, in class on Day 2, discuss what they have read.

SPOT ON Week 4 Theme continued: Footprints in the wild									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	W&P: Exchange draft with a partner & give each other feedback; revise, edit, proofread and write final version of letter (55 mins); listen to teacher's introduction to a folktale (5 mins)	127–128 Act. 4.1	195 Rubric 290	<i>Why bat hangs upside down</i> CR pp. 11–17					
2	R&V: Discuss questions folktale (20 mins); LSC: Learn about prepositions of time, place & direction; use prepositions in sentences ; discuss & mark answers (40 mins) p. 87	130 Act. 5.1	295 196	Literature set work	Continue reading literature set work				
3	R&V: Discuss literature set work (15 mins); LSC: Revise the terms fact and opinion; identify facts and opinions in sentences; write facts and opinions ; discuss & mark answers (45 mins) p. 87	131 Act. 6.1	197	Literature set work	Continue reading literature set work				
4	LSC: Do revision activities on prepositions, synonyms and spelling ; discuss & mark answers (60 mins) p. 87	132 Revision Act. 11	198	Literature set work	Continue reading literature set work				
5	Read and discuss literature set work (60 mins)			Literature set work	Continue reading literature set work				
Reflection									
<p>Think about and make a note of: What were the strengths and weaknesses of learners' letters to the press? What could you do to assist them to build on the strengths and to overcome the weaknesses? Are you pleased with the ways in which you are assisting learners to read the literature set work? Why or why not?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>				
					HOD/Subject head:		Date:		

Note 1: If learners did not write the dialogue for Formal Assessment purposes in Week 1, they must write an informal letter in Week 5, and not a formal letter, in order to meet the CAPS requirements.

Note 2: If learners do not have copies of the Core Reader for class work and homework on Day 3, continue reading and discussing the literature set work.

SPOT ON Week 5 Theme: The spirit of adventure										
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Identify fact and fiction while reading an extract from a youth novel (30 mins); begin to answer questions on key features of the extract (30 mins) p. 88	134–135 Act. 1.1 134–135 Act. 1.2	200 200		LB pp. 134–135 Act. 1.2 R&V: Complete answers to questions on features of an extract from a novel					
2	R&V: Discuss & mark homework (15 mins); learn about different text genres & identify genres in an extract (15 mins); LSC: Revise present, past & future continuous tenses & identify examples in sentences (30 mins) p. 88	134–135 135 Act. 1.3 136–137 Act. 2.1	200 201 202	Literature set work	Continue reading literature set work					
3	R&V: Discuss literature set work (15 mins); LSC: Decide on correct verb forms in sentences ; discuss & mark answers (30 mins); R&V: Listen to teacher's introduction to a poem from the Core Reader; read the poem & begin to answer questions on it (15 mins) p. 88	136–137 Act. 2.2	202	<i>The road not taken</i> CR pp. 89–91	R&V: Write answers to questions on <i>The road not taken</i> CR pp. 89–91					
4	R&V: Discuss answers to questions on poem (20 mins); read an advertisement & begin to answer questions about the images & words used in it (40 mins) p. 88	138–139 Act. 3.1	305– 306 203– 204		LB pp. 138–139 Act. 3.1 R&V: Complete answers to questions on advertisement					
5	R&V: Discuss & mark homework (20 mins); W&P: Learn about the features of formal & informal letters; choose a topic, plan a letter & begin first draft (40 mins)	138–139 140–141	203– 204 205		LB: pp. 140–141 W&P: Complete first draft of letter					
Reflection										
<p>Think about and make a note of: Learners read several different types of texts this week. Were you satisfied with the way in which you taught the features of a story that combines fact with fiction and the way in which you taught learners to read an advertisement? Why or why not?</p>						<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>				
<p>HOD/Subject head:</p>						<p>Date:</p>				

SPOT ON Week 6 Theme continued: The spirit of adventure

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	W&P: Exchange draft letter with a partner; give each other feedback; revise, edit, proofread & write final version of letter (60 mins) p. 88 Note: The informal letter can be done for Term 3, Formal Assessment Task 2	140–141	205	Literature set work	Continue reading literature set work					
2	R&V: Discuss literature set work (20 mins); LSC: Learn how to form passive voice in the continuous tenses; write sentences correctly; discuss & mark sentences (40 mins) p. 88	142 Act. 5.1 & 5.2	206	Literature set work	Continue reading literature set work					
3	L&S: Learn how to make an unprepared speech; half the class makes an unprepared speech (60 mins) p. 88 Note: The unprepared speech can be done for Term 3, Formal Assessment Task 1	143 Act. 6.1	207 Rubric 208	Literature set work	Continue reading literature set work					
4	L&S: Rest of class makes an unprepared speech (40–60 mins) If there is time to spare, discuss literature set work	143 Act. 6.1	207 Rubric 208	Literature set work	Continue reading literature set work					
5	R&V: Discuss literature set work (15 mins); R&V/L&S: Extend speech making skills (45 mins) p. 88	Revision Act. 12	209	Literature set work	Continue reading literature set work					

Reflection

Think about and make a note of: What were the strengths and weaknesses of learners' letters? What could you do to help them to build on the strengths and to overcome the weaknesses? How well did learners manage to make an unprepared speech? What could you do to assist any learners who found this task difficult?

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

HOD/Subject head:

Date:

Note 1: If learners do not have copies of the Core Reader, for homework on Day 3 and class discussion on Day 4 continue using the literature set work.

Note 2: The Learner's Book and Teacher's Guide suggest that the storytelling task be done in groups. If you wish to use this task for formal assessment purposes, ask each learner to tell his or her story to the whole class, as suggested in this tracker.

SPOT ON Week 7 Theme: The art of storytelling									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Learn about fables; read a fable; identify key features of fables; begin to answer questions on characters, theme, conflict & language used (60 mins) p. 89	146–148 Act. 1.1 & 1.2	211		LB pp. 146–149 Act. 1.1 & 1.2 R&V: Complete answers to questions				
2	R&V: Discuss & mark homework (20 mins); LSC: Learn about proverbs & match proverbs to meanings; discuss & mark answers (40 mins) p. 89	146–148 149 Act. 2.1	211 212– 213	Literature set work	Continue reading literature set work				
3	R&V: Discuss literature set work (10 mins); L&S: Learn to take notes while listening; listen to two creation stories & make notes; discuss & mark notes (45 mins); R&V: Listen to teacher's introduction to folktale in Core Reader (5 mins) p. 89	150–151 Act. 3.1 & 3.2	214– 215	<i>The tiger, the goat and the cabbage</i> CR pp. 22–26	Read <i>The tiger, the goat and the cabbage</i> CR pp. 22–26 & prepare to answer questions on it				
4	R&V: Discuss the folktale <i>The tiger the goat and the cabbage</i> CR pp. 22–26 (20 mins); L&S: Learn how to tell a story well (10 mins); LSC: Learn about phrasal verbs; use phrasal verbs in sentences; discuss & mark answers (30 mins) p. 89	151 Act. 3.3 152 Act. 4.1	296 215 216		LB p. 151 Act. 3.3 L&S: Prepare a story to tell				
5	L&S: 15 learners tell their story to the class (60 mins) Note: Telling a story can be done for Term 3, Formal Assessment Task 1	151 Act. 3.3	215	Literature set work	Continue reading literature set work				
Reflection									
Think about and make a note of: Note making is a difficult skill to learn. How well did the learners manage to take notes on the creation stories? Were you satisfied with what you did to assist them? Why or why not?		Did you cover all the work set for the week? If not, how will you get back on track?							
		HOD/Subject head:				Date:			

SPOT ON Week 8 Theme continued: The art of storytelling

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss literature set work (10 mins); L&S: 12–15 learners tell their story to the class (50 mins) p. 89	151 Act. 3.3	215	Literature set work	Continue reading literature set work					
2	R&V: Discuss literature set work (10 mins); L&S: 12–15 learners tell their story to the class (50 mins) p. 89	151 Act. 3.3	215	Literature set work	Continue reading literature set work					
3	LSC: Revise adverbial & adjectival clauses; identify clauses in sentences; discuss & mark answers (30 mins); W&P: Learn how to write a story; plan a story & begin writing first draft (30 mins) p. 89	153 Act. 5.1 154–155 Act. 6.1	217 218–219		LB pp. 154–155 Act. 6.1 W&P: Complete first draft of a story					
4	W&P: Exchange draft with a partner, give each other feedback, revise, edit, proofread & write final version of story (60 mins) p. 89	154–155 Act. 6.1	218–219	Literature set work	Continue reading literature set work					
5	R&V: Discuss literature set work (10 mins); LSC: Revise adjectival & adverbial clauses & punctuation; discuss & mark answers (50 mins) p. 89	Revision Act. 13	220	Literature set work	Continue reading literature set work					

Reflection

Think about and make a note of: What were the strengths and weaknesses of learners’ oral and written stories? Which did they do better? What could you do to assist them to build on their strengths and to overcome their weaknesses as storytellers and storywriters?

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

HOD/Subject head:

Date:

Note: For the prepared reading task, learners could read from the literature set work, a story in the Core Reader or choose their own story.

SPOT ON Week 9 Theme: Success is...										
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	L&S: Listen to teacher read aloud from a story; note how s/he reads; learn how to prepare & present a reading from a story (30 mins); R&V: Read a newspaper article with photographs & begin to answer questions on it (30 mins) p. 90	158 Act. 1.1 158–159 Act. 1.2 160–161 Act. 2.1 & 2.2	222–223 223 225		LB pp. 158–159 Act. 1.1 & 1.2 L&S/R&V: Choose part of a story to read & practise reading it aloud					
2	L&S: 20 learners present a prepared reading (60 mins) p. 90 Note: The prepared reading can be done for Term 3, Formal Assessment Task 1	158	223		LB pp. 160–161 Act. 2.2 R&V: Complete answers to questions on newspaper article					
3	R&V: Discuss & mark answers to homework (20 mins); 12–14 learners present a prepared reading (40 mins) p. 90	160–161 158	225 223	Literature set work	Continue reading literature set work					
4	L&S: Rest of class presents prepared reading (30 mins); LSC: Learn more about prepositions; use prepositions in sentences; discuss & mark answers (30 mins) p. 90	158 162–163 Act. 3.1	223 226	Literature set work	Continue reading literature set work					
5	R&V: Discuss literature set work (15 mins); W&P: Learn how to write an argumentative essay; plan essay & begin to write first draft (45 mins) p. 90	164–165	227		LB pp. 164–165 W&P: Complete first draft of argumentative essay					
Reflection										
<p>Think about and make a note of: What were the strengths and weaknesses of learners' prepared readings? What could you do to assist learners who found this task difficult? Learners should be close to completing their reading of the literature set work. Are you pleased with what you have done to support their reading of the set work? Why or why not?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					<p>HOD/Subject head: _____ Date: _____</p>					

SPOT ON Week 10 Theme continued: Success is...

