





**GRADE 7**

**English**  
**First Additional Language**  
Teacher Toolkit:  
CAPS Planner

**TERMS 3 & 4**

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## A. INTRODUCTION

This book is intended to help you cover the curriculum for Grade 7 EFAL in Terms 3 and 4. There is a companion book for Terms 1 and 2. Teachers should keep these books to use from year to year.

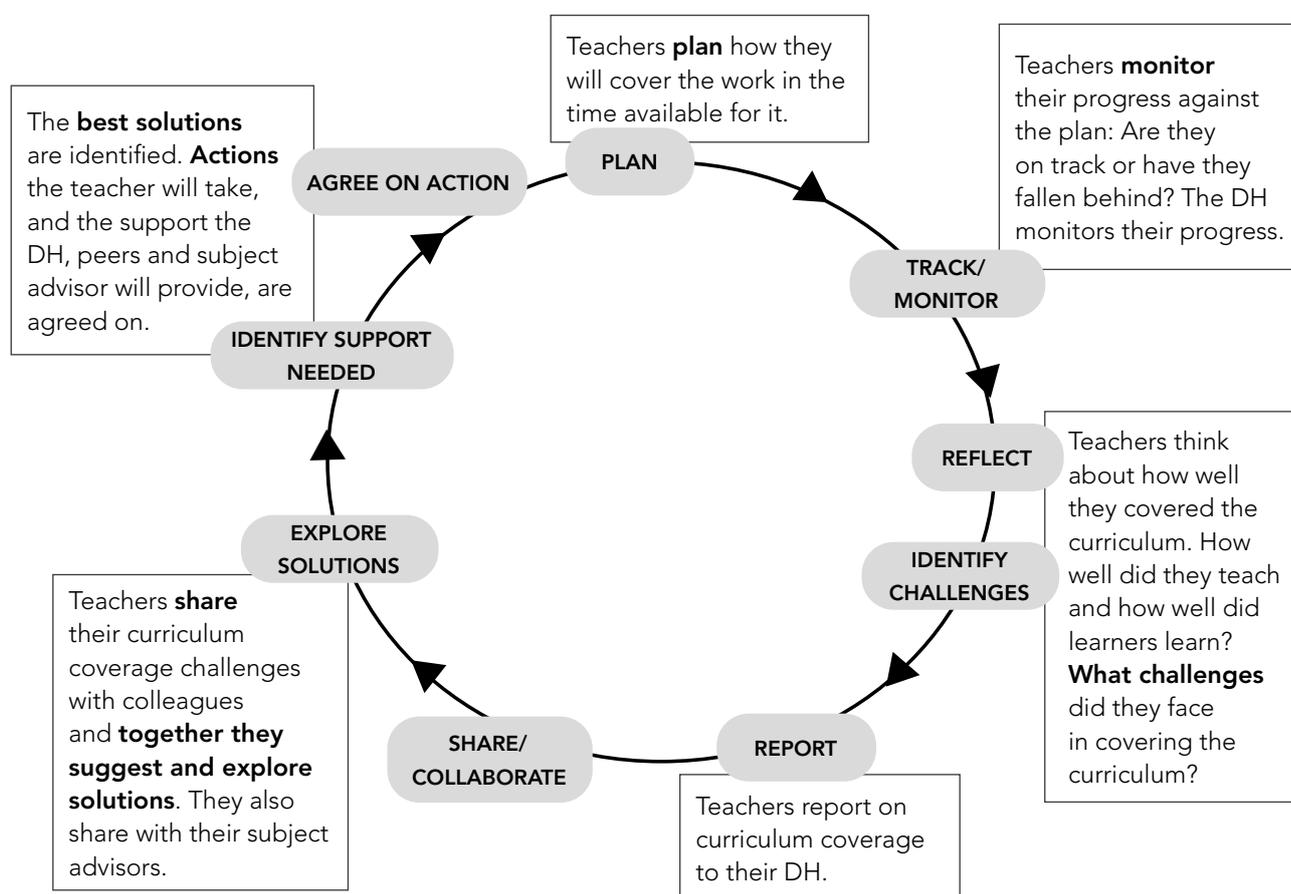
### 1. The need to improve curriculum coverage

In South Africa, too many learners drop out of school before Grade 12, and too few of those who reach Grade 12 do well in the NSC examinations. There are many reasons for such poor outcomes. One of the most important of these is that the curriculum is not covered each year. In other words, the teachers do not teach everything required by the CAPS in the year, and learners do not sufficiently understand the concepts and develop the skills that are taught. **Improving curriculum coverage is the key thing that teachers can do to improve learning outcomes.**

### 2. A cycle of activities that support improved curriculum coverage

Covering the curriculum is a complex task in which teachers face many challenges. However, there is a cycle of practices that can support curriculum coverage (see Figure 1). If these practices become routine in the school, curriculum coverage, and thus learners' outcomes, should improve.

**Figure 1: The cycle of practices for supporting improved curriculum coverage**



## B. INFORMATION ABOUT RESOURCES IN THIS BOOK

In this book, you will find resources which will help you plan, track, reflect and report on curriculum coverage for the purpose of working collaboratively with peers and your department head (DH) and subject adviser to solve curriculum coverage problems. The resources are described below.

### 1. Planners for a daily programme of work

Later in this book there are **planners** that will help you plan what to teach each day in Term 3 and Term 4 (see Resources 1 and 2 in Section C). These planners provide a daily programme of work. There is a planner for all the books on the approved list of Learning and Teaching Support Materials (LTSMs) for Grade 7 EFAL.

#### 1.1 How planners link to the CAPS

Planners link the CAPS content and skills to activities in the learner's book (LB), teacher's guide (TG) and core reader/reading book (CR/RB) of each set of LTSMs. The daily plan of activities ensures that time is allocated to all the work required by the CAPS in the term.

In the CAPS, five hours have been allocated to EFAL in the Senior Phase each week. The content and skills are specified for each two-week cycle. The planners thus give the content and skills for five one-hour lessons each day for each two-week cycle.

#### 1.2 The structure of the planners

The example of a planner below (Table 1) is Week 4 from *Successful English First Additional Language Term 4*. It shows you how the planning for a week is arranged. The same layout, abbreviations and symbols are used in the planners for all the LTSMs for each term.

The table heading states the week of the curriculum, the module, unit or chapter number in the learner's book; and the theme of the module, unit or chapter. Each theme relates to a two-week cycle of work. Look at the notes to see what each column tells you.

**Table 1: An example of a planner**

<b>SUCCESSFUL ENGLISH Week 4 Unit 16 Theme: Technology at its best and worse continued</b>						
<b>Day</b>	<b>CAPS content and activities</b>	<b>LB pp.</b>	<b>LB act.</b>	<b>TG pp.</b>	<b>CR/ literature text</b>	<b>Homework</b>
1	R&V: <b>Poetry p. 73</b>	285–288	Act. 6 (60 min)	143–145		
2	LSC: <b>Reinforcement of LSC covered previously – definite and indefinite nouns, collective nouns p. 73</b>	288–289 289	Act. 7 (30 min) Act. 8 (30 min)	145 145		
3	L&S: <b>Debate p. 73</b>	289–292	Begin <b>FAT</b> (prepare for a debate) Act. 9 (60 min)	145–146		
4	L&S: <b>Debate p. 73</b>	289–292	Complete <b>FAT</b> (conduct a debate) Act. 9 (60 min)	145–146		
5	W&P: <b>Summary p. 73</b> R&V: <b>Literary text p. 73</b>	292	Act. 10 (40 min)	147	Continue reading and discussing literature setwork or CR poetry: <i>One day p. 63</i> (20 min)	

**The columns, from left to right, give the following information:**

- The number of the lesson in the week (1–5).
- The CAPS content and skills that are dealt with in each lesson, and the page number in the CAPS where these are specified.
- The page number in the learner’s book.
- The activity or activities in the learner’s book that should be done by the learners during the lesson, with a guide to the time to spend on each activity.
- The page number in the teacher’s guide where support is given for the work to be done.
- The page number (or other information) in the reading book or core reader, and the suggested time to spend on the text.
- Suggested homework.

Abbreviations used in the planners
<p><b>The abbreviations for the language component are shown below:</b></p> <ul style="list-style-type: none"><li>• Listening and Speaking = L&amp;S</li><li>• Writing and Presenting = W&amp;P</li><li>• Reading and Viewing = R&amp;V</li><li>• Language Structures and Conventions = LSC</li><li>• A formal assessment task = FAT</li></ul>

### 1.3 How to use the planners

#### Plan for the term

- **Find the correct planner to use** – the one that gives the daily plans for the LTSM that you use mostly in your class. You can of course use the others to help you find additional or alternative activities related to the same skills and concepts.
- **Check the length of the term against the number of weeks in the planner.** The school terms are not the same length each year. However, the planner is the same from year to year. The planner for EFAL Grade 7 **Term 3** gives a daily plan for a term that is eleven weeks in duration, with the final week allocated to the writing of the test. **Term 4** has plans for a term that is nine weeks long, including two weeks allocated to revision, completing oral assessments, and writing the examination papers. If the terms in any year are of a different length, or if your school allocates more or less time for examinations than is in the planner, you will have to adjust your planning accordingly. It is very important to do this planning at the beginning of the term so that you neither rush through the work when you in fact have more time for it than allocated in the planner, nor find that you have followed the pace of the planner, but run out of teaching time.

#### Plan for lessons

- **Compare your timetable with the number of lessons in the week, and the length of each lesson.** If you do not have five periods of one hour each, you will need to adjust the programme for each one-hour lesson in the planner to fit the length and number of your lessons.
- **Plan and prepare for each lesson.** The planners give support for the planning of a programme of work. They do not offer help with detailed lesson planning or preparation.

Planning for a lesson involves drawing up a plan of action. A lesson plan should include an introduction, sequenced content and activities for learners to work on individually or in groups, a conclusion, and homework activities to consolidate the learning of the day or to prepare for the next day’s lesson where possible. No lesson plan templates are provided here. You should use the one you prefer or that is specified by your school/subject adviser.

#### 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 yourself, noting alternative answers where necessary, and making notes on possible learner difficulties in relation to the activities;
- ensuring that any resources you need to use in the lesson are available (e.g. dictionary, pictures, newspapers, magazine articles);
- deciding how you will pair/group your learners;
- checking in your teacher’s guide and learner’s book for enrichment/challenge activities for learners who have completed their work and/or need a challenge; and
- seeing where there are remedial and support activities for learners who have barriers to learning.

## 2. Plans for assessment

Curriculum coverage requires teachers to teach the content given in the CAPS each term/year. It also requires that learners understand the concepts and develop the skills that are taught. Thus assessment gives vital information about how well the curriculum is being covered. It tells teachers which topics or aspects of topics learners are struggling with, and how many learners are managing well, just coping, or struggling. Teachers need to reflect on possible reasons for and implications of these patterns of achievement, thinking about, for example, what they tell of the efficacy of their teaching methodology and how it could be improved, what feedback they can give learners to encourage and support improvement, and whether they can move on to new work, or need to remediate that which has already been taught.

The CAPS requires that teachers assess their learners' progress by means of both informal and formal assessment, and resources in this book assist teachers with planning for both of these.

### 2.1 Informal assessment

Informal assessment is ongoing and part of the teaching process as teachers listen to learners' responses and questions in class, and check their classwork and homework books. No record of the marks for informal assessment needs to be kept, but recording some of these will help you monitor learners' progress.

The CAPS for EFAL in the Senior Phase does not specify what needs to be done for informal assessment. Teachers should, therefore, choose a range of activities to use for this purpose. The teacher's guides in the LTSMs generally provide some suggestions for informal assessment activities.

### 2.2 Formal assessment

Formal assessment is assessment for which marks are recorded. In South African schools, these marks should be entered into SA-SAMS.

It is essential that you plan when your learners will complete assessment tasks. Knowing this helps you to plan related activities such as when tasks and marking guidelines will be moderated, when marking will be completed and moderated, when marks will be recorded, and when feedback will be given to learners. All of these activities are important in ensuring that assessment is at the correct level and that information from it can be used to support improved curriculum coverage.

#### Formal assessment tasks specified in the CAPS

The amended Section 4 of the CAPS specifies three formal assessment tasks in both Term 3 and Term 4<sup>1</sup>, as was the case in the original version. However, the actual tasks have changed. Details of the amended assessment programme for these terms are given in Resource 3 in Section C. Notice that, for Tasks 11, 12 and 13, there are several options, and care must be taken that different options are selected across terms and grades. It is advisable for colleagues in a department to make these choices together.

#### Formal assessment programmes in the LTSMs and planners

In Term 3, teachers must set their own writing project and plan when learners will do the work and give their oral presentations. For this reason, no dates for this project are provided in the planners in Section C. It is essential that teachers decide early in the term how the project will be managed and which of the lessons, where other work is scheduled, will be used for the project and its assessment. Similarly, learners must write a literature test (contextual) in the term, and the planners suggest that this be written in Week 11. In a shorter term, teachers should plan for the test to be written in an earlier week. None of the LTSMs provide projects or tests that are compliant with the amended specifications, and tasks that are noted for formal assessment in Term 3 in fact are generally no longer appropriate for this purpose, but can still be used for practice and/or revision.

In Term 4, the oral task and the writing paper (90 min) should be completed before the end-of-year examination. Week 8 can be used for the writing paper and for completing any oral assessments not already done and Week 9 for the examination. There are several activities in the LTSMs that could be used for the oral formal assessment task, and these are shown in the assessment plan for Term 4 (Resource 4). They are also indicated in the planners by writing FAT in the learner activity column. You can see examples of this in Table 1 on Days 3 and 4. Teachers can choose to use one of these tasks or others that they prefer, bearing in mind choices made in Term 2. It is important, however, that they check the tasks for compliance with the amended specifications and adapt them if necessary. The total marks, for example, might not be as specified.

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<sup>1</sup> The DBE makes changes to the assessment requirements from time to time. In such instances, you might need to change the assessment programme shown here to align with the revised requirements.

The exemplar tests and examinations in the LTSMs provide questions that can be used for practice/revision and also provide an item bank of questions which teachers can draw on in setting their own papers – though again, they need to check for compliance with the amended task specifications. The papers as they stand cannot be used for formal assessment.

Careful planning at both a department and school level will be necessary to ensure that all the required assessments happen in the time available and planning should be done on both levels early in the term.

### **3. Resources to support content knowledge, pedagogy and assessment practices**

Sound content and pedagogical knowledge and teaching and learning resources enable teachers to support learning, and thus have a positive impact on curriculum coverage. For this reason, where appropriate, guidelines for teaching certain topics or skills, explanatory information about the content, and exemplar assessment tasks are provided in this series of books. Included in the Resources section of this book are the following:

#### **3.1 Information from the CAPS on cognitive levels of question types**

CAPS requires that questions be set at a range of cognitive levels. Resource 5 provides relevant information about these levels.

#### **3.2 Sets of practice questions with marking memorandums and analysis of the cognitive levels of questions**

Four sets of practice questions are provided, together with marking guidelines and analysis of the cognitive levels of three of these sets of questions (see Resources 6 to 14). They relate to work to be done in both Terms 3 and 4.

**These resources support curriculum coverage by:**

- providing questions that can be used for practice and informal assessment of some of the skills prescribed by the curriculum. They also provide an item bank of questions that can be drawn on when teachers set their own formal assessment tasks. Please note, however, that not all of the skills in the questions are required for formal assessment in Terms 3 and 4. Also, the mark allocation and similar specifications of the questions might not comply with the specifications for formal assessment tasks and thus some items might need to be adapted for use as part of a formal assessment task;
- providing a correct set of marking guidelines so that learners' work will be marked to the same standard across different markers; and
- supporting teachers' ability to work with the levels of questions required by the CAPS by providing a detailed analysis of the levels of the practice questions (this strengthens their ability to set assessment tasks that comply with the weighting of cognitive levels themselves in future).

#### **3.3 Broad guidelines for teaching EFAL**

There are several components that need to be taught in EFAL. Resource 15 provides some broad guidelines for each of these, as well as some guidance for homework.

### **4. Templates for tracking, reflecting and reporting for collaborative problem solving**

Planning is one activity on the curriculum coverage support cycle (Figure 1), and you have seen how the material in this book supports teachers with planning. The templates provided in Section C are tools to assist teachers with other aspects of the cycle. There is a template to use in conventional schools, and one for use in multigrade schools. The template for conventional schools is reproduced on the following page, with annotations that show how it is used as a tool for curriculum coverage support. The template for multigrade schools works in the same way.

Teachers should print a copy of the relevant template for each week of the term and use it together with the teaching plan for that week. This teaching plan could be the planner for their LTSM in this book or the ATP or another daily planning resource. They record curriculum coverage information and their reflection on it for all the EFAL lessons with each class they teach in the week.

Note that dates are not given in the tracking and reflecting template. Teachers should fill two dates into the spaces at the top of the template. Firstly, they should record the week in the planner when the work they are doing is scheduled to be done; secondly, they should record the week when they in fact are starting that work. These dates will help them see how well they are keeping up with the pace set in the planner they are following.

This is the no. of the week in the planner that is being followed.

This is the no. of the week in the term when the work actually starts. If curriculum coverage is behind, this might be a later week than the week in the planner.

Week no. in planner \_\_\_\_\_

Week no. in term when work planned for week started \_\_\_\_\_

Refer to the planner for details of the week's work (or the ATP for subjects without planners)

Class (or subject for FP) \_\_\_\_\_

On track by end of week? (Yes/no)

How many learners are working confidently? (Rough estimate)

How many learners in this class?

At the end of the week, the teacher uses evidence from informal and formal assessment, to estimate for each class how many learners out of the total are working confidently at Level 4 or above. They use this information, together with the amount of work planned that they have taught, to state whether or not their curriculum coverage is on track.

**DAY**      **BRIEF NOTES ON THE DAY'S WORK: Consider such things as:**  
*What concepts/skills did the learners struggle with or manage well in this lesson? What could be the reasons for this? Did the class complete the work you had planned? Do you need to change your plans for the next lesson? What changes will you make?*

Prompts for daily reflection.

1

2

3

4

5

Each day, the teacher reflects on how their lesson went, and how they could improve it using the prompts provided. They also think about whether or not they can proceed as planned in the next lesson. This is a professional judgement they make based on informal and formal assessment. They note the main points here.

**Reflection on the week:**

**What concepts and skills for the week did learners struggle with? What could you do differently next time to better support or extend learning? What good practice could you share?**

**Did you cover the curriculum for the week? If not, what were some of the challenges? What can you do to catch up? What help do you need? How will your progress this week affect your plan for next week?**

At the end of the week, the teacher reflects on the week's teaching and learning. They think about what learners found difficult, and how they can change their practice so learning improves.

At the end of the week, the teacher considers whether or not the work planned for the week has been taught and learnt, and if not, what can be done to solve curriculum coverage problems and get back on track.

The teacher writes their reflections here for their own professional development, but also to share them with their DH to get support in solving problems.

DH:

Date:

At the end of the week, the DH reads the teacher's reflections and record of curriculum coverage and signs the template. S/he uses the information shared in a supportive conversation with the teacher. Together they consider any curriculum coverage problems the teacher faces and work towards finding solutions.

## **C. RESOURCES**

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# **1. PLANNERS FOR TERM 3**

## 1.1 Clever English First Additional Language (Macmillan)

**Note 1:** The L&S activities in the LB and TG do not follow the CAPS suggestions for Week 1.

**Note 2:** Introduce the literature setwork for the term as the CAPS suggests on p. 67: Choose to read either a youth novel or drama.

**Note 3:** Remember to plan times for the project to be explained, done and presented. You will have to use some time allocated for other purposes for this work.

**Extra resources:** Review and give feedback on examinations done at the end of Term 2. There is a variety of forms available to practise how to fill out forms; see TG p. 130.

<b>CLEVER ENGLISH Week 1 Unit 11 Theme: It's all in black and white</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	Listen to teacher's feedback on Term 2 mid-year examination (30 min) L&S: <b>Panel discussion p. 23</b>	127	Act. 1 (30 min)	130		
2	L&S: <b>Listening comprehension p. 73</b>	127	Act. 2 & Act. 3 (60 min)	130–132		
3	W&P: <b>Transactional text – forms p. 66</b> R&V: <b>Literary text – youth novel/ drama p. 67</b>	127–128	Act. 4 (30 min)	132	Introduce literature setwork (30 min)	R&V: Continue reading literature setwork as directed by the teacher
4	R&V: <b>Questionnaires p. 66</b> R&V: <b>Literary text – youth novel/ drama p. 67</b>	129–130	Act. 5 (40 min)	133–134	Continue reading and discussing literature setwork (20 min)	R&V: Continue reading literature setwork as directed by the teacher
5	LSC: <b>Compound and complex sentences p. 66</b> R&V: <b>Reading comprehension p. 66</b>	131 131 133	Act. 6 (15 min) Act. 7 (45 min)	134 134–135		R&V: Continue reading literature setwork as directed by the teacher

**Extra resources:** See TG p. 130

<b>CLEVER ENGLISH Week 2 Unit 11 Theme: It's all in black and white continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	W&P: <b>Transactional text – filling in forms p. 66</b> R&V: <b>Literary text – youth novel/ drama p. 67</b>	133	Act. 8 (30 min)	135	Read and discuss literature setwork (30 min)	R&V: Continue reading literature setwork as directed by the teacher
2	W&P: <b>Transactional text – questionnaire p. 66</b>	134–135	Your turn & Act. 9 (60 min)	136		R&V: Continue reading literature setwork as directed by the teacher
3	W&P: <b>Transactional text – questionnaire p. 66</b> R&V: <b>Literary text – youth novel/ drama p. 67</b>	135	Act. 10 (40 min)	136	Read and discuss literature setwork (20 min)	R&V: Continue reading literature setwork as directed by the teacher
4	W&P: <b>Questionnaire – summary of findings p. 66</b> LSC: <b>Collective nouns p. 66</b>	135–137	Act. 11 (40 min) Act. 12 (20 min)	136–137		R&V: Continue reading literature setwork as directed by the teacher
5	LSC: <b>Noun, adjectival and adverbial clauses, homonyms p. 66</b> Spelling	138	Act. 13 (40 min) Extra Act. 1 (20 min)	137		R&V: Continue reading literature setwork as directed by the teacher

**Extra resources:** Video clips of TV broadcasts for Act. 1 and Act. 2, see TG p. 140, rubric: Listening skills for forum discussion  
TG p. 259

<b>CLEVER ENGLISH Week 3 Unit 12 Theme: Inspirations and aspirations</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: <b>Forum/discussion p. 66</b> <b>Dramatisation p. 67</b>	140 141 141–142	Act. 1 (40 min) Act. 2 (20 min)	140 141, 259 141		R&V: Continue reading literature network as directed by the teacher
2	L&S: <b>Listen to drama p. 67</b> L&S: <b>Discussion p. 66</b>	143–144	Act. 3 (40 min) Act. 4 (20 min)	141, 142 142		R&V: Continue reading literature network as directed by the teacher
3	W&P: <b>Transactional text – questionnaires p. 66</b>	144	Act. 5 (40 min)	143	Read and discuss literature network (20 min)	R&V: Continue reading literature network as directed by the teacher
4	L&S: Tell a story to your group – <b>dramatisation p. 67</b> R&V: <b>Drama p. 67</b>	145 145–147	Act. 6 (20 min) Act. 7 (40 min)	143 143–144		R&V: Complete answers to Act. 7
5	Review homework (15 min) LSC: <b>Revision punctuation – capital letters, apostrophe; adjectives – comparative and superlative p. 67</b>	148–149	Act. 8 (60 min)	145		R&V: Continue reading literature network as directed by the teacher

**Extra resources:** Poetry: *My broertjie, my bra* CR pp. 60, 64. See TG p. 140.

<b>CLEVER ENGLISH Week 4 Unit 12 Theme: Inspirations and aspirations continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	R&V: <b>Poetry p. 67</b> W&P: <b>Interviews – focus on process writing p. 67</b>	149–150 151–152	Act. 9 (30 min) Begin Act. 10 – planning & drafting (30 min)	145–146		R&V: Continue reading literature network as directed by the teacher
2	W&P: <b>Interviews – focus on process writing p. 67</b> L&S: <b>Enacting dialogue – interview p. 67</b>	151–152 152	Complete Act. 10 Revising and editing (30 min) Act. 11 (30 min)	146 146		R&V: Continue reading literature network as directed by the teacher
3	LSC: Revision – prefixes, suffixes, <b>roots of words, relative clauses, direct and indirect speech p. 67</b>	153–154	Act. 12 (60 min)	146–147		L&S: Extra Act. 2 LB p. 155, TG p. 148
4	L&S: <b>Interview p. 67</b>	155	Report back on interview done for homework: Extra Act. 2 (60 min)	148		R&V: Continue reading literature network as directed by the teacher
5	R&V: <b>Poetry p. 67</b>				Poetry: <i>My broertjie, my bra</i> CR pp. 60, 64 (60 min)	R&V: Continue reading literature network as directed by the teacher

Extra resources: See TG p. 152, rubric for Role play TG p. 259.

<b>CLEVER ENGLISH Week 5 Unit 13 Theme: School matters!</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: <b>Role play – meeting procedure p. 68</b>	157–158	Act. 1 (10 min) Act. 2 (50 min)	152 152–153, 259		R&V: Continue reading literature setwork as directed by the teacher
2	L&S: <b>Discussion, listening comprehension – TV news report p. 68</b>	159 159	Act. 3 (20 min) Act. 4 (40 min)	153 153–154		R&V: Continue reading literature setwork as directed by the teacher
3	L&S: <b>Notice p. 68</b> R&V: <b>Minutes p. 68</b>	160 161–162	Act. 5 (30 min) Act. 6 (30 min)	155–156 156–157		R&V: Complete answers to Act. 6
4	LSC: <b>Derivatives p. 68</b> W&P: Transactional text-table	163	Act. 7 (60 min)	157		R&V: Continue reading literature setwork as directed by the teacher
5	R&V: <b>Graph p. 68</b> W&P: <b>Notice p. 68</b>	164–165	Act. 8 (40 min) Act. 9 (20 min)	157–158		R&V: Continue reading literature setwork as directed by the teacher

Extra resources: See TG p. 152.

<b>CLEVER ENGLISH Week 6 Unit 13 Theme: School matters! continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	W&P: <b>Agenda p. 68</b>	165–166	Act. 10 (40 min)	158	Continue reading and discussing literature setwork (20 min)	R&V: Continue reading literature setwork as directed by the teacher
2	L&S: Hold a meeting – see Act. 11 W&P: <b>Minutes p. 68</b>	166	Act. 11 (60 min)	158		R&V: Continue reading literature setwork as directed by the teacher
3	LSC: <b>Active and passive, simple present tense p. 68</b>	167	Act. 12 (40 min)	159	Continue reading and discussing literature setwork (20 min)	R&V: Continue reading literature setwork as directed by the teacher
4	LSC: <b>Pronouns – personal, possessive, demonstrative p. 68</b> R&V: <b>Newspaper article p. 69</b>	168 168	Act. 13 (30 min) Extra Act. 1 (30 min)	159 159–160		R&V: Continue reading literature setwork as directed by the teacher
5	LSC: <b>Derivatives, suffixes and prefixes p. 68</b>	169	Extra Act. 3 (30 min)	160	Continue reading and discussing literature setwork (20 min)	R&V: Continue reading literature setwork as directed by the teacher

**Extra resources:** See TG p. 162. Remind learners to bring the newspaper article they used for Extra Act. 1 LB p. 168, as they will need it for Oral: Prepared reading.