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	W&P: Exchange first draft with a partner & give each other feedback; revise, edit, proofread & write final version of argumentative essay p. 90 Note: The argumentative essay can be written for Term 3, Formal Assessment Task 2	164–165	227	Literature set work	Continue reading literature set work					
2	R&V: Read two cartoons & answer questions them (30–40 mins); W&P: Design a cartoon to illustrate a quotation (20–30 mins) p. 90	166 Act. 5.1 166 Act. 5.2	228 228	Literature set work	Complete reading of literature set work					
3	R&V: Final discussion of literature set work (30 mins); LSC: Learn spelling rules for suffixes and apply them; discuss & mark answers (30 mins) p. 90	167 Act. 6.1	229		LB p. 168 R&V/LSC: Answer Questions 1–4 in Revision Act. 14					
4	R&V/LSC: Discuss & mark homework (10 mins); R&V/LSC: Answer rest of Revision activity questions; discuss & mark answers (30 mins); review Term 3 work in preparation for Test (20 mins)	168 168	230 230		Revise for Term 3 Test					
5	Term 3 Test: Comprehension and language use (60 mins)									
Reflection										
<p>Think about and make a note of: Writing an argumentative essay is quite challenging for Grade 8 learners How well did they manage this task? Were you pleased with what you did to assist learners to understand the cartoons they read this week? Why or why not?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					HOD/Subject head:			Date:		

Note: Week 11 is available for you to complete any work not done, go over assessment tasks and do remediation or extension work with learners. Plan your work for the week.

SPOT ON Week 11 Theme: Plan your week

End-of-term reflection

Think about and make a note of:

- | | |
|---|---|
| <ol style="list-style-type: none">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? | <ol style="list-style-type: none">3. What ONE change should you make to your teaching practice to help you teach more effectively next term?4. Did you cover all the content as prescribed by the CAPS for the term? If not, what are the implications for your work on these topics in future? What plan will you make to get back on track? |
|---|---|

HOD/Subject head:

Date:

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

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

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

SUCCESSFUL ENGLISH Week 1 Theme: My life, your life									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	Listen to teacher's feedback on mid-year examination papers (30 mins); LSC: Use vocabulary in context to learn the language of dialogue (25 mins); R&V: Listen to teacher's introduction to literature set work (5 mins) p. 86	178–179 Act. 1	101–102	Literature set work	Begin reading literature set work				
2	R&V: Discuss literature set work (10 mins); listen to a dialogue & make notes; use notes to answer questions; discuss & mark answers (50 mins) p. 86	180–181 Act. 2	102		LB p. 182 Act. 3 LSC: Complete a dialogue using verbs in past simple tense				
3	LSC: Discuss & mark homework (5 mins); learn about discourse markers & use some in sentences; discuss & mark answers (20 mins); R&V: Read an extract from a play & begin to answer questions about its features and the language used (35 mins) p. 86	182–183 Act. 4 183–184 Act. 5	103 103 103–104		LB pp. 183–184 Act. 5 R&V: Complete answers to questions on play script				
4	R&V: Discuss & mark homework (10–15 mins); L&S: Plan & practise a dialogue with a partner (20 mins); 8 pairs present a 3-minute dialogue (30–35 mins) p. 86 Note: The dialogue can be presented for Term 3, Formal Assessment Task 1	184–185 Act. 6	104 104	Literature set work	Continue reading literature set work				
5	L&S: Rest of class presents dialogue (45 mins); LSC: Learn how to write questions in reported speech & begin to write question sentences in reported speech (15 mins)	184–185 Act. 6 185–186 Act. 7	104 104		LB pp. 185–186 Act. 7 LSC: Complete question sentences in reported speech				
Reflection									
Think about and make a note of: Were you pleased with the way you taught learners about features of dialogue? Why or why not? How well did pairs present their dialogues? What could you do to assist any learners who found this task difficult?					Did you cover all the work set for the week? If not, how will you get back on track?				
					HOD/Subject head: _____ Date: _____				

Note 1: For the final part of the lesson on Day 3, if learners have no other books available, they could use the Learner's Book to do the task on features of a book, but if possible use other books.
Note 2: If the class does not have copies of the Core Reader, for the final part of the lesson on Day 5, continue reading and discussing the literature set work, and then set further reading for homework.

SUCCESSFUL ENGLISH Week 2 Theme continued: My life, your life										
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	LSC: Discuss & mark homework (5 mins); W&P: Plan & begin writing the first draft of an interview written as a dialogue (55 mins) p. 86	185–188 Act. 8	104 105		LB pp. 185–188 Act. 8 W&P: Complete first draft of dialogue					
2	W&P: Exchange draft with a partner & give each other feedback; revise, edit, proofread & write final version of dialogue (60 mins) p. 86 Note: The dialogue can be written for Term 3, Formal Assessment Task 2	185–188 Act. 8	105	Literature set work	Continue reading literature set work					
3	R&V: Discuss literature set work (10 mins); LSC: Revise & use comparative & superlative forms of adjectives ; discuss & mark answers (20 mins); R&V: Revise the reading process; identify parts of a book & text features in it; discuss findings with a partner (30 mins) p. 86	189–190 Act. 10 190 Act. 11	105–106 106	Literature set work	Continue reading literature set work					
4	R&V: Discuss literature set work (10 mins); LSC: Revise nouns & identify nouns in sentences ; discuss & mark answers (20 mins); R&V: Read a poem & begin to answer questions on the language used & its message (30 mins) p. 86	191 Act. 12 192–193 Act. 13	106 106–107		LB pp. 192–193 Act. 13 R&V: Complete answers to questions on poem					
5	R&V: Discuss & mark homework (20 mins); LSC: Practise using synonyms & antonyms ; discuss & mark sentences (25 mins); R&V: Listen to teacher's introduction to a poem in the Core Reader; read the poem & begin to answer questions on it (15 mins) p. 86		107 107	<i>Prayer to laughter</i> CR pp. 71–73	R&V: Complete answers to questions on poem <i>Prayer to laughter</i> CR pp. 71–73					
Reflection										
<p>Think about and make a note of: What were the strengths and weaknesses of learners' written dialogues? What could you do to assist them to build on the strengths and to overcome the weaknesses? In Grade 8, vocabulary development is very important. How well did learners manage the activity in which they were required to use synonyms and antonyms?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					<p>HOD/Subject head: _____ Date: _____</p>					

SUCCESSFUL ENGLISH Week 3 Theme: What a disaster!

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss & mark answers to questions on poem OR discuss literature set work (15 mins); L&S: Do pre-, during- & post-listening activities on a letter to the press; discuss & mark answers (40 mins); LSC: Recognise the difference between facts & opinions (5 mins) p. 87	196–197 Act. 1 197 Act. 2	172 109–110 110		LB p. 197 Act. 2 LSC: Decide whether sentences give facts or opinions					
2	LSC: Discuss & mark homework (5 mins); L&S: Prepare for & participate in a group discussion (30 mins); one person per group reports on discussion to the class (10 mins); LSC: Use a dictionary & thesaurus to choose synonyms (15 mins) p. 87	197 198–199 Act. 3 199 Act. 4	110 110 110		LB p. 199 Act. 4 LSC: Complete synonyms activity					
3	LSC: Discuss & mark homework (10 mins); learn about passive voice; write sentences in passive voice; discuss & mark answers (25 mins); R&V: Do pre- & during-reading tasks on a newspaper article (25 mins) p. 87	200 Act. 5 201–202 Act. 6	110 111 111	Literature set work	Continue reading literature set work					
4	R&V: Discuss literature set work (10 mins); in groups, answer post-reading questions on newspaper article & participate in class discussion (30 mins); LSC: Identify adverbs of manner & degree in an article; write sentences using these adverbs; discuss & mark answers (20 mins) p. 87	201–202 Act. 6 203 Act. 7	111–112 112	Literature set work	Continue reading literature set work					
5	R&V: Discuss literature set work (10 mins); LSC: Revise simple, compound & complex sentences; identify examples in a text; write a paragraph using each type of sentence; discuss & mark examples & paragraph (50 mins) p. 87	203–204 Act. 8	112	Literature set work	Continue reading literature set work					
Reflection										
<p>Think about and make a note of: Were you pleased with the way in which you assisted learners to understand the differences between facts and opinions? Why or why not? Learners were required to do a great deal of language work this week. How well did they manage it? What could you do to assist learners who found any of the language work difficult?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					HOD/Subject head:		Date:			

SUCCESSFUL ENGLISH Week 4 Theme continued: What a disaster!

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss literature set work (10 mins); W&P: Learn features of a letter to the press; plan & begin first draft of a letter to the press (50 mins) p. 87	205–206 Act. 9	112–113		LB pp. 205–206 Act. 9 W&P: Complete first draft of letter to the press					
2	W&P: Exchange first draft with a partner & give each other feedback; revise, edit, proofread & write final version of letter (60 mins) p. 87	205–206 Act. 9	112–113	Literature set work	Continue reading literature set work					
3	R&V: Discuss literature set work (10 mins); learn about features of a play; do pre- and during-reading activities on a one-act play; with a partner, answer questions on features of a play script (50 mins) p. 87	207–211 Act. 10	113–114		LB pp. 208–211 Act. 10 R&V: Write answers to Questions 2a–f					
4	R&V: Discuss & mark homework (20 mins); LSC: Learn about idiomatic expressions that use phrasal verbs; match idiomatic expressions with meanings ; discuss & mark answers (20 mins); identify two different meanings of homonyms ; discuss & mark answers (20 mins) p. 87	207–211 211 Act. 11 212 Act. 12	113–114 114 114	Literature set work	Continue reading literature set work					
5	R&V: Discuss literature set work (15 mins); LSC: Write sentences using homonyms ; discuss & mark answers (20 mins); identify vocabulary in a word puzzle; discuss & mark answers (25 mins) p. 87	212 Act. 12 212 Act. 13	114 114	Literature set work	Continue reading literature set work					

Reflection

Think about and make a note of: What were the strengths and weaknesses of learners' letters to the press? What could you do to assist them to build on the strengths and to overcome the weaknesses? Are you pleased with the progress learners are making with the literature set work? If you are, what is helping them to make progress? If you are not, what could you do to encourage them to read and understand the set work?