<b>CLEVER ENGLISH Week 7 Unit 14 Theme: Yes, this is me!</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: Discussion – disabilities	171 171–172	Act. 1 (25 min) Act. 2 (15 min)	163 163	Read and discuss literature setwork (20 min)	R&V: Continue reading literature setwork as directed by the teacher
2	L&S: <b>Newspaper article p. 69</b>	172	Act. 3 (60 min)	163–164		R&V: Prepare for Oral: prepared reading. Use the newspaper article chosen for Extra Act. 1 LB p. 168
3	L&S: Discussion – stereotypes R&V: <b>Newspaper article – prepared reading p. 69</b>	173–174 174	Act. 4 (20 min) Act. 5 (40 min)	165 165		R&V: Continue reading literature setwork as directed by the teacher
4	R&V: <b>Newspaper article p. 69</b>	174–176	Act. 6 (60 min)	166–167		R&V: Continue reading literature setwork as directed by the teacher
5	R&V & LSC: <b>Comprehension and language use test for practice/informal assessment</b>	176–178	Act. 7 (60 min)	167		R&V: Continue reading literature setwork as directed by the teacher

**Extra resources:** See TG p. 162.

<b>CLEVER ENGLISH Week 8 Unit 14 Theme: Yes, this is me! continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	W&P: <b>Longer transactional text – newspaper article, focus on process writing p. 69</b>	179	Act. 8 Planning & drafting (60 min)	168		W&P: Complete Act. 8 Revising & editing
2	W&P: <b>Longer transactional text – newspaper article, focus on process writing p. 69</b> LSC: <b>Reinforcement of LSC covered in previous weeks p. 69</b>	179–180	Complete Act. 8 Revising & editing (30 min) Act. 9 (30 min)	168 168		R&V: Continue reading literature setwork as directed by the teacher
3	LSC: <b>Punctuation, bias and prejudice p. 69</b>	181	Act. 10 (40 min)	169	Continue reading and discussing literature setwork (20 min)	R&V: Extra Act. 1 LB p. 182, TG p. 169
4	R&V: <b>Newspaper article – write a comprehension test p. 69</b>	182	Extra Act. 2 (60 min)	169		R&V: Continue reading literature setwork as directed by the teacher
5	L&S: Discussion R&V: <b>Literary text p. 70</b>	182	Extra Act. 3 (30 min)	169	Continue reading and discussing literature setwork (30 min)	R&V: Continue reading literature setwork as directed by the teacher

<b>CLEVER ENGLISH Week 9 Unit 15 Theme: Mapping out!</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	R&V: Reading for comprehension – visual text p. 70 L&S: Listening comprehension – directions p. 70	184	Act. 1 (10 min) Act. 2 (50 min)	173		R&V: Continue reading literature network as directed by the teacher
2	L&S: Listening comprehension – directions p. 70	185	Act. 3 (60 min)	174–175		R&V: Continue reading literature network as directed by the teacher
3	R&V: Short story p. 70 R&V: Literary text p. 70	186–187	Act. 4 (50 min)	175–176	Continue discussing literature network (10 min)	R&V: Continue reading literature network as directed by the teacher
4	R&V: Poetry p. 70	188–189	Act. 5 (60 min)	176		R&V: Continue reading literature network as directed by the teacher
5	R&V: Comprehension p. 70	189–191	Act. 6 (60 min)	177		R&V: Continue reading literature network as directed by the teacher

**Extra resources:** Rubric for narrative essay TG p. 256.

<b>CLEVER ENGLISH Week 10 Unit 15 Theme: Mapping out! continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	W&P: Narrative essay p. 70	191–192	Act. 7 (60 min)	178, 256		
2	R&V: Literary text p. 70 W&P: Visual text	193	Act. 8 (30 min)	178	Continue reading and discussing literature network (30 min)	
3	LSC: Definite and indefinite articles, punctuation p. 70	193–194 194	Act. 9 (15 min) Act. 10 (45 min)	178–179		
4	LSC: Complex nouns and main clauses p. 70 R&V: Literary text p. 70	194–195	Act. 11 (20 min)	179	Continue reading and discussing literature network (40 min)	
5	LSC: Pronouns – personal, relative and reflexive, reinforcement of LSC covered in previous weeks p. 70	195–196	Act. 12 (30 min) Extra Act. 1 (30 min)	179 179–180		

**CLEVER ENGLISH Week 11 Catch up, consolidation, revision and literature – Test: Plan your week**

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

**Note 1:** Remember to plan times for the project to be explained, done and presented. You will have to use some time allocated for other purposes for this work.

**Extra resources:** Review and give feedback on exams taken at the end of Term 2. Short story: *The best taxi in town* CR p. 47.

<b>ENGLISH TODAY Week 1 Chapter 10 Theme: Let's go to new places</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	Listen to teacher's feedback on Term 2 mid-year examination (20 min) L&S: <b>Listening comprehension – questionnaires p. 66</b>	126	Unit 1 Act. 1 & 2 (40 min)	75–76		
2	R&V: <b>Reading for comprehension – questionnaires p. 66</b>	127–129	Unit 2 Act. 3 & 4 (60 min)	76–77		
3	LSC: <b>Synonyms, antonyms, homonyms p. 66</b>	129	Unit 2 Act. 5 (30 min)	77	Short story: <i>The best taxi in town</i> CR p. 47 (30 min)	
4	LSC: <b>Collective nouns and adverbs; noun, adjectival and adverbial clauses p. 66</b>	130 130	Unit 3 Act. 6 (30 min) Act. 7 (30 min)	77–78 78		
5	LSC: <b>Abbreviations p. 66</b>	131–132 132	Unit 3 Act. 8 (25 min) Act. 9 (35 min)	78 78–79		

**Note 1:** Introduce the literature network for the term as the CAPS (p. 67) suggests. Choose either a youth novel or drama.

**Extra resources:** Literature network.

<b>ENGLISH TODAY Week 2 Chapter 10 Theme: Let's go to new places continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	R&V: <b>Literary text p. 67</b> W&P: <b>Filling in forms p. 66</b>	133–134	Unit 4 Act. 10 (30 min)	79	Introduce literature network (30 min)	
2	LSC: <b>Compound and complex sentences p. 66</b>	134	Unit 5 Act. 11 (40 min)	79–80	Continue reading and discussing literature network (20 min)	R&V: Continue reading literature network as directed by the teacher
3	L&S: <b>Panel discussions p. 66</b>	135	Begin Unit 6 Act. 12 (60 min)	80	Continue reading literature network	R&V: Continue reading literature network as directed by the teacher
4	L&S: <b>Panel discussions p. 66</b>	135	Complete Unit 6 Act. 12 (60 min)	80	Continue reading literature network	R&V: Continue reading literature network as directed by the teacher
5	W&P: <b>Filling in forms p. 66</b>	136	Revision Filling in a form (60 min)	81		R&V: Continue reading literature network as directed by the teacher

<b>ENGLISH TODAY Week 3 Chapter 11 Theme: Celebrate women</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: <b>Listening to drama – radio play p. 67</b>	138	Unit 1 Act. 1 (45 min)	83–84	Continue reading literature setwork (15 min)	R&V: Continue reading literature setwork as directed by the teacher
2	L&S: <b>Compile a questionnaire p. 67</b>	139	Unit 1 Act. 2 (60 min)	84		R&V: Continue reading literature setwork as directed by the teacher
3	LSC: <b>Direct and indirect speech p. 67</b>	139–140	Unit 2 Act. 3 & 4 (60 min)	85		R&V: Continue reading literature setwork as directed by the teacher
4	R&V: <b>Drama p. 67</b>	141–143	Unit 3 Act. 5 & 6 (60 min)	85–86		R&V: Continue reading literature setwork as directed by the teacher
5	LSC: <b>Relative clauses p. 67</b>	143	Unit 4 Act. 7 (40 min)	86–87	Continue reading literature setwork (20 min)	R&V: Continue reading literature setwork as directed by the teacher

<b>ENGLISH TODAY Week 4 Chapter 11 Theme: Celebrate women continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	W&P: <b>Longer text – drama, focus on process writing p. 67</b>	144–145	Unit 5 Begin Act. 8 Planning & drafting (60 min)	87		R&V: Continue reading literature setwork as directed by the teacher
2	W&P: <b>Longer text – drama, focus on process writing p. 67</b>	144–145	Unit 5 Complete Act. 8 Revising & editing (60 min)	87		L&S: Collect props to perform your drama written in Act. 8
3	L&S: <b>Dramatisation p. 67</b>	145–146	Unit 6 Act. 9 (60 min)	87–88		R&V: Continue reading literature setwork as directed by the teacher
4	R&V: <b>Poetry p. 67</b> R&V: <b>Reading for comprehension p. 66</b>	146–147	Unit 7 Act. 10 & 11 (60 min)	88		LB p. 48 Revision
5	R&V: <b>Reading for comprehension p. 66</b> R&V: <b>Literary text p. 67</b>	148	Review Revision for homework activity (30 min)	88–89	Continue reading and discussing literature setwork (30 min)	R&V: Continue reading literature setwork as directed by the teacher

Extra resource: Folktale: *The elephant's child* CR p. 75.

<b>ENGLISH TODAY Week 5 Chapter 12 Theme: Busy school days</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: <b>Meeting procedure p. 68</b>	150	Unit 1 Act. 1 & 2 (60 min)	91–92		R&V: Continue reading literature network as directed by the teacher
2	LSC: <b>Pronouns, apostrophes p. 68</b>	151 151–152	Unit 2 Act. 3 (40 min) Act. 4 (20 min)	92 92		R&V: Continue reading literature network as directed by the teacher
3	R&V: <b>Notice, agenda, minutes of a meeting p. 68</b>	152–153 154	Unit 3 Act. 5 (30 min) Act. 6 (30 min)	93 93		R&V: Unit 3 Act. 7 LB p. 155, TG p. 93
4	R&V: <b>Notice, agenda, minutes of a meeting p. 68</b>	155	Review homework Unit 3 Act. 7 (40 min)	93	Begin reading folktale: <i>The elephant's child</i> CR p. 75 (20 min)	R&V: Continue reading literature network as directed by the teacher
5	R&V: <b>Literary text p. 67</b>				Continue reading folktale: <i>The elephant's child</i> CR p. 75 and do Act. 2 (agenda) p. 82 (60 min)	R&V: Continue reading literature network as directed by the teacher

Extra resource: Folktale: *The chatterbox* CR p. 67.

<b>ENGLISH TODAY Week 6 Chapter 12 Theme: Busy school days continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	LSC: <b>Direct and reported speech p. 68</b> R&V: <b>Literary text p. 67</b>	155–156	Unit 4 Act. 8 & 9 (60 min)	94		LSC & R&V: Folktale: <i>The chatterbox</i> CR p. 67 TG p. 94
2	LSC: <b>Active and passive voice, punctuation – capitalisation p. 68</b>	157 157	Unit 4 Act. 10 (30 min) Act. 11 (30 min)	94 94–95		R&V: Continue reading literature network as directed by the teacher
3	W&P: <b>Agenda and minutes – focus on process writing p. 68</b>	158	Unit 5 Act. 12 (60 min)	95		R&V: Continue reading literature network as directed by the teacher
4	L&S: <b>Meeting p. 68</b>	159	Unit 6 Act. 13 (60 min)	95–96		R&V: Revision for homework LB p. 160
5	R&V: <b>Literary text p. 67</b> R&V: <b>Meeting p. 68</b>	160	Review homework (20 min)	96	Continue reading and discussing literature network (40 min)	R&V: Continue reading literature network as directed by the teacher

**Extra resources:** Short story: *Z456 to the rescue* CR p. 40, Poetry: *Mozambican soldier* CR p. 19.

<b>ENGLISH TODAY Week 7 Chapter 13 Theme: Save our natural heritage</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: <b>Listen to a newspaper article p. 69</b>	162–163	Unit 1 Act. 1 & 2 (60 min)	98–99		R&V: Continue reading literature network as directed by the teacher
2	R&V: <b>Newspaper article p. 69</b> R&V: <b>Literary text p. 70</b>	163	Unit 1 Act. 3 (30 min)	99	Reread short story <i>Z456 to the rescue</i> CR p. 40 (30 min)	R&V: Continue reading literature network as directed by the teacher
3	R&V: <b>Speech p. 69</b>	164–165	Unit 2 Act. 4 & 5 (60 min)	99–100		R&V: Continue reading literature network as directed by the teacher
4	LSC: <b>Comparative and superlative adjectives, literal and figurative language p. 69</b>	166	Unit 3 Act. 6 & 7 (30 min) Act. 8 (30 min)	100–101		R&V: Continue reading literature network as directed by the teacher
5	LSC: <b>Chronological order p. 69</b> R&V: <b>Literary text p. 70</b>	167	Unit 3 Act. 9 (40 min)	101–102	Poetry: <i>Mozambican soldier</i> CR p. 19 (20 min)	R&V: Continue reading literature network as directed by the teacher

**Extra resources:** Newspaper articles for Oral: Prepared reading, rubric for prepared reading Addendum C – TG p. 190.

<b>ENGLISH TODAY Week 8 Chapter 13 Theme: Save our natural heritage continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	W&P: <b>Newspaper article – focus on process writing p. 69</b>	168–169	Unit 4 Act. 10 (60 min)			R&V: Continue reading literature network as directed by the teacher
2	W&P: Descriptive paragraph	169 170	Unit 4 Act. 11 (30 min) Unit 5 Act. 12 (30 min)	102 102–103		R&V: Find a newspaper article to bring to school for Unit 6 Act. 13
3	L&S: <b>Oral: Prepared reading p. 71</b> R&V: <b>Literary text p. 70</b>	171	Begin Unit 6 Act. 13 (60 min)	103, 190	Continue reading and discussing literature network	R&V: Continue reading literature network as directed by the teacher
4	L&S: <b>Oral: Prepared reading p. 71</b> R&V: <b>Literary text p. 70</b>	171	Complete Unit 6 Act. 13 (60 min)	103, 190	Continue reading and discussing literature network	Revision for homework LB p. 172
5	R&V: <b>Literary text p. 70</b> LSC: <b>Reinforcement of LSC covered previously p. 69</b>	172	Review homework for revision	103–104	Continue reading and discussing literature network (60 min)	R&V: Continue reading literature network as directed by the teacher

Extra resources: Rubric for narrative essay, Addendum C – TG p. 186.

<b>ENGLISH TODAY Week 9 Chapter 14 Theme: Follow the stars</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: <b>Giving directions p. 70</b>	174 175	Unit 1 Act. 1 (40 min) Begin Act. 2 (20 min)	106 106, 189		R&V: Continue reading literature setwork as directed by the teacher
2	L&S: <b>Giving directions p. 70</b>	175	Continue Unit 1 Act. 2 (60 min)	106, 189		R&V: Continue reading literature setwork as directed by the teacher
3	LSC: <b>Complex nouns p. 70</b> R&V: <b>Literary text – folktale p. 70</b>	175 176–177	Unit 2 Act. 3 (30 min) Unit 3 Act. 4 (30 min)	107 107		R&V: Continue reading literature setwork as directed by the teacher
4	R&V: <b>Literary text – folktale p. 70</b>	177	Unit 3 Act. 5 (60 min)	107–108		R&V: Continue reading literature setwork as directed by the teacher
5	W&P: <b>Narrative essay p. 70</b>	178	Unit 4 Act. 6 (60 min)	108–109, 186		R&V: Continue reading literature setwork as directed by the teacher

<b>ENGLISH TODAY Week 10 Chapter 14 Theme: Follow the stars continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	R&V: <b>Poetry p. 70</b>	179–180	Unit 5 Act. 7 & 8 (60 min)	109		R&V: Continue reading literature setwork as directed by the teacher
2	R&V: <b>Comprehension – fact and opinion p. 70</b>	181–182	Unit 6 Act. 9 & 10 (60 min)	109–110		R&V: Continue reading literature setwork as directed by the teacher
3	LSC: <b>Pronouns, subject and predicate p. 70</b>	183	Unit 7 Act. 11 & 12 (60 min)	110–111		R&V: Continue reading literature setwork as directed by the teacher
4	R&V:	184–185	<b>Test for practice/ informal assessment</b> (60 min)	111, 164		R&V: Continue reading literature setwork as directed by the teacher
5	R&V: <b>Literary text p. 70</b>				Continue reading and discussing literature setwork (60 min)	

**ENGLISH TODAY Week 11 Catch up, consolidation, revision and literature – Test: Plan your week**

### 1.3 Interactive English First Additional Language (St Mary's Interactive Learning Experience)

**Note 1:** Introduce the literature network for the term as the CAPS suggests on p. 67: Choose to read either a youth novel or drama.

**Note 2:** Remember to plan times for the project to be explained, done and presented. You will have to use some time allocated for other purposes for this work.

**Extra resources:** Examinations done at the end of Term 2 for review and feedback. Rubric for Oral: Forum/panel discussion LB p. 278 and TG p. xxvii; Poetry: *Look outside*, CR p. 48; Literature network.

<b>INTERACTIVE ENGLISH Week 1 Theme: Clean up our world: waste not, want not</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	Listen to teacher's feedback on Term 2 mid-year examination (30 min) R&V: <b>Literary text p. 65</b>				Introduce literature network (30 min)	R&V: Continue reading literature network as directed by the teacher
2	L&S: <b>Listening comprehension – questionnaires p. 66</b>	148–149, 278	Act. 1 (60 min)	103–104, xxvii		R&V: Continue reading literature network as directed by the teacher
3	L&S: <b>Panel discussion – questionnaires p. 66</b>	149–151, 278	Begin Act. 2 (60 min)	104–105, xxvii	Continue reading literature network	R&V: Continue reading literature network as directed by the teacher
4	L&S: <b>Panel discussion – questionnaires p. 66</b>	149–151, 278	Complete Act. 2 (30 min)	104–105, xxvii	Continue reading literature network (30 min)	R&V: Continue reading literature network as directed by the teacher
5	R&V: <b>Comprehension p. 66</b>	152–153	Act. 3 (40 min)	105–106	Poetry: <i>Look outside</i> CR p. 48 (20 min)	

**Note 1: Interactive English** presents both a visual text and a magazine article for R&V. These are requirements according to the CAPS for Weeks 5–6 and 7–8. The CAPS does not specify which genres must be read for comprehension in Week 1. Nevertheless, since these texts are valuable, continue with these activities as stipulated in the LTSM.

**Extra resources:** Rubric for W&P: Act. 7 LB p. 277 and TG p. xxvi. Note the photocopiable texts for Act. 1, 4, 7 and 8 in TG pp. 112–114.

<b>INTERACTIVE ENGLISH Week 2 Theme: Clean up our world: waste not, want not continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	LSC: <b>Synonyms and abbreviations p. 66</b>	154	Act. 3: Word study (60 min)	106–107		R&V: Continue reading literature network as directed by the teacher
2	R&V: <b>Visual text and magazine article pp. 68–69</b> LSC: <b>Punctuation – hyphen, ellipsis p. 66</b>	155–158	Act. 4 (60 min)	107–108		R&V: Continue reading literature network as directed by the teacher
3	LSC: <b>Collective nouns, adverbs of manner, adjectives p. 66</b>	158–159	Act. 5 (40 min)	109–110	Continue reading literature network (20 min)	R&V: Continue reading literature network as directed by the teacher
4	LSC: <b>Compound and complex sentences, noun, adjectival and adverbial clauses p. 66</b>	159–160	Act. 6 (60 min)	110–111		R&V: Continue reading literature network as directed by the teacher
5	W&P: <b>Fill in a questionnaire p. 66</b>	161–162, 277, 163	Act. 7 (50 min) Act. 8 (10 min)	111, xxvi		R&V: Continue reading literature network as directed by the teacher

**Extra resources:** Rubrics for Act. 1 LB p. 278 and TG p. xxvii, rubric for role play TG p. 190. For the dialogue for Act. 1 use the text for Act. 2 on pp. 168–169 of the LB.

<b>INTERACTIVE ENGLISH Week 3 Theme: Clean up our world: Graffiti</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: <b>Dialogue p. 67</b> LSC: <b>Proper nouns, singular and plural p. 67</b>	165–169, 278	Act. 1 (60 min)	116, xxvii		LSC: Act. 2 R&V: Continue reading literature setwork as directed by the teacher; Word study
2	LSC: <b>Proper nouns, singular and plural p. 67</b> L&S: <b>Role play p. 67</b>	169 168–169	Review homework Act. 2 Word study (15 min) Act. 2 (45 min)	117 117, 190		R&V: Continue reading literature setwork as directed by the teacher
3	R&V: <b>Drama p. 67</b>	170–171	Act. 3 Class work (60 min)	118		R&V: Continue reading literature setwork as directed by the teacher
4	R&V: <b>Drama p. 67</b> LSC: <b>Apostrophe p. 67</b>	170–172	Act. 3 Pair work (60 min)	119		R&V: Continue reading literature setwork as directed by the teacher
5	R&V: <b>Poetry p. 67</b>	173	Act. 4 (60 min)	119–120		R&V: Continue reading literature setwork as directed by the teacher

**Extra resources:** Rubrics for Writing an interview LB p. 277 and TG p. xxvi.

<b>INTERACTIVE ENGLISH Week 4 Theme: Clean up our world: Graffiti continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	LSC: <b>Adjectives – comparative and superlative p. 67</b>	174	Act. 5 (30 min)	120	Continue reading literature setwork (30 min)	R&V: Continue reading literature setwork as directed by the teacher
2	LSC: <b>Direct and reported speech p. 67</b>	174–175	Act. 6 – Part 1 (60 min)	120–121		R&V: Continue reading literature setwork as directed by the teacher
3	LSC: <b>Complex sentences with relative clauses p. 67</b>	176	Act. 6 – Part 2 (60 min)	121–122		R&V: Continue reading literature setwork as directed by the teacher
4	W&P: <b>Interview – focus on process writing p. 67</b>	177, 277	Act. 7 (60 min)	122, xxvi		R&V: Continue reading literature setwork as directed by the teacher
5	LSC: <b>Direct and indirect speech p. 67</b>	177	Act. 8 (30 min)	123	Continue reading literature setwork (30 min)	R&V: Continue reading literature setwork as directed by the teacher

**Note 1:** Introduce the listening comprehension theme by first reading the folktale from the CR pp. 50–53.

**Extra resources:** Folktale: *Zanendaba – Bring me a story* CR pp. 50–53, rubrics for Oral: Role play meeting procedure: LB p. 278 and TG p. xxvii; Poetry: *Rubbish on the beach* CR p. 49.

<b>INTERACTIVE ENGLISH Week 5 Theme: Clean up our world: oceans of water</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: <b>Written text – website p. 68</b> R&V: <b>Literary text p. 67</b>	178–180	Act. 1 (40 min)	125–126	Folktale: <i>Zanendaba – Bring me a story</i> CR pp. 50–53 (20 min)	R&V: Continue reading literature network as directed by the teacher
2	L&S: <b>Role play – meeting procedure p. 68</b>	180–181, 278	Begin Act. 2 (60 min)	127, xxvii	Continue reading literature network	R&V: Continue reading literature network as directed by the teacher
3	R&V: <b>Meeting information – notice &amp; agenda p. 68</b>	180–181, 278	Complete Act. 2 (60 min)	127, xxvii	Continue reading literature network	R&V: Continue reading literature network as directed by the teacher
4	R&V: <b>Reading comprehension – written &amp; visual text p. 68</b>	182–183	Act. 3 (60 min)	128–129		R&V: Continue reading literature network as directed by the teacher
5	R&V: <b>Reading comprehension p. 68</b>	184–187	Act. 4 (60 min)	129–130		Continue reading literature network as directed by the teacher

**Extra resources:** Rubrics for Writing agenda and minutes: LB p. 277 & TG p. xxvi.

<b>INTERACTIVE ENGLISH Week 6 Theme: Clean up our world: oceans of water continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	R&V: <b>Advertisement – visual &amp; written text p. 68, poetry p. 67</b>	188–189	Act. 5 (50 min)	130–131	Poetry: <i>Rubbish on the beach</i> CR p. 49 (10 min)	R&V: Continue reading literature network as directed by the teacher
2	LSC: <b>Pronouns – personal &amp; possessive; Direct speech; Active &amp; passive voice p. 68</b>	190 191	Act. 6 (25 min) Act. 7 (35 min)	132 132–133		R&V: Continue reading literature network as directed by the teacher
3	W&P: <b>Agenda &amp; minutes pp. 68, 71</b>	193, 277	Act. 8 (60 min)	133, xxvi		R&V: Continue reading literature network as directed by the teacher
4	LSC: <b>Active &amp; passive voice p. 68</b> R&V: <b>Literary text p. 69</b>	194	Act. 9 (20 min)	134	Continue reading and discussing literature network (40 min)	R&V: Continue reading literature network as directed by the teacher
5	R&V: <b>Literary text p. 69</b>				Continue reading and discussing literature network (60 min)	R&V: Continue reading and discussing literature network

**Note 1:** When learners have read, they must complete the pair work section of Act. 3.

**Extra resources:** Newspaper articles for Oral: Prepared reading.

<b>INTERACTIVE ENGLISH Week 7 Theme: Clean up our world: 67 minutes for 46664</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: <b>Newspaper article p. 69</b>	196–198	Act. 1 (60 min)	136		R&V: Prepare for Oral: Prepared reading Learners can use the newspaper article in LB p. 199 or any article of their choice
2	R&V: <b>Newspaper article p. 69</b>	198–199	Act. 2 (60 min)	136–137		R&V: Continue reading literature setwork as directed by the teacher
3	L&S: <b>Prepared reading pp. 69 &amp; 71</b>	199–200	Begin Act. 3 (60 min)	137		R&V: Continue reading literature setwork as directed by the teacher
4	L&S: <b>Prepared reading pp. 69 &amp; 71</b>	199–200	Complete Act. 3 (60 min)	137		R&V: Continue reading literature setwork as directed by the teacher
5	R&V: <b>Newspaper article p. 69</b>	201–203	Act. 4 Class & pair work (60 min)	138–139		R&V: Continue reading literature setwork as directed by the teacher

**Extra resources:** Rubrics for writing a newspaper article LB p. 277, TG p. xxvi.

<b>INTERACTIVE ENGLISH Week 8 Theme: Clean up our world: 67 minutes for 46664 continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	R&V: <b>Newspaper articles pp. 69, 71</b>	201, 202, 204	Act. 4 Individual work (60 min)	139–140		R&V: Continue reading literature setwork as directed by the teacher
2	LSC: <b>Chronological order, prepositions p. 69</b>	205–206	Act. 5 (60 min)	140–141		R&V: Continue reading literature setwork as directed by the teacher
3	LSC: <b>Chronological order – description paragraph p. 69</b> R&V: <b>Literary text p. 70</b>	206	Act. 6 (30 min)	141	Continue reading and discussing literature setwork (30 min)	R&V: Continue reading literature setwork as directed by the teacher
4	W&P: Longer transactional <b>text: newspaper article – focus on process writing p. 69</b>	207, 277	Begin Act. 7 Planning & drafting (60 min)	141–142, xxvi		R&V: Continue reading literature setwork as directed by the teacher
5	LSC: <b>Punctuation p. 69</b> R&V: <b>Literary text p. 70</b>	208	Act. 8 (40 min)	142	Continue reading and discussing literature setwork (20 min)	R&V: Continue reading literature setwork as directed by the teacher

**Extra resources:** Photocopies of map TG p. 145 for Act. 1, rubric for Oral TG p. xxvii; Magazine article: *Growing hope* CR pp. 44–47.

<b>INTERACTIVE ENGLISH Week 9 Theme: Clean up our world: take action!</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: <b>Comprehension – giving directions p. 70</b> R&V: <b>Literary text p. 70</b>	210	Act. 1 (60 min)	144, xxvii	Continue reading literature setwork	R&V: Continue reading literature setwork as directed by the teacher
2	L&S: <b>Comprehension – giving directions p. 70</b>	211–212	Act. 2 (40 min)	145–146, 148	Magazine article: <i>Growing hope</i> CR pp. 44–47 (20 min)	R&V: Continue reading literature setwork as directed by the teacher
3	R&V: <b>Literary text – short story p. 70</b> LSC: <b>Articles p. 70</b>	212–214	Act. 3 Class, pair & individual work A (60 min)	147		R&V: Continue reading literature setwork as directed by the teacher
4	LSC: <b>Synonyms, articles p. 70</b>	212–214	Act. 3 Individual work B & C (60 min)	147–148		R&V: Continue reading literature setwork as directed by the teacher
5	R&V: <b>Poetry p. 70</b>	215–216	Act. 4 Individual work (60 min)	148–149		R&V: Continue reading literature setwork as directed by the teacher

**Extra resources:** Rubrics for narrative essay: LB p. 276, TG p. xxv.

<b>INTERACTIVE ENGLISH Week 10 Theme: Clean up our world: take action! continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	R&V: <b>Comprehension p. 70</b>	216–218	Act. 5 Class & group work (60 min)	149–150		R&V: Continue reading literature setwork as directed by the teacher
2	LSC: <b>Adjectives – comparative &amp; superlative p. 70</b> R&V: <b>Literary text p. 70</b>	218	Act. 5 Individual work (40 min)	150	Continue reading and discussing literature setwork (20 min)	R&V: Continue reading literature setwork as directed by the teacher
3	LSC: <b>Pronouns – personal, relative, reflexive p. 70</b>	219–220	Act. 6 (60 min)	151		R&V: Continue reading literature setwork as directed by the teacher
4	LSC: <b>Reinforcement of LSC done in previous weeks, main and dependent clauses p. 70</b>	220 223	Act. 7 (40 min) Act. 9 (20 min)	151–152 153		R&V: Continue reading literature setwork as directed by the teacher
5	W&P: <b>Narrative essay p. 70</b>	221–223, 276	Act. 8 (60 min)	152, xxv		R&V: Continue reading literature setwork as directed by the teacher

**INTERACTIVE ENGLISH Week 11 Catch up, consolidation, revision and literature – Test: Plan your week**

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

**Note 1:** Introduce literature network as the CAPS suggests on p. 67: choose a youth novel or drama.

**Note 2:** Remember to plan times for the project to be explained, done and presented. You will have to use some time allocated for other purposes for this work.

**Extra resources:** Examinations done at the end of Term 2 for review and feedback, literature network.

PLATINUM ENGLISH Week 1 Chapter 10 Theme: Questions for you						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	Listen to teacher's feedback on Term 2 mid-year examination (30 min) R&V: <b>Literary text p. 67</b>				Introduce literature network (30 min)	
2	R&V: <b>Reading for comprehension – visual text &amp; questionnaires (45 min) p. 66</b>	128	Act. 1 (15 min)	93–94		R&V: Continue reading literature network
3	R&V: <b>Comprehension – questionnaires (15 min) p. 66</b>	128–130	Act. 2 (45 min)	94–95		LSC: Work with sentences LB pp. 130–131 TG p. 95
4	LSC: Proverbs, <b>adverbs p. 66</b> L&S: <b>Listening comprehension – interview p. 67</b>	130–131 131–132	Review homework (15 min) Act. 3 (45 min)	95 95–96		Continue reading literature network
5	L&S: <b>Discussion p. 66</b> R&V: <b>Literary text p. 67</b>	132	Act. 4 (30 min)	96	Continue reading and discussing literature network (30 min)	Continue reading literature network

**Extra resources:** Folktale: *The origin of stories* CR p. 57, photocopies TG pp. 98–99 for Act. 6, rubric for shorter transactional text for Act. 6 TG p. xxxi.