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

HOD/Subject head:

Date:

SUCCESSFUL ENGLISH Week 5 Theme: Looking into the past and the future

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss literature set work (10–15 mins); LSC: Read dictionary entries & answer questions ; discuss & mark answers (15 mins); learn about & use past & future continuous tenses ; discuss & mark answers (30–35 mins) p. 88	214 Act. 1 215 Act. 2	116 116	Literature set work	Continue reading literature set work					
2	R&V: Do pre-, during- and post-reading activities on verses from a song ; discuss & mark answers (60 mins) p. 88	216–218 Act. 3	117	Literature set work	Continue reading literature set work					
3	R&V: Discuss literature set work (10 mins); L&S: Learn how to make an unprepared speech (10 mins); 10-15 learners make 2-3 minute unprepared speeches (40 mins) p. 88	218–219 Act. 4	117–118	Literature set work	Continue reading literature set work					
4	L&S: Rest of class makes unprepared speeches (60 mins) p. 88 Note: The unprepared speech can be presented for Term 3, Formal Assessment Task 1	218–219 Act. 4	117–118		LB p. 229 Act. 11 L&S: Plan how to turn the unprepared speech into a formal prepared speech & practise it for Week 6					
5	R&V: Discuss literature set work (10 mins); do pre-, during- & post-reading comprehension activities on an information text with a photograph (50 mins) p. 88	219–221 Act. 5	118		LB pp. 219–221 Act. 5 R&V: Complete answers to questions on information text					
Reflection										
<p>Think about and make a note of: How well did learners present their unprepared speeches? What could you do to assist any learners who found this task difficult? How did learners respond to the verses from a song and to the information text and photograph? What did their responses suggest to you about your teaching of reading strategies?</p>						<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>				
						<p>HOD/Subject head: _____ Date: _____</p>				

SUCCESSFUL ENGLISH Week 6 Theme continued: Looking into the past and the future

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss & mark homework (20 mins); W&P: Identify main & supporting ideas in a paragraph; add supporting ideas to main idea (25 mins); LSC/R&V: Recognise bias, prejudice & stereotype in cartoons & begin answering questions on the cartoons (15 mins) p. 88	221–222 Act. 6 222–223 Act. 7	118 119 119		LB pp. 222–223 Act. 7 LSC/R&V: Complete answers to questions on cartoons					
2	LSC/R&V: Discuss & mark homework (10 mins); W&P: Plan & write first draft of an informal letter; begin to revise & edit it (50 mins) p. 88 Note: The informal letter can be done for Term 3, Formal Assessment Task 2	223–224 Act. 8	119 119–120		LB pp. 223–224 Act. 8 W&P: Complete revision & editing, proofread & write final version of letter					
3	LSC: Identify & use roots, prefixes & suffixes ; discuss & mark answers (30 mins); R&V: Do pre- & during-reading activities on a scene from a play (30 mins) p. 88	225–226 Act. 9 226–228 Act. 10	120 120–121		Practise prepared speech					
4	L&S: Half the class makes a prepared speech to the class (60 mins) p. 88 Note: The prepared speech can be done for Term 3, Formal Assessment Task 1	229 Act. 11	121		LB 228 Act. 10 R&V: Write answers to Question 1a–f on understanding the play					
5	L&S: Rest of the class makes a prepared speech (60 mins) p. 88	229 Act. 11	121		LB 228 Act. 10 R&V: Write answers to Question 2a–e					

Reflection

Think about and make a note of: Some learners find it difficult to identify and understand bias, prejudice and stereotyping. Were you pleased with your teaching of how to read the cartoons? Why or why not? What were the strengths and weaknesses of learners' prepared speeches? What could you do to assist them to build on the strengths and to overcome the weaknesses?

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

HOD/Subject head:

Date:

Note: If your class does not have copies of the Core Reader, for homework on Day 4 and for classwork on Day 5, continue reading and discussing the literature set work. Note that reading and discussing a short story is important preparation for the writing activity in Week 8.

SUCCESSFUL ENGLISH Week 7 Theme: Tell me something!										
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss & mark homework on comprehension of a scene from a play (15–20 mins); L&S: Partners tell each other a story based on a cartoon (5–10 mins); listen to an information text, take notes & use them to discuss answers to questions with a partner & with the class (30–40 mins) p. 89	228 232 232–232 Act. 1	120–121 123 123–124 166	Literature set work	Continue reading literature set work					
2	R&V: Discuss literature set work (10 mins); do pre- & during-reading activities on a short story; in a group do post-reading tasks 1, 2 & 3 & discuss answers (50 mins) p. 89	233–235 Act. 2	124–125		LB pp. 233–236 Act. 2 R&V/LSC: Write answers to Question 4–6 on p. 236					
3	R&V/LSC: Discuss & mark homework (15 mins); LSC: Use common & proper nouns correctly ; discuss & mark answers (15 mins); LSC: Learn about the past perfect & past perfect continuous tenses; use them correctly ; discuss & mark answers (30 mins) p. 89	236–237 Act. 3 237–238 Act. 4	125 125 125	Literature set work	Continue reading literature set work					
4	R&V: Discuss literature set work (10 mins); read a poem noting rhyme & figurative language; discuss the poem in a group; read the poem aloud (45 mins); R&V: Listen to teacher’s introduction to a praise poem (5 mins) p. 89	238–240 Act. 5	125–126	<i>A praise song for Nelson Mandela</i> CR pp. 77–79	R&V: Read <i>A praise song for Nelson Mandela</i> CR pp. 77–79 & prepare to discuss questions on it					
5	R&V: Discuss questions on praise poem (20 mins); R&V: Read a short story & discuss questions about setting, characters & events (40 mins) p. 89		173 175	<i>The story teller</i> CR pp. 98–105 Literature set work	Continue reading literature set work					

Reflection	
<p>Think about and make a note of: This week learners read several different types of texts. Were you pleased with the way you introduced the information text, the short story and the poem? Why or why not? Which of these texts did the learners find the most difficult? Why do you think this was the case?</p>	<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>
<p>HOD/Subject head: _____ Date: _____</p>	

Note: On Day 2, please give learners instructions for preparing their reading from a short story. The story could come from the *Successful English Literature Anthology*, or learners could make their own choice from other collections of stories. If you have more than 45-50 learners in your class, you will probably need to listen to and assess some learners during break or after school.

SUCCESSFUL ENGLISH Week 8 Theme continued: Tell me something!										
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss literature set work (10 mins); W&P: Learn about features of a short story; plan a short story & begin writing first draft (50 mins) p. 89	240–242 Act. 6	126		LB pp. 240–242 Act. 6 W&P: Complete first draft of short story					
2	W&P: Exchange first draft with a partner; give each other feedback & revise; edit, proofread and write final version of short story (55 mins); L&S/R&V: Listen to instructions for homework task (5 mins) p. 89	240–242 Act. 6 242–243 Act. 7	126		LB pp. 242–243 Act. 7 L&S/R&V: Choose a short story or an extract from a short story & prepare a 2–3 min reading					

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Date completed				
3	L&S: Approx. 25 learners present prepared reading of a story to the class (60 mins) p. 89 Note: The prepared reading can be done for Term 3, Formal Assessment Task 1	242–243 Act. 7	126–127	Literature set work	Continue reading literature set work					
4	L&S: Rest of class presents prepared reading of a story (60 mins) p. 89	242–243 Act. 7	126–127	Literature set work	Continue reading literature set work					
5	R&V: Discuss literature set work (20 mins); LSC: Learn about & use phrasal verbs idiomatically ; discuss & mark sentences (25 mins); R&V: Complete a visual literacy activity (15 mins) p. 89	243 Act. 8 244 Act. 9	127 127	Literature set work	Continue reading literature set work					
Reflection										
<p>Think about and make a note of: How well did learners manage the story writing and prepared reading activities? What could you do to help them build on their strengths as writers or as readers? What could you do to assist learners who had difficulty with either the story writing or the reading aloud activity?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					HOD/Subject head:			Date:		

Note: For homework on Day 5 this week and on Day 1 of Week 10, encourage learners to complete their reading of the literature set work studied this term.

SUCCESSFUL ENGLISH Week 9 Theme: Share your feelings										
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss literature set work (10 mins); LSC: Revise adjectives & abstract nouns (5 mins); R&V: Do pre-reading and during-reading activities on an extract from a novel; write answers to Question 1; discuss & mark answers (45 mins) p. 90	246 246–249 Act. 1	129 129–130		LB pp. 246–249 Act. 1 R&V: Write answers to Question 2a–j					
2	R&V: Discuss & mark homework (20 mins); LSC: Learn about introductory & concluding paragraphs; answer questions on paragraphs; discuss & mark answers (40 mins) p. 90	246–249 250–251 Act. 2	129–130 130	Literature set work	Continue reading literature set work					
3	L&S: Listen to part of a short story; take notes & answer questions on the story; discuss & mark answers (55 mins); LSC: Listen to teacher’s instructions for homework task (5 mins) p. 90	251–253 Act. 3	130–131 131		LB p. 253 Act. 4 LSC: Identify subject, verb and object in sentences					
4	LSC: Discuss & mark homework (5–10 mins); learn about complex nouns; identify and use complex nouns; discuss & mark answers (30 mins); L&S/R&V: Read & discuss tips for reading aloud; choose a text to read aloud (20–25 mins) p. 90	253 253–254 Act. 5 254–255 Act. 6	131 131 131–132		LB pp. 254–255 Act. 6 L&S/R&V: Practise reading the chosen text aloud					
5	L&S: 20–25 learners read aloud their prepared text (60 mins) Note: The prepared reading can be done for Term 3, Formal Assessment Task 1	254–255 Act. 6	Rubric 31	Literature set work	Continue reading literature set work					
Reflection										
<p>Think about and make a note of: How have learners been responding to the literature set work? Have you been pleased with the ways in which you have supported their reading and understanding of the set work? Why or why not?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
HOD/Subject head:					Date:					

SUCCESSFUL ENGLISH Week 10 Theme continued: Share your feelings

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	L&S: 20–25 learners read aloud their prepared text (60 mins) p. 90	254–255 Act. 6	Rubric 31	Literature set work	Complete reading of literature set work					
2	R&V: Have a final discussion of literature set work (30 mins); W&P: Learn about features of a descriptive essay; plan essay & begin writing first draft (30 mins) p. 90	256–257 Act. 7	132–133		LB pp. 256–257 Act. 7 W&P: Complete first draft of essay					
3	W&P: Exchange first draft with a partner; give each other feedback & revise; edit, proofread and write final version of descriptive essay (55 mins); Note: The descriptive essay can be done for Term 3 Formal Assessment Task 2 R&V: Listen to teacher’s instructions for reading a comic strip & homework task (5 mins) p. 90	256–257 Act. 7 257–258 Act. 8	Rubric 33 132		LB pp. 257–258 Act. 8 R&V: Read a comic strip & answer Questions 1–4					
4	R&V: Discuss & mark homework (5–10 mins); LSC: Revise prepositions with phrasal verbs (15 mins); learn about definition paragraphs & work with a partner to write one (30 mins) p. 90	258 259 Act. 9 260–261 Act. 11	132–133 133 133		Revise for Term 3 Test					
5	Term 3 Test: Comprehension and language use (60 mins)									

Reflection

Think about and make a note of: Learners also read aloud in Week 8. Did you notice any improvements in their ability to read aloud when they did this for the second time? If you did, in what ways have learners improved? What do they still need help with?

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

HOD/Subject head:

Date:

Note: Week 11 is available for you to complete any work not done, go over assessment tasks and do remediation or extension work with learners. Plan your work for the week.

SUCCESSFUL ENGLISH Week 11 Theme: Plan your week

End-of-term reflection

Think about and make a note of:

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

HOD/Subject head:

Date:

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

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

Note 2: If your class does not have copies of the Core Reader, on Day 4 use the Learner's Book to do Activity E on p. 126 of the Learner's Book.

Note 3: The Term 3 Test should be done at the end of the term and not the beginning, so ignore the title Term 3 Test on p. 128 of the Learner's Book. If your class does not have copies of the Core reader, they will not be able to answer the questions under 'Reading the rest of the play'.

Note 4: At the end of Day 5, if your class does not have copies of the Core Reader, continue reading the literature set work.

Note 5: Please note the homework task for each day.

TOP CLASS Week 1 Theme: Let dreams take flight									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	Listen to teacher's feedback on mid-year examination papers (25 mins); L&S: Listen to a dialogue and complete notes on it ; discuss & mark notes (30 mins); R&V: Listen to teacher's introduction to literature set work (5 mins) p. 86	122–123 Act. A & B	83–85	Literature set work	Begin reading literature set work				
2	LSC/R&V: Learn about the power of language & answer questions on language used in the dialogue ; discuss & mark answers (40 mins); with a partner, prepare to role play a dialogue (20 mins) p. 86	123–125 Act. C 125 Act. D	85–86 86	Literature set work	Continue reading literature set work				
3	L&S: Pairs role play dialogue to class (60 mins) p. 86 Note: The dialogue can be presented for Term 3, Formal Assessment Task 1	125 Act. D	86	Literature set work	Continue reading literature set work				
4	R&V: Discuss literature set work (20 mins); revise parts of a book ; discuss answers (25 mins); do scanning & skimming activities on an extract from a play & begin to read the extract (15 mins) p. 86	126 Act. E 126 Act. F	86–87 87		LB pp. 127–129 Act. G R&V: Finish reading the extract				
5	R&V/LSC: Write answers to Question 1-7 in Act. H including questions on conflict, theme & vocabulary ; discuss & mark answers (50 mins); R&V: Begin reading the rest of the play, or continue reading literature set work (10 mins) p. 86	127–129 Act. H	87–88	<i>Moony the loony inventor</i> CR pp. 89–118	Continue reading play or continue reading literature set work				

Reflection	
<p>Think about and make a note of: Many of the activities this week have focused on listening to, reading and performing dialogue. How well did learners present their dialogues? What could you do to assist any learners who found this task difficult? Were you satisfied with the way that you introduced the literature set work? Why or why not?</p>	<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>
<p>HOD/Subject head: _____ Date: _____</p>	

Note: If your class does not have copies of the Core Reader, for the last part of the lesson on Day 4 and for homework on Day 4, continue reading the literature set work.

TOP CLASS Week 2 Theme continued: Let dreams take flight									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss play or literature set work (20 mins); W&P: Learn how to write a dialogue & to include discourse markers in it (10 mins); plan & begin to write first draft of a dialogue (30 mins) p. 86	130 Act. J	89–90 91		LB p. 130 Act. J W&P: Complete first draft of dialogue				
2	W&P: Exchange draft with a partner, give each other feedback, revise, edit, proofread & write final version of dialogue (60 mins) p. 86 Note: The dialogue can be written for Term 3, Formal Assessment Task 2	130 Act. J	91	Literature set work	Continue reading literature set work				
3	R&V: Discuss literature set work (15 mins); LSC: Revise & use comparative & superlative adjectives, simple present tense and common & proper nouns ; discuss & mark sentences (35 mins); LSC: Learn about paronyms & choose correct paronyms in sentences (10 mins) p. 86	130–131 Act. K 131 Act. K	91 92	Literature set work	Continue reading literature set work				

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Date completed				
4	R&V: Read & discuss images & words with a partner (10 mins); read a poem & answer questions on figurative language & theme ; discuss & mark answers (35 mins); LSC: Learn & use a spelling pattern (5 mins); listen to teacher's introduction to a second poem & instructions for homework (10 mins) p. 86	131 Act. L 132 Act. L 132 Act. M	92 92 93 92	<i>The cloths of heaven</i> CR pp. 55–56	Read the poem <i>The cloths of heaven</i> CR pp. 55–56 & prepare to answer questions on it					
5	R&V: Discuss poem & questions on it (25 mins); LSC: Practise using direct and indirect (reported) speech ; discuss & mark sentences (35 mins) p. 86	133–134 Act. N	92 93–94		LB p. 134 Act. O LSC: Use comparative & superlative adjectives correctly					

Reflection

Think about and make a note of: What were the strengths and weaknesses of learners' written dialogues? How could you assist them to build on their strengths and to overcome their weaknesses? Were you satisfied with the way you explained the rules of direct and indirect speech? Why or why not?

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

HOD/Subject head:

Date:

Note: If your class does not have copies of the Core Reader, for homework on Day 5 and for the discussion at the beginning of Day 1 in Week 4, continue reading and discussing the literature set work.

TOP CLASS Week 3 Theme: Litterbugs look out!										
Day	CAPS content and activities	LB pp.	TG pp.	CR/literature text	Homework	Class				
						Date completed				
1	LSC: Discuss & mark homework (5–10 mins); L&S/R&V: Pairs discuss a photograph (5 mins); L&S: Listen to a letter to the press; make notes; use notes to answer questions; discuss & mark answers (50 mins) p. 87	134 135 Act. A 135–137 Act. B	94 94–95 96–97	Literature set work	Continue reading literature set work					
2	R&V: Discuss literature set work (10 mins); L&S: Listen to a blog; participate in a group discussion about the blog, including a discussion of values; report answers to class (50 mins) p. 87	137 Act. C	97–99	Literature set work	Continue reading literature set work					
3	R&V: Learn about feature stories in newspapers; do pre-reading activities; read a newspaper article & answer Question 2a-e; discuss & mark answers (45 mins); LSC: Learn about adverbs of manner, time & degree & answer Question 3 (15 mins) p. 87	137–139 Act. D 139 Act. D	99–100 100		LB pp. 138–140 Act. D LSC/R&V: Answer Question 4–6 on prepositions, synonyms & visual literacy					
4	LSC/R&V: Discuss & mark homework (15 mins); LSC: Learn about emotive & manipulative language & identify examples of bias, prejudice & stereotyping in newspaper headlines; discuss & mark answers (45 mins) p. 87	140 140–141 Act. E	100 100–102	Literature set work	Continue reading literature set work					
5	R&V: Discuss literature set work (15 mins); read a poem & answer questions about theme, message, bias and structure; discuss & mark answers (40 mins); R&V: Listen to teacher’s introduction to homework task (5 mins) p. 87	142–143 Act. F	102 102–103	<i>Who killed the swan?</i> CR pp. 57–58	Read <i>Who killed the swan?</i> CR p. 57 & prepare to answer questions p. 58					
Reflection										
Think about and make a note of: This week learners listened to and read several different kinds of texts. Which did they find the most difficult? Were you pleased with what you did to support their understanding of any texts they found difficult?		Did you cover all the work set for the week? If not, how will you get back on track?								
		HOD/Subject head:				Date:				

Note: The content and activities in this two-week unit of *Top Class* may not be sufficient for 10 hours of classes, so it would be a good idea to prepare some activities based on the literature set work for learners to do on Day 5.

TOP CLASS Week 4 Theme continued: Litterbugs look out!									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss questions on <i>Who killed the swan?</i> CR pp. 57–58 (15–20 mins); W&P: Learn how to write a letter to the press; plan a letter & begin writing first draft (40–45 mins) p. 87	143–144 Act. G	102–103 104		LB pp. 143–144 Act. G W&P: Finish writing first draft of a letter to the press				
2	W&P: Exchange draft letter with a partner; give each other feedback & use it to revise the letter (30 mins); LSC: Revise sentence types & include both simple and complex sentences in the revised letter (30 mins) p. 87	143–144 Act. G 144 Act. G	104		LB pp. 143–144 Act. G W&P: Proofread & write final version of letter				
3	LSC: Learn about & use homonyms and paronyms ; discuss & mark answers (30 mins); begin adding capital letters, full stops & commas to a paragraph (30 mins) p. 87	144–145 Act. H	104 104–105		LB p. 145 Act. I LSC: Complete punctuation activity				
4	LSC: Discuss & mark punctuation activity (30 mins); use adverbs of manner, place & degree in sentences ; discuss & mark answers (30 mins) p. 87	145 145 Act. J	105 105	Literature set work	Continue reading literature set work				
5	R&V: Do activities set by teacher on literature set work (60 mins)			Literature set work	Continue reading literature set work				
Reflection									
<p>Think about and make a note of: What were the strengths and weaknesses of learners' letters to the press? How could you assist them to build on their strengths and to overcome their weaknesses? Were you pleased with the activities that you prepared on the literature set work? Why or why not?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>				
HOD/Subject head:					Date:				

Note: In the Learner's Book, the prepared speech comes immediately after the unprepared speech, but this is not a good idea for two reasons: (i) learners need time to prepare and practise their prepared speech; (ii) the class is likely to become restless if learners have to listen to speeches for several consecutive days. In the tracker, the unprepared speech is in Week 5 and the prepared speech in Week 6.