PLATINUM ENGLISH Week 2 Chapter 10 Theme: Questions for you continued						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	R&V: <b>Comprehension – questionnaires p. 66</b>	133–135	Act. 5 (60 min)	96–97		R&V: Folktale: <i>The origin of stories</i> CR p. 57
2	LSC: <b>Abbreviations, punctuation – ellipsis p. 66</b> W&P: <b>Questionnaire p. 66</b>	135–136 136–137	Act. 5 Work with words & sentences (30 min) Act. 6 (30 min)	97 98, xxxi		R&V: Continue folktale: <i>The origin of stories</i> CR p. 57
3	L&S: Forum discussion <b>p. 66</b>	138–139	Act. 7 (60 min)	99–100		R&V: Continue reading literature network
4	LSC: <b>Compound &amp; complex sentences p. 66</b>	140–141	Act. 8 (45 min)	100–101	Continue reading and discussing folktale: <i>The origin of stories</i> CR p. 57 (15 min)	R&V: Continue reading literature network
5	LSC: <b>Noun clauses and reinforcement of LSC covered previously p. 66</b>	141 142	Act. 9 (30 min) Revision	101–102 102		R&V: Continue reading literature network

**Note 1:** On Day 3 when learners have completed their dramatisation, they should then go on to work independently and do the work with sentences section of Act. 3.

<b>PLATINUM ENGLISH Week 3 Chapter 11 Theme: Women's work or men's work</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	R&V: <b>Reading for comprehension – visual text p. 66</b> L&S: <b>Dialogue p. 67</b>	144 144–145, 147	Act. 1 (15 min) Act. 2 (45 min)	104 105		LSC: Act. 2 – work with sentences
2	LSC: <b>Punctuation for direct speech p. 67</b> R&V: <b>Literary text p. 67</b>	146	Review Act. 2 – work with sentences (15 min)	105–106	Continue reading and discussing literature setwork (45 min)	R&V: Continue reading literature setwork as directed by the teacher
3	L&S: <b>Dramatisation p. 67</b> LSC: <b>Reported speech p. 67</b>	146–147	Act. 3 (60 min)	106–107		R&V: Continue reading literature setwork as directed by the teacher
4	R&V: <b>Drama p. 67</b>	148–151	Act. 4 (60 min)	107–108		LSC: Complete work with words
5	LSC: <b>Word meaning – roots of words p. 67</b> W&P: <b>Longer transactional text: dialogue – focus on process writing p. 67</b>	151 151–152	Review homework: work with words (10 min) Begin Act. 5 – planning & drafting (50 min)	108 108–109		R&V: Continue reading literature setwork as directed by the teacher

**Extra resources:** Drama: *Lucky strike* CR p. 76.

<b>PLATINUM ENGLISH Week 4 Chapter 11 Theme: Women's work or men's work continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	W&P: <b>Longer transactional text: dialogue – focus on process writing p. 67</b>	151–152	Continue Act. 5 – revising and editing (60 min)	108–109		R&V: Continue reading literature setwork as directed by the teacher
2	L&S: <b>Poetry p. 67</b>	152–154	Act. 6 (60 min)	109–110		Drama: <i>Lucky strike</i> CR p. 76
3	LSC: <b>Complex sentences with relative clauses p. 67</b>	154–155	Act. 7 (60 min)	110–111		Drama: <i>Lucky strike</i> CR p. 76
4	LSC: <b>Reinforcement of LSC covered previously p. 67</b>	156	Revision	111		Drama: <i>Lucky strike</i> CR p. 76
5	R&V: <b>Literary text p. 67</b>				Continue reading and discussing drama: <i>Lucky strike</i> CR p. 76 (60 min)	R&V: Continue reading literature setwork as directed by the teacher

**Extra resources:** Folktale: *The flying Dutchman* CR p. 53, rubric for Act. 5 for writing an agenda: TG p. xxx.

<b>PLATINUM ENGLISH Week 5 Chapter 12 Theme: Read and succeed</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	R&V: <b>Reading for comprehension – visual text p. 66</b> L&S: <b>Listening comprehension – written text p. 68</b>	158 158–159	Act. 1 (15 min) Act. 2 (45 min)	113–114 114–115		Folktale: <i>The flying Dutchman</i> CR p. 53
2	R&V: <b>Comprehension – news p. 68</b>	159–162	Act. 3 (60 min)	115–116		R&V: Continue reading literature network as directed by the teacher
3	W&P: <b>Notice p. 68</b>	163	Act. 4 (60 min)	116		R&V: Continue reading literature network as directed by the teacher
4	W&P: <b>Agenda p. 68</b>	164	Act. 5 (60 min)	116–117, xxx		R&V: Continue reading literature network as directed by the teacher
5	L&S: <b>Role play – meeting procedure p. 68</b>	165–166	Begin Act. 6 (60 min)	117–118	Read literature network	R&V: Continue reading literature network as directed by the teacher

**Extra resources:** Rubric for Act. 7 – writing minutes of a meeting: LB p. 277, TG p. xxx, Worksheet B Chapter 12 *Extension and Remediation Worksheet Book (ERW)*.

<b>PLATINUM ENGLISH Week 6 Chapter 12 Theme: Read and succeed continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: <b>Role play – meeting procedure p. 68</b>	165–166	Complete Act. 6 (60 min)	117–118	Read literature network	R&V: Continue reading literature network as directed by the teacher
2	W&P: <b>Minutes of a meeting p. 68</b>	166–167, 277	Begin Act. 7 – planning & drafting (60 min)	118, xxx		R&V: Continue reading literature network as directed by the teacher
3	W&P: <b>Minutes of a meeting p. 68</b> LSC: <b>Passive voice p. 68</b>	166–167, 277	Complete Act. 7 – Revising and editing (45 min) Work with words (15 min)	118, xxx		LSC: Act. 10 LB p. 169 TG pp. 119–120
4	LSC: <b>Pronouns – personal, possessive and demonstrative p. 68</b> LSC: <b>Reinforcement – prefixes &amp; suffixes p. 68</b>	168 168–169 169	Act. 8 (20 min) Act. 9 (20 min) Review Act. 10 (10 min)	119 119–120		LSC: Revision LB p. 172 TG p. 121 & <i>ERW</i> Chapter 12 B
5	LSC: <b>Reinforcement of LSC covered previously p. 68</b> R&V: <b>Poetry p. 67</b>	169 170–171	Review Revision & <i>ERW</i> B (15 min) Act. 11 (45 min)	119–120 120–121		R&V: Continue reading literature network as directed by the teacher

**Extra resources:** Rubric for Act. 3 LB p. 280 and TG p. xxxii; Short story: *Message of the black eagle* CR p. 4.

<b>PLATINUM ENGLISH Week 7 Chapter 13 Theme: Dangerous journeys</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	R&V: <b>Reading for comprehension – visual text p. 66</b> L&S: <b>Comprehension – newspaper article p. 69</b>	174 173–176	Act. 1 (15 min) Act. 2 (45 min)	123–124 124–125		R&V: Continue reading literature setwork as directed by the teacher
2	L&S: <b>Unprepared reading p. 69</b> <b>Literary text p. 70</b>	175–177, 280	Act. 3 (60 min)	125, xxxii	Read literature setwork	R&V: Continue reading literature setwork as directed by the teacher
3	L&S: <b>Literary text p. 70</b>				Short story: <i>Message of the black eagle</i> CR p. 4	R&V: Continue reading literature setwork as directed by the teacher
4	R&V: <b>Newspaper article p. 69</b>	177–179	Act. 4 (60 min)	126–127		R&V: Continue reading literature setwork as directed by the teacher
5	LSC: <b>Chronological order, order of importance p. 69</b>	180–181	Act. 6 & 7 (60 min)	127–128		R&V: Continue reading literature setwork as directed by the teacher

**Extra resources:** Photocopies from *ERW* Chapter 13 A & B, rubric for newspaper article: LB p. 277, TG p. xxx.

<b>PLATINUM ENGLISH Week 8 Chapter 13 Theme: Dangerous journeys continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	R&V: <b>Literary text p. 70</b>	181–184	Act. 7 (60 min)	129		R&V: Continue reading literature setwork as directed by the teacher
2	LSC: <b>Vocabulary in context p. 69</b> W&P: <b>Newspaper article – focus on process writing p. 69</b>	183 184–185	Work with words (10 min) Begin Act. 8 Planning & drafting (50 min)	130		R&V: Continue reading literature setwork as directed by the teacher
3	W&P: <b>Newspaper article – focus on process writing p. 69</b>	184–185, 277	Complete Act. 8 (30 min)	130, xxx	Continue reading literature setwork (30 min)	R&V: Continue reading literature setwork as directed by the teacher
4	LSC: <b>Reinforcement of LSC covered previously p. 69</b>		<i>ERW</i> Chapter 13 A & B (60 min)	222		R&V: Continue reading literature setwork as directed by the teacher
5	LSC: <b>Reinforcement of LSC covered previously p. 69</b>	186	Revision (40 min)	130	Continue reading literature setwork (20 min)	R&V: Continue reading literature setwork as directed by the teacher

**Extra resources:** Rubrics for narrative essay: LB p. 276, TG p. xxix.

<b>PLATINUM ENGLISH Week 9 Chapter 14 Theme: Surviving in the city</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	R&V: <b>Reading for comprehension – visual text p. 70</b>	188 188–191	Act. 1 (15 min) Act. 2 Pre- & while-reading (45 min)	132–133 133–134		R&V: Continue reading literature setwork as directed by the teacher
2	R&V: <b>Reading for comprehension – visual text p. 70</b>	189–191	Act. 2 While-reading & work with words (60 min)	134		R&V: Continue reading literature setwork as directed by the teacher
3	W&P: <b>Narrative essay p. 70</b>	192–194, 276	Begin Act. 3 Planning & drafting (60 min)	135–136, xxix		R&V: Continue reading literature setwork as directed by the teacher
4	W&P: <b>Narrative essay p. 70</b>	192–195, 276	Complete Act. 3 Revising & editing (60 min)	135–136, xxix		R&V: Continue reading literature setwork as directed by the teacher
5	L&S: <b>Listening comprehension – directions p. 70</b>	195–196	Act. 4 (60 min)	137		R&V: Continue reading literature setwork as directed by the teacher

**Extra resources:** Rubric for Act. 5 LB p. 279, folktale: *Persephone* CR p. 46.

<b>PLATINUM ENGLISH Week 10 Chapter 14 Theme: Surviving in the city continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: <b>Giving directions p. 70</b>	196–197, 279	Act. 5 (60 min)	137–138	CR Folktale: <i>Persephone</i> p. 46	R&V: Continue reading literature setwork as directed by the teacher
2	LSC: <b>Vocabulary in context, relative pronouns p. 70</b>	197–198 200–201	Work with words & sentences in Act. 5 (30 min) Act. 7 (30 min)	138 139–140		R&V: Continue reading literature setwork as directed by the teacher
3	R&V: <b>Poetry p. 70</b>	199–200	Act. 6 (40 min)	139		R&V: Continue reading literature setwork as directed by the teacher
4	LSC: <b>Reflexive pronouns, articles p. 70</b>	201 201	Act. 8 (20 min) Act. 9 (20 min) <i>ERW</i> Chapter 14 A	140–141 141, 222		R&V: Continue reading literature setwork as directed by the teacher
5	LSC: <b>Reinforcement of LSC covered previously p. 70</b>	202	Revision	141		R&V: Continue reading literature setwork as directed by the teacher

**PLATINUM ENGLISH Week 11 Catch up, consolidation, revision and literature – Test: Plan your week**

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

**Note 1:** The panel discussion might require two periods, so continue on Day 2.

**Note 2:** Introduce the literature setwork for the term as the CAPS suggests on p. 67: Choose to read either a youth novel or drama.

**Note 3:** Remember to plan times for the project to be explained, done and presented. You will have to use some time allocated for other purposes for this work.

**Extra resources:** Examinations done at the end of Term 2 for review and feedback, literature setwork.

<b>SPOT ON ENGLISH Week 1 Module 10 Theme: Let's party</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	Listen to teacher's feedback on Term 2 mid-year examination (30 min) L&S: <b>Panel discussion – preparation p. 66</b>	110–111	Unit 1 Act. 1.1 (30 min)	177		
2	L&S: <b>Panel discussion p. 66</b> R&V: <b>Literary text p. 67</b>	111	Unit 1 Begin Act. 1.2 (60 min)	177	Begin reading literature setwork	
3	L&S: <b>Panel discussion – preparation p. 66</b>	111	Unit 1 Complete Act. 1.2 (60 min)	177		
4	R&V: <b>Questionnaire text p. 66</b> R&V: <b>Literary text p. 67</b>	112–113	Unit 2 Act. 2.1 (40 min)	178	Read and discuss literature setwork (20 min)	R&V: Continue reading literature setwork as directed by the teacher
5	W&P: <b>Questionnaire p. 66</b>	114 114–115	Unit 3 Act. 3.1 (30 min) Act. 3.2 (30 min)	179 179		R&V: Continue reading literature setwork as directed by the teacher

**Extra resources:** Photocopies of Resource 10: form for Act. 5.2 TG p. 184.

<b>SPOT ON ENGLISH Week 2 Module 10 Theme: Let's party continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: <b>Take notes p. 66</b>	116 116	Unit 4 Act. 4.1 (30 min) Act. 4.2 (30 min)	180 180		R&V: Continue reading literature setwork as directed by the teacher
2	L&S: <b>Discussion and listening comprehension p. 66</b>	117 117	Unit 4 Act. 4.3 (15 min) Act. 4.4 (45 min)	181 181		R&V: Continue reading literature setwork as directed by the teacher
3	LSC: <b>Abbreviations p. 66</b> W&P: <b>Filling in a form p. 66</b>	118 119	Unit 5 Act. 5.1 (30 min) Act. 5.2 (30 min)	183 183		R&V: Continue reading literature setwork as directed by the teacher
4	LSC: <b>Clauses – main, noun, adjectival and adverbial clauses p. 66</b>	120–121	Unit 6 Act. 6.1, 6.2 & 6.3 (60 min)	185		LSC: Complete clause activities done in class
5	LSC: <b>Reinforcement of LSC covered previously p. 66</b> R&V: <b>Literary text p. 67</b>	122	Revision Act. 10 (30 min)	186	Continue reading and discussing literature setwork (30 min)	R&V: Continue reading literature setwork as directed by the teacher

**Note 1:** The CAPS does not specify working with questions as Act. 3.1 requires. Nevertheless, this is a valuable activity, as it incorporates simple present and past tenses, which are specified, so it should be done.

**Extra resources:** Photocopies of Resource 111 for Act. 4.4 TG p. 193.

<b>SPOT ON ENGLISH Week 3 Module 11 Theme: Dreams CAN come true</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	LSC: <b>Direct and indirect speech p. 67</b>	124–125	Unit 1 Act. 1.1 (60 min)	188		R&V: Continue reading literature setwork as directed by the teacher
2	R&V: <b>Reading for comprehension – magazine article p. 66</b>	126–127 127	Unit 2 Act. 2.1 (40 min) Act. 2.2 (20 min)	189 189		R&V: Continue reading literature setwork as directed by the teacher
3	LSC <b>Simple present and past – questions p. 67</b> R&V: <b>Literary text p. 67</b>	128	Unit 3 Act. 3.1 (30 min)	190	Continue reading and discussing literature setwork (30 min)	R&V: Continue reading literature setwork as directed by the teacher
4	W&P: <b>Interviews p. 67</b>	129	Unit 4 Act. 4.1 (60 min)	191		R&V: Continue reading literature setwork as directed by the teacher
5	L&S: <b>Interview p. 67</b> L&S: <b>Dramatisation p. 67</b>	130 130 131	Unit 4 Act. 4.2 (30 min) Act. 4.3 (15 min) Begin Act. 4.4 (15 min)	192 192 192–193		R&V: Continue reading literature setwork as directed by the teacher

<b>SPOT ON ENGLISH Week 4 Module 11 Theme: Dreams CAN come true continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: <b>Dramatisation p. 67</b>	131	Continue Act. 4.4 (60 min)	192		R&V: Continue reading literature setwork as directed by the teacher
2	R&V: <b>Drama p. 67</b>	132–133	Unit 5 Act. 5.1 (60 min)	193		R&V: Continue reading literature setwork as directed by the teacher
3	L&S: <b>Dramatisation p. 67</b>	133	Unit 5 Act. 5.2 (30 min)	194	Continue reading and discussing literature setwork (30 min)	R&V: Continue reading literature setwork as directed by the teacher
4	R&V: <b>Poetry p. 67</b> LSC: <b>Apostrophe p. 67</b>	134 135	Unit 6 Act. 6.1 (30 min) Act. 6.2 (30 min)	195 195		R&V: Continue reading literature setwork as directed by the teacher
5	LSC: <b>Reinforcement of LSC covered previously p. 67</b>	136	Revision Act. 11 (60 min)	196		R&V: Continue reading literature setwork as directed by the teacher

**Extra resources:** Photocopies of crossword puzzle TG p. 201, photocopies of Resource 12 TG p. 204.

<b>SPOT ON ENGLISH Week 5 Module 12 Theme: Save our Earth</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	R&V: <b>Text on agenda and minutes p. 68</b>	138–139	Unit 1 Act. 1.1 (60 min)	198–199		R&V: Continue reading literature network as directed by the teacher
2	L&S: <b>Listening comprehension p. 68</b> LSC: <b>Vocabulary in context p. 68</b>	140 140	Unit 2 Act. 2.1 (30 min) Act. 2.2 (30 min)	200 201		R&V: Continue reading literature network as directed by the teacher
3	LSC: <b>Vocabulary in context p. 68</b>	141	Unit 2 Act. 2.3 & 2.4 (40 min)	202	Continue reading and discussing literature network (20 min)	R&V: Continue reading literature network as directed by the teacher
4	R&V: <b>Comprehension: written/visual text p. 68</b>	142–143	Unit 3 Act. 3.1 (30 min)	203		R&V: Continue reading literature network as directed by the teacher
5	W&P: Poem		Acrostic poem (60 min)	204	Continue reading and discussing literature network (30 min)	R&V: Continue reading literature network as directed by the teacher

**Extra resources:** Rubric for Agenda and minutes TG p. 211.

<b>SPOT ON ENGLISH Week 6 Module 12 Theme: Save our Earth continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	LSC: <b>Direct and indirect speech p. 68</b>	144	Unit 4 Act. 4.1 (40 min)	205	Continue reading and discussing literature network (20 min)	R&V: Continue reading literature network as directed by the teacher
2	LSC: <b>Active and passive voice p. 68</b>	145	Unit 5 Act. 5.1 & 5.2 (60 min)	206–207		R&V: Continue reading literature network as directed by the teacher
3	W&P: <b>Agenda p. 68</b> L&S: <b>Role play – meeting procedure p. 68</b>	146 147	Unit 6 W&P: Part 1 (15 min) Act. 6.1 Role play (45 min)	208–209 209		R&V: Continue reading literature network as directed by the teacher
4	W&P: <b>Minutes of a meeting p. 68</b>	147	Unit 6 Part 2 Act. 6.2 (60 min)	209–211		R&V: Continue reading literature network as directed by the teacher
5	LSC: <b>Reinforcement of LSC covered previously p. 68</b>	148	Revision Act. 12 (60 min)	211		R&V: Continue reading literature network as directed by the teacher

**Extra resources:** Newspaper articles or photocopies of TG pp. 220 & 221 for Oral: Unprepared reading.

<b>SPOT ON ENGLISH Week 7 Module 13 Theme: Sticky situations</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	R&V: <b>Comprehension – magazine article p. 69</b>	150–151	Unit 1 Act. 1.1 (60 min)	214–215		R&V: Continue reading literature network as directed by the teacher
2	LSC: <b>Persuasive language – bias &amp; point of view p. 69</b>	152–153	Unit 2 Act. 2.1, Act. 2.2 & Act. 2.3 (60 min)	216		Complete LSC activities from Unit 2
3	L&S: <b>Listening comprehension – magazine article p. 69</b> R&V: <b>Literary text p. 70</b>	154	Unit 2 Act. 2.4 & 2.5 (40 min)	217–218	Continue reading and discussing literature network (20 min)	R&V: Continue reading literature network as directed by the teacher
4	L&S: <b>Unprepared reading p. 69</b> R&V: <b>Literary text p. 70</b>	154	Begin Unprepared reading (60 min)	219–221	Continue reading and discussing literature network (20 min)	R&V: Continue reading literature network as directed by the teacher
5	L&S: <b>Unprepared reading p. 69</b> R&V: <b>Literary text p. 70</b>	154	Continue Unprepared reading (60 min)	219–221	Continue reading and discussing literature network (20 min)	R&V: Continue reading literature network as directed by the teacher

**Extra resources:** Photocopies of Resource 13 for Unit 4 Act. 4.2 TG p. 224.

<b>SPOT ON ENGLISH Week 8 Module 13 Theme: Sticky situations continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	LSC: <b>Stereotypes and prejudice p. 69</b>	155 155 156	Unit 3 Act. 3.1 (15 min) Act. 3.2 (20 min) Act. 3.3 (25 min)	222 222 222		LSC: Complete Act. 3.3
2	LSC: <b>Stereotypes and prejudice p. 69</b> W&P: <b>Requirements of format &amp; style – newspaper articles p. 69</b>	156 157	Review homework Act. 3.3 (15 min) Unit 4 Act. 4.1 & 4.2 (45 min)	222 223		R&V: Continue reading literature network as directed by the teacher
3	W&P: <b>Newspaper article – focus on process writing p. 69</b>	159	Begin Unit 4 Act. 4.3 (60 min)	232		R&V: Continue reading literature network as directed by the teacher
4	W&P: <b>Newspaper article – focus on process writing p. 69</b> R&V: <b>Literary text p. 70</b>	159	Complete Unit 4 Act. 4.4 (40 min)	223	Continue reading and discussing literature network (20 min)	R&V: Continue reading literature network as directed by the teacher
5	LSC: <b>Reinforcement of LSC covered previously p. 69</b>	160	Revision Act. 13	225		R&V: Continue reading literature network as directed by the teacher

Extra resources: Poetry: *Florida road workers* CR p. 84.

<b>SPOT ON ENGLISH Week 9 Module 14 Theme: Travel and transport</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: <b>Giving directions p. 70</b>	162 163	Unit 1 Act. 1.1 (10 min) Act. 1.2 (50 min)	227 227		R&V: Continue reading literature network as directed by the teacher
2	L&S: <b>Listening comprehension – directions p. 70</b> LSC: <b>Prepositions p. 69</b>	163 164	Unit 1 Act. 1.3 (30 min) Act. 1.4 & 1.5 (30 min)	227–228 228		R&V: Continue reading literature network as directed by the teacher
3	LSC: <b>Articles p. 70</b> W&P: <b>Short transactional text – evaluative paragraph p. 69</b>	165 166	Unit 2 Act. 2.1 (30 min) Unit 3 Act. 3.1 (30 min)	229 230		R&V: Continue reading literature network as directed by the teacher
4	LSC: <b>Reinforcement of LSC covered previously – stereotypes p. 70</b> R&V: <b>Reading for information – timetable p. 70</b>	167 168	Unit 3 Act. 3.2 & 3.3 (40 min) Unit 4 Act. 4.1 (20 min)	230 231		R&V: Complete Act. 4.1
5	R&V: <b>Reading for information – timetable p. 70</b> LSC: <b>Punctuation p. 70</b>	168 169	Review homework Unit 4 Act. 4.1 (10 min) Unit 5 Act. 5.1 (25 min)	231 232	Poetry: <i>Florida road workers</i> CR p. 84 (25 min)	R&V: Continue reading literature network as directed by the teacher

Extra resources: Photocopies of Resource 14 for Act. 6.1: Narrative essay, photocopies Comprehension and language use TG pp. 236–237.

<b>SPOT ON ENGLISH Week 10 Module 14 Theme: Travel and transport continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	LSC: <b>Personal, reflexive pronouns, degrees of comparison p. 70</b> R&V: <b>Literary text p. 70</b>	170 170	Act. 5.2 (15 min) Act. 5.3 (15 min)	232 232	Continue reading and discussing literature network (30 min)	R&V: Continue reading literature network as directed by the teacher
2	W&P: <b>Narrative essay p. 70</b>	171	Unit 6 Act. 6.1 (60 min)	233–234		R&V: Continue reading literature network as directed by the teacher
3	LSC: <b>Reinforcement of LSC covered previously p. 70</b>	172	Revision Act. 14 (60 min)	235		R&V: Continue reading literature network as directed by the teacher
4	R&V: <b>Comprehension p. 70</b> LSC: <b>Reinforcement of LSC covered previously p. 70</b>		Practice (60 min)	236–238		R&V: Continue reading literature network as directed by the teacher
5	R&V: <b>Literary text p. 70</b>		Review Practice Test (30 min)	236–238	Continue reading and discussing literature network (30 min)	R&V: Continue reading literature network as directed by the teacher

**SPOT ON ENGLISH Week 11 Catch up, consolidation, revision and literature – Test: Plan your week**

## 1.6 Successful English First Additional Language (Oxford University Press)

**Note 1:** The TG does not make many suggestions for which texts to choose from the CR. You may choose your own texts or use the periods set aside for the literature setwork.

**Note 2:** Remember to plan times for the project to be explained, done and presented. You will have to use some time allocated for other purposes for this work.

**Extra resources:** Examinations done at the end of Term 1 for review and feedback, listening comprehension text for Act. 6 TG p. 163 and CD, photocopies of questionnaire LB p. 188, rubric for transactional text Act. 7 TG p. 34.

<b>SUCCESSFUL ENGLISH Week 1 Unit 10 Theme: Collecting information</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	Review exams done at the end of Term 2 (30 min) R&V: <b>Comprehension – questionnaires p. 66</b>	180–182	Act. 1 Pre- & while-reading (30 min)	100–101		
2	R&V: <b>Comprehension – questionnaires p. 66</b> W&P: <b>Short transactional text – summary p. 66</b>	180–182 183	Act. 1 Post-reading (30 min) Act. 2 (30 min)	100–101 101		
3	LSC: <b>Nouns – collective &amp; common, compound &amp; complex sentences p. 66</b>	183–184 185	Act. 3 (30 min) Act. 4 (30 min)	101–102 102		LSC: Act. 5 LB p. 185 TG p. 102
4	LSC: <b>Clauses p. 66</b> L&S: <b>Listening comprehension p. 66</b>	185 185–186	Review Act. 5 (20 min) Act. 6 (40 min)	102 102, 103		
5	LSC: <b>Adverbs of manner &amp; time p. 66</b>	186–187 187–188	Act. 7 (20 min) Act. 8 (40 min)	103 103		

**Note 1:** Introduce the literature setwork for the term as the CAPS suggests on p. 67: Choose to read either a youth novel or drama.

**Extra resources:** Copies of literature setwork.

<b>SUCCESSFUL ENGLISH Week 2 Unit 10 Theme: Collecting information continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	R&V: <b>Literary text (40 min) p. 67</b>				Introduce literature setwork (20 min)	R&V: Continue reading literature setwork as directed by the teacher
2	W&P: <b>Questionnaire p. 66</b>	189	Act. 9 (60 min)	103–104		R&V: Continue reading literature setwork as directed by the teacher
3	LSC: <b>Abbreviations p. 66</b>	190	Act. 10 (40 min)	104	Continue reading literature setwork (20 min)	R&V: Continue reading literature setwork as directed by the teacher
4	L&S: <b>Panel discussion – questionnaires p. 66</b>	190–191	Begin Act. 11 (60 min)	104	Continue reading literature setwork	R&V: Continue reading literature setwork as directed by the teacher
5	L&S: <b>Panel discussion – questionnaires p. 66</b>	190–191	Complete Act. 11 (60 min)	104	Continue reading literature setwork	R&V: Continue reading literature setwork as directed by the teacher

**Note 1:** On Day 4 pairs of learners have to dramatise a story. When they are finished, if there is time allow them to continue reading from the literature setwork.

<b>SUCCESSFUL ENGLISH Week 3 Unit 11 Theme: Sport and leisure in literature</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: <b>Listening comprehension – dialogue p. 67</b>	194–195	Act. 1 (60 min)	106–107		R&V: Continue reading literature setwork as directed by the teacher
2	R&V: <b>Drama p. 67</b>	196–198	Act. 2 (60 min)	107–108		R&V: Continue reading literature setwork as directed by the teacher
3	LSC: <b>Direct &amp; indirect speech, complex sentences – relative clauses p. 67</b>	199 199	Act. 3 (25 min) Act. 4 (35 min)	108 108		R&V: Continue reading literature setwork as directed by the teacher
4	L&S: <b>Dramatisation p. 67</b> R&V: <b>Literary text p. 67</b>	200–201	Act. 5 (60 min)	108–109	Continue reading literature setwork	R&V: Continue reading literature setwork as directed by the teacher
5	LSC: <b>Punctuation – direct speech &amp; plays p. 67</b>	201–202	Act. 6 (40 min)	109	Continue reading literature setwork (20 min)	R&V: Continue reading literature setwork as directed by the teacher

**Extra resources:** Poetry: *Stopping by woods on a snowy evening* CR p. 56; Poetry: *Dusk in Africa* CR pp. 59–62; rubric for transactional text Act. 7 TG p. 34.