TOP CLASS Week 5 Theme: School struggles									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss literature set work (15 mins); L&S: Listen to a speech; in groups discuss & answer questions on tone, style & register of the speech (40 mins); R&V/LSC: Begin to identify examples of emotive and manipulative language in extracts from a speech (5 mins) p. 88	146–147 Act. A & B 147–148 Act. B	106–108 106–108		LB pp. 147–148 Act. B R&V/LSC: Finish reading extracts from a speech & identify examples of emotive & manipulative language				
2	R&V/LSC: Discuss & mark homework (5 mins); L&S: Learn how to deliver an effective speech (5 mins); half the class presents a 1-2 min unprepared speech (50 mins) p. 88 Note: The unprepared speech can be presented for Term 3, Formal Assessment Task 1	147–148 148 Act. C	106–108 108						
3	L&S: Rest of class presents a 1-2 min unprepared speech (50 mins); listen to teacher's instructions for preparing an informative speech (10 mins) p. 88	148 Act. C	108 108		LB p. 149 Act. D L&S: Prepare a 2–3 minute speech to present in Week 6				
4	R&V: Scan & skim an extract from a youth novel (5 mins); read the extract & write answers to Questions 1-15; discuss & mark answers (55 mins) p. 88	149–151 Act. E	108–109		LB pp. 151–152 Act. F R&V/LSC: Answer Questions 16–18				
5	R&V/LSC: Discuss & mark homework (10–15 mins); read a poem & answer questions on structure, figurative language & tone ; discuss & mark answers (45–50 mins) p. 88	152 152–153 Act. G	108–109 110–111		Practise speech to present to class next week				
Reflection									
<p>Think about and make a note of: Grade 8 learners may find it challenging to identify emotive and manipulative language. Were you satisfied with the way you helped them to do this? Why or why not? What were the strengths and weaknesses of learners' unprepared speeches? What could you do to help them to build on the strengths and to overcome the weaknesses?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>				
					HOD/Subject head:		Date:		

Note 1: If you have a very large class, some learners may need to present their speeches to you during break or after school, so that you do not use more than two periods of class time for this task.
Note 2: If your class does not have copies of the Core Reader, for homework on Days 1 and 2 ask learners to continue reading the literature set work, and then discuss it in class at the beginning of Day 3.

TOP CLASS Week 6 Theme continued: School struggles									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	L&S: Half the class presents a prepared speech (60 mins) p. 88 Note: The prepared speech can be presented for Term 3, Formal Assessment Task 1	149 Act. D	108	<i>I'm okay</i> CR pp. 62–67	Begin reading short story <i>I'm okay</i> CR pp. 62–67				
2	L&S: Rest of class presents a prepared speech (60 mins) p. 88	149 Act. D	108	<i>I'm okay</i> CR pp. 62–67	Finish reading short story <i>I'm okay</i> CR pp. 62–67 & prepare to answer questions on it				
3	R&V: Discuss questions on character, mood & plot in the short story <i>I'm okay</i> CR pp. 62–67 OR discuss literature set work (15 mins); read a cartoon strip & answer questions on it (20–30 mins); W&P: Plan & begin first draft of an informal letter (15–25 mins) p. 88	154 Act. H 154–155 Act. I	109–110 111 112		LB pp. 154–155 Act. I W&P: Complete first draft of letter				
4	W&P: Exchange draft letter with a partner, give each other feedback; revise, edit, proofread & write final version (60 mins) p. 88 Note: The informal letter can be written for Term 3, Formal Assessment Task 2	154–155 Act. I	112		LB pp. 155–156 Act. J–L LSC: Do vocabulary activities on spelling patterns, root words, prefixes & suffixes				
5	LSC: Discuss & mark homework (15–20 mins); write sentences correctly; identify simple & complex sentences ; discuss & mark answers (25 mins); revise past and future continuous tenses & begin writing sentences using these tenses (15–20 mins) p. 88	155–156 156–157 Act. M & N 157–158 Act. O & P	112 113 113–114		LB pp. 157–158 Act. O & P LSC: Write sentences using past continuous & future continuous tenses				
Reflection									
<p>Think about and make a note of: This week you and the learners had many activities to complete. Were you satisfied with the way you managed the time for each activity? What impressed you about learners' prepared speeches? What do learners still need help with when preparing and making a speech? What did you notice about their responses to the cartoon strip?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>				
<p>HOD/Subject head:</p>					<p>Date:</p>				

Note 1: If you have a very large class, some learners may need to tell their stories to you during break or after school, so that you do not use more than two periods of class time for this task.

Note 2: If your class does not have copies of the Core Reader, for homework on Days 3 and 4 ask learners to continue reading the literature set work, and then discuss it in class at the beginning of Day 5.

TOP CLASS Week 7 Theme: Old stories for modern times										
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	LSC: Discuss & mark homework (10–15 mins); L&S: Listen to an information text; make notes, discuss how it was presented & answer questions on the text (45 mins) p. 89	157–158 159–160 Act. A	113–114 115–117	Literature set work	Continue reading literature set work					
2	R&V: Discuss literature set work (10 mins); R&V/L&S: Learn about different types of stories; listen to a fable, take notes on the storyline & answer questions; discuss & mark answers (40 mins); L&S: Learn how to tell a story (10 mins) p. 89	160 Act. B	117 118		LB pp. 160–161 Act. C L&S: Choose a story to tell & prepare to tell it to the class					
3	L&S: Half the class tells a 2–3 min story (60 mins) p. 89 Note: The story can be told for Term 3, Formal Assessment Task 1	160–161 Act. D	118	<i>The great thirst</i> CR pp. 68–71	Begin reading a myth <i>The great thirst</i> CR pp. 68–71					
4	L&S: Rest of the class tells a 2–3 min story (60 mins) p. 89	160–161 Act. D	118	<i>The great thirst</i> CR pp. 68–71	Finish reading <i>The Great Thirst</i> CR pp. 68–71 & prepare to answer questions on it					
5	R&V: Discuss questions the myth (15 mins); read a myth & answer questions on theme, fact & opinion & language use in the myth; discuss & mark answers (45 mins) p. 89	161–163 Act. F	120 119–120	Literature set work	Continue reading literature set work					
Reflection										
Think about and make a note of: Were you pleased with the way you read the information text and the story to learners? Why or why not? How well did learners manage the storytelling task? What could you do to support any learners who found this task difficult?					Did you cover all the work set for the week? If not, how will you get back on track?					
					HOD/Subject head: _____ Date: _____					

TOP CLASS Week 8 Theme continued: Old stories for modern times

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss literature set work (15 mins); read a narrative poem & in groups answer questions about structure, rhyme, typography, setting, mood, theme and message ; discuss answers as a class (45 mins) p. 89	164–166 Act. H & I	120–121		LB pp. 166–167 Act. J R&V/LSC: Rewrite a poem with correct rhyme and punctuation					
2	R&V/LSC: Discuss and mark homework (10 mins); LSC: Find antonyms, synonyms & homonyms for particular words ; discuss & mark answers (30 mins); learn about adjectival & adverbial clauses & begin to write sentences that include them (20 mins) p. 89	166–167 167 Act. K 167–168 Act. L	121 122 122		LB pp. 167–168 Act. L LSC: Complete sentences using adjectival & adverbial clauses					
3	LSC: Discuss & mark homework (10 mins); W&P: Learn about features of a good story; plan & begin writing first draft of a story (50 mins) p. 89	169 Act. M	122–123 Rubric 180		LB pp. 168–169 Act. M W&P: Finish writing first draft of story					
4	W&P: Exchange draft with a partner, give each other feedback; revise, edit, proofread & write final version of story (60 mins) p. 89	169 Act. M	122–123 Rubric 180	Literature set work	Continue reading literature set work					
5	R&V: Discuss literature set work (10 mins); LSC: Write sentences using homonyms; use phrasal verbs in sentences ; discuss & mark answers (40 mins); learn about contraction, abbreviation & ellipsis (10 mins) p. 89	169–170 Act. N & O 170–171 Act. Q	123–124 124–125		LB pp. 170–171 Act. Q LSC: Use contractions, abbreviations & ellipses in sentences					

Reflection

Think about and make a note of: This week learners did quite a bit of vocabulary development and language work. Were you pleased with the way you assisted learners to extend their knowledge of vocabulary and grammar? Why or why not? In the next two weeks learners will need to complete the term's literature set work. How well are they managing the reading?

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

HOD/Subject head:

Date:

Note 1: You are expected to record the text that learners listen to on Day 1. It is printed on p. 127 of the Teacher's Guide.

Note 2: The prepared reading task could be done for Term 3, Formal Assessment Task 1, but as there is a great deal of work to be done in the final two weeks of the term, only 30 minutes has been allocated to this task in the tracker, and it is suggested that each learner reads to a group. If you wish to use prepared reading for the formal assessment, then you will need to arrange to listen to the reading during breaks or after school.

Note 3: For Activity E, ask learners to work individually and to write their answers as practice for the term test next week.

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

TOP CLASS Week 9 Theme: A new country, a new life										
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	LSC: Discuss & mark homework (10 mins); L&S: Listen to a recorded text, make notes & use them to discuss how the reader read the text (40 mins); L&S/R&V: Learn how to read aloud & start looking for a text to read aloud to a group (10 mins) p. 90	172 Act. A 173 Act. B & C	124–125 126–127 127		LB p. 172 Act. B & C L&S/R&V: Decide on a text to read aloud & practise reading					
2	L&S/R&V: In groups of eight present a prepared reading to each other (30 mins); R&V: Read an extract from a novel & begin to answer questions on it (30 mins) p. 90	173 Act. B & C 173–176 Act. D & E	127–128 128–129		LB pp. 173–176 Act. E R&V: Finish writing answers to Question 1–12					
3	R&V: Discuss & mark h/w (15–20 mins); learn about structure in poetry; read a poem & talk about answers to questions with a partner; participate in whole class discussion of answers (40–45 mins) p. 90	173–176 176–177 177–178 Act. F & G	128–129 130–131	<i>Strangers in a faraway land</i> CR pp. 72–75	Read short story <i>Strangers in a faraway land</i> CR pp. 72–75 & prepare to answer questions on it					
4	R&V: Discuss questions short story (15 mins); W&P/LSC: Learn how to write a definition paragraph; write one & read it to a partner (40 mins); LSC: Listen to instructions for homework task on punctuation (5 mins) p. 90	179 Act. H 179 Act. I	130 131–132 132		LB p. 179 Act. I LSC: Use commas to punctuate sentences correctly					
5	LSC: Discuss & mark homework (5 mins); R&V: Scan, skim & then read in detail a written & visual text; answer questions on it, including a question on emotive language; discuss & mark answers (55 mins) p. 90	179 180–182 Act. J & K	132–133	Literature set work	Continue reading literature set work					

Reflection

Think about and make a note of: As you moved from group to group, what did you notice about the strengths and weaknesses of learners' prepared reading? What could you do to assist any learners who found this task difficult? How well did learners manage to read and understand the picture story (written and visual text)? Were you satisfied with what you did to support them? Why or why not?

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

HOD/Subject head:

Date:

TOP CLASS Week 10 Theme continued: A new country, a new life

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss literature set work (15 mins); LSC: Learn about & identify complex nouns & common nouns ; discuss & mark answers (25 mins); W&P: Learn about descriptive essays, plan & begin writing first draft of a descriptive essay (20 mins) p. 90	182 Act. L 182–183 Act. M	133–134 134		LB p. 183 Act. M W&P: Complete first draft of descriptive essay					
2	W&P: Exchange draft essay with a partner; give each other feedback; revise, edit, proofread & write final version of essay (60 mins) p. 90 This essay can be written for Term 3, Formal Assessment Task 2	182–183 Act. M	134 Rubric 180	Literature set work	Complete reading of literature set work					

Note: Week 11 is available for you to complete any work not done, go over assessment tasks and do remediation or extension work with learners. Plan your work for the week.

TOP CLASS Week 11 Theme: Plan your week

End-of-term reflection

Think about and make a note of:

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

HOD/Subject head:

Date:

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

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

Note 2: For the activity on Day 3 you will need to make enough copies of a passage from a novel or short story for learners to use in groups of five (e.g. eight copies for 40 learners).

Note 3: Some of the homework and some class time in Weeks 1 and 2 are based on extracts from a play in the Core Reader. If your class does not have copies of the reader, you may wish to adjust the time you spend on other activities and also spend more time on the literature set work.

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

VIA AFRIKA Week 1 Theme: Reader's theatre									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	Listen to teacher's feedback on mid-year examination papers (30 mins); R&V: Read two limericks & identify rhyming words (10 mins); read a newspaper article & begin to answer comprehension questions on it (20 mins) p. 86	118 119–120 Act. 1	127 127–128		LB pp. 119–120 Act. 1 R&V: Finish answering questions on newspaper article				
2	R&V: Discuss & mark homework (15 mins); L&S: Listen to a recorded dialogue, make notes & use these to answer questions ; discuss & mark answers (45 mins) p. 86	119–120 120–121 Act. 2	127–128 128–134		LB pp. 121–122 R&V/L&S: Read part of a novel that has become a play script				
3	R&V/L&S: In small groups, turn part of a novel or short story into a play script (25 mins); learn how to participate in a dramatic reading (tone of voice, inflection, body language) & practise the reading (25 mins); R&V: Listen to teacher's introduction to literature set work for term (10 mins) p. 86	121–123 Act. 3 123–124	135 135	Literature set work	Begin reading literature set work				
4	R&V: Discuss literature set work (10 mins); L&S: Each small group presents prepared reading to the class (50 mins) p. 86 Note: This could be done for Term 3, Formal Assessment Task 1 if each learner in the group is assessed	124 Act. 4	135	Literature set work	Continue reading literature set work				
5	R&V: Discuss literature set work (10 mins); W&P: Learn how dialogue is presented in a play script (15 mins); R&V: Begin reading extracts from a play (35 mins)	125–126	136 137–138	<i>Have you seen Zandile?</i> CR pp. 111–132	Continue reading <i>Have you seen Zandile?</i> CR pp. 111–132				

Reflection

Think about and make a note of: Learners may have found some of this week’s tasks quite challenging. Were you satisfied with what you did to support them in turning part of a novel or short story into a play script and then presenting it as a prepared reading? Why or why not?

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

HOD/Subject head:

Date:

VIA AFRIKA Week 2 Theme continued: Reader’s theatre

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	W&P: Plan & begin turning the prepared reading from Week 1 into a play script (i.e. in dialogue form) (60 mins) p. 86	126 Act. 5	136		LB p. 126 W&P: Complete first draft of dialogue					
2	W&P: Exchange dialogue with a partner & give each other feedback; revise, edit, proofread & write final version of dialogue (60 mins) p. 86 Note: The dialogue can be written for Term 3, Formal Assessment Task 2	126 Act. 5	136	<i>Have you seen Zandile?</i> CR pp. 111–132	Continue reading <i>Have you seen Zandile?</i> CR pp. 111–132					

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Date completed				
3	LSC: Revise how to write reported speech & write sentences; discuss & mark answers (60 mins) p. 86	126–127 Act. 6	136–137	<i>Have you seen Zandile?</i> CR pp. 111–132	Finish reading <i>Have you seen Zandile?</i> CR pp. 111–132 & prepare to answer questions					
4	R&V: Discuss all the extracts from the play <i>Have you seen Zandile?</i> CR pp. 111–32 & answer the questions in them (60 mins) p. 86		137–138	Literature set work	Continue reading literature set work					
5	R&V: Discuss and do activities on literature set work			Literature set work	Continue reading literature set work					
Reflection										
<p>Think about and make a note of: What were the strengths and weaknesses of learners' written dialogues? What could you do to help them build on the strengths and overcome the weaknesses in their writing? Were you pleased with the activities that you designed for the literature set work? Why or why not?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					HOD/Subject head:		Date:			

VIA AFRIKA Week 3 Theme: Rubbish!

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	LSC: Learn about emotive language & choose appropriate emotive words to complete sentences; discuss & mark answers (25 mins); identify & use prepositions; discuss & mark answers (35 mins) p. 87	128 Act. 1 129–130 Act. 2	142 143	Literature set work	Continue reading literature set work					
2	R&V: Discuss literature set work (10 mins); L&S: Listen to a letter to the press; make notes; use notes to answer questions; discuss & mark answers (50 mins) p. 87	130 Act. 3	143–144	Literature set work	Continue reading literature set work					
3	R&V: Read an extract from a short play (skit); in a group discuss characters, costumes, props, set design, theme & mood of the play; share ideas for how the play could end (60 mins) p. 87	131–133 Act. 4	144–145		LB p. 133 Act. 4 W&P: Write a few lines of dialogue to end the play					
4	W&P/L&S: In the same group as Day 3, read the endings to each other & decide on the best one; rehearse the whole skit & perform it (60 mins) p. 87	131–133 Act. 4	144–145	Literature set work	Continue reading literature set work					
5	R&V: Discuss literature set work (10 mins); LSC/R&V: Learn about point of view & generalisation; read a magazine article & begin to answer questions on it (50 mins) p. 87	133–135 Act. 5	145–146		LB pp. 133–135 Act. 5 LSC/R&V: Complete answers to questions					

Reflection

Think about and make a note of: Many of the activities this week were quite demanding for Grade 8 learners. Were you pleased with what you did to support their understanding of emotive language and generalisation? Why or why not? How well did learners manage to write an ending for the play and then to perform the play in their group?

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

HOD/Subject head:

Date:

Note: Days 4 and 5 have been allocated to presentation of prepared speeches. If you have a very large class, you may need to assess some of the speeches at break or after school.

VIA AFRICA Week 4 Theme continued: Rubbish!										
Day	CAPS content and activities	LB pp.	TG pp.	CR/literature text	Homework	Class				
						Date completed				
1	LSC/R&V: Discuss & mark homework (10–15 mins); W&P/LSC: Learn how to write a letter to the press; learn how to structure paragraphs; learn about homophones, homonyms & paronyms to help with editing writing (30–40 mins); plan & begin first draft of a letter to the press (5–15 mins) p. 87	133–135 136–138 Act. 6	145–146 146–147		LB p. 138 W&P: Complete first draft of letter to the press					
2	W&P: Exchange letter with a partner & give each other feedback; revise, edit, proofread & write final version of the letter (55 mins); L&S: Listen to teacher’s instructions for homework task (5 mins) p. 87	136–138 Act. 6 139–140	146–147		LB pp. 139–140 L&S: Think about & make notes on ways to address the problem of litter					
3	L&S: In groups, share ideas & make notes of what is discussed; individually, prepare a 2-3 minute speech titled ‘Ways to deal with litter’ (60 mins) p. 87	140	147–148		L&S: Practise speech					
4	L&S: Half the class presents a prepared speech (60 mins) Note: The prepared speech can be presented for Term 3, Formal Assessment Task 1	140		Literature set work	Continue reading literature set work					
5	L&S: Rest of the class presents a prepared speech (60 mins)	140		Literature set work	Continue reading literature set work					
Reflection										
<p>Think about and make a note of: The Learner’s Book includes quite a lot of information about writing and editing a letter to the press. Did you and the learners find this helpful? Why or why not? What were the strengths and weaknesses of learners’ prepared speeches? What could you do to help learners build on the strengths and overcome the weaknesses?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					<p>HOD/Subject head: _____ Date: _____</p>					

VIA AFRIKA Week 5 Theme: In the media

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V: Discuss literature set work (15 mins); R&V/LSC: Explore bias, stereotype & prejudice in written and visual texts; begin to answer questions on these texts (45 mins) p. 88	141–143 Act. 1	154		LB pp. 141–143 Act. 1 R&V/LSC: Complete answers to questions on bias, stereotype & prejudice					
2	R&V/LSC: Discuss & mark homework (15 mins); R&V: Read an extract from a short story for teenagers & answer questions on it; discuss & mark answers (45 mins) p. 88	143–145 Act. 2	154 154–155	Literature set work	Continue reading literature set work					
3	R&V: Discuss literature set work (15 mins); read a poem & answer questions on it; discuss & mark answers (45 mins) p. 88	145–146 Act. 3	155	Literature set work	Continue reading literature set work					
4	R&V: Discuss literature set work (10 mins); L&S: Learn about features of announcements & read some examples (10 mins); make brief notes for the announcement that will be presented to the class (10 mins); 15 learners present a 1-2 minute announcement to the class (30 mins) p. 88 This announcement is an example of an unprepared speech and can be used for Term 3, Formal Assessment Task 1	146–147 146–147 Act. 4	156 156	Literature set work	Continue reading literature set work					
5	L&S: Rest of class present a 1-2 minute announcement (45 mins); LSC: Begin to put sentences into the correct order and to combine pairs of sentences (15 mins) p. 88	146–147 Act. 4 150–151 Act. 7	156 158–159		LB pp. 150–151 Act. 7 LSC: Finish ordering & joining sentences					

Reflection

Think about and make a note of: This week learners have read several different types of texts. Did they find any of these texts difficult, and, if so, were you satisfied with what you did to assist them? What were the strengths and weaknesses of the unprepared speeches (announcements)? What could you do to help learners build on the strengths and overcome the weaknesses?