<b>SUCCESSFUL ENGLISH Week 4 Unit 11 Theme: Sport and leisure in literature continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	W&P: <b>Dialogue – focus on process writing p. 67</b>	202–203	Act. 7 (60 min)	109–110		R&V: Continue reading literature setwork as directed by the teacher
2	R&V: <b>Poetry p. 67</b>	204–205	Act. 8 (20 min)	110	Poetry: <i>Stopping by woods on a snowy evening</i> CR p. 56 (40 min)	R&V: Continue reading literature setwork as directed by the teacher
3	LSC: <b>Roots of words, reinforcement of literal and figurative language p. 67</b>	205–206	Act. 9 (15 min) Act. 10 (45 min)	110 111		R&V: Continue reading literature setwork as directed by the teacher
4	R&V: <b>Poetry p. 67</b>				Poetry: <i>Dusk in Africa</i> CR pp. 59–62 Complete all activities (60 min)	R&V: Continue reading literature setwork as directed by the teacher
5	LSC: <b>Comparative and superlative adjectives p. 67</b>	207–208	Act. 12 (40 min)	111	Continue reading literature setwork (20 min)	R&V: Continue reading literature setwork as directed by the teacher

**Extra resources:** Text for listening comprehension in Act. 1 TG p. 164 and CD; rubric for transactional text Act. 7 TG p. 34.

<b>SUCCESSFUL ENGLISH Week 5 Unit 12 Theme: Let's hold a meeting</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: <b>Listening comprehension – news p. 68</b> R&V: <b>Agenda and minutes p. 68</b>	210–211 211–212	Act. 1 (30 min) Act. 2 Pre- & while-reading (30 min)	113, 164 114		R&V: Continue reading literature network as directed by the teacher
2	R&V: <b>Agenda and minutes p. 68</b>	211–212	Act. 2 Post-reading (40 min)	114	Continue reading and discussing literature network (20 min)	R&V: Continue reading literature network as directed by the teacher
3	LSC: <b>Verb extensions &amp; tenses p. 68</b>	214–215	Act. 3 (30 min)	114	Continue reading and discussing literature network (30 min)	R&V: Continue reading literature network as directed by the teacher
4	LSC: <b>Verb extensions &amp; tenses p. 68</b> R&V: <b>Minutes p. 68</b>	215 215–217	Act. 4 (15 min) Act. 5 (45 min)	114–115 115		R&V: Continue reading literature network as directed by the teacher
5	LSC: <b>Pronouns – demonstrative and possessive p. 68</b> W&P: <b>Agenda p. 68</b>	217–219 219–220	Act. 6 (30 min) Act. 7 (30 min)	115 115–116, 34		R&V: Continue reading literature network as directed by the teacher

**Note 1:** On Days 1–3 while a group of learners is role playing the meeting, another group is taking minutes.

**Note 2:** Allow those learners who write the drafts in class on Day 1 to continue with the writing process on Day 2 when they revise and edit while other learners are doing their role play.

**Note 3:** Allow those learners who write the drafts in class on Day 2 to continue with the writing process on Day 3 when they revise and edit while other learners are doing their role play.

**Note 4:** Allow those learners who write the drafts in class on Day 3 to continue with the writing process on Day 4 when they revise and edit while other learners are reading their literature network.

**Note 5:** If you wish, take in the draft minutes for informal assessment.

**Extra resources:** Rubric for transactional text Act. 7 TG p. 34.

<b>SUCCESSFUL ENGLISH Week 6 Unit 12 Theme: Let's hold a meeting continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	W&P: <b>Minutes p. 68</b> L&S: <b>Role play – meeting</b>	221 222–223	Act. 8 Act. 10 (60 min)	116, 34 117		R&V: Continue reading literature network as directed by the teacher
2	W&P: <b>Minutes p. 68</b> L&S: <b>Role play – meeting</b>	221 222–223	Act. 8 Act. 10 (60 min)	116, 34 117		R&V: Continue reading literature network as directed by the teacher
3	W&P: <b>Minutes p. 68</b> L&S: <b>Role play – meeting</b>	221 222–223	Act. 8 Act. 10 (60 min)	116, 34 117		L&S: Learners must listen to news broadcast in preparation for Act. 2 in Week 7
4	LSC: <b>Passive voice p. 70</b> R&V: <b>Literary text p. 70</b>	222	Act. 9 (30 min)	117	Continue reading and discussing literature network (30 min)	L&S: Learners must listen to news broadcast in preparation for Act. 2 in Week 7
5	LSC: <b>Punctuation – apostrophes &amp; colons p. 68</b> R&V: <b>Literary text p. 70</b>	224 224	Act. 11 (30 min) Act. 12 (30 min)	117 117		L&S: Learners must listen to news broadcast in preparation for Act. 2 in Week 7

**Extra resources:** Text for listening comprehension Act. 1 TG p. 164 and CD.

<b>SUCCESSFUL ENGLISH Week 7 Unit 13 Theme: News!</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: <b>Listening comprehension – news p. 69</b> R&V: <b>Literary text p. 70</b>	226–227	Act. 1 (40 min)	119–120, 164	Read and discuss literature setwork (20 min)	L&S: Learners must listen to news broadcast in preparation for Act. 2
2	L&S: <b>News p. 69</b>	227–228	Act. 2 (60 min)	120		R&V: Continue reading literature setwork as directed by the teacher
3	LSC: <b>Nouns – concrete and abstract nouns p. 69</b> R&V: <b>Newspaper article p. 69</b>	228–229 229	Act. 3 (35 min) Act. 4 No. 1–2 (25 min)	121 121		R&V: Prepare to read a newspaper article for Act. 4
4	R&V: <b>Newspaper article p. 69</b> R&V: <b>Literary text p. 70</b>	229	Act. 4 No. 3 (60 min)	121	Continue reading literature setwork	R&V: Continue reading literature setwork as directed by the teacher
5	R&V: <b>Newspaper article p. 69</b> R&V: <b>Literary text p. 70</b>	229	Act. 4 No. 3 (60 min)	121	Continue reading literature setwork	R&V: Continue reading literature setwork as directed by the teacher

**Extra resources:** Rubric for W&P: Transactional text TG p. 34.

<b>SUCCESSFUL ENGLISH Week 8 Unit 13 Theme: News! continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	W&P: <b>Shorter transactional text – newspaper article p. 69</b>	234–235	Act. 6 (30 min)	122–123, 34	Read and discuss literature setwork (30 min)	R&V: Continue reading literature setwork as directed by the teacher
2	W&P: <b>Shorter transactional text – newspaper article, focus on process writing p. 69</b>	235	Act. 7 (40 min)	123, 34	Read and discuss literature setwork (20 min)	R&V: Continue reading literature setwork as directed by the teacher
3	LSC: <b>Prepositions p. 69</b> W&P: <b>Longer transactional text – newspaper article, focus on process writing p. 69</b>	236 236–237	Act. 8 (15 min) Begin Act. 9 Planning & drafting (45 min)	123 123–124, 34		R&V: Continue reading literature setwork as directed by the teacher
4	W&P: <b>Longer transactional text – newspaper article, focus on process writing p. 69</b>	236–237 238	Continue Act. 9 Revising and editing (40 min) Act. 10 (20 min)	123–124, 34 124		R&V: Continue reading literature setwork as directed by the teacher
5	W&P: <b>Newspaper articles p. 69</b>	238	Act. 11 (60 min)	124, 34		R&V: Continue reading literature setwork as directed by the teacher

**Extra resources:** Text for listening comprehension Act. 4 TG p. 164 and CD.

<b>SUCCESSFUL ENGLISH Week 9 Unit 14 Theme: Dancing through literature</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	R&V: <b>Literary text – youth novel p. 70</b>	240–243	Act. 1 (60 min)	126–127		R&V: Continue reading literature setwork as directed by the teacher
2	LSC: <b>Vocabulary in context, superlative adjectives p. 70</b>	243 243–244	Act. 2 (30 min) Act. 3 (30 min)	127 127		R&V: Continue reading literature setwork as directed by the teacher
3	L&S: <b>Giving directions p. 70</b> R&V: <b>Literary text p. 70</b>	244–245	Act. 4 (40 min)	127–128, 164	Continue reading and discussing literature setwork	R&V: Continue reading literature setwork as directed by the teacher
4	LSC: <b>Articles p. 70</b> R&V: <b>Poetry p. 70</b>	245–246 246–248	Act. 5 (20 min) Act. 6 (40 min)	128 128–129		R&V: Continue reading literature setwork as directed by the teacher
5	L&S: <b>Giving directions p. 70</b> R&V: <b>Literary text p. 70</b>	248–249	Begin Act. 7 & 8 (60 min)	129	Continue reading literature setwork	R&V: Continue reading literature setwork as directed by the teacher

**Extra resources:** Rubrics for narrative essay TG pp. 33 and 179.

<b>SUCCESSFUL ENGLISH Week 10 Unit 14 Theme: Dancing through literature continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: <b>Giving directions p. 70</b>	248–249	Continue Act. 7 & 8 (60 min)	129	Continue reading literature setwork	R&V: Continue reading literature setwork as directed by the teacher
2	LSC: <b>Pronouns – relative and reflexive, agreement – subject-verb p. 70</b>	249–251 253–254	Act. 9 (30 min) Act. 11 (30 min)	129–130 130		R&V: Continue reading literature setwork as directed by the teacher
3	W&P: <b>Narrative essay p. 70</b>	251–253	Begin Act. 10 Planning & drafting (60 min)	130, 33, 179		R&V: Continue reading literature setwork as directed by the teacher
4	W&P: <b>Narrative essay p. 70</b> LSC: <b>Main and dependent clauses p. 70</b>	251–253 254	Continue Act. 10 Planning & drafting (40 min) Act. 12	130, 33, 179 130	Continue reading and discussing literature setwork (20 min)	R&V: Continue reading literature setwork as directed by the teacher
5	R&V: <b>Reading comprehension p. 70</b> LSC: <b>Reinforcement of language covered previously p. 70</b>	255–256	Revision test (60 min)	176		R&V: Continue reading literature setwork as directed by the teacher

**SUCCESSFUL ENGLISH Week 11 Catch up, consolidation, revision and literature – Test: Plan your week**

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

**Note 1:** There are useful notes on teaching literature on pp. 167–176 of the TG.

**Note 2:** Introduce the literature setwork for the term as the CAPS suggests on p. 67: Choose to read either a youth novel or drama.

**Note 3:** Remember to plan times for the project to be explained, done and presented. You will have to use some time allocated for other purposes for this work.

**Extra resources:** Examinations done at the end of Term 2 for review and feedback, literature setwork

TOP CLASS Week 1 Unit 10 Theme: Winning the prize						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	Review exams done at the end of Term 2 (30 min) L&S: <b>Talking about forms p. 66</b> R&V: <b>Literary text p. 67</b>	122–123	Act. A (20 min)	91	Introduce literature setwork (10 min)	
2	L&S: <b>Listening comprehension – forms, panel discussion – forms p. 66</b>	123 123–124	Act. B (20 min) Begin Act. C (40 min)	92 92		
3	L&S: <b>Panel discussion – forms p. 66</b>	123–124	<b>Complete</b> Act. C (60 min)	92		
4	R&V: <b>Literary text (20 min) p. 67</b>	124–126	Act. D & E & F (40 min)	92–93		
5	R&V: <b>Reading comprehension – forms p. 67</b> R&V: <b>Literary text p. 67</b>	127–129	Act. G (45 min)	94	Read and discuss literature setwork (15 min)	

**Note 1:** There are many LSC activities in this unit. Take in and mark Act. O if you do not have time to review it in class.

**Extra resources:** Short story: *The elephant's child* CR pp. 32–39.

TOP CLASS Week 2 Unit 10 Theme: Winning the prize continued						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	W&P: <b>Filling out forms p. 66</b> R&V: <b>Literary text p. 67</b>	128–129	Act. H (40 min)	95	Short story: <i>The elephant's child</i> CR pp. 32–39 (20 min) OR Literature setwork	R&V: Complete short story: <i>The elephant's child</i> CR pp. 32–39 OR Literature setwork
2	W&P: <b>Transactional text – form, focus on process writing p. 66</b>	129–130	Act. I (60 min)	95		R&V: Continue reading literature setwork as directed by the teacher
3	LSC: <b>Nouns – collective, adverbs – time &amp; manner p. 66</b>	130 130 131	Act. J (20 min) Act. K (20 min) Act. L (20 min)	95 96 96		R&V: Continue reading literature setwork as directed by the teacher
4	LSC: <b>Main &amp; subordinate clauses, compound sentences p. 66</b>	131 132	Act. M (30 min) Act. N (30 min)	96 96–97		LSC: Act. O LB pp. 132–133 TG p. 97
5	LSC: <b>Punctuation, abbreviations, adjectives, adverbs p. 66</b>	133 134 134	Act. P (10 min) Act. Q (25 min) Act. R (25 min)	98 98 99		R&V: Continue reading literature setwork as directed by the teacher

<b>TOP CLASS Week 3 Unit 11 Theme: Cracking crime</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: Drama – listening comprehension and role play <b>p. 67</b>	135 135–136 137	Act. A (15 min) Act. B (35 min) Act. C (10 min)	100 100 101		R&V: Continue reading literature setwork as directed by the teacher
2	LSC: <b>Compile questionnaire p. 67</b>	104, 137–139	Act. D (60 min)	101		R&V: Continue reading literature setwork as directed by the teacher
3	R&V: <b>Drama p. 67</b>	139–140 140–141	Act. E (20 min) Act. F (40 min)	101 101–102		R&V: Continue reading literature setwork as directed by the teacher
4	R&V: <b>Poetry p. 67</b> R&V: <b>Literary text p. 67</b>	141–142	Act G (25 min)	102	Continue reading and discussing literature setwork (35 min)	LSC: Act. H LB pp. 142–143 TG p. 103
5	LSC: <b>Plural nouns p. 67</b> W&P: <b>Dialogue – focus on process writing p. 67</b>	142–143	Review Act. H (10 min) Act. I (25 min) Begin Act. J No. 1–2 (25 min)	103 103 103		R&V: Continue reading literature setwork as directed by the teacher

**Extra resources:** Poetry: *Ballad of the fox* CR pp. 40–42.

<b>TOP CLASS Week 4 Unit 11 Theme: Cracking crime continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	W&P: <b>Dialogue – focus on process writing p. 67</b> R&V: <b>Literary text p. 67</b>	143–144	Complete Act. J No. 3–4 (45 min)	103	Continue reading and discussing literature setwork (15 min)	R&V: Continue reading literature setwork as directed by the teacher
2	LSC: <b>Complex sentences – relative clauses, reported speech p. 67</b>	144 144–145	Act. K (25 min) Act. L (35 min)	104 104		R&V: Continue reading literature setwork as directed by the teacher
3	R&V: <b>Poetry p. 67</b>				Poetry: <i>Ballad of the fox</i> CR pp. 40–42 (60 min)	R&V: Continue reading literature setwork as directed by the teacher
4	LSC: <b>Roots of words p. 67</b>	145	Act. M (30 min)	104–105	Continue reading and discussing literature setwork (30 min)	R&V: Continue reading literature setwork as directed by the teacher
5	LSC: <b>Direct and indirect speech</b>	145	Act. N (60 min)	105		R&V: Continue reading literature setwork as directed by the teacher

Extra resources: Folktale: *Why the mosquito lives in the bush* CR pp. 43–46.

<b>TOP CLASS Week 5 Unit 12 Theme: Fundraising can be fun</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: News p. 68 R&V: Meetings – notice p. 68	146–147 147–148	Act. A (40 min) Act. B (20 min)	106–107 107		R&V: Continue reading literature setwork as directed by the teacher
2	R&V: Meetings – notice & agenda & minutes p. 68	148–149 149	Act. C (30 min) Act. D (30 min)	107 107		R&V: Continue reading literature setwork as directed by the teacher
3	R&V: Minutes p. 68 R&V: Literary text p. 67	151	Act. E (30 min)	107–108	Folktale: <i>Why the mosquito lives in the bush</i> CR pp. 43–46 (30 min)	R&V: Complete reading folktale: <i>Why the mosquito lives in the bush</i> CR pp. 43–46
4	W&P: Agenda p. 68 R&V: Literary text p. 67	151	Act. F (40 min)	109	Continue with questions <i>Why the mosquito lives in the bush</i> CR pp. 43–46 (20 min)	R&V: Continue reading literature setwork as directed by the teacher
5	L&S: Role play – meeting p. 68	152	Act. G (60 min)	109–110		R&V: Continue reading literature setwork as directed by the teacher

<b>TOP CLASS Week 6 Unit 12 Theme: Fundraising can be fun continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	W&P: Minutes – focus on process writing p. 68	152–153	Act. H (60 min)	110		R&V: Continue reading literature setwork as directed by the teacher
2	LSC: Pronouns, simple past & present tenses p. 68	153 153–154	Act. I (15 min) Act. J (25 min)	111 111	Continue reading and discussing literature setwork (20 min)	R&V: Continue reading literature setwork as directed by the teacher
3	LSC: Punctuation p. 68	154 154–155	Act. K (30 min) Act. L (30 min)	111 111		R&V: Continue reading literature setwork as directed by the teacher
4	LSC: Active and passive voice p. 68	155	Act. M (20 min)	112	Continue reading and discussing literature setwork (40 min)	R&V: Continue reading literature setwork as directed by the teacher
5	LSC: Derivatives, reinforcement of LSC covered previously p. 68	155–156 156	Act. N (30 min) Act. O	112 113		R&V: Continue reading literature setwork as directed by the teacher

**Note 1:** Note that the sequence of activities has been changed to accommodate the time needed to complete all the activities in this unit.

**Note 2:** R&V: Ask learners to look for an appropriate newspaper article that will be used for **Oral: Prepared reading** Act. F on Day 4.

**Extra resources:** In the event of learners not bringing articles, have a selection of suitable newspaper articles for learners to use for Oral: Prepared reading Act. F on Day 4; Poetry: *Ithemba alibulali: Hope does not kill* CR pp. 47–50.

<b>TOP CLASS Week 7 Unit 13 Theme: Learn now, chat later</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: <b>Discussion news p. 69</b>	157–158 158	Act. A (40 min) Act. B (20 min)	114–115 115		R&V: Continue reading literature network as directed by the teacher
2	L&S: <b>Discussion &amp; listening comprehension – news p. 69</b>	159 159	Act. C (30 min) Act. D (30 min)	116 116		R&V: Look for an appropriate newspaper article that will be used for Prepared reading
3	LSC: <b>Persuasive and emotive language.69</b>	159–160	Act. E (40 min)	117	Continue reading and discussing literature network (20 min)	R&V: Look for an appropriate newspaper article that will be used for Prepared reading
4	L&S: <b>Prepared reading p. 69</b>	160–161	Act. F (60 min)	117		R&V: Continue reading literature network as directed by the teacher
5	R&V: <b>Poetry p. 67</b> LSC: <b>Nouns – concrete &amp; abstract p. 69</b>	165–166	Act. J (30 min)	119	Poetry: <i>Ithemba alibulali: Hope does not kill</i> CR pp. 47–50 (30 min)	R&V: Continue reading literature network as directed by the teacher

**Note 1:** Note that the sequence of activities has been changed to accommodate the time needed to complete all the activities in this unit.

**Note 2:** The W&P: newspaper article requires whole class preparation; see LB p. 168 No. 1–3. You will need to do this the day before the learners write.

<b>TOP CLASS Week 8 Unit 13 Theme: Learn now, chat later continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	LSC: <b>Stereotypes p. 69</b> LSC: <b>Antonyms, punctuation – quotations p. 69</b>	161–162 162	Act. G (30 min) Act. H (30 min)	118 118		LSC: Act. L, M & N LB p. 167 TG pp. 120–121
2	R&V: <b>Comprehension – news article p. 69</b>	162–165	Act. I (60 min)	118–119		R&V: Complete Act. H – comprehension
3	LSC: <b>Adjectives – comparative &amp; superlative, synonyms, figurative language p. 69</b>	166 169	Act. K (30 min) Act. P (30 min)	120 121		R&V: Continue reading literature network as directed by the teacher
4	W&P: <b>Transactional text – newspaper article p. 69</b>		Begin Act. O No. 1–3 (60 min)			R&V: Continue reading literature network as directed by the teacher
5	W&P: <b>Transactional text – newspaper article p. 69</b>	168	Complete Act. O (60 min)	121		R&V: Continue reading literature network as directed by the teacher

**TOP CLASS Week 9 Unit 14 Theme: Lost...**

Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: <b>Directions p. 70</b>	170	Act. A (60 min)	122–123		R&V: Continue reading literature setwork as directed by the teacher
2	L&S: <b>Giving directions p. 70</b> R&V: <b>Comprehension – literary text p. 70</b>	171 171–174	Act. B (30 min) Act. C & D (30 min)	123 123–124		R&V: Complete Act. D
3	R&V: <b>Comprehension – literary text p. 70</b> W&P: <b>Short transactional text – paragraph p. 69</b>	171–174 174	Review Act. D (30 min) Act. E (30 min)	124 124		R&V: Continue reading literature setwork as directed by the teacher
4	R&V: <b>Poetry p. 69</b> LSC: <b>Reinforcement of LSC covered previously</b>	175–178	Begin Act. F (60 min)	125		R&V: Continue reading literature setwork as directed by the teacher
5	R&V: <b>Poetry p. 69</b> LSC: <b>Reinforcement of LSC covered previously</b>	175–178	Complete and review answers Act. F (60 min)	125		R&V: Continue reading literature setwork as directed by the teacher

**Extra resources:** Poetry: *Feeling sad* CR p. 51, rubric for descriptive essay TG p. 165.

**TOP CLASS Week 10 Unit 14 Theme: Lost... continued**

Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	W&P: <b>Descriptive essay – focus on process writing p. 70</b>	178–179	Begin Act. G Planning & drafting (60 min)	126		R&V: Continue reading literature setwork as directed by the teacher
2	W&P: <b>Descriptive essay – focus on process writing p. 70</b> R&V: <b>Literary text p. 70</b>	178–179	Complete Act. G Revising and editing (60 min)	126, 165	Continue reading literature setwork OR <i>Poetry: Feeling sad</i> CR p. 51	R&V: Continue reading literature setwork as directed by the teacher
3	LSC: <b>Subjects &amp; predicates, main &amp; dependent clauses, complex nouns p. 70</b>	180–181	Begin Act. H (60 min)	126–127		R&V: Continue reading literature setwork as directed by the teacher
4	LSC: <b>Subjects &amp; predicates, main &amp; dependent clauses, complex nouns p. 70</b>	180–181	Begin Act. H (60 min)	126–127		R&V: Continue reading literature setwork as directed by the teacher
5	LSC: <b>Reinforcement of LSC covered previously p. 70</b> R&V: <b>Literary text p. 70</b>	183	Act. I (30 min)	127	Continue reading and discussing literature setwork (30 min)	R&V: Continue reading literature setwork as directed by the teacher

**TOP CLASS Week 11 Catch up, consolidation, revision and literature – Test:  
Plan your week**

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

**Note 1:** Introduce the literature setwork for the term as the CAPS suggests on p. 67: Choose to read either a youth novel or drama.

**Note 2:** Remember to plan times for the project to be explained, done and presented. You will have to use some time allocated for other purposes for this work.

**Extra resources:** Examinations done at the end of Term 1 for review and feedback, CD for listening comprehension Act. 1, literature setwork, rubric for discussion TG p. 257.

VIA AFRIKA Week 1 Unit 11 Theme: In my opinion						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	Listen to teacher's feedback on Term 2 mid-year examination (30 min) R&V: <b>Literary text p. 70</b>				Introduce literature setwork (30 min)	R&V: Continue reading literature setwork as directed by the teacher
2	L&S: <b>Comprehension – questionnaires p. 66</b>	123 123	Act. 1 (30 min) Act. 2 (30 min)	152–153 153		R&V: Continue reading literature setwork as directed by the teacher
3	L&S: <b>Discussion – questionnaires p. 66</b> R&V: <b>Literary text p. 70</b>	123–124	Begin Act. 3 (60 min)	153–154, 257	Continue reading literature setwork	R&V: Continue reading literature setwork as directed by the teacher
4	L&S: <b>Discussion – questionnaires p. 66</b> R&V: <b>Literary text p. 70</b>	123–124	Complete Act. 3 (60 min)	153–154	Continue reading literature setwork	R&V: Continue reading literature setwork as directed by the teacher
5	R&V: <b>Text on questionnaires p. 66</b>	124–126	Act. 4 (60 min)	154–155		R&V: Continue reading literature setwork as directed by the teacher

**Note 1:** In order to accommodate time, the W&P: Act. 7 should only take each group 30 min.

**Extra resources:** Examples of forms and questionnaires.

VIA AFRIKA Week 2 Unit 11 Theme: In my opinion continued						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	LSC: <b>Nouns – common &amp; collective p. 66</b> R&V: <b>Literary text p. 70</b>	126	Act. 5 (30 min)	155	Continue reading and discussing literature setwork (30 min)	R&V: Continue reading literature setwork as directed by the teacher
2	W&P: <b>Transactional text – filling in forms p. 66</b>	127–128 128	Act. 6 (30 min) Act. 7 (30 min)	156 157		R&V: Continue reading literature setwork as directed by the teacher
3	LSC: <b>Adverbs – time &amp; manner p. 66</b> R&V: <b>Literary text p. 70</b>	129	Act. 8 (30 min)	157–158	Continue reading and discussing literature setwork (30 min)	R&V: Continue reading literature setwork as directed by the teacher
4	LSC: <b>Clauses – noun &amp; adverbial p. 66</b>	129–130	Act. 9 (60 min)	158–159		R&V: Continue reading literature setwork as directed by the teacher
5	LSC: <b>Abbreviations p. 66</b>	131	Act. 10 (60 min)	159		R&V: Continue reading literature setwork as directed by the teacher

**Note 1:** When learners have completed their role play for Act. 4, allow them to continue reading the literature setwork independently.

**Extra resources:** CD for listening comprehension Act. 1.

VIA AFRIKA Week 3 Unit 12 Theme: What's going on?						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: <b>Interview – listening comprehension p. 67</b> R&V: <b>Literary text p. 70</b>	132	Act. 1 (45 min)	163–164	Continue reading and discussing literature setwork (15 min)	R&V: Continue reading literature setwork as directed by the teacher
2	L&S: <b>Interviews – discussion p. 67</b>	133 133	Act. 2 (30 min) Act. 3 (30 min)	164–165 165		R&V: Continue reading literature setwork as directed by the teacher
3	L&S: <b>Role play – interview p. 67</b> R&V: <b>Literary text p. 70</b>	133–135	Act. 4 (60 min)	165	Continue reading and discussing literature setwork	R&V: Continue reading literature setwork as directed by the teacher
4	R&V: <b>Drama p. 67</b>	135–137 137	Act. 5 (40 min) Act. 6 (20 min)	166 166		R&V: Continue reading literature setwork as directed by the teacher
5	R&V: <b>Poetry p. 67</b>	138–139	Act. 7 (60 min)	167–168		R&V: Continue reading literature setwork as directed by the teacher

**Note 1:** In order to accommodate the writing process, more time has been allotted to W&P: Act. 8 than the TG suggests.