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

HOD/Subject head:

Date:

Note: For Week 6, the order of content and activities in the tracker is different from the order in the Learner's Book and Teacher's Guide.

VIA AFRIKA Week 6 Theme continued: In the media										
Day	CAPS content and activities	LB pp.	TG pp.	CR/literature text	Homework	Class				
						Date completed				
1	LSC: Discuss & mark homework (15 mins); R&V/LSC: Learn about slogans, abbreviations & logos; read & discuss a manipulative advertisement (30 mins); R&V: Read a second advertisement & begin to answer questions on language & images in it (15 mins) p. 88	150–151 148–150 150–151 Act. 6	158–159 158 158		LB p. 150 Act. 6 R&V: Answer questions about an advertisement					
2	R&V: Discuss & mark homework (10 mins); L&S: Listen to a prepared speech, make notes & use these to answer questions on it; discuss & mark answers (50 mins) p. 88	150–151 148 Act. 5	158 156–157	Literature set work	Continue reading literature set work					
3	LSC: Revise tenses (5–10 mins); learn more about prefixes & suffixes (10–15 mins); answer questions prefixes; discuss & mark answers (25–35 mins) p. 88	151 151–152 Act. 8	159	Literature set work	Continue reading literature set work					
4	R&V: Discuss literature set work (15 mins); W&P: Learn how to write a formal letter in email format; plan a formal letter in email format & begin writing first draft (45 mins) p. 88	152–153 Act. 9	159–160		LB pp. 152–153 Act. 9 W&P: Complete first draft of formal letter in email format					
5	W&P: Exchange draft with a partner & give each other feedback; revise, edit, proofread & write final version of formal letter in email format (60 mins) p. 88	152–153 Act. 9	159–160	Literature set work	Continue reading literature set work					
Reflection										
<p>Think about and make a note of: Were you pleased with the way you taught learners about manipulative language and images in advertising? Why or why not? How well are learners managing the reading of the literature set work?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					<p>HOD/Subject head: _____ Date: _____</p>					

Note: For Day 3 learners will need a short story to read. This can be from the Core Reader if learners have this or from other anthologies of stories that you have at your school.

VIA AFRIKA Week 7 Theme: The big wide world									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Discuss literature set work (10 mins); L&S: Listen to an information text, make notes & use notes to answer questions; discuss & mark answers (50 mins) p. 89	154–155 Act. 1	165	Literature set work	Continue reading literature set work				
2	R&V: Read a short poem & discuss questions on its message (15 mins); L&S: Learn about storytelling; use a storyline to prepare a story to tell a group (20 mins); in groups of five, tell each other the story (25 mins) p. 89	155 156–157 Act. 3	166 167		LB p. 156 Act. 2 W&P: Begin writing & illustrating a poem				
3	R&V: Learn about plot in a short story; read a short story & prepare a plot map for it; discuss plot map (60 mins) p. 89	157–158 Act. 4	168		LB p. 156 Act. 2 W&P: Finish writing & illustrating a poem				
4	W&P: Display illustrated poems in class (10 mins); R&V: Read an extract from a novel; answer questions on it; discuss & mark answers (50 mins) p. 89	156 158–160 Act. 5	166 168–169	Literature set work	Continue reading literature set work				
5	R&V: Discuss literature set work (15 mins); LSC: Use synonyms to complete a word puzzle; discuss & mark answers (30 mins); learn about phrasal verbs & idiomatic language & begin homework task p. 89	160–161 Act. 6 161–162 Act. 7	169 170		LB pp. 161–162 Act. 7 LSC: Choose correct prepositions for phrasal verbs				
Reflection									
<p>Think about and make a note of: This week learners were asked to do two creative tasks: (i) write and illustrate a poem; (ii) tell an original story. How well did learners manage these tasks? Were you pleased with what you did to support them in each task? Why or why not?</p>					Did you cover all the work set for the week? If not, how will you get back on track?				
					HOD/Subject head:				

Note 1: If your class does not have copies of the Core Reader, for homework on Days 1 and 3 ask learners to continue reading the literature set work and discuss it in the second part of the lesson on Day 4 as well as using it on Day 5.

Note 2: You will either need to prepare some activities on the literature set work for learners to do on Day 5 or, if they have not completed any of the term's work in the Learner's Book, the lesson on Day 5 could be used for catching up.

VIA AFRIKA Week 8 Theme continued: The big wide world									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	LSC: Discuss & mark homework (10–15 mins); W&P/LSC: Learn about main & supporting ideas in paragraphs & using different kinds of sentences in paragraphs; discuss examples of paragraphs (20–25 mins); learn some language rules to use when editing writing (10 mins); R&V: Listen to teacher's introduction to a folktale & begin reading it (10–20 mins) p. 89	162 162–163 163	170 170 172	<i>Nabulela</i> CR pp. 2–8	Begin reading <i>Nabulela</i> CR pp. 2–8				
2	W&P: Plan a short story based on information about characters & a problem; begin writing first draft (60 mins) p. 89	164 Act. 8	171		LB p. 164 Act. 8 W&P: Complete first draft of short story				
3	W&P: Exchange draft with a partner; give each other feedback; revise, edit, proofread & write final version of story (60 mins) p. 89	164 Act. 8	171	<i>Nabulela</i> CR pp. 2–8	Finish reading <i>Nabulela</i> CR pp. 2–8 & prepare to answer questions the folktale				
4	W&P/R&V/L&S: In groups of five, read aloud & comment on each other's stories (30 mins); R&V: Discuss <i>Nabulela</i> CR pp. 2–8 & the questions on the folktale (30 mins)	164 Act. 8	171	Literature set work	Continue reading literature set work				
5	R&V: Do activities set by teacher on literature set work (60 mins)			Literature set work	Continue reading literature set work				
Reflection									
<p>Think about and make a note of: Much of this week's work focused on writing. Were you satisfied with the way you used the information in the Learner's Book and Teacher's Guide to assist learners to produce a well-written story? How did learners respond to the activities that you set on the literature set work? Next time you use the same set work, would you give learners the same activities or different ones?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>				
					HOD/Subject head:		Date:		

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

VIA AFRIKA Week 9 Theme: Heading for the stars									
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class			
						Date completed			
1	R&V: Read & discuss the message in a shape poem (20 mins); learn about first person narrative; read an extract from a novel & begin to answer questions on it (40 mins) p. 90	165–166 Act. 1 166–168 Act. 2	176 176–177		LB pp. 167–168 Act. 2 R&V/LSC: Finish answers to questions				
2	R&V/LSC: Discuss & mark homework (15 mins); read two extracts from a film script & begin to answer questions on them (45 mins) p. 90	166–168 168–171 Act. 3	177 177–178		LB pp. 168–171 Act. 3 R&V/LSC: Finish answers to questions				
3	R&V/LSC: Discuss & mark homework (15 mins); L&S: Listen to a recorded text, make notes & use them to answer questions; discuss & mark answers (40 mins); R&V: Listen to teacher’s introduction to a poem in the Core Reader (5 mins)	171–172 Act. 4	178 178–179	<i>Registering for school 1936</i> CR pp. 97–98	Read <i>Registering for school 1936</i> CR pp. 97–98 & prepare to answer the questions on it				
4	R&V: Discuss poem and questions (30 mins); learn how to present a prepared reading; choose a passage to read (30 mins)	172 Act. 5	179		R&V/L&S: Practise reading a passage				
5	R&V/L&S: 20–25 learners present prepared reading to the class (60 mins) Note: This can be done for Term 3, Formal Assessment Task 1	172 Act. 5	179	Literature set work	Continue reading literature set work				
Reflection									
<p>Think about and make a note of: This week learners read texts in several different genres and forms. Were you satisfied with the ways in which you helped learners to understand and respond to these texts? Why or why not?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>				
					<p>HOD/Subject head: _____ Date: _____</p>				

VIA AFRIKA Week 10 Theme continued: Heading for the stars

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework	Class				
						Date completed				
1	R&V/L&S: 20–25 learners present prepared reading to the class (60 mins) p. 90	172 Act. 5	179	Literature set work	Complete reading of literature set work					
2	R&V: Have final discussion of literature set work (30 mins); W&P: Learn how to write a descriptive essay; plan & begin writing first draft of essay (30 mins) p. 90	173–175	180–181		LB pp. 173–175 W&P: Complete first draft of descriptive essay					
3	W&P: Exchange draft with a partner; give each other feedback; revise, edit, proofread & write final version of descriptive essay (60 mins) p. 89 Note: The descriptive essay can be done for Term 3 Formal Assessment Task 2	173–175	180–181		Revise for Term 3 Test					
4	R&V/LSC: As preparation for the Term 3 Test, complete a practise test; discuss & mark answers (60 mins)	176–177	181–182		Revise for Term 3 Test					
5	Term 3 Test: Comprehension and language use									
Reflection										
<p>Think about and make a note of: What were the strengths and weaknesses of learners' presentations of prepared readings? What could you do to help them build on the strengths and overcome the weaknesses? Did you and the learners enjoy the literature set work for the term? Why or why not? If you had a choice, would you use this set work again?</p>					<p>Did you cover all the work set for the week? If not, how will you get back on track?</p>					
					HOD/Subject head:		Date:			

Note: Week 11 is available for you to complete any work not done, go over assessment tasks and do remediation or extension work with learners. Plan your work for the week.

VIA AFRIKA Week 11 Theme: Plan your week

End-of-term reflection

Think about and make a note of:

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

HOD/Subject head:

Date:

F. ASSESSMENT RESOURCES

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

As indicated in the tracker for Term 2, formal assessment tasks in all subjects must include questions that are set at a range of cognitive levels. For EFAL, questions can be set at various levels for the Comprehension and Literature sections of Paper Two, as shown in the example below.

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

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

2. Term 3 Test: Comprehension and language use

Time: 1 hour

Total marks: 40

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

Please note the following:

- (i) in the article the name of each type of bird is written in *italic script*;
- (ii) the words in **bold** are explained below the article.

1. Who's a clever bird?

- 1 People use the term 'bird brain' to suggest that someone is not very clever. However, **research** has shown that some types of birds are at least as intelligent as chimpanzees and dolphins and can be trained to do various things. For example, fishermen in China have trained *darters* to catch fish on their behalf. Irene Pepperburg, a behavioural psychologist, trained an *African grey parrot* for 30 years. This parrot knew more than 100 words, could ask for its favourite foods, could ask to be taken places, could correctly identify colours and shapes and could count to eight. Pepperburg concluded that it had the **intellectual ability** of a three-year-old human.
- 2 Scientists studying birds in their natural environments have observed that a bird called *Clarke's nutcracker* has an excellent memory. This bird lives in a cold climate, and each autumn it buries seeds from pine trees in different places throughout its territory, so that it can dig them up for food during the winter and for feeding young chicks in the early spring, before fresh food is available. According to the scientists, *Clarke's nutcrackers* can find more than 80% of the stores of seeds up to six months after they have buried them.
- 3 Several types of birds use 'tools'. *Egyptian vultures* use stones to break open ostrich eggs, and *striated herons* use pieces of bread to catch fish. The *herons* have been observed placing the bread in a spot on the water where they can easily strike any fish that tries to eat it.
- 4 Some birds have shown a remarkable ability to adapt to a changing world. For example, *red-winged starlings* have learnt that insects get trapped in the metal radiator covers on the front of cars and can be seen pulling insects off these covers and eating them. In Europe, *blue tits* have not only learnt to peck open the tin foil covers on milk bottles but to choose the gold-coloured covers used on bottles containing high amounts of cream. In Durban, *house crows* introduced from Europe became a pest and the city decided that these birds needed to be destroyed. However, the intelligent crows learnt to recognise the vehicles carrying the **eradication teams**. They would hop around **scavenging** food along the busy streets but would scatter as soon as they saw any of these vehicles.

(Adapted from *Who's a clever bird?* By Peter Ryan, WILD, Autumn 2014 pp. 87-89)

research	detailed study or investigation in order to find out something new
intellectual ability	ability to understand things and to think intelligently
eradication teams	groups of people whose job is to get rid of something bad
scavenging	searching for food or useful objects that have been thrown away

2. Questions

1. Read the statement below, and decide whether it is TRUE or FALSE. Write your answer (1) and use information from the article to support it (2). (3)
According to the writer, no birds are as clever as chimpanzees and dolphins.
2. Quote a three-word phrase from paragraph 1 that means the same as 'for them'. (1)
3. Behavioural psychologists usually study the ways that people think and behave. What was unusual about Irene Pepperburg's research (paragraph 1)? (2)
4. From her research with an *African grey parrot*, Irene Pepperburg concluded that the bird was as intelligent as a three-year-old child. List two examples of evidence of this bird's intelligence (2)
5. Refer to paragraph 2, and write two facts about the environment in which the *Clarke's nutcracker* lives. (2)
6. What evidence do scientists give to support their claim that the *Clarke's nutcracker* has an excellent memory? (1)
7. One dictionary definition of a 'tool' is 'something that can be used for a particular purpose'. For what purpose do the *Egyptian vulture* and the *striated heron* use 'tools'? (2)
8. In paragraph 4 the writer uses the adjective 'remarkable' in front of the noun 'ability'. What does this choice of adjective tell readers about the writer's opinion of some birds? (2)
9. Refer to paragraph 4, and explain why eating insects trapped in the radiator covers of cars is an example of *red-winged starlings* adapting to change. (3)
10. Refer to paragraph 4, and explain why *blue tits* prefer the milk in the bottles with gold tops. (2)
11. Suggest how the crow eradication teams in Durban could avoid being recognised by the crows. (2)
12. When a small child has done something well, adults sometimes say to him or her, 'Who's a clever boy/girl?'
 - 12.1 Decide whether you agree or disagree that 'Who's a clever bird?' is a good title for the article. Write AGREE or DISAGREE, and give a reason for your answer. (2)
 - 12.2 Who's is a contraction. Write the two words in full. (1)
13. Write two words to complete this well-known proverb: Birds of a feather... (1)
14. Write two examples of proper nouns from paragraph 1 of the article. (2)
15. Refer to paragraph 1. Write a question that you would like to ask the Chinese fishermen. Remember to use the correct question form. (2)
16. Rewrite the sentence below in the present simple tense. This parrot knew more than 100 words and could ask for its favourite foods. (2)
17. Use a prefix to write the antonym for these words from the article:
 - 17.1 intelligent (1)
 - 17.2 ability (1)
18. Add a suffix to each of the verbs below to change them into nouns:
 - 18.1 observe (1)
 - 18.2 enjoy (1)
19. Rewrite the sentence below in indirect speech: 'Have you read the interesting article about birds?' the teacher asked. (2)
20. Rewrite the two simple sentences below as one complex sentence, using the relative pronoun 'who'. Irene Pepperburg is a behavioural psychologist. She has studied the behaviour of African parrots for over 30 years. (2)

Total marks: 40

3. Memorandum and analysis of cognitive levels for Term 3 Test

1. FALSE (1) The writer states that some birds are 'at least as clever as chimpanzees and dolphins', and this means that they may be even cleverer (more clever) than these creatures. (2) Learners could express this idea in several different ways. (3)
This is a **level 2 reorganisation question**. The information is in the text, but the learner has to firstly understand what it means and then use it to respond to a true/false question. (1)
'on their behalf'. (1)
This tests knowledge of vocabulary/an expression. Cognitive level does not apply. (2)
2. Irene Pepperberg studied a bird rather than people. (2)
This is a **level 2 reorganisation question**. The information is in the text, but the learner has to firstly understand what it means and then use it to respond to the question. (2)
3. Learners have five kinds of information to choose from: the parrot knew more than 100 words (1), could ask for its favourite foods (1), could ask to be taken places (1), could correctly identify colours and shapes (1) and could count to eight (1). They can list any two of these for 2 marks. (2)
This is a **level 1 literal question** because the learner just has to write down what is stated in the article. (2)
4. In the environment in which the *Clarke's nutcracker* lives there are pine trees with seeds (1) and open ground (1), and it is cold in the winter. (2)
This is a **level 2 organisation question** because the learner has to relate information in the article to the natural environment. (2)
5. *Clarke's nutcrackers* can find more than 80% of the stores of seeds up to six months after they have buried them. (1)
This is a **level 1 literal question** because learners can take the answer directly from the article. (2)
6. Both birds use the tools to obtain food. (2)
This is a **level 3 inference question** because learners have to infer from the article that an ostrich egg is a source of food for the *vulture* as is fish for the *heron*. (2)
7. The writer is very impressed by what the birds can do (2) OR the writer greatly admires what the birds can do. (2)
This is a **level 3 inference question** because learners have to know the meaning of the adjective remarkable and then infer the writer's opinion from their knowledge of what remarkable means. (2)
8. Before cars were invented, *red-winged starlings* would have hunted for insects only in the natural environment, among trees and grass. While these birds still do this, today they also hunt wherever there are motorcars (e.g. along roads and in towns and cities). (3)
This is a **level 3 inference question** because learners have to think about where the birds would have hunted for insects in the past before cars were invented. The answer is quite challenging to express clearly and thus has been allocated 3 marks. Award 1 or 2 marks if the learner shows some understanding but does not express the answer very clearly. (3)
9. The bottles with gold tops contain higher amounts of cream than the bottles with tops in other colours. (2)
This is a **level 2 reorganisation question** because the learner has to relate the information in the article to the question. (2)
10. The eradication teams could avoid being recognised by the crows by using unmarked vehicles OR by using different vehicles each time they hunted crows. (2)
Learners could be given credit for other possible answers. The key idea is that the crows should not be able to recognise the eradication teams. (2)
This is a **level 4 evaluation question**. Learners have to understand that the eradication teams have to find a new way of working and that they need some kind of disguise. Learners must then make a sensible suggestion about what the eradication teams could do. (3)

12. 12.1 Learners have a free choice. They can agree or disagree but must be able to give a reason for their choice. They are probably more likely to agree and to write something like the following:
 Agree. In the article the writer gives many examples of how clever birds can be. However, they could disagree and write something like the following:
 Disagree. 'Who' should only be used to refer to humans, and the article is about birds. This is a **level 5 appreciation question** that requires the learners to respond to the writer's choice of title. (1)
- 12.2 who is (1)
 This is a language question to which cognitive levels do not apply: learners are required to have knowledge of contractions.
13. Birds of a feather flock together. (1)
 This tests knowledge of the proverb. Cognitive level does not apply.
14. China (1) and Irene Pepperburg (1). Give the second mark even if learners write either just Irene or just Pepperburg. (2)
 This is a language question to which cognitive levels do not apply: learners are required to know that proper nouns begin with an upper case (capital) letter.
15. Learners could ask a range of questions, but their question must have a connection to the article (1) and must be correctly written (i.e. begin with a question word and end with a question mark). (1) Here are some examples: (2)
 How long did it take you to train a *darter* to fish?
 What did you do to train the *darter*?
 Do you give the *darter* some of the fish that it catches?
 Will you set the *darter* free one day?
 Cognitive levels do apply to this question because the learner has to imagine what he or she could ask the fisherman about training a *darter*. The question is not easy to categorise in terms of level but is probably a **level 4 evaluation question**.
16. This parrot **knows** (1) more than 100 words and **can** (1) ask for its favourite foods. (2)
 This is a language question to which cognitive levels do not apply: learners are required to know the correct present tense form of each verb.
17. 17.1 unintelligent (1)
 17.2 inability (1)
 This is a language question to which cognitive levels do not apply: learners are required to know the correct prefix for each antonym.
18. 18.1 observation (1)
 18.2 enjoyment (1)
 This is a language question to which cognitive levels do not apply: learners are required to know the correct suffix.
19. The teacher asked (½) if/whether (½) I/we (½) had (½) read the interesting article about birds. (1)
 This is a language question to which cognitive levels do not apply. There are four half marks for a total of 2.
20. Irene Pepperburg, who is a behavioural psychologist, has studied the behaviour of African parrots for over 30 years. (2)
 This is a language question to which cognitive levels do not apply. Award one mark if the relative pronoun is in the correct place and two marks if the punctuation is correct. (2)

Total marks: 40



Jika iMfundo
what I do matters

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THE PROGRAMME TO IMPROVE LEARNING OUTCOMES

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