**Extra resources:** Short story: *The treasure of Lemon Brown* CR p. 39 and TG pp. 170–171.

VIA AFRIKA Week 4 Unit 12 Theme: What's going on? continued						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	W&P: <b>Drama – dialogue, focus on process writing p. 67</b>	139–140	Begin Act. 8 Planning & drafting (60 min)	168		R&V: Continue reading literature setwork as directed by the teacher
2	W&P: <b>Drama – dialogue, focus on process writing p. 67</b>	139–140	Begin Act. 8 Planning & drafting (60 min)	168		R&V: Continue reading literature setwork as directed by the teacher
3	LSC: <b>Direct &amp; indirect speech p. 149</b> R&V: <b>Literary text p. 70</b>	140	Act. 9 (30 min)	169–170 170–171	Begin short story: <i>The treasure of Lemon Brown</i> CR p. 39 (30 min)	R&V: Continue reading literature setwork as directed by the teacher
4	R&V: <b>Literary text p. 70</b>			170–171	Complete short story: <i>The treasure of Lemon Brown</i> CR p. 39 (60 min)	R&V: Continue reading literature setwork as directed by the teacher
5	LSC: <b>Phrases &amp; clauses – adverbial p. 66</b>	142	Act. 10 (60 min)	169–170		R&V: Continue reading literature setwork as directed by the teacher

**Note 1:** The text for the listening comprehension for Act. 1 & 2 is the text in Act. 3 LB pp. 144–145.

**Extra resources:** Rubric for role play TG p. 257, rubric for W&P: Minutes TG p. 260, CD for listening comprehension.

<b>VIA AFRIKA Week 5 Unit 13 Theme: Taking action</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: <b>Listening comprehension p. 68</b>	143–145	Act. 1 (60 min)	175		R&V: Continue reading literature setwork as directed by the teacher
2	L&S: <b>Role play p. 68</b>	143–145	Begin Act. 2 (60 min)	175–176, 257		R&V: Continue reading literature setwork as directed by the teacher
3	L&S: <b>Role play p. 68</b>	143–145	Complete Act. 2 (60 min)	175–176		R&V: Continue reading literature setwork as directed by the teacher
4	R&V: <b>Agenda p. 68</b>	146–147	Act. 3 (60 min)	177		R&V: Continue reading literature setwork as directed by the teacher
5	W&P: <b>Minutes p. 68</b>	147–150	Act. 4 (60 min)	177, 260		R&V: Continue reading literature setwork as directed by the teacher

**Extra resources:** Folklore: *The king of the birds* CR pp. 8–12. Rubric for transactional writing TG p. 260.

<b>VIA AFRIKA Week 6 Unit 13 Theme: Taking action continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	LSC: <b>Direct and indirect speech p. 68</b>	149 150	Act. 5 (30 min) Begin Act. 6 (30 min)	178 178		LSC: Complete Act. 6
2	LSC: <b>Pronouns – personal, demonstrative &amp; possessive, apostrophe p. 68</b>	150–151 151	Act. 7 (30 min) Act. 8 (30 min)	179 180		LSC: Complete Act. 8
3	LSC: <b>Apostrophe p. 68</b>	151 152	Review Act. 8 (15 min) W&P (45 min)	180 180–181, 260		R&V: Continue reading literature setwork as directed by the teacher
4	R&V: <b>Literary text (60 min) p. 70</b>			181–182	Folklore: <i>The king of the birds</i> CR pp. 8–12	R&V: Continue reading literature setwork as directed by the teacher
5	R&V: <b>Literary text (60 min) p. 70</b>			181–182	Folklore: <i>The king of the birds</i> CR pp. 8–12	R&V: Continue reading literature setwork as directed by the teacher

**Extra resources:** CD for listening comprehension Act. 1, rubric for prepared reading TG p. 258.

<b>VIA AFRIKA Week 7 Unit 14 Theme: Spotlight on cell phones</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: <b>Listening comprehension – news p. 69</b>	154	Act. 1 (60 min)	187–188		R&V: Learners must look for a suitable newspaper article to use for Prepared reading
2	L&S: <b>Group discussion – news p. 69</b> R&V: <b>Literary text p. 70</b>	155	Act. 2 (30 min)	188	Continue reading and discussing literature setwork (30 min)	R&V: Learners must look for a suitable newspaper article to use for Prepared reading
3	L&S: <b>Prepared reading p. 69</b> R&V: <b>Literary text p. 70</b>	155	Act. 3 (60 min)	188–189, 258	Continue reading and discussing literature setwork	R&V: Continue reading literature setwork as directed by the teacher
4	R&V: <b>Comprehension</b> LSC: <b>Language use p. 123</b>	155–157	Practice Section A: Comprehension (60 min)	189–190		R&V: Continue reading literature setwork as directed by the teacher
5	R&V: <b>Comprehension</b> LSC: <b>Language use p. 123</b> R&V: <b>Literary text p. 70</b>	155–157	Review Practice Section A: Comprehension (30 min)	189–190	Continue reading and discussing literature setwork (30 min)	R&V: Continue reading literature setwork as directed by the teacher

**Extra resources:** Folklore: *Why tortoise's shell is cracked* CR p. 2.

<b>VIA AFRIKA Week 8 Unit 14 Theme: Spotlight on cell phones continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	W&P: <b>Transactional text – newspaper article, focus on process writing p. 69</b>	158	Begin Act. 4 Planning & drafting (60 min)	190–191		Complete Act. 4 Revising & editing
2	LSC: <b>Persuasive &amp; emotive language, bias &amp; prejudice p. 69</b>	159 160–161	Act. 5 (30 min) Act. 6 (30 min)	191 191–192		R&V: Continue reading literature setwork as directed by the teacher
3	LSC: <b>Stereotypes, chronological order p. 69</b>	162 163	Act. 7 (30 min) Act. 8 (30 min)	192 193		R&V: Continue reading literature setwork as directed by the teacher
4	LSC: <b>Nouns – concrete &amp; abstract p. 69</b> R&V: <b>Literary text p. 70</b>	163	Act. 9 (25 min)	193, 194–195	Folklore: <i>Why tortoise's shell is cracked</i> CR p. 2 OR Continue with literature setwork (35 min)	R&V: Continue reading literature setwork as directed by the teacher
5	LSC: <b>Literal and figurative language p. 69</b>	164	Act. 10 (60 min)	194		R&V: Continue reading literature setwork as directed by the teacher

Extra resources: Rubric for Oral: Giving directions.

<b>VIA AFRIKA Week 9 Unit 15 Theme: Going places</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: <b>Giving directions p. 70</b>	165 166	Act. 1 (40 min) Act. 2 (oral) (20 min)	199–200 200		R&V: Continue reading literature network as directed by the teacher
2	L&S: <b>Discussion – directions p. 69</b> R&V: <b>Literary text p. 70</b>	166	Begin Act. 3 (60 min)	200–201	Continue with literature network	R&V: Continue reading literature network as directed by the teacher
3	L&S: <b>Discussion – directions p. 69</b> R&V: <b>Literary text p. 70</b>	166	Complete Act. 3 (30 min)	200–201, 257	Continue with literature network (30 min)	R&V: Continue reading literature network as directed by the teacher
4	R&V: <b>Reading for comprehension – blog p. 70</b>	166–168	Act. 4 (60 min)	201		R&V: Continue reading literature network as directed by the teacher
5	R&V: <b>Key features of literary text – blog p. 70</b>	168	Act. 5 (20 min)	201	Continue reading and discussing literature network (40 min)	R&V: Continue reading literature network as directed by the teacher

Extra resources: Rubric for narrative essay TG p. 259.

<b>VIA AFRIKA Week 10 Unit 15 Theme: Going places continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	R&V: <b>Key features of literary text – poetry p. 70</b>	169–170	Act. 7 (60 min)	203		R&V: Continue reading literature network as directed by the teacher
2	R&V: <b>Poetry p. 70</b>	170	Act. 8 (60 min)	203		R&V: Continue reading literature network as directed by the teacher
3	W&P: <b>Narrative essay, focus on process writing p. 70</b>	171	Begin Act. 9 Planning and drafting (60 min)	204, 259		R&V: Continue reading literature network as directed by the teacher
4	W&P: <b>Narrative essay, focus on process writing p. 70</b>	171	Complete Act. 9 Revising and editing (60 min)	204, 259		R&V: Continue reading literature network as directed by the teacher
5	LSC: <b>Reinforcement of LSC covered previously p. 70</b>	171–172 172–173	Act. 10 (30 min) Act. 11 (30 min)	205 205–206		R&V: Continue reading literature network as directed by the teacher

**VIA AFRIKA Week 11 Catch up, consolidation, revision and literature – Test:  
Plan your week**

## **2. PLANNERS FOR TERM 4**

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

**Note 1:** As this is a short term, you may find that there is not enough time to complete all the CR activities as well as the literature setwork. You may use the lessons assigned to the literature setwork for the CR activities if you prefer.

**Extra resources:** Tests done at the end of Term 3 for review and feedback. Rubric for reading aloud TG p. 252. Literature setwork.

<b>CLEVER ENGLISH Week 1 Unit 16 Theme: Celebrities!</b>						
<b>Day</b>	<b>CAPS content and activities</b>	<b>LB pp.</b>	<b>LB act.</b>	<b>TG pp.</b>	<b>CR/ literature text</b>	<b>Homework</b>
1	L&S: <b>L&amp;S strategies p. 72</b>	198	Listen to teacher's feedback on Term 3 tests (30 min) Act. 1 (30 min)	187		
2	L&S: <b>L&amp;S strategies – comprehension p. 72</b> L&S: <b>Introducing a speaker p. 72</b>	198 199–200	Act. 2 (20 min) Act. 3 (40 min)	187–188 188		
3	R&V: <b>Literary text – youth novel/short story/drama p. 72</b>				Introduce literature setwork (60 min)	R&V: Continue reading literature setwork as directed by the teacher
4	L&S: <b>Reading aloud – literary text: youth novel/short story/drama p. 72</b>	200–201 201–204	Act. 4 (60 min) Act. 5	189, 252 189	Read literature setwork when reading aloud assessment is completed OR read text for Act. 5	R&V: Continue reading literature setwork as directed by the teacher
5	R&V: <b>Reading for comprehension p. 72</b> LSC: <b>Punctuation – apostrophe p. 72</b>	203–204 205–206	Act. 6 (30 min) Act. 7 (30 min)	190 190		R&V: Continue reading literature setwork as directed by the teacher

**Note 1:** Only do Extra Act. 1 if you have the time.

**Extra resources:** CR short story: *Sugar baby* p. 43. Literature network.

<b>CLEVER ENGLISH Week 2 Unit 16 Theme: Celebrities! continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	R&V: <b>Literary text – youth novel/short story/drama p. 72</b>	206–207	Act. 8 (20 min)	190–191	Read and discuss literature network (40 min)	R&V: Continue reading literature network as directed by the teacher
2	W&P: <b>Shorter transactional text – invitation &amp; giving directions; focus on process writing p. 72</b>	207–208	Begin Act. 9.1 & 9.2 (60 min)	191–192		W&P: Complete planning and drafting of Act. 9.1 and 9.2
3	W&P: <b>Shorter transactional text – invitation &amp; giving directions; focus on process writing p. 72</b> LSC: <b>Simple, compound &amp; complex sentences, punctuation p. 72</b>	207–208 209 209–210	Complete Act. 9.1 & 9.2 – revising and editing (20 min) Act. 10 (10 min) Act. 11 (30 min)	191–192 192 192		R&V: Continue reading literature network as directed by the teacher
4	LSC: <b>Adverbs p. 72</b>	210 211	Act. 12 (15 min) Extra Act. 2 (15 min)	192 193		R&V: Continue reading literature network as directed by the teacher
5	W&P: <b>Transactional text – poster p. 72</b> R&V: <b>Short story p. 72</b>	211	Extra Act. 3 (30 min)	193, CR 193–194	CR short story: <i>Sugar baby</i> p. 43 (30 min)	R&V: Continue reading literature network as directed by the teacher

**Extra resources:** Map of SA. Pamphlets and photos of popular South African holiday resorts and destinations. Scissors, glue and A3 sheets for posters. Literature network.

<b>CLEVER ENGLISH Week 3 Unit 17 Theme: The world in one country</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: <b>Comprehension – write answer, group discussions p. 73</b>	212–213 214	Act. 1 (40 min) Act. 2 (20 min)	197 197		R&V: Continue reading literature network as directed by the teacher
2	L&S: <b>News p. 73</b>	215	Act. 3 (45 min)	198–199	Read and discuss literature network (15 min)	Collect pamphlets advertising holiday resorts
3	L&S: <b>Group discussion – posters/flyers p. 73</b> R&V: <b>Comprehension p. 73</b>	216 217–218	Act. 4 (30 min) Act. 5 (30 min)	199 199–200		R&V: Continue reading literature network as directed by the teacher
4	R&V: <b>Comprehension p. 73</b>	219	Act. 6 (45 min)	200–201	Read and discuss literature network (15 min)	R&V: Continue reading literature network as directed by the teacher
5	R&V: <b>Poetry p. 73</b> W&P: <b>Poster p. 73</b>	219–220	Act. 7 (60 min)	201		R&V: Continue reading literature network as directed by the teacher

**Extra resources:** Rubric – transactional writing TG p. 261. CR poetry: *When the first slave was brought to the Cape* p. 61, CR folklore: *The king of the birds* pp. 11–15.

<b>CLEVER ENGLISH Week 4 Unit 17 Theme: The world in one country continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	W&P: <b>Diary entry p. 73</b>	221–222	Begin Act. 8 (60 min)	201, 261		R&V: Continue reading literature network as directed by the teacher
2	W&P: <b>Diary entry p. 73</b>	221–222	Complete Act. 8 (60 min)	201, 261		R&V: Continue reading literature network as directed by the teacher
3	LSC: <b>Pronouns, collective nouns, verbs, adjectives, antonyms, punctuation, literal and figurative meaning p. 73</b>	223–224	Act. 9 (60 min)	202–203		R&V: Continue reading literature network as directed by the teacher
4	R&V: <b>Flyer p. 73</b> W&P: <b>Pamphlet p. 73</b>	225 226	Extra Act. 1 (20 min) Extra Act. 2 (40 min)	203 203		R&V: Continue reading literature network as directed by the teacher
5	R&V: <b>Poetry, folklore p. 73</b>			203–205	CR poetry: <i>When the first slave was brought to the Cape</i> p. 61 <b>and</b> CR folklore: <i>The king of the birds</i> pp. 11–15 (60 min)	R&V: Complete reading CR folklore: <i>The king of the birds</i> pp. 11–15

**Note 1:** On Days 2 and 3 use Act. 3 for **FAT Oral: prepared speech**. If you do not have enough class time for this assessment, complete it by taking time after school.

**Extra resources:** Literature network. Rubric for prepared speech TG p. 253.

<b>CLEVER ENGLISH Week 5 Unit 18 Theme: Cooking up a storm!</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: <b>Comprehension p. 74</b>	227–228 228–229	Act. 1 (15 min) Act. 2 (45 min)	208 208–209		R&V: Continue reading literature network as directed by the teacher
2	L&S: <b>Prepared speech p. 74</b>	229–230	Begin <b>FAT</b> Act. 3 (30 min)	210, 253	Read and discuss literature network (30 min)	R&V: Continue reading literature network as directed by the teacher
3	L&S: <b>Prepared speech p. 74</b>	229–230	Complete <b>FAT</b> Act. 3 (60 min)	210, 253		Act. 4 LB p. 230 TG p. 210
4	R&V: <b>Short story comprehension p. 74</b>	231–233	Act. 5 (60 min)	210–211		R&V: Continue reading literature network as directed by the teacher
5	R&V: <b>Poetry pp. 74, 32</b>	233–234	Act. 6 (40 min)	211–212	Read and discuss literature network (20 min)	R&V: Continue reading literature network as directed by the teacher

**Note 1:** Use the CR or literature setwork to complete the template for Extra Act. 3 in LB p. 239.

**Extra resources:** Rubric for descriptive essay TG p. 255. Literature setwork. Photocopies of template for Extra Act. 3 LB p. 239. CR folklore: *Stone soup* pp. 16–19.

<b>CLEVER ENGLISH Week 6 Unit 18 Theme: Cooking up a storm! continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	W&P: <b>Descriptive essay – focus on process writing p. 74</b>	235–236	Begin Act. 7 – planning and drafting (60 min)	212–213, 255		R&V: Continue reading literature setwork as directed by the teacher
2	W&P: <b>Descriptive essay – focus on process writing p. 74</b>	235–236	Complete Act. 7 – revising and editing (60 min)	212–213, 255		R&V: Continue reading literature setwork as directed by the teacher
3	LSC: <b>Punctuation, emotive &amp; manipulative language, degrees of comparison p. 74</b>	237 238	Act. 8 (30 min) Act. 9 (30 min)	213 214		R&V: Find a short magazine article and bring to school for Extra Act. 2 LB p. 239
4	W&P: <b>Revision – introductions and conclusions, chronological sequence p. 74</b>	238 239	Extra Act. 1 (30 min) Extra Act. 2 (30 min)	214 214		R&V: CR folklore: <i>Stone soup</i> pp. 16–19
5	W&P: <b>Short transactional text, poetry p. 73</b>	239 239–240	Extra Act. 3 (20 min) Extra Act. 4 (40 min)	215 215		R&V: Continue reading from CR pp. 16–19

**Note 1:** On Day 4 you can use Act. 5 for **FAT Oral – prepared speech**.

**Note 2:** When learners have had their speech assessed, they should begin Act. 6.

**Extra resources:** Passages for prepared reading – Act. 3. Literature setwork. Rubric for prepared reading TG p. 252. Rubric for prepared speech TG p. 253.

<b>CLEVER ENGLISH Week 7 Unit 19 Theme: ... a friend indeed!</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: <b>Discussion and unprepared reading p. 75</b>	242 242–243	Act. 1 (30 min) Act. 2 (30 min)	220 220		L&S: Find a suitable article from a magazine or newspaper for prepared reading for Act. 3
2	L&S: <b>Prepared reading p. 75</b>	243	Act. 3 (60 min)	221, 252	Continue reading literature setwork	L&S: Prepare a speech – Act. 5: <i>A friendship that changed my life</i>
3	L&S: <b>Listening comprehension, prepared speech p. 75</b>	243–244 245	Act. 4 (30 min) Begin <b>FAT</b> Act. 5 (30 min)	222–223 223, 253		
4	L&S: <b>Prepared speech p. 75</b> R&V: <b>Comprehension – text features, reading process p. 75</b>	245 246–248	Complete <b>FAT</b> Act. 5 (30 min) Begin Act. 6 (30 min)	223, 253 224–225		
5	R&V: <b>Comprehension – text features, reading process p. 75</b> LSC: <b>Reflexive pronouns p. 248</b>	244–248	Complete Act. 6 (20 min) Reflexive pronouns (15 min)	224–225	Read and discuss literature setwork (25 min)	

**CLEVER ENGLISH Week 8 Revision and Task 13:  
Writing – Transactional text and essay – Plan your week**

Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1						
2						
3						
4						
5						

**CLEVER ENGLISH Week 9 End-of-year examinations**

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

**Note 1:** The texts for the listening comprehensions are repeated in the TG pp. 245–250.

**Extra resources:** Tests done at the end of Term 3 for review and feedback. CR poetry: Cowboy p. 16. Rubric for prepared reading TG p. 190. Literature network.

<b>ENGLISH TODAY Week 1 Chapter 15 Theme: Let's dance</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: <b>Introduce a speaker p. 72</b>	188–189	Listen to teacher's feedback on Term 3 tests (20 min) Unit 1 Act. 1 (20 min)	113	CR poetry: Cowboy p. 16 (20 min)	
2	R&V: <b>Comprehension p. 72</b>	189–191	Unit 2 Act. 2 & 3 (60 min)	113–114		
3	LSC: <b>Synonyms, antonyms, adjectives, adverbial phrases, punctuation, compound and complex sentences p. 72</b>	191–192	Unit 3 Act. 4, 5, 6 & 7 (60 min)	114–115		LSC: Complete Unit 3 Act. 4, 5, 6 & 7
4	LSC: <b>Synonyms, antonyms, adjectives, adverbial phrases, punctuation, compound and complex sentences p. 72</b> R&V: <b>Comprehension p. 72</b>	191–192 192–193	Review Unit 3 Act. 4, 5, 6 & 7 (20 min) Unit 4 Act. 8 (40 min)	114–115 115–116		L&S: Prepare to read passage in Unit 5 Act. 9 for assessment
5	L&S: <b>Prepared reading aloud p. 72</b> R&V: <b>Literary text – youth novel/short stories/drama p. 72</b>	194	Unit 5 Act. 9 (45 min)	116, 190	Introduce literature network (15 min)	R&V: Continue reading literature network as directed by the teacher

**Extra resources:** Literature network. Rubric for transactional writing – giving directions TG p. 187.

<b>ENGLISH TODAY Week 2 Chapter 15 Theme: Let's dance continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	LSC: <b>Prepositions p. 72</b> R&V: <b>Literary text p. 72</b>	194	Unit 6 Act. 10 (30 min)	105, 116–117	Continue reading and discussing literature network (30 min)	R&V: Continue reading literature network as directed by the teacher
2	R&V: <b>Comprehension – visual texts p. 72</b>	195 195–196	Unit. 7 Act. 11 (30 min) Act. 12 (30 min)	117 117–118		R&V: Continue reading literature network as directed by the teacher
3	W&P: <b>Giving directions – focus on process writing p. 72</b>	197	Begin Unit 8 Act. 13 – planning and drafting (60 min)	118, 187		R&V: Continue reading literature network as directed by the teacher
4	W&P: <b>Giving directions – focus on process writing p. 72</b>	197	Complete Unit 8 Act. 13 – revising and editing (60 min)	118, 187		Revision LB p. 198
5	R&V: <b>Comprehension – visual texts p. 72</b> R&V: <b>Literary text p. 72</b>	198	Review revision (20 min)	118	Read and discuss literature network (40 min)	R&V: Continue reading literature network as directed by the teacher

**Extra resources:** CR poetry: *Boy Girl* p. 12. Rubric for transactional writing – diary entry TG p. 187.

### ENGLISH TODAY Week 3 Chapter 16 Theme: Being a teen

Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: <b>Listening comprehension p. 73</b>	200–201	Unit 1 Act. 1 & 2 (60 min)	120–121		R&V: Continue reading literature setwork as directed by the teacher
2	R&V: <b>Comprehension p. 73</b>	201–203	Unit 2 Act. 3 & 4 (60 min)	121–122		R&V: Continue reading literature setwork as directed by the teacher
3	LSC: <b>Figurative language, abbreviated statements, antonyms, rhetorical questions, suffixes, prefixes p. 73</b>	203 204	Unit 2 Act. 5 (20 min) Act. 6 (40 min)	122 123		R&V: Continue reading literature setwork as directed by the teacher
4	R&V: <b>Poetry p. 73</b> W&P: <b>Diary entry p. 73</b>	205	Begin Unit 3 Act. 7 – planning and drafting (30 min)	123 124–125, 187	CR poetry: <i>Boy Girl</i> p. 12 (30 min)	R&V: Continue reading literature setwork as directed by the teacher
5	W&P: <b>Diary entry p. 73</b> R&V: <b>Literary text p. 74</b>	205	Complete Unit 3 Act. 7 – revising and presenting (40 min)	124–125, 187	Read and discuss literature setwork (20 min)	R&V: Continue reading literature setwork as directed by the teacher

**Note 1:** On Day 1 you can use Unit 4 Act. 8 for **FAT Oral – group discussion**. When a group has been assessed, learners should continue to read the literature setwork.

**Note 2:** If you are not able to complete Unit 4 Act. 8: **FAT Oral – group discussion**, take time after school.

**Extra resources:** Literature setwork. For extension activity TG p. 129, provide photocopies of email template, or draw on chalkboard for learners to copy. Photocopies of extension activities TG pp. 128–129.

### ENGLISH TODAY Week 4 Chapter 16 Theme: Being a teen continued

Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: <b>Comprehension, group discussion p. 73</b> R&V: <b>Literary text p. 74</b>	206–207	<b>FAT</b> Unit 4 Act. 8 (60 min)	125–126	Continue reading literature setwork	R&V: Continue reading literature setwork as directed by the teacher
2	R&V: <b>Poetry p. 73</b>	207–208	Unit 5 Act. 9 & 10 (60 min)	126–127		R&V: Continue reading literature setwork as directed by the teacher
3	LSC: <b>Pronouns, collective nouns p. 73</b>	208–209	Unit 6 Act. 11 & 12 (60 min)	127		R&V: Continue reading literature setwork as directed by the teacher
4	LSC: <b>Definite and indefinite articles p. 73</b> R&V: <b>Comprehension p. 73</b>	209 210	Unit 6 Act. 13 (15 min) Revision (30 min)	127–128 128	Read and discuss literature setwork (15 min)	R&V: Continue reading literature setwork as directed by the teacher
5	LSC: <b>Reinforcement of LSC covered previously p. 73</b>		Remediation & extension activities (60 min)	128–129		R&V: Continue reading literature setwork as directed by the teacher

**Extra resources:** CR short story: *There's an alien on the internet* p. 66.

<b>ENGLISH TODAY Week 5 Chapter 17 Theme: Making choices</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: <b>Comprehension p. 74</b>	212–213	Unit 1 Act. 1 & 2 (60 min)	131		R&V: Continue reading literature setwork as directed by the teacher
	R&V: <b>Key features in short stories p. 74</b>	213–215	Unit 2 Act. 3 & 4 (60 min)	131–132		R&V: Continue reading literature setwork as directed by the teacher
3	LSC: <b>Adjectives – comparison, finite and auxiliary verbs p. 74</b>	215–216	Unit 3 Act. 5, 6 & 7 (60 min)	132–133		R&V: Continue reading literature setwork as directed by the teacher
4	LSC: <b>Punctuation p. 74</b> R&V: <b>Poetry p. 74</b>	216–217	Unit 4 Act. 8 & 9 (60 min)	133–134		R&V: Continue reading literature setwork as directed by the teacher
5	R&V: Literary text p. 74				CR short story: <i>There's an alien on the internet</i> p. 66 (60 min)	R&V: Continue reading literature setwork as directed by the teacher

**Note 1:** On Day 1 allow learners to prepare for **FAT Oral – prepared speech**, which will take place on Day 2.

**Note 2:** Instead of working with the literature setwork on Day 5, you can do the writing extension work (see TG p. 135).

**Extra resources:** Rubric for prepared speech TG p. 189.

<b>ENGLISH TODAY Week 6 Chapter 17 Theme: Making choices continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: <b>Prepared speech p. 74</b>	218–219	Prepare <b>FAT</b> Unit 5 Act. 10 (60 min)	134, 189		L&S: Practise speech at home for assessment on Day 2
2	L&S: <b>Prepared speech p. 74</b>	218–219	<b>FAT</b> Unit 5 Act. 11 (60 min)	134, 189		R&V: Continue reading literature setwork as directed by the teacher
3	W&P: <b>Revision and preparation for exams – narrative essay p. 74</b> R&V: <b>Literary text p. 74</b>	219–220	Unit 6 Act. 12 (40 min)	134–135	Read and discuss literature setwork (20 min)	R&V: Continue reading literature setwork as directed by the teacher
4	W&P: <b>Revision and preparation for exams – descriptive paragraph p. 74</b> R&V: <b>Literary text p. 74</b>	220–221	Unit 6 Act. 13 (40 min)	135	Read and discuss literature setwork (20 min)	Revision LB p. 222
5	LSC: <b>Reinforcement of LSC covered previously p. 74</b> R&V: <b>Literary text p. 74</b>	222	Review revision (30 min)	135	Read and discuss literature setwork (30 min)	R&V: Continue reading literature setwork as directed by the teacher

Extra resources: Rubric for Oral – prepared reading TG p. 190.

<b>ENGLISH TODAY Week 7 Chapter 18 Theme: Examination revision and preparation</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: <b>Listening comprehension</b> , conversation p. 75	224–225	Unit 1 Act. 1, 2 & 3 (60 min)	137–138		L&S: Choose an extract from a book to read aloud in class
2	L&S: <b>Prepared reading</b> p. 75	225	Unit 1 Act. 4 (60 min)	138, 190		R&V: Continue reading literature setwork as directed by the teacher
3	LSC: <b>Simple, compound &amp; complex sentences</b> p. 75	225–226	Unit 2 Act. 5 & 6 (60 min)	138		R&V: Continue reading literature setwork as directed by the teacher
4	LSC: <b>Pronouns – subject-verb agreement</b> p. 75 R&V: <b>Literary text</b> p. 75	226	Unit 2 Act. 7 (20 min)	139	Complete reading and discussing literature setwork (40 min)	
5	R&V: <b>Reading comprehension</b> p. 75	227–228	Unit 3 Act. 8 & 9 (60 min)	139–140		

<b>ENGLISH TODAY Week 8 Revision and Task 13: Writing – Transactional text and essay – Plan your week</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	W&P: <b>Transactional – filling</b>					
2						
3						
4						
5						

**ENGLISH TODAY Week 9 End-of-year examinations**

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

**Note 1:** On Day 2 use Act. 1–C for **FAT Oral – unprepared speech**.

**Extra resources:** Tests done at the end of Term 3 for review and feedback. Rubrics for unprepared reading and unprepared speech TG p. xxvii.

<b>INTERACTIVE ENGLISH Week 1 Theme: Team SA: buildings and places ... in honour of heroes</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: <b>Unprepared speech – introducing a speaker p. 72</b>	228	Listen to teacher's feedback on Term 3 tests (30 min) Act. 1 – class work A & B (30 min)	159		R&V: Find a suitable text for FAT – reading aloud for Act. 2
2	L&S: <b>Unprepared speech – introducing a speaker p. 72</b> R&V: <b>Literary text – short story p. 72</b>	229–230	<b>FAT</b> Act. 1 Group work C (60 min)	159–160, xxvii		R&V: CR short story: <i>The story of Nkosi Johnson</i> pp. 56–62
3	L&S: <b>Reading aloud p. 72</b> R&V: <b>Literary text – short story p. 72</b>	230, 278	Act. 2 (60 min)	160, xxvii		R&V: CR short story: <i>The story of Nkosi Johnson</i> pp. 56–62
4	R&V: <b>Literary text – short story p. 72</b>	231–232	Act. 3 (60 min)	161		
5	R&V: <b>Comprehension p. 72</b> R&V: <b>Literary text – short story p. 72</b>	233–234	Act. 4 Group work A–D (30 min)	162	Read and discuss CR short story: <i>The story of Nkosi Johnson</i> pp. 56–62 (30 min)	

**Extra resources:** Literature network. Rubric for short transactional text – giving directions TG p. xxvi. Photocopies for Act. 7 TG p. 167.

<b>INTERACTIVE ENGLISH Week 2 Theme: Team SA: buildings and places ... in honour of heroes continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	LSC: <b>Complex nouns, punctuation p. 72</b> R&V: <b>Literary text – short story p. 72</b>	235–236	Act. 4 Pair work 1–5 (30 min)	163	Introduce literature network (30 min)	R&V: Continue reading literature network as directed by the teacher
2	LSC: <b>Prepositions p. 72</b>	236	Act. 5 (30 min)	163–164	Continue reading literature network (30 min)	R&V: Continue reading literature network as directed by the teacher
3	LSC: <b>Simple, compound &amp; complex sentences, adverbial &amp; adjectival clauses p. 72</b>	237–238	Act. 6 (60 min)	164		R&V: Continue reading literature network as directed by the teacher
4	W&P: <b>Giving directions – focus on process writing p. 72</b>	238–240	Act. 7 (60 min)	165–166, xxvi		R&V: Continue reading literature network as directed by the teacher
5	W&P: <b>Giving directions – writing p. 72</b>	240	Act. 8 (40 min)	166–167	Continue reading literature network (20 min)	R&V: Continue reading literature network as directed by the teacher

**Note 1:** On Days 2 and 3 use Act. 2 group work for **FAT Oral – group discussion**.

**Extra resources:** Rubrics for **FAT Oral – group discussion** LB p. 278 and TG p. xxvii. CR poetry: *Swim your own race* pp. 63–65. Literature network.

<b>INTERACTIVE ENGLISH Week 3 Theme: Team SA: sports heroes</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: <b>Listening comprehension p. 73</b>	242–245	Act. 1 (60 min)	169–170		R&V: Continue reading literature network as directed by the teacher
2	R&V: <b>Poetry p. 73</b> L&S: <b>Group discussion p. 73</b>	245–246, 278, 247	Act. 2 Class work (15 min) Begin <b>FAT</b> Act. 2 Group work A (45 min)	171, xxvii		R&V: Continue reading literature network as directed by the teacher
3	L&S: <b>Group discussion p. 73</b>	245–246, 278, 247	Act. 2 Class work (15 min) Complete <b>FAT</b> Act. 2 Group work A (45 min)	171, xxvii		R&V: Continue reading literature network as directed by the teacher
4	R&V: <b>Diary p. 73</b>	248–249	Act. 3 Class & group work (60 min)	172–173		R&V: Continue reading literature network as directed by the teacher
5	LSC: <b>Prefixes and suffixes p. 73</b> R&V: <b>Poetry p. 73</b>	248, 250–251	Act. 3 Pair work (15 min) Act. 4 (45 min)	173, 174–175	CR poetry: <i>Swim your own race</i> pp. 63–65	R&V: Continue reading literature network as directed by the teacher

**Extra resources:** Rubrics for diary entries and emails LB p. 277 and TG p. xxvi. Literature network.

<b>INTERACTIVE ENGLISH Week 4 Theme: Team SA: sports heroes continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	LSC: <b>Pronouns, building sentences p. 73</b>	252–253	Act. 5 & 6 (60 min)	175–176		R&V: Continue reading literature network as directed by the teacher
2	W&P: <b>Diary entries and emails – focus on process writing p. 73</b>	253–254, 277	Begin planning and drafting Act. 7 (60 min)	177, xxvi		R&V: Continue reading literature network as directed by the teacher
3	W&P: <b>Diary entries and emails – focus on process writing p. 73</b>	253–254, 277	Complete revising and editing Act. 7 (60 min)	177, xxvi		R&V: Continue reading literature network as directed by the teacher
4	LSC: <b>Reinforcement of LSC covered previously – definite and indefinite articles p. 73</b> W&P: <b>Editing p. 73</b> R&V: <b>Literary text p. 72</b>	254	Act. 8 (30 min)	178	Continue reading and discussing literature network (30 min)	R&V: Continue reading literature network as directed by the teacher
5	R&V: <b>Literary text p. 72</b>				Continue reading and discussing literature network (60 min)	R&V: Continue reading literature network as directed by the teacher

**Note 1:** On Days 4 and 5 use Act. 2 individual work for **FAT Oral – prepared speech**.

**Note 2:** Allow learners to prepare on Day 4 and then deliver the speech on Day 5. When they have been assessed, allow them to continue reading the literature setwork.

**Extra resources:** Rubrics for **FAT Oral – prepared speech** LB p. 278 TG p. xxvii.

<b>INTERACTIVE ENGLISH Week 5 Theme: Team SA: unsung heroes</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: <b>Listening comprehension p. 74</b>	256–257	Act. 1 (60 min)	180–181		R&V: Continue reading literature setwork as directed by the teacher
2	L&S: <b>Listening comprehension p. 74</b>	256–257	Act. 1 Individual work (60 min)	180–181		R&V: Continue reading literature setwork as directed by the teacher
3	L&S: <b>Prepared speech p. 74</b>	257–258	Act. 2 Pair work A & B (30 min)	181–182	Read and discuss literature setwork (30 min)	R&V: Continue reading literature setwork as directed by the teacher
4	L&S: <b>Prepared speech p. 74</b>	258, 278	<b>FAT</b> Act. 2 Preparation Individual work (60 min)	182, xxvii		L&S: Practise your prepared speech
5	L&S: <b>Prepared speech p. 74</b>	258, 278	<b>FAT</b> Act. 2 Individual work (60 min)	182, xxvii		R&V: Continue reading literature setwork as directed by the teacher

**Extra resources:** Literature setwork. Rubrics for descriptive essay LB p. 276, TG p. xxv.

<b>INTERACTIVE ENGLISH Week 6 Theme: Team SA: unsung heroes continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	R&V: <b>Literary text – folklore p. 74</b>	259–261	Act. 3 (60 min)	183–185		R&V: Continue reading literature setwork as directed by the teacher
2	R&V: <b>Literary text – poetry p. 74</b>	262	Act. 4 (40 min)	185–186	Continue reading and discussing literature setwork (20 min)	R&V: Continue reading literature setwork as directed by the teacher
3	LSC: <b>Degrees of comparison, finite and auxiliary verbs p. 74</b>	263–264	Act. 5 (60 min)	186–187		R&V: Continue reading literature setwork as directed by the teacher
4	W&P: <b>Revision and preparation for exams – descriptive essay p. 74</b>	264–266, 276	Act. 6 Planning & drafting (60 min)	187–188, xxv		R&V: Continue reading literature setwork as directed by the teacher
5	W&P: <b>Revision and preparation for exams – descriptive essay p. 74</b>	264–266, 276 266	Act. 6 Revising & editing (40 min) Act. 7 (20 min)	187–188, xxv 188		R&V: Continue reading literature setwork as directed by the teacher

**Note 1:** On Day 3 use Act. 1.3 for **FAT Oral – prepared speech**. If there is not enough time in class to complete this assessment, then take time after school.

**Note 2:** Most of the activities in this chapter are revision activities.

**Extra resources:** Photocopies of prepared reading passage LB p. 278, TG p. 191, rubric for prepared reading TG p. xxvii. Rubrics for **FAT – prepared speech** LB p. 278, TG p. xxvii. Literature setwork.

<b>INTERACTIVE ENGLISH Week 7 Theme: Team SA: become your hero</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: <b>Listening comprehension p. 75</b>	268, 256	Act. 1.1 Class & pair work (60 min)	190–191		L&S: Prepare passage TG p. 191 for <b>FAT – prepared reading aloud</b>
2	L&S: <b>Prepared reading p. 75</b>	230, 268, 278	<b>FAT</b> Act. 1.2 Individual work Prepared reading (60 min)	190–192, xxvii	Continue reading literature setwork	L&S: Prepare speech for <b>FAT</b> LB p. 269
3	L&S: <b>Prepared speech p. 75</b>	269, 278	<b>FAT</b> Act. 1.3 Prepared speech (60 min)	192, xxvii		R&V: Continue reading literature setwork as directed by the teacher
4	R&V: <b>Comprehension p. 75</b>	270–271	Act. 2 (60 min)	192–193		R&V: Continue reading literature setwork as directed by the teacher
5	R&V: <b>Literary text – folklore p. 75</b>	272–273	Act. 3 (60 min)	193–194		R&V: Continue reading literature setwork as directed by the teacher

<b>INTERACTIVE ENGLISH Week 8 Revision and Task 13: Writing – Transactional text and essay – Plan your week</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1						
2						
3						
4						
5						

**INTERACTIVE ENGLISH Week 9 End-of-year examinations**

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

**Note 1:** In the TG there is an index to chapter contents. The heading *Term 4* in this index should precede Chapter 15 not Chapter 16.

**Extra resources:** Tests done at the end of Term 3 for review and feedback. Photocopies of paragraphs for reading aloud TG pp. 144–145. Rubric for reading aloud TG p. xxxii. Literature network or CR short story: *Four bullies meet their match* p. 9. *Extension and Remediation Worksheet Book (ERW)* Act. 1, Chapter 15, Worksheet A, TG p. 222.

PLATINUM Week 1 Chapter 15 Theme: Friends or foe						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: <b>Discussion – photograph p. 72</b>	204	Listen to teacher's feedback on Term 3 tests (40 min) Act. 1 (20 min)	143		
2	L&S: <b>Reading aloud p. 72</b>	204–205	Act. 2 (60 min)	144–145, xxxii		
3	R&V: <b>Comprehension p. 72</b>	205–207	Act. 3 (60 min)	145–146		LSC: Work with words LB p. 207
4	LSC: <b>Adjectives p. 72</b> R&V: <b>Literary text – youth novel p. 72</b>	207 207–209	Review homework (10 min) Act. 4 (50 min)	146 146–147		
5	LSC: <b>Finite verbs, main clause, dependent clauses – adjectival, idioms p. 72</b> R&V: <b>Literary text – youth novel p. 72</b>	210	Act. 4 continued Work with words & sentences (40 min)	147–148	Introduce literature network or CR short story: <i>Four bullies meet their match</i> p. 9 (20 min)	LSC: ERW Act. 1 Chapter 15 Worksheet A TG p. 222

**Note 1:** The time allocation for Act. 5 has been shortened in order to accommodate all the activities for this week.

**Note 2:** On Days 4 and 5 you can use Act. 9 for **FAT Oral – unprepared speech**.

**Extra resources:** Rubric for unprepared speech TG p. xxxiii. Rubric for short transactional text TG p. xxx. Literature network or CR short story: *Four bullies meet their match* p. 9.

PLATINUM Week 2 Chapter 15 Theme: Friends or foe continued						
Day	CAP content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	W&P: <b>Transactional text – letter p. 72</b> R&V: <b>Literary text – youth novel p. 72</b>	211–212	Act. 5 (45 min)	148, xxx	Continue reading literature network or CR short story: <i>Four bullies meet their match</i> p. 9 (15 min)	
2	W&P: <b>Transactional text – letter p. 72</b>	212	Begin Act. 6 – Planning and drafting (60 min)	148–149, xxx		W&P: Complete letter from Act. 6
3	LSC: <b>Prepositions, adverbs p. 72</b>	213 214	Act. 7 (30 min) Act. 8 (30 min)	149 150		Continue reading literature network
4	L&S: <b>Unprepared speech p. 72</b>	215	Begin <b>FAT</b> Act. 9 (60 min)	150–151, xxxiii		LSC: Revision LB p. 216 TG p. 151
5	L&S: <b>Unprepared speech</b> LSC: <b>Reinforcement of LSC covered previously p. 72</b>	215 216	Complete <b>FAT</b> Act. 9 (40 min) Review homework – revision (20 min)	150–151, xxxiii 151		R&V: Continue reading literature network as directed by the teacher

**Note 1:** On Day 2 you can use Act. 3 for **FAT Oral – group discussion**. You might only have time to assess some learners, so complete assessment later in the week when you do Act. 6.

**Note 2:** On Day 5 you can use Act. 6 for **FAT Oral – group discussion**.

**Extra resources:** Literature setwork. ERW Chapter 16, A 1–2, TG pp. 222, 236. Text for listening comprehension TG pp. xLi–xLii. Rubrics for **FAT Oral – group discussion** TG p. xxxiii.

<b>PLATINUM Week 3 Chapter 16 Theme: Friends of the forest</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	R&V: <b>Literary text – youth novel p. 73</b>	218	Act. 1 (15 min)	154	Read and discuss literature setwork (45 min)	R&V: Continue reading literature setwork as directed by the teacher
2	L&S: <b>Listening comprehension, group discussion p. 73</b>	218–219 219	Act. 2 (40 min) <b>FAT</b> Act. 3 (20 min)	154–155, xLi–xLii 155, xxxiii		R&V: Continue reading literature setwork as directed by the teacher
3	R&V: <b>Comprehension – information p. 73</b> LSC: <b>Prefixes and suffices, indefinite nouns p. 73</b>	220–222	Act. 4 Work with words (60 min)	155–156		LSC: ERW Chapter 16 A1–2 TG pp. 236–237
4	LSC: <b>Prefixes and suffices, collective nouns, sentence types p. 73</b> R&V: <b>Diary entry p. 73</b>	222–225	Review homework ERW Chapter 16 B1–2 (10 min) Act. 5 (50 min)	156, 236–237 157–158		LSC: Work with words & sentences LB p. 225 TG pp. 157–158
5	LSC: <b>Prefixes and suffices, collective nouns, sentence types p. 73</b> L&S: <b>Discussion – diary entry p. 73</b>	225 226	Review homework – Work with words & sentences (15 min) <b>FAT</b> Act. 6 (45 min)	157–158 158, xxxiii		R&V: Continue reading literature setwork as directed by the teacher

**Extra resources:** Rubric for diary entry TG p. xxxi. CR poetry: *All the trees of Africa shall mourn* p. 70. ERW Chapter 16 B3 TG p. 237.

<b>PLATINUM Week 4 Chapter 16 Theme: Friends of the forest continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	W&P: <b>Diary entry p. 73</b>	227	Begin Act. 7 – Planning and drafting (60 min)	159, xxxi		ERW Chapter 16 B3 TG p. 237
2	W&P: <b>Diary entry p. 73</b>	227	Complete Act. 7 – Revising and editing (60 min)	159, xxxi		R&V: Continue reading literature setwork as directed by the teacher
3	R&V: <b>Poetry p. 73</b>	227–229	Act. 8 (60 min)	159–160	CR poetry: <i>All the trees of Africa shall mourn</i> p. 70	R&V: Continue reading literature setwork as directed by the teacher
4	LSC: <b>Pronouns, question prompts p. 73</b>	230 230–231	Act. 9 (30 min) Act. 10 (30 min)	160–161 161		LSC: Revision LB p. 232
5	LSC: <b>Reinforcement of LSC covered previously p. 73</b> R&V: <b>Literary text – youth novel p. 74</b>	232	Review homework – revision (25 min)	162	Continue reading and discussing literature setwork (35 min)	R&V: Continue reading literature setwork as directed by the teacher

**Note 1:** On Day 2 help learners to prepare a speech for **FAT Oral – prepared speech**.

**Note 2:** On Day 3 listen to speeches for **FAT Oral – prepared speech**. If you cannot complete the assessment in class, take time after school.

**Extra resources:** Rubric for **FAT Oral – prepared speech** TG p. xxxiii. CR poetry: *There was a young lady from Niger* p. 64. Text for listening comprehension Act. 2 TG p. xLii.

<b>PLATINUM Week 5 Chapter 17 Theme: Animal attitudes</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: <b>Listening comprehension p. 74</b>	234 234–235	Act. 1 (15 min) Act. 2 (45 min)	164 164–165, xLii		L&S: Read information on how to prepare a speech and practise speech LB pp. 235–236
2	L&S: <b>Prepared speech p. 74</b>	235–236	Begin <b>FAT</b> – preparation Act. 3	165–166, xxxiii		L&S: Read information on how to prepare a speech and practise speech LB pp. 235–236
3	L&S: <b>Prepared speech p. 74</b>	235–236	<b>FAT</b> Listen to speeches Act. 3 (60 min)	165–166, xxxiii		R&V: Continue reading literature network as directed by the teacher
4	R&V: <b>Short story p. 74</b>	237–239	Act. 4 (60 min)	166		LSC: Work with words and sentences LB p. 239
5	LSC: <b>Adjectives, bias, prejudice, punctuation, antonyms p. 74</b> R&V: <b>Poetry p. 74</b>	239 240–241	Review – Work with words and sentences (20 min) Act. 5 (40 min)	167 167–168	CR poetry: <i>There was a young lady from Niger</i> p. 64	LSC: Complete Work with words and sentences LB p. 241

**Extra resources:** ERW Chapter 17–B. Literature network.

<b>PLATINUM Week 6 Chapter 17 Theme: Animal attitudes continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	W&P: <b>Revision – essays p. 74</b>	241–242	Begin Act. 6 – planning and drafting (60 min)	168–169		R&V: Continue reading literature network as directed by the teacher
2	W&P: <b>Revision – essays p. 74</b>	241–242	Complete Act. 6 Revising and editing ERW Chapter 17 B (60 min)	168–169 222		R&V: Continue reading literature network as directed by the teacher
3	R&V: <b>Literary text p. 74</b>				Continue reading and discussing literature network (60 min)	R&V: Continue reading literature network as directed by the teacher
4	LSC: <b>Auxiliary verbs p. 74</b>	243 243	Act. 7 (30 min) Act. 8 (30 min)	169 169–170		R&V: Continue reading literature network as directed by the teacher
5	LSC: <b>Reinforcement of LSC covered previously p. 74</b>	244	Revision (40 min)	170	Continue reading and discussing literature network (20 min)	R&V: Continue reading literature network as directed by the teacher

**Note 1:** On Days 1 and 2 you can use Act. 2 for **FAT Oral – prepared speech**.

**Note 2:** Allow learners to prepare their speeches in class on Day 1, and then assess the speeches on Day 2.

**Extra resources:** Rubric for **FAT Oral – prepared speech** TG p. xxxiii, rubric for **Oral – prepared and unprepared reading** TG p. xxxii. Text for listening comprehension Act. 5, TG p. xLii.

<b>PLATINUM Week 7 Chapter 18 Theme: Simply study</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: <b>Discussion and prepared speech p. 75</b>	246 246	Act. 1 (15 min) Begin <b>FAT</b> Act. 2 Preparation in groups (45 min)	172 173, xxxiii		L&S: Practise prepared speech Act. 2
2	L&S: <b>Discussion and prepared speech p. 75</b>	246	Complete <b>FAT</b> Act. 2 Listen to speeches (60 min)	173, xxxiii		L&S: Practise prepared reading Act. 3
3	LSC: <b>Prepared reading p. 75</b>	247	Act. 3 (60 min)	173, xxxii		R&V: Continue reading literature network as directed by the teacher
4	LSC: <b>Unprepared reading p. 75</b>	247	Act. 4 (60 min)	173–174, xxxii		R&V: Continue reading literature network as directed by the teacher
5	L&S: <b>Listening comprehension p. 75</b>	248	Act. 5 (60 min)	174, xLii		R&V: Continue reading literature network as directed by the teacher

<b>PLATINUM Week 8 Revision and Task 13: Writing – Transactional text and essay – Plan your week</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1						
2						
3						
4						
5						

**PLATINUM Week 9 End-of-year examinations**

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

**Note 1:** On Day 2 you can use Act. 1.3 for **Oral – unprepared speech**.

**Note 2:** If you do not complete the assessment in class, take time after school.

**Extra resources:** Tests done at the end of Term 3 for review and feedback. Photocopies of Resource 15 – topics for unprepared speaking TG p. 241. Literature network or CR short story: *Autumn* p. 60.

<b>SPOT ON Week 1 Module 15 Theme: Life lessons</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	R&V: <b>Short story p. 72</b> L&S: <b>Unprepared speech p. 72</b>	174–175 175	Review tests done at the end of Term 3 (30 min) Unit 1 Act. 1.1 (20 min) Act. 1.2 (10 min)	240 240		
2	L&S: <b>Unprepared speech p. 72</b>	175	<b>FAT</b> Act. 1.3 (60 min)	240–241		
3	R&V: <b>Short story p. 72</b>	176–177	Unit 2 Act. 2.1 (45 min)	242	Introduce literature network or read CR short story: <i>Autumn</i> p. 60 (15 min)	R&V: Continue reading literature network or read CR short story: <i>Autumn</i> p. 60
4	R&V: <b>Literary text – youth novel or short story p. 72</b> LSC: <b>Prepositions p. 72</b>	178	Unit 3 Act. 3.1 and 3.2 (30 min)	243	Continue reading and discussing literature network or read CR short story: <i>Autumn</i> p. 60 (30 min)	R&V: Continue reading literature network
5	W&P: <b>Transactional text – letter p. 72</b>	179	Unit 4 Act. 4.1 and 4.2 (60 min)	244		R&V: Continue reading literature network

**Note 1:** Neither the LB nor the TG mention reading aloud, which the CAPS notes must be done this week.

**Note 2:** Ask learners to select a passage from their literature network or CR, and use this for **Oral – unprepared/prepared reading**.

**Extra resources:** Literature network or read CR short story: *Autumn* p. 60.

<b>SPOT ON Week 2 Module 15 Theme: Life lessons continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	R&V: <b>Comprehension p. 72</b> R&V: <b>Literary text p. 72</b>	180–181	Unit 5 Act. 5.1 (40 min)	245	Continue reading and discussing literature network or read CR short story: <i>Autumn</i> p. 60 (20 min)	R&V: Continue reading literature network
2	R&V: <b>Comprehension – visual text p. 72</b> R&V: <b>Literary text p. 72</b>	182	Unit 5 Act. 5.2 and 5.3 (30 min)	245	Continue reading and discussing literature network (30 min)	R&V: Continue reading literature network
3	LSC: <b>Reinforcement of LSC covered previously – pronouns p. 72</b> R&V: <b>Literary text p. 72</b>	183	Unit 6 Act. 6.1 (40 min)	246	Continue reading and discussing literature network (20 min)	R&V: Continue reading literature network
4	LSC: <b>Reinforcement of LSC covered previously p. 72</b>	184	Revision Act. 15	247		R&V: Choose passage from the literature network for prepared reading aloud
5	L&S: <b>Reading aloud p. 72</b>				Learners read a passage from the literature network or CR for prepared reading aloud	R&V: Continue reading Literature network

**Note 1:** On p. 248 of the TG there is an error. There is no poem on p. 75 of the CR.

**Extra resources:** CR poetry: *Dance of rain* p. 72. Literature setwork.

<b>SPOT ON Week 3 Module 16 Theme: My colourful world</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	R&V: <b>Diary p. 73</b>	186–187	Unit Act. 1.1 and 1.2 (60 min)	249		R&V: Continue reading literature setwork
2	R&V: <b>Poster p. 73</b> W&P: <b>Transactional text – poster p. 73</b>	188 189	Unit 2 Act. 2.1 (30 min) Begin Act. 2.2 (30 min)	250 250		R&V: Continue reading literature setwork
3	R&V: <b>Literary text p. 73</b> W&P: <b>Transactional text – poster p. 73</b>	189	Complete Act. 2.2 (40 min)	250	Continue reading and discussing literature setwork (20 min)	R&V: Continue reading literature setwork
4	R&V: <b>Poetry p. 73</b>	190 190 190–191	Unit 3 Act. 3.1 (5 min) Act. 3.2 (15 min) Act. 3.3 (20 min)	251 251 251	CR poetry: <i>Dance of rain</i> p. 72 (20 min)	R&V: Continue reading literature setwork
5	W&P: <b>Diary entry p. 73</b> R&V: <b>Literary text p. 73</b>	191	Begin Unit 3 Act. 3.4 – Planning and drafting (40 min)	252	Continue reading and discussing literature setwork (20 min)	R&V: Continue reading literature setwork

**Extra resources:** Photocopies of Resource 16 TG p. 255. Literature setwork.

<b>SPOT ON Week 4 Module 16 Theme: My colourful world continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	W&P: <b>Diary entry p. 73</b> R&V: <b>Literary text p. 73</b>	191	Complete Unit 3 Act. 3.4 – revising and editing (40 min)	252	Continue reading and discussing literature setwork (20 min)	R&V: Continue reading literature setwork
2	R&V: <b>Literary text p. 73</b>				Continue reading and discussing literature setwork (60 min)	R&V: Continue reading literature setwork
3	L&S: <b>Comprehension p. 73</b>	192 192	Unit 4 Act. 4.1 (15 min) Act. 4.2 (45 min)	253 253		R&V: Continue reading Literature setwork
4	W&P and R&V: <b>Reading and editing p. 73</b>	193	Unit 5 Act. 5.1 (60 min)	254–255		R&V: Continue reading Literature setwork
5	LSC: <b>Reinforcement of LSC covered previously p. 73</b>	194	Revision Act. 16 (60 min)	256		R&V: Continue reading literature setwork

**Note 1:** In the TG on p. 257 there is an error: the page number for the CR is 15 not 23.

**Extra resources:** CR folklore: *Why the ostrich has no horns* p. 15. Photocopies of Resource 17, TG p. 262. Literature network.

<b>SPOT ON Week 5 Module 17 Theme: Amazing animals!</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	R&V: <b>Folklore p. 74</b>				CR folklore: <i>Why the ostrich has no horns</i> p. 15 (60 min)	R&V: Continue reading literature network
2	R&V: <b>Folklore p. 74</b>	196 196–197 197	Unit. 1 Act. 1.1 (15 min) Act. 1.2 (30 min) Begin Act. 1.3 (15 min)	258 258 258–259		R&V: Complete Act. 1.3
3	R&V: <b>Short stories p. 74</b>	198	Act. 1.4 (60 min)	259		R&V: Continue reading literature network
4	LSC: <b>Bias, prejudice and stereotype p. 74</b>	199	Unit 2 Act. 2.1 (20 min)	260	Continue reading and discussing literature network (40 min)	R&V: Continue reading literature network
5	LSC: <b>Vocabulary p. 74</b>	200	Unit 3 Act. 3.1 & Resource 17 (60 min)	261–262		R&V: Continue reading literature network

**Note 1:** On Day 5 use Act. 6.1 for **FAT Oral – prepared speech**.

<b>SPOT ON Week 6 Module 17 Theme: Amazing animals! continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: <b>Listening comprehension p. 74</b>	201	Unit 4 Act. 4.1, 4.2 and 4.3 (60 min)	263		R&V: Continue reading literature network
2	LSC: <b>Reinforcement of LSC covered previously – adverbs, figures of speech p. 74</b> W&P: <b>Descriptive paragraph p. 74</b>	202 203	Unit 5 Act. 5.1 (30 min) Act. 5.2 (30 min)	264 264		R&V: Continue reading literature network
3	W&P: <b>Exam revision – descriptive essay p. 74</b>	203	Begin Act. 5.3 – planning and drafting (60 min)	265		R&V: Continue reading literature network
4	W&P: <b>Exam revision – descriptive essay p. 74</b> LSC: <b>Reinforcement of LSC covered previously – idioms p. 74</b>	203 204	Complete Act. 5.3 – revising and editing (30 min) Unit 6 Act. 6.1 (30 min)	265 266		L&S: Choose a topic LB p. 205 and prepare a speech
5	L&S: <b>Prepared speech p. 74</b> LSC: <b>Reinforcement of LSC covered previously p. 74</b>	205	<b>FAT</b> Unit 6 Prepared speech (60 min)	267		Revision Act. 17 LB p. 206 TG p. 268

Extra resources: Literature setwork.

<b>SPOT ON Week 7 Module 18 Theme: Examination preparation</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	R&V: <b>Summary, comprehension p. 75</b>	208 209 209	Unit 1 Act. 1.1 (15 min) Act. 1.2 (15 min) Act. 1.3 (30 min)	270 270 270		R&V: Continue reading literature setwork
2	R&V: <b>Comprehension p. 75</b> R&V: <b>Literary text p. 75</b>	210 211	Unit 2 Act. 2.1 (15 min) Act. 2.2 (30 min)	271 271	Read and discuss literature setwork (15 min)	R&V: Continue reading literature setwork
3	LSC: <b>Reinforcement of LSC covered previously p. 75</b> R&V: <b>Literary text p. 75</b>	212	Unit 3 Act. 3.1 (30 min)	272	Read and discuss literature setwork (30 min)	R&V: Continue reading literature setwork
4	LSC: <b>Reinforcement of LSC covered previously p. 75</b>	213	Unit 4 Act. 4.1 (30 min)	273	Read and discuss literature setwork (30 min)	R&V: Continue reading literature setwork
5	R&V: <b>Comprehension – literature p. 75</b> R&V: <b>Literary text p. 75</b>	214 214	Unit 5 Act. 5.1 (15 min) Act. 5.2 (25 min)	274 274	Read and discuss literature setwork (15 min)	R&V: Continue reading literature setwork

**Note 1:** Use the exemplar Paper 2 in LB pp. 218–221 for practice for the exams.

**Extra resources:** Rubrics Paper 3; TG pp. 291–292. Photocopies of Resource 18 TG p. 277.

<b>SPOT ON Week 8 Revision and Task 13: Writing – Transactional text and essay – Plan your week</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1						
2						
3						
4						
5						

**SPOT ON Week 9 End-of-year examinations**

## 2.6 Successful English First Additional Language (Oxford University Press)

**Note 1:** On Day 2 you can use Act. 1 for **Oral – unprepared speech**.

**Note 2:** When learners have been assessed for **Oral – unprepared speech**, allow them to continue reading their literature network.

**Extra resources:** Literature network. Rubric for transactional writing TG p. 34. Tests done at the end of Term 3 for review and feedback.

<b>SUCCESSFUL ENGLISH Week 1 Unit 15 Theme: The power of words</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	R&V: <b>Literary text – youth novel/drama/short stories p. 72</b>		Review tests done at the end of Term 3 (30 min)		Introduce literature network (30 min)	
2	L&S: <b>Unprepared speech p. 72</b> R&V: <b>Literary text p. 72</b>	258–259	<b>FAT</b> Act. 1 (60 min)	132–133	Continue reading literature network as directed by the teacher	
3	LSC: <b>Adjectives, synonyms and antonyms p. 72</b> R&V: <b>Literary text p. 72</b>	259–260	Act. 2 (40 min)	133	Continue reading literature network (20 min)	
4	LSC: <b>Adverbs p. 72</b> R&V: <b>Literary text – short story p. 72</b>	261 262–265	Act. 3 (20 min) Act. 4 (40 min)	133–134 134–135		R&V: Complete Act. 4 – post-reading questions
5	LSC: <b>Prepositions p. 72</b> W&P: <b>Short transactional text – directions p. 72</b>	265–266 267–269	Act. 5 (15 min) Act. 6 (45 min)	135 135–136, 34		W&P: Complete revising and editing Act. 6

**Extra resources:** Literature network. Rubrics for prepared reading TG pp. 29, 31 and rubric for short transactional text TG p. 34.

<b>SUCCESSFUL ENGLISH Week 2 Unit 15 Theme: The power of words continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	W&P: <b>Short transactional text – directions p. 72</b> R&V: <b>Literary text p. 72</b>	269	Act. 7 (40 min)	136, 34	Continue reading literature network (20 min)	
2	R&V: <b>Comprehension visual text p. 72</b>	269–272	Act. 8 (60 min)	136–137		
3	LSC: <b>Adverbial clauses p. 72</b> R&V: <b>Literary text p. 72</b>	272–273	Act. 9 (30 min)	137	Continue reading literature network (30 min)	
4	L&S: <b>Prepared reading p. 72</b> R&V: <b>Literary text p. 72</b>	273	Act. 10 (60 min)	137–139, 29, 31	Continue reading literature network	
5	L&S: <b>Prepared reading p. 72</b> R&V: <b>Literary text p. 72</b>	273 274	Complete Act. 10 (40 min) Act. 11 (20 min)	137–139, 29, 31 138	Continue reading literature network	

**Extra resources:** CD and L&S comprehension passage for Act. 3 TG p. 165. Rubric for transactional text TG p. 34 and creative writing (diary entry) TG p. 33.

<b>SUCCESSFUL ENGLISH Week 3 Unit 16 Theme: Technology at its best and worse</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	R&V: <b>Email p. 73</b>	276–279	Act. 1 (60 min)	140–141		
2	W&P: <b>Transactional text – poster p. 72</b>	279	Act. 2 (60 min)	141, 34		
3	L&S: <b>Comprehension news p. 73</b>	279–280	Act. 3 (60 min)	141–142, 165		
4	LSC: <b>Questions and prompts p. 73</b>	281–282	Act. 4 (40 min)	142–143	Continue reading literature setwork (20 min)	
5	W&P: <b>Diary entries – focus on process writing p. 73</b>	282–284	Act. 5 (60 min)	143, 33		

**Note 1:** On Days 3 and 4 use Act. 9 to prepare and hold a debate for **FAT Oral – debate**.

**Extra resources:** Literature setwork. CR poetry: *One day p. 63*.

<b>SUCCESSFUL ENGLISH Week 4 Unit 16 Theme: Technology at its best and worse continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	R&V: <b>Poetry p. 73</b>	285–288	Act. 6 (60 min)	143–145		
2	LSC: <b>Reinforcement of LSC covered previously – definite and indefinite nouns, collective nouns p. 73</b>	288–289 289	Act. 7 (30 min) Act. 8 (30 min)	145 145		
3	L&S: <b>Debate p. 73</b>	289–292	Begin <b>FAT</b> (prepare for a debate) Act. 9 (60 min)	145–146		
4	L&S: <b>Debate p. 73</b>	289–292	Complete <b>FAT</b> (conduct a debate) Act. 9 (60 min)	145–146		
5	W&P: <b>Summary p. 73</b> R&V: <b>Literary text p. 73</b>	292	Act. 10 (40 min)	147	Continue reading and discussing literature setwork or CR poetry: <i>One day p. 63</i> (20 min)	

**Extra resources:** CD and text for listening comprehension TG p. 165. Rubric for descriptive essay TG p. 33.

<b>SUCCESSFUL ENGLISH Week 5 Unit 17 Theme: The art of communication</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: <b>Listening comprehension p. 74</b>	294–295	Act. 1 (60 min)	149, 165		
2	R&V: <b>Poetry p. 74</b>	295–298	Act. 2 (60 min)	149–151		
3	LSC: <b>Punctuation, auxiliary verbs p. 74</b>	298–299 300–301	Act. 3 (30 min) Act. 4 (30 min)	151 151–152		
4	W&P: <b>Revision – descriptive essay p. 74</b>	301–304	Act. 5 – planning and drafting (60 min)	152–153, 33		
5	W&P: <b>Revision – descriptive essay p. 74</b> R&V: <b>Literary text p. 74</b>	301–304	Act. 5 – revising and editing (30 min)	152–153, 33	Continue reading literature setwork (30 min)	

**Note 1:** On Days 3 and 4 you can use Act. 9 for **FAT Oral – prepared speech**.

**Extra resources:** Examples of advertisements from magazines for Act. 7. Literature setwork. Rubric for prepared speech TG p. 32.

<b>SUCCESSFUL ENGLISH Week 6 Unit 17 Theme: The art of communication continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	LSC: <b>Emotive and manipulative language p. 74</b>	304–306	Act. 6 & Act. 7 (60 min)	153		
2	R&V: <b>Folklore p. 74</b>	306–308	Act. 8 (60 min)	153–155		L&S: Prepare a speech LB p. 309
3	L&S: <b>Prepared speech p. 74</b>	309–310	Begin <b>FAT</b> Act. 9 (60 min)	155, 32		
4	L&S: <b>Prepared speech p. 74</b>	309–310	Complete <b>FAT</b> Act. 9 (60 min)	155, 32		
5	R&V: <b>Literary text p. 74</b>				Read and discuss literature setwork (60 min)	

**SUCCESSFUL ENGLISH Week 7 Unit 18 Theme: Look back, look ahead**

Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	R&V: <b>Reading comprehension p. 75</b>	312–315	Act. 1 (60 min)	157		
2	LSC: <b>Reinforcement of LSC covered previously – dictionary work p. 75</b>	316–317	Act. 2 (60 min)	157–158		
3	R&V: <b>Poetry p. 75</b>	317–319	Act. 3 & 4 (60 min)	158–159		
4	L&S: <b>Discussion p. 75</b>	319–320	Act. 5 (45 min)	159	Read and discuss literature setwork (15 min)	
5	W&P: <b>Revision – transactional texts p. 75</b>	320–322	Act. 6 (40 min)	159–160	Read and discuss literature setwork (20 min)	

**Extra resources:** Rubrics for essay and transactional writing TG pp. 33–34. Literature setwork.

**SUCCESSFUL ENGLISH Week 8 Revision and Task 13: Writing – Transactional text and essay – Plan your week**

Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1						
2						
3						
4						
5						

**SUCCESSFUL ENGLISH Week 9 End-of-year examinations**

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

**Note 1:** There are useful notes on teaching literature on pp. 167–176 of the TG.

**Note 2:** On Day 2 you must use Act. A-3 for **FAT Oral – unprepared speech** (introducing a speaker). When learners have been assessed for their reading, they should read the poem and answer the questions on pp. 53–55 of the CR.

**Extra resources:** Tests done at the end of Term 3 for review and feedback. Rubric for **FAT Oral – prepared speech** TG p. 129. Literature setwork. CR poetry: *There was a naughty boy* pp. 53–55

TOP CLASS Week 1 Unit 15 Theme: Found!						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: <b>Unprepared speech p. 72</b>	184–185	Review tests done at the end of Term 3 (30 min) Begin <b>FAT</b> Act. A 1–2 (30 min)	128–129		
2	L&S: <b>Unprepared speech p. 72</b>	184–185	Conduct <b>FAT</b> Act. A 3 (60 min)	128–129		L&S: Act. B Prepare a passage from literature setwork or CR for FAT LB p. 185, TG p. 129
3	L&S: <b>Reading aloud p. 72</b> R&V: <b>Literary text p. 72</b>	185	Act. B (30 min)	129	Introduce the literature setwork (30 min)	R&V: Continue reading literature setwork
4	L&S: <b>Reading aloud p. 72</b> R&V: <b>Literary text p. 72</b>	186–187	Act. C (60 min)	129–130		R&V: Continue reading literature setwork
5	LSC: <b>Complex nouns, comparative adjectives p. 72</b>	187–188	Act. D & E (30 min)	130–131	CR poetry: <i>There was a naughty boy</i> pp. 53–55 (30 min)	R&V: Continue reading literature setwork

**Extra resources:** Literature setwork. Rubric for transactional writing TG p. 166.

TOP CLASS Week 2 Unit 15 Theme: Found! continued						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	LSC: <b>Prepositions p. 72</b> R&V: <b>Comprehension p. 72</b>	188 189–190	Act. F (30 min) Act. G (30 min)	131 131–132		R&V: Continue reading literature setwork
2	W&P: <b>Transactional writing – giving directions, focus on process p. 72</b>	190–191	Act. H (60 min)	132, 166		R&V: Continue reading literature setwork
3	LSC: <b>Simple, complex and compound sentences, adverbs p. 72</b>	191–192 192	Act. I (40 min) Act. J (20 min)	133 133		R&V: Continue reading literature setwork
4	LSC: <b>Adverbial and adjectival clauses, literal and figurative meaning p. 72</b>	192–193 193	Act. K (30 min) Act. L (10 min)	133–134 134	Continue reading and discussing literature setwork (20 min)	R&V: Continue reading literature setwork
5	LSC: <b>Punctuation, comparative and superlative adjectives p. 72</b> R&V: <b>Literary text p. 72</b>	193 194	Act. M (35 min) Act. N (10 min)	134 134	Continue reading and discussing literature setwork (15 min)	R&V: Continue reading literature setwork

**Note 1:** On Day 3 you can use Act. E for **FAT Oral – group discussion.**

**Extra resources:** Literature setwork.

<b>TOP CLASS Week 3 Unit 16 Theme: Blessing the seeds</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: <b>Listening comprehension – TV news p. 73</b>	195–197	Act. A & B	135–137		
2	LSC: <b>Figurative language, prompts, reported and direct speech p. 73</b>	197	Act. C (40 min)	137	Read and discuss literature setwork (20 min)	R&V: Continue reading literature setwork
3	L&S: <b>Group discussion p. 73</b>	198 198–199	Act. D (15 min) <b>FAT</b> Act. E (45 min)	137 138		R&V: Continue reading literature setwork
4	R&V: <b>Email p. 73</b>	199–201	Act. F & G (60 min)	138–139		R&V: Continue reading literature setwork
5	R&V: <b>Poetry p. 73</b>	202–203	Act. H (60 min)	139		R&V: Continue reading literature setwork

**Extra resources:** CR short story: *Catalogue cats* pp. 56–61. Literature setwork. Rubric for transactional writing TG p. 166.

<b>TOP CLASS Week 4 Unit 16 Theme: Blessing the seeds continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	R&V: <b>Literary text – short story p. 73</b>			140	CR short story: <i>Catalogue cats</i> pp. 56–61 (60 min)	R&V: Continue reading literature setwork
2	W&P: <b>Transactional text – email p. 73</b>	203–204	Act. I (40 min)	140, 166	Read and discuss literature setwork (20 min)	R&V: Continue reading literature setwork
3	LSC: <b>Subject-verb agreement, indefinite pronouns and demonstrative pronouns p. 73</b>	204–205 205–206	Act. J (20 min) Act. K & L (40 min)	140–141 141		R&V: Continue reading literature setwork
4	LSC: <b>Collective nouns, punctuation, indefinite pronouns p. 73</b>	206	Act. M, N & O (60 min)	142		R&V: Continue reading literature setwork
5	R&V: <b>Literary text p. 73</b>				Read and discuss literature setwork (60 min)	R&V: Continue reading literature setwork

**Note 1:** On Day 2 use Act. B and C for learners to prepare their speeches for **FAT Oral – prepared speech**. Assess them on Day 3.

**Note 2:** When learners have delivered their speeches, allow them to continue reading their literature network.

**Extra resources:** Literature network.

<b>TOP CLASS Week 5 Unit 17 Theme: Seeing clearly</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: <b>Listening comprehension p. 74</b> R&V: <b>Literary text – youth novel p. 74</b>	207–208	Act. A (40 min)	143–144	Read and discuss literature network (20 min)	R&V: Continue reading literature network
2	L&S: <b>Prepared speech p. 74</b>	208–209	Preparation for <b>FAT</b> Act. B & C (60 min)	144–145		L&S: Practise your speech
3	L&S: <b>Prepared speech p. 74</b> R&V: <b>Literary text – youth novel p. 74</b>	208–209	<b>FAT</b> Prepared speech (60 min)	144–145	Continue reading literature network	
4	L&S: <b>Listening comprehension and discussion p. 74</b> R&V: <b>Literary text – youth novel p. 74</b>	209–210	Act. D (40 min)	145–146	Read and discuss literature network (20 min)	
5	R&V: <b>Literary text – youth novel p. 74</b>	210–213	Act. E & F (60 min)	146–147		

**Extra resources:** Literature network. CR poetry: *My black skin* p. 63.

<b>TOP CLASS Week 6 Unit 17 Theme: Seeing clearly continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	R&V: <b>Poetry p. 74</b>	213–215	Act. G (60 min)	147–148		
2	W&P: <b>Revision and preparation for exams – narrative essay p. 74</b>	215–216	Begin Act. H – Planning and drafting (60 min)	148		
3	W&P: <b>Revision and preparation for exams – narrative essay p. 74</b> R&V: <b>Literary text p. 74</b>	215–216	Complete Act. H – Revising and editing (40 min)	148	Continue reading and discussing literature network (20 min)	
4	LSC: <b>Finite verbs and auxiliary verbs p. 74</b>	216	Act. I (60 min)	148		
5	LSC: <b>Punctuation, auxiliary verbs p. 74</b> R&V: <b>Literary text – poetry p. 74</b>	216–217	Act. J & K (40 min)	149	CR poetry: <i>My black skin</i> p. 63 (20 min)	

**Note 1:** On Day 3 you may use Act. C for **FAT Oral – prepared speech**. When learners have been assessed, they should continue reading their literature setwork.

**Note 2:** Use Act. D 1–6 to discuss and finalise work on literature setwork.

**Extra resources:** Suitable passages for *Reading aloud* in Act. B. CR short story: *Mountain girl* p. 64.

<b>TOP CLASS Week 7 Unit 18 Theme: Revision for exams</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: <b>Listening comprehension p. 75</b>	218–219	Act. A (40 min)	150–151	CR short story: <i>Mountain girl</i> p. 64 TG p. 153 (20 min)	R&V: Continue reading literature setwork
2	L&S: <b>Prepared reading p. 75</b>	219	Act. B (60 min)	152		R&V: Continue reading literature setwork
3	L&S: <b>Prepared speech p. 75</b>	219–220	<b>FAT</b> Act. C (60 min)	152		R&V: Continue reading literature setwork
4	R&V: <b>Literary text – novel p. 75</b>	220–223	Act. D (60 min)	152	Complete reading and discussing literature setwork (60 min)	LSC: Act. J LB p. 225 TG p. 155
5	R&V: <b>Literary text – novel p. 75</b>	221–223	Act. E (40 min) Review homework (20 min)	152		

<b>TOP CLASS Week 8 Revision and Task 13: Writing – Transactional text and essay – Plan your week</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1						
2						
3						
4						
5						

**TOP CLASS Week 9 End-of-year examinations**

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

**Note 1:** On Day 5 you can use Act. 6 for **FAT Oral – unprepared speech**. When learners have been assessed, allow them to continue reading the literature setwork.

**Extra resources:** Tests done at the end of Term 3 for review and feedback. Literature setwork. Rubric for **Oral – unprepared speech** TG p. 256. Rubric for transactional text TG p. 260. Rubric for **FAT Oral – prepared reading** TG p. 258.

VIA AFRIKA Week 1 Unit 16 Theme: Musicians						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: <b>Reading aloud p. 72</b>	176–177	Review tests done at the end of Term 3 (30 min) Act. 1 (30 min)	210, 258		
2	R&V: <b>Literary text – short story p. 72</b>	177–180	Act. 2 & 3 (60 min)	211–212		
3	W&P: <b>Transactional text – informal letter p. 72</b>	180–182	Act. 4 (60 min)	212, 260		
4	LSC: <b>Revision – clauses p. 72</b> R&V: <b>Literary text p. 72</b>	182	Act. 5 (30 min)	213	Introduce literature setwork (30 min)	R&V: Continue reading literature setwork
5	L&S: <b>Unprepared speech – introducing a speaker p. 72</b> R&V: <b>Literary text p. 72</b>	183	<b>FAT</b> Act. 6 (60 min)	214, 256	Continue reading literatures setwork	R&V: Continue reading literature setwork

**Extra resources:** Literature setwork. CR poetry: *At the theatre* p. 58.

VIA AFRIKA Week 2 Unit 16 Theme: Musicians continued						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	R&V: <b>Reading comprehension p. 72</b>	184	Act. 7 (60 min)	214–215		R&V: Continue reading literature setwork
2	W&P: <b>Transactional – giving directions p. 72</b>	185	Act. 8 (60 min)	215		R&V: Continue reading literature setwork
3	W&P: <b>Transactional – interview p. 72</b>	185	Act. 9 (60 min)	215–216		R&V: Continue reading literature setwork
4	LSC: <b>Complex nouns, prepositions, punctuation p. 72</b> R&V: <b>Literary text p. 72</b>	186	Act. 10 (40 min)	216	Continue reading and discussing literature setwork (20 min)	R&V: Continue reading literature setwork
5	R&V: <b>Literary text p. 72</b> R&V: <b>Poetry p. 73</b>			217	Continue reading and discussing literature setwork and CR poetry: <i>At the theatre</i> p. 58 (60 min)	R&V: Continue reading literature setwork

**Note 1:** On Day 4 you can use Act. 5 for **FAT Oral – group discussion**.

**Extra resources:** Literature setwork. Rubric for group discussion TG p. 256. CD for listening comprehension. Rubric for transactional text – email TG p. 260.

<b>VIA AFRIKA Week 3 Unit: 17 Theme: Being connected</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: <b>Listening comprehension p. 73</b>	187–188	Act. 1	221–223		R&V: Continue reading literature setwork
2	R&V: <b>Email p. 73</b> W&P: <b>Transactional text – email p. 73</b>	188–189 190	Act. 2 (40 min) Act. 3 (20 min)	223, 260 224, 260		W&P: Complete Act. 3
3	LSC: <b>Pronouns – interrogative, demonstrative, punctuation p. 73</b> R&V: <b>Literary text p. 72</b>	191	Act. 4 (40 min)	224–225	Continue reading and discussing literature setwork (20 min)	R&V: Continue reading literature setwork
4	L&S: <b>Group discussion p. 73</b>	191–192	<b>FAT</b> Act. 5 (60 min)	225, 256		R&V: Continue reading literature setwork
5	R&V: <b>Poetry p. 73</b>	192–194	Act. 6 (60 min)	226		R&V: Continue reading literature setwork

**Extra resources:** CR poetry: *When old folks laugh* p. 61. Literature setwork. Rubric for transactional text – email TG p. 260.

<b>VIA AFRIKA Week 4 Unit 17 Theme: Being connected continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	W&P: <b>Transactional text – email p. 73</b>	194	Act. 7 (60 min)	227, 260		
2	LSC: <b>Indefinite and collective nouns p. 73</b> R&V: <b>Literary text p. 72</b>	194–195	Act. 8 (30 min)	227–228	Continue reading and discussing literature setwork (30 min)	R&V: Continue reading literature setwork
3	LSC: <b>Prefixes and suffixes, finite verbs p. 73</b>	196 196	Act. 9 (30 min) Act. 10 (30 min)	228 228–229		R&V: Continue reading literature setwork
4	LSC: <b>Comparative adjectives p. 73</b> R&V: <b>Poetry p. 73</b>	196	Act. 11 (15 min)	229–230	CR poetry: <i>When old folks laugh</i> p. 61 (45 min)	R&V: Continue reading literature setwork
5	R&V: <b>Literary text p. 72</b>				Continue reading and discussing literature setwork (60 min)	R&V: Continue reading literature setwork

**Note 1:** On Day 5 conduct **FAT Oral – prepared speech**.

**Extra resources:** Literature setwork. Rubric for narrative essay TG p. 259. Rubric for prepared speech TG p. 256.

<b>VIA AFRIKA Week 5 Unit 18 Theme: Overcoming adversity</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: <b>Listening comprehension p. 74</b>	197–198	Act. 1 (60 min)	234–235		R&V: Continue reading literature setwork
2	R&V: <b>Folklore p. 74</b>	199–200	Act. 2 (60 min)	235–236		R&V: Continue reading literature setwork
3	W&P: <b>Revision – narrative essay p. 74</b>	200–201	Begin Act. 3 – Planning and drafting (60 min)	236, 259		L&S: Prepared speech for FAT LB p. 202
4	W&P: <b>Revision – narrative essay p. 74</b> LSC: <b>Punctuation p. 74</b> R&V: <b>Literary text p. 74</b>	201	Act. 4 (30 min)	237 237	Continue reading and discussing literature setwork	L&S: Prepared speech for FAT LB p. 202
5	L&S: <b>Prepared speech p. 74</b>	202	<b>FAT</b> Prepared speech (60 min)	237–238, 256		R&V: Continue reading literature setwork

**Extra resources:** CR short story: *Thank you, ma'am* pp. 47–52. Rubric for narrative essay TG p. 259.

<b>VIA AFRIKA Week 6 Unit 18 Theme: Overcoming adversity continued</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	R&V: <b>Poetry p. 75</b>	203–204	Act. 5 (60 min)	238–240		R&V: Continue reading literature setwork
2	W&P: <b>Revision – narrative essay p. 74</b>	204 200–201	Act. 6 Complete essay in Act. 3 – revising and editing (60 min)	240–241, 259 236		R&V: Continue reading literature setwork
3	LSC: <b>Auxiliary and finite verbs p. 74</b> R&V: <b>Literary text p. 74</b>	205	Act. 7 (30 min)	241	Continue reading and discussing literature setwork (30 min)	R&V: Continue reading literature setwork
4	R&V: <b>Short story p. 74</b>			242–243	Begin CR short story: <i>Thank you, ma'am</i> pp. 47–52 (60 min)	R&V: Continue reading literature setwork
5	R&V: <b>Short story p. 74</b>			242–243	Complete CR short story: <i>Thank you, ma'am</i> pp. 47–52 (60 min)	R&V: Continue reading literature setwork

**Note 1:** Note that the times are different to the suggestions in the TG because many activities have to be completed and much revision has to be done this week.

**Extra resources:** CD for listening comprehension. Rubric for prepared reading TG p. 258.

<b>VIA AFRIKA Week 7 Unit 19 Theme: Revision</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	L&S: <b>Listening comprehension p. 75</b>	207–208	Act. 1 (60 min)	246–247		R&V: Continue reading literature setwork
2	R&V: <b>Prepared reading p. 75</b>	208	Act. 2 (60 min)	246–247, 258		R&V: Continue reading literature setwork
3	R&V: <b>Reading comprehension – summarise a text p. 75</b>	209–210	Act. 3 (60 min)	247		R&V: Continue reading literature setwork
4	R&V: <b>Reading comprehension p. 75</b>	210–212	Act. 4 (40 min)	247–248	Complete reading and discussing literature setwork (20 min)	R&V: Continue reading literature setwork
5	W&P: <b>Revision – transactional letter and email p. 75</b>	212–213	Act. 5 & 6 (60 min)	248–249		R&V: Continue reading literature setwork

**Note 1:** On Day 2 you can use Act. 9 for **FAT Oral – prepared speech**. When learners have been assessed, they should complete Act. 12 and 13.

**Extra resources:** Rubric for prepared speech TG p. 257. Rubric for prepared reading TG p. 258.

<b>VIA AFRIKA Week 8 Revision and Task 13: Writing – Transactional text and essay – Plan your week</b>						
Day	CAPS content and activities	LB pp.	LB act.	TG pp.	CR/ literature text	Homework
1	LSC					Prepare a speech for FAT LB pp. 215–216
2	L&S: <b>Prepared speech p. 75</b>	216	<b>FAT</b> Act. 9 (60 min)	250, 257		Complete Act. 12 & 13
3	LSC: <b>Reflexive pronouns, punctuation p. 75</b> R&V: <b>Poetry p. 75</b>	218–219 219–220	Act. 11 (40 min) Review Act. 12 & 13 (20 min)	251 251–252		
4	L&S: <b>Prepared speaking</b>	222	<b>FAT</b> Paper 1 Oral (60 min)	253		
5						

### **VIA AFRIKA Week 9 End-of-year examinations**

### 3. Assessment programmes in the CAPS

#### 3.1 Term 3: Assessment programme in the amended Section 4 of the CAPS

Task no. and focus	Task	Marks	Weighting %	Notes
9. Oral listening and speaking	Oral presentation of project	20	4	
10. Literature (contextual)	Test: Poem (10 marks) Drama/short stories (10 marks) Folklore/novel (10 marks)	30	3.3	
11. Creative writing	Project based on any ONE of the literature genres studied: Story/play script/novelette/poem/song/documentary	50	2.2	Done over a period of time There must be a variation of genres across the grades
<b>Total mark</b>		<b>100</b>		

#### 3.2 Term 4: Assessment programme in the amended Section 4 of the CAPS

Task no. and focus	Task	Marks	Weighting %	Notes
12. Oral reading/listening and speaking (Paper 1)	Listening comprehension/ debate/conversation/prepared or unprepared speech/group discussion NB: It cannot be the same task as in Term 2	20	18	Assessed during term, but part of the exam mark
13. Writing (Paper 3) 1 hr 30 min	Q1: Transactional text (two short or one long) newspaper article/ questionnaire/forms/ directions/instructions (10 marks) Q2: Narrative/descriptive/ argumentative essay (30 marks) NB: Text and essay type must vary across terms and grades	40	16	Written before the exams  Six paragraphs
14. Comprehension and language (Paper 2) 2 hrs 30 min	Q1: Literary/non-literary text (20 marks) Q2: Visual text (10 marks) Q3: Summary writing (10 marks) Q4: Language structures and conventions in context (20 marks)	60	26	End-of-year examination
<b>Total exam mark</b>		<b>120</b>	<b>60%</b>	

#### 4. Some possible formal assessment tasks in the LTSMs

##### Term 4: Recommendations for formal assessment tasks in the LTSMs

LTSM	Task 12 Oral	Tasks 13 and 14
	Choose one of listening comprehension/debate/conversation/ prepared or unprepared speech/ group discussion not assessed formally in Term 2	<b>Paper 2: Comprehension, language and literature (2 hrs)</b> <b>Paper 3: Writing: 1 essay and 1 transactional text (1 hr)</b> <b>Note: The papers listed below cannot be used for formal assessment; select questions from them for revision/ practice</b>
<b>Clever English</b> <b>First Additional Language</b>	<b>Week 5:</b> Prepared speech; Act. 3; LB pp. 229–230; TG pp. 210, 253 <b>Week 7:</b> Prepared speech; Act. 5; LB p. 245; TG pp. 223, 253	Exemplar 1: Paper 2; TG pp. 235–238 Memo Exemplar 1: Paper 2; TG pp. 240–241 Exemplar 1: Paper 3; TG p. 239 Memo Exemplar 1: Paper 3; TG p. 241 Exemplar 2: Paper 2; TG pp. 242–246 Memo Exemplar 2: Paper 2; TG pp. 248–249 Exemplar 2: Paper 3; TG pp. 246–247 Memo Exemplar 2: Paper 3; TG p. 249
<b>English Today</b> <b>First Additional Language</b>	<b>Week 4:</b> Group discussion; Unit 4 Act. 8; LB pp. 206–207; TG pp. 125–126 <b>Week 6:</b> Prepared speech; Unit 5 Act. 11; LB pp. 218–219; TG pp. 134, 189	Practice exemplar: Paper 2; LB pp. 236–239 Memo Practice exemplar: Paper 2; TG pp. 167–168 Practice exemplar: Paper 3; LB p. 240 Memo Practice exemplar: Paper 3; TG pp. 169, 186, 187 Final exemplar: Paper 2; TG pp. 178–182 Memo Final exemplar: Paper 2; TG pp. 184–185 Final exemplar: Paper 3; TG p. 183 Memo Final exemplar: Paper 3; TG pp. 185, 186, 187
<b>Interactive English</b> <b>First Additional Language</b>	<b>Week 1:</b> Unprepared speech; Act. 1C; LB pp. 228–230; TG pp. 159–160, xxvii <b>Week 3:</b> Group discussion; Act. 2; LB pp. 245–247, 278; TG pp. 171, xxvii <b>Week 5:</b> Prepared speech; Act. 2; LB pp. 258, 278; TG pp. 182, xxvii <b>Week 7:</b> Prepared speech; Act. 1.3; LB pp. 269, 278; TG pp. 192, xxvii	Practice Papers 2 & 3; LB after p. 278 and TG after p. 197
<b>Platinum English</b> <b>First Additional Language</b>	<b>Week 2:</b> Unprepared speech; Act. 9; LB p. 215; TG pp. 150–151, xxxiii <b>Week 3:</b> Group discussion; Act. 3; LB p. 219; TG pp. 155, xxxiii Group discussion; Act. 6; LB p. 226; TG pp. 158, xxxiii <b>Week 5:</b> Prepared speech; Act. 3; LB pp. 235–236; TG pp. 165, xxxiii <b>Week 7:</b> Prepared speech; Act. 2; LB p. 246; TG pp. 173, xxxiii	Practice Paper 2; LB pp. 260–262 Memo: Practice Paper 2; TG p. 180 Practice Paper 3; LB pp. 262–263 Memo: Practice Paper 3; TG pp. 181, xxix, xxx, xxxi Final exemplar Papers 2 & 3; TG pp. 189–192 Memo: Final exemplar Papers 2 & 3; TG pp. 193–195, xxix, xxx, xxxi

LTSM	Task 12 Oral	Tasks 13 and 14
	Choose one of listening comprehension/debate/conversation/prepared or unprepared speech/group discussion not assessed formally in Term 2	<b>Paper 2: Comprehension, language and literature (2 hrs)</b> <b>Paper 3: Writing: 1 essay and 1 transactional text (1 hr)</b> <b>Note: The papers listed below cannot be used for formal assessment; select questions from them for revision/practice</b>
<b>Spot On English First Additional Language</b>	<b>Week 1:</b> Unprepared speech; Unit 1 Act. 1.3; LB p. 175; TG pp. 240–241 <b>Week 6:</b> Prepared speech; Unit 6 Act. 6.1; LB p. 205; TG p. 267	Practice Paper 2; LB pp. 218–221 Memo: Practice Paper 2; TG pp. 279–280 Final Paper 2; TG pp. 281–285 Memo: Final Paper 2; TG pp. 286–287 Final Paper 3; TG pp. 288–290 Rubrics; TG pp. 291–292
<b>Successful English First Additional Language</b>	<b>Week 1:</b> Unprepared speech; Act. 1; LB pp. 258–259; TG pp. 132–133 <b>Week 4:</b> Debate; Act. 9; LB pp. 289–291; TG pp. 145–146 <b>Week 6:</b> Prepared speech; Act. 9; LB pp. 309–310; TG pp. 155, 32	Practice Paper 2; LB pp. 328–336 Memo: Practice Paper 2; TG pp. 180–181 Practice Paper 3; LB pp. 337–342 Memo: Practice Paper 3; TG pp. 182–183 Final Paper 2; TG pp. 194–197 Memo: Final Paper 2; TG pp. 198–199 Final Paper 3; TG pp. 200–201 Memo: Final Paper 3; TG pp. 202–203
<b>Top Class English First Additional Language</b>	<b>Week 1:</b> Unprepared speech; Act. A; LB pp. 184–185; TG pp. 128–129 <b>Week 3:</b> Group discussion; Act. E; LB pp. 198–199; TG p. 138 <b>Week 5:</b> Prepared speech; Act. B & C; LB pp. 208–209; TG p. 144–145 <b>Week 7:</b> Prepared speech; Act. C; LB pp. 219–220; TG p. 152	Practice Paper 2; LB pp. 228–231 Memo: Practice Paper 2; TG pp. 161–162 Practice Paper 3; LB pp. 232–233 Memo: Practice Paper 3; TG pp. 165–166
<b>Via Afrika English First Additional Language</b>	<b>Week 1:</b> Unprepared speech; Act. 6; LB p. 183; TG pp. 214, 256 <b>Week 3:</b> Group discussion; Act. 5; LB pp. 191–192; TG pp. 225, 256 <b>Week 5:</b> Prepared speech; LB p. 202; TG pp. 237–238, 256 <b>Week 8:</b> Prepared speech; LB p. 216; TG pp. 250, 256	Practice Paper 1; LB p. 222; TG p. 253 Practice Paper 2; LB pp. 223–225 Memo: Practice Paper 2; TG p. 254 Practice Paper 3; LB p. 225 Memo: Practice Paper 3; TG p. 255

## 5. Information about cognitive levels

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

In the English First Additional Language Grades 7–9 CAPS (pp. 121–122) there is very useful information about cognitive levels and the kinds of questions that ‘match’ each level. Notice that the percentage of questions in an examination paper is specified for each level, although it is not always possible to follow this exactly as you will see from the example examination papers below. The information from the CAPS is reproduced, in a slightly adapted form, in the table below. You may find it useful as a guide when you are setting questions. **Note:** The weightings are as given in the amended Section 4 of the CAPS.

**Table 1: COGNITIVE LEVELS AND QUESTION TYPES**

COGNITIVE LEVEL	ACTIVITY	PERCENTAGE OF TASK
<b>Literal (Level 1)</b>	<p>Questions that deal with information explicitly stated in the text. The following are examples:</p> <ul style="list-style-type: none"> <li>• Name the things/people/places/elements ...</li> <li>• State the facts/reasons/points/ideas ...</li> <li>• Identify the reasons/persons/causes ...</li> <li>• List the points/facts/names/reasons ...</li> <li>• Describe the place/person/character ...</li> <li>• Relate the incident/episode/experience ...</li> </ul>	<b>Level 1: 20%</b>
<b>Reorganisation (Level 2)</b>	<p>Questions that require analysis, synthesis or organisation of information explicitly stated in the text. The following are examples:</p> <ul style="list-style-type: none"> <li>• Summarize the main points/ideas/pros/cons ...</li> <li>• Group the common elements/factors ...</li> <li>• State the similarities/differences ...</li> <li>• Give an outline of ...</li> </ul>	<b>Level 2: 20%</b>
<b>Inference (Level 3)</b>	<p>Questions that require a candidates to use their personal experience/general knowledge to engage with information stated in a text. In other words, not all the information that a candidate needs is in the text itself. The following are examples:</p> <ul style="list-style-type: none"> <li>• Suggest why X (a character in a story) acted in this way.</li> <li>• What is the likely outcome of X's actions?</li> <li>• What do X's comments reveal about her attitude to ...?</li> <li>• Is the situation described in the text similar to or different from what people experience in South Africa?</li> </ul>	<b>Level 3: 40%</b>
<b>Evaluation (Level 4)</b>	<p>These questions deal with judgements concerning value and worth. These include judgements regarding reality, credibility, facts and opinions, validity, logic and reasoning, and issues such as the desirability and acceptability of decisions and actions in terms of moral values. The following are a few of many possible examples:</p> <ul style="list-style-type: none"> <li>• Do you think that what happens is realistic/likely/possible?</li> <li>• Is the character's attitude/behaviour/action justifiable or acceptable to you? Give reasons for your answer.</li> <li>• Is the writer justified in suggesting that ...? Give a reason for your answer.</li> <li>• Does the writer provide a coherent argument to support her views?</li> <li>• Through her choice of words what does the writer want you to believe/do? Are you persuaded by these words? Give a reason for your answer.</li> </ul>	<b>Levels 4 &amp; 5: 20%</b>
<b>Appreciation (Level 5)</b>	<p>These questions focus on a candidate's personal response (including emotional and aesthetic responses) to a text. The following are a few of many possible examples:</p> <ul style="list-style-type: none"> <li>• Discuss/comment on the writer's use of language/imagery/metaphors ...</li> <li>• Discuss your response to the incident/situation/conflict/dilemma ...</li> <li>• Do you empathise with character X? What action/decision would you have taken if you had been in the same situation?</li> </ul>	

**Note 1:** In Resource 11 in Section C there is information on the cognitive levels of the various reading comprehension questions.

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

## 6. Practice questions: Set 1: Reading comprehension and language in context

Read the passage below and then answer the questions that follow.

### The Grand Canyon

- 1 The Grand Canyon is a large river canyon in Arizona. It is over 354 kilometres long and over two kilometres deep in some places. Its widest point is 29 kilometres wide. The canyon is considered one of the Seven Natural Wonders of the World.
- 2 Over millions of years, the Colorado River wore away rocks as it passed through the area. Slowly, the river made the path deeper and deeper. Now, the canyon is surrounded by steep walls on either side, while the river continues to flow at the bottom of the canyon. Besides its large size, the Grand Canyon is also known for its magnificent colors.
- 3 The canyon is made of layers of rock, and each layer of rock has a different depth and color. Geologists have identified almost 40 different layers of rock exposed by the river's erosion. The climate in canyon area is primarily desert, with both high and low temperatures. The upper rims of the canyon often receive snowfall. The air quality is usually very high, although dust storms and smoke from fires can change the air.
- 4 The Grand Canyon is home to variety of plants and animals. Plants range from various species of cactus to pine forests. Many types of animals live in the area, including the bald eagle, bobcats, bats and gila monsters. Six different kinds of rattlesnakes have been identified in the area.
- 5 Native Americans have inhabited the area for around 3,000 years. Spanish conquistadors first explored the area in 1540. Later, Spanish priests and explorers returned in 1776. However, they did not stay, as they found the canyon impassable.
- 6 Arizona became part of the United States in 1848, and the first geological studies were completed on the Grand Canyon in 1856. Today, the canyon is part of the Grand Canyon National Park. About five million tourists visit the park each year.

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#### Glossary:

<b>Canyon (para.1)</b>	A deep valley with straight sides
<b>Primarily (para. 3)</b>	Mainly
<b>Bobcat (para. 4)</b>	North American mammal from the cat family
<b>Gila monster (para. 4)</b>	Poisonous type of lizard
<b>Conquistadores (para. 5)</b>	People who conquer other lands

### Reading comprehension

16 marks

1. What is the main purpose of the passage? 3
2. What caused the canyon? 1
3. How would you explain the meaning of the *Seven Natural Wonders of the World?* (para. 1) 3
4. Name three features of the canyon that would attract visitors to the Grand Canyon. 3
5. Why would you want to visit the Grand Canyon? 2
6. If you did plan to visit the Grand Canyon, to which country would you have to travel? 1
7. In which century did the Spanish first visit the area? 1
8. Why do you think so many tourists visit the park each year? 2

**Total 16**

**Language use****14 marks**

1. Give a reason why *Seven Natural Wonders of the World* is spelt with capitals. (para. 1) 1
2. Complete this sentence from the options: "Geologists are..." Write the letter only.
  - A Scientists who study the physical properties of the earth.
  - B Scientists who study plants and animals.
  - C Scientists who study numbers. 1
3. 3.1 *Slowly, the river made the path deeper and deeper.* (para. 2)  
In this sentence, what part of speech is deeper? Write the word only.
  - 3.1.1 Verb
  - 3.1.2 Superlative adjective
  - 3.1.3 Comparative adjective
  - 3.1.4 Adverb ½
- 3.2 *The air quality is usually very high.* (para. 3)  
In this sentence, what part of speech is the word usually? Write the word only.
  - 3.2.1 Adverb
  - 3.2.2 Adjective
  - 3.2.3 Conjunction
  - 3.2.4 Pronoun ½
4. Change the spelling of the underlined word in the sentence from American English spelling to South African English spelling.  
*Besides its large size, the Grand Canyon is also known for its magnificent colors.* 1
5. Change the following sentence into indirect speech.  
*"I am going to visit the Grand Canyon," said John.* 3
6. Change the following sentence into the passive voice.  
*Native Americans have inhabited the area for around 3,000 years.* 3
7. Supply a synonym for the underlined word in the following sentence.  
The climate in canyon area is primarily desert. 1
8. Read the following section from the passage, and then identify the words that show chronological order. Write the words only.  
*Spanish conquistadors first explored the area in 1540. Later, Spanish priests and explorers returned in 1776. However, they did not stay, as they found the canyon impassable.* 2
9. Join the following sentences to make one sentence.  
*The Grand Canyon is home to variety of plants. Plants range from various species of cactus to pine forests.* 1

**Total 14**

## 7. Memorandum for Set 1

### Reading comprehension

16 marks

1. **What is the main purpose of the passage?**

The passage aims to give general information about the geography, history and the importance of the Grand Canyon today.

3

2. **What caused the canyon?**

The river has worn away the rocks over many years.

1

3. **How would you explain the meaning of *the Seven Natural Wonders of the World*? (para. 1)**

Own answer or A natural wonder is an amazing feat of nature or an unusual rare spectacle.

3

4. **Name three features of the canyon that would attract visitors to the Grand Canyon.**

Learners must name at least three of the following features:

The geological features/colours/many species of animals/many species of plants.

3

5. **Why would you want to visit the Grand Canyon?**

Own answer

2

6. **If you did plan to visit the Grand Canyon, to which country would you have to travel?**

The United States of America.

1

7. **In which century did the Spanish first visit the area?**

16th century

1

8. **Why do you think so many tourists visit the park each year?**

They want to see this incredible area with its spectacular geographical features and its many plants and animals.

2

**Total 16**

### Language use

14 marks

1. Give a reason why *Seven Natural Wonders of the World* is spelt with capitals. (para. 1)

**Seven Natural Wonders of the World is a proper noun.**

1

2. Complete this sentence from the options: "Geologists are..."

**A Scientists who study the physical properties of the earth.**

B Scientists who study plants and animals.

C Scientists who study numbers.

1

3. 3.1 *Slowly, the river made the path deeper and deeper.* (para. 2)

In this sentence what part of speech is the word deeper? Write the word only.

3.1.1 Verb

3.1.2 Superlative adjective

3.1.3 **Comparative adjective**

3.1.4 Concrete noun

½

3.2 *The air quality is usually very high.* (para. 3)

In this sentence what part of speech is the word usually? Write the word only.

3.2.1 **Adverb**

3.2.2 Adjective

3.2.3 Conjunction

3.2.4 Pronoun

½

4.	Change the spelling of the underlined word in the sentence from American English spelling to South African English spelling. <i>Besides its large size, the Grand Canyon is also known for its magnificent colors.</i>	1
	<b>Colours</b>	
5.	Change the following sentence into indirect speech. <i>"I am going to visit the Grand Canyon," said John.</i>	3
	<b>John said (1) that (1) he was going (1) to visit the Grand Canyon.</b>	
6.	Change the following sentence into the passive voice. <i>Native Americans have inhabited the area for around 3,000 years.</i>	3
	<b>The area (1) has been inhabited (1) by Native Americans for around 3,000 years (1)</b>	
7.	Supply a synonym for the underlined word in the following sentence. The climate in canyon area is <u>primarily</u> desert.	1
	<b>Mainly</b>	
8.	Read the following section from the passage, and then identify the words which show chronological order. Write the words only. <i>Spanish conquistadors first explored the area in 1540. Later, Spanish priests and explorers returned in 1776. However, they did not stay, as they found the canyon impassable.</i>	2
	<b>first, later</b>	
9.	Join the following sentences to make one sentence. <i>The Grand Canyon is home to variety of plants. Plants range from various species of cactus to pine forests.</i>	1
	<b>The Grand Canyon is home to a variety of plants that range from various species of cactus to pine forests.</b>	
<b>Total 14</b>		

## 8. Analysis of the cognitive levels of the comprehension questions in Set 1

### Reading comprehension

16 marks

1. What is the main purpose of the passage?  
**Level 3: Inference** as learners have to explain the main idea. 3
2. What has caused the canyon?  
**Level 1: Literal** as learners must deal with information stated explicitly in the text. 1
3. How would you explain the meaning of the *Seven Natural Wonders of the World?* (para. 1)  
**Level 2: Reorganisation** as learners have to engage with the information in the text and explain how metaphor/image affects understanding. 3
4. Name three features of the canyon that would attract visitors to the Grand Canyon.  
**Level 1: Literal** because learners must deal with information stated explicitly in the text. 3
5. Why would you want to visit the Grand Canyon?  
**Level 3: Inference** as this question requires the learners to engage with information explicitly stated in the text in terms of his/her own experience. 2
6. If you did plan to visit the Grand Canyon to which country would you have to travel?  
**Level 1: Literal.** The learners have to name the country. 1
7. In which century did the Spanish first visit the area?  
**Level 2: Reorganisation** as learners have to analyse the information, i.e. the date 1540, to arrive at the correct answer. 1
8. Why do you think so many tourists visit the park each year?  
**Level 4: Evaluation** as this question deals with the learners' judgement of the value of the park. 2

**Total 16**

## 9. Practice questions: Set 2: Literature

Read through the story carefully before you begin to answer the questions.

### *The cheetah and the lazy hunter*

#### A traditional Zulu story

- 1 Long ago, a wicked and lazy hunter sat under a tree. He was hungry, but did not want to be bothered to find food. Below him on the grassy field, there were robust springbok grazing. Our friend, the hunter did nothing, he only watched the animals as they fed, wishing he could have meat without working for it.
- 2 Suddenly he noticed the movement of a female cheetah seeking food. She singled out a springbok who had foolishly wandered away from the rest. Suddenly she gathered her long legs under her and sprang forward. With great speed she came upon the springbok and brought it down. Startled, the rest of the herd raced away as the cheetah attacked her prey.
- 3 The hunter watched as the cheetah dragged her prize to some shade on the edge of the clearing. There, three beautiful cheetah cubs were waiting for her. The lazy hunter was filled with envy for the cubs and wished that he could have such a good hunter provide for him. Then he had a wicked idea. He decided that he would steal one of the cheetah cubs and train it to hunt for him. He decided to wait until the mother cheetah left the vicinity to make his move. He smiled to himself, feeling like a genius. He imagined dining on delicious meat every day without having to do the actual hunting.
- 4 When the sun began to set, the cheetah hid her cubs in a bush and set off to the waterhole. The hunter quickly grabbed his spear and trotted down to the bushes where the cubs were hidden. There he found the three cubs, still too young to be frightened of him or to run away. First, he chose one, then decided upon another, and then changed his mind again. Finally he decided to steal all three cubs, thinking to himself that he would do better to keep them all.
- 5 Mother cheetah returned half an hour later only to find her cubs gone. She cried until there were no more tears in her eyes. Day and night she cried and searched for her cubs. Until she met an old man who came to find out what the problem was.
- 6 The old man was wise and knew the ways of the animals. When he heard what the wicked hunter had done, he became very angry. The lazy hunter was not only a thief; he had broken the traditions of the tribe. Everyone knew that a hunter must use only his own strength and skill. Any other way of hunting was surely a dishonour. The old man returned to the village and told the elders what had happened. The villagers became angry. They found the lazy hunter and drove him away from the village. The old man took the three cheetah cubs back to their grateful mother.

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1. Which words at the beginning of the story are typical of folktales? 2
2. The storyteller uses the adjective *lazy* to describe the hunter.  
Choose an adjective to describe the cheetah. Give a reason for your choice. 2
3. "*She singled out a springbok who had foolishly wandered away from the rest.*" (para. 2)  
Explain why the springbok was foolish. 2
4. Explain how the hunter behaves in a lazy and greedy way. 2

5.	<i>“He smiled to himself feeling like a genius.”</i> (para. 3) Which figure of speech is in this sentence? Write the number only.	
	5.1 Personification	
	5.2 Simile	
	5.3 Metaphor	1
6.	How are the springbok different from the cheetah?	1
7.	How do we know that the story tells us of events that took place over a long period of time?	2
8.	Give a reason why we know that the old man was wise.	1
9.	Do you agree with the way the villagers behaved towards the hunter? Give a reason for your answer.	2
10.	What are the most important characteristics of a good hunter according to this story?	3
11.	There is a moral to a folktale to help teach the hearers and readers a lesson. What is the lesson that you have learnt from this story?	2
		<b>Total 20</b>

## 10. Memorandum/marketing guideline for Set 2

20 marks

1. **Which words at the beginning of the story are typical of folktales?**  
Long ago 2
2. **The storyteller uses the adjective *lazy* to describe the hunter. Choose an adjective to describe the cheetah. Give a reason for your choice.**  
Learners' own choice 2
3. **"She singled out a springbok who had foolishly wandered away from the rest."**  
**Explain why the springbok was foolish.**  
The springbok was foolish to move away from the protection of the herd. 2
4. **Explain how the hunter behaves in a lazy and greedy way.**  
The hunter does not hunt himself, and he gets the three cubs to do the hunting for him. 2
5. **"He smiled to himself feeling like a genius." (para. 3)**  
**Which figure of speech is in this sentence? Write the number of your answer only.**  
5.1 Personification  
5.2 **Simile**  
5.3 Metaphor 1
6. **How are the springbok different from the cheetah?**  
The springbok are not hunters of other animals.  
They eat grass not meat. Learners must give one of these options 1
7. **How do we know that the story tells us of events that took place over a long period of time?**  
We are told that the cheetah searched 'day and night', which suggests a long time. 2
8. **Give a reason why we know that the old man was wise.**  
He knows how to solve the problem that the hunter had caused. 1
9. **Do you agree with the way the villagers behaved towards the hunter? Give a reason for your answer.**  
Yes because the hunter betrayed the tribe OR own suitable answer 2
10. **What are the most important characteristics of a good hunter according to this story?**  
A hunter must be strong, skilful and honourable. Learners can choose two out of these three attributes. 3
11. **There is a moral to a folktale to help teach the hearers and readers a lesson. What is the lesson that you have learnt from this story?**  
The moral is that one must not be lazy and dishonourable. Instead, one must work hard to get what you want. 2

**Total 20**

## 11. Analysis of the cognitive levels of questions in Set 2

### Literature

20 marks

1. **Which words at the beginning of the story are typical of folktales?**  
Long ago  
This is a **Level 1 Literal** question as learners have to point out the language that distinguishes a folktale. 2
2. **The storyteller uses the adjective *lazy* to describe the hunter. Choose an adjective to describe the cheetah. Give a reason for your choice.**  
Learners' own choice. This is a **Level 3 Inference** question, as the learners have to infer the nature of the springbok's behaviour from the text. 2
3. **"She singled out a springbok who had foolishly wandered away from the rest."  
Explain why the springbok was foolish.**  
The springbok was foolish to move away from the protection of the herd.  
This is a **Level 3 Inference** question as the learners have to explain the effect of the springbok's behaviour. 2
4. **Explain how the hunter behaves in a lazy and greedy way.**  
The hunter does not hunt himself, and he wants more than one cub to do the work for him.  
This is a **Level 3 Inference** question as the learners have to explain what the hunter's actions reveal about his character. 2
5. **"He smiled to himself feeling like a genius." (para. 3)  
Which figure of speech is in this sentence? Write the number only.**  
5.1 Personification  
5.2 **Simile**  
5.3 Metaphor 1  
This is a **Level 1 Literal** question as learners have to name something.
6. **How are the springbok different from the cheetah?**  
The springbok are not hunters of other animals. They eat grass not meat.  
This is a **Level 2 Reorganisation** question as the learners have to state the differences. 1
7. **How do we know that the story tells us of events that took place over a long period of time?**  
We are told that the cheetah searched 'day and night', which suggests a long time.  
This is a **Level 1 Literal** question as the learners have to identify the phrase that indicates a folktale. 2
8. **Give a reason why we know that the old man was wise.**  
He knows how to solve the problem that the hunter had caused.  
This is a **Level 3 Inference** question as the learners have to comment on the attitude and actions of the character. 1
9. **Do you agree with the way the villagers behaved towards the hunter? Give a reason for your answer.**  
Yes because the hunter had betrayed the tribe.  
This is a **Level 4 Evaluation** question as the learners have to comment critically on the motives of the villagers. 2
10. **What are the most important characteristics of a good hunter according to this story?**  
A hunter must be strong, skilful and honourable. Learners can choose two out of these three attributes.  
This is a **Level 1 Literal** question as the learners must describe a particular character. 3
11. **There is a moral to a folktale to help teach the hearers and readers a lesson.  
What is the lesson that you have learnt from this story?**  
The moral is that one must not be lazy and dishonourable. Instead one must work hard to get what you want.  
This is a **Level 3 Inference** question as the learners have to explain the main idea of the story. 2

Total 20

## 12. Practice questions: Set 3: Comprehension, language use and literature

### Reading comprehension

Read the letter that Nelson Mandela wrote to his daughter Zinzi while he was in prison, and then answer the questions that follow.

March 1, 1971

My Darling,

Friday the 5th February this year was your 12th birthday and in January I sent you a card containing my congratulations and good wishes. Did you get it? Again I say: many happy returns...

What a lovely letter you wrote me last month! *Merci beaucoup!* I have started 1971 with a real bang. Yours was the first and only letter I got from the family this year and I read it over and over again. I shall keep it as a souvenir. It pleased me very much to know your subjects for this year and hope that you will work hard right from the beginning of the year and pass. French is an important language. On the African continent more people speak French than English.

I saw the note that you wrote at the back of the letter asking the postman to send the letter away at once and to "be like Elvis, go man, Go." The music of Elvis is very lively and popular and I am glad to note that you are fond of it too. I hope that you also love the music of Miriam Makeba, Mohapeloa, Caluza, Tyamzashe, Paul Robeson, Beethoven (Tchaikovsky). What is even more important, I trust that one day you will be able to compose, sing and play your own music, or do you prefer to be a ballet star in addition to being a scientist, doctor or lawyer?

What games do you play? Basketball, swimming or athletics, especially track events (i.e. running) would keep you healthy and strong, and give you the pleasure of helping your college win victories. Try your luck darling. May this letter bring you the same joy and happiness that yours gave me.

Lots of love and plenty of kisses

Yours affectionately

Tata

- |    |   |   |
|----|---|---|
| 1. | Why did Madiba send his daughter a card?  | 1 |
| 2. | Why do you think that Madiba has to ask if Zinzi got the card that he sent?       | 2 |
| 3. | What does <i>Merci beaucoup</i> mean? Write the number of your choice only.       |   |
|    | 3.1 lots of love  |   |
|    | 3.2 thank you   |   |
|    | 3.3 how are you   | 1 |
| 4. | Why does he say that that it is important to learn French?                        | 1 |
| 5. | Name one of the topics that Zinzi wrote about in her letter.                      | 1 |
| 6. | Why does he say that he will keep the letter?                                     | 2 |
| 7. | What message do you think the father wants the daughter to get?                   | 3 |
| 8. | Quote three words or phrases that show what feelings Madiba has for his daughter. | 3 |
| 9. | What would you miss most, if you were in prison?                                  | 1 |

**Total 15**

## Language in context

Read the passage, then answer the questions that follow

### Traditional Healers in South Africa

In South Africa, there are two kinds of traditional healers: the herbalist and the diviner. The diviner is called a sangoma. He/she has received his/her special powers from the ancestors. These powers is hereditary and runs in families. These powers came to him/her through a dream or illness.

The sangoma tries to heal people by working with both their minds and bodies whereas a Western doctor simply aims to cure the physical body. Diviners can often foresee the problem by contacting the ancestors. To contact the ancestors, the sangoma gets into a trance. He/she may dance, play drums or smoke a pipe to get into a trance. He/she then throws knucklebones seeds or sticks and reads the patterns formed. He/she has special powers to interpret the patterns. The sangoma may also prescribe herbal remedies.

The herbalist is similar to a Western homeopath. The herbalist gives medicine made from natural things like herbs and plants. However, the herbalist does not have any special powers like the sangoma. He/she has no relationship with the spirits of the ancestors and only makes herbal medicine.

In South Africa, the government recognises the importance of the traditional healers, but this was not the case long ago. People were suspicious of sangomas believing that they used their powers to do harm and curse people. This is where the notion came that all sangomas were "witchdoctors". Witchdoctors do exist, but they are usually feared and hated by the community for using their powers to harm people. Sangomas use their power to help and look after people who are sick or in trouble.

(In *Search of Social Sciences* OUP, adapted from: [www.thutong.doe.gov.za/ResourceDownload.aspx?id=40949](http://www.thutong.doe.gov.za/ResourceDownload.aspx?id=40949))

1. The writer forgot to put the necessary commas in the following sentences. Rewrite each sentence, and put in all the missing commas.
  - 1.1 *He/she may dance play drums or smoke a pipe to get into a trance.*
  - 1.2 *He/she then throws knucklebones seeds or sticks and reads the patterns formed.* 2
2. Copy out each clause in the following sentence, and then name the clause as either 'main' or 'dependent.'  
*Sangomas use their power to help and look after people who are sick or in trouble.* 3
3. Pick out the finite verbs in the following sentence. Write the words only.  
*People were suspicious of sangomas believing that they used their powers to do harm and curse people.* 2
4. Replace the underlined nouns in the sentence below with pronouns.  
*The sangoma tries to heal people by working with both their minds and bodies.* 2
5. Join these two sentences using a suitable conjunction.  
*However, the herbalist does not have any special powers like the sangoma. He/she has no relationship with the spirits of the ancestors and only makes herbal medicine.* 2
6. Change the underlined verbs in the following sentence, so that the subject and the verbs agree. Write the words only.  
*These powers is hereditary and runs in families.* 2
7. Change the following sentence from passive into the active form.  
*Witchdoctors are usually feared and hated by the community.* 2

**Total 15**

## Response to literature

Read the poem, and then answer the questions that follow.

### **Woman Work – poem by Maya Angelou**

I've got the children to tend  
The clothes to mend  
The floor to mop  
The food to shop  
Then the chicken to fry  
The baby to dry  
I got company to feed  
The garden to weed  
I've got shirts to press  
The tots to dress  
The can to be cut  
I gotta clean up this hut  
Then see about the sick  
And the cotton to pick.

Shine on me, sunshine  
Rain on me, rain  
Fall softly, dewdrops  
And cool my brow again.

Storm, blow me from here  
With your fiercest wind  
Let me float across the sky  
'Til I can rest again.

Fall gently, snowflakes  
Cover me with white  
Cold icy kisses and  
Let me rest tonight.

Sun, rain, curving sky  
Mountain, oceans, leaf and stone  
Star shine, moon glow  
You're all that I can call my own.

1. Why is the poem called *Woman work*? 2
2. Who is the speaker in the poem? 1
3. Write a few sentences describing the speaker's life. 2
4. 4.1 Choose a word to describe the rhythm of the first stanza. Write the word only. 2  
    a) Calm  
    b) Rapid  
    c) Frightening  
    4.2 Give a reason for your choice in 4.1
5. 5.1 The poet uses the word 'rest' in the last lines of Stanzas 3 and 4. This repetition shows her:  
    a) Despair  
    b) Determination  
    c) Anger  
    d) Loneliness  
    5.2 Give a reason for your choice in Question 5.1
6. Does the poet use free verse for this poem? Give a reason for your answer. 1

**Total 10**

### 13. Memorandum/marking guidelines and analysis of cognitive levels in Set 3

#### Reading comprehension

1. Why did Madiba send his daughter a card?  
**It was her birthday.**  
**Cognitive level 1 Literal:** The learner has to find information available in the text. (1)
2. Why do you think that Madiba has to ask if Zinzi got the card that he sent?  
**As a prisoner he could not post the letter himself, so he had to rely on the guards (prison authorities) to do it for him. Perhaps to punish him they did not always send his letters.**  
**Cognitive level 4 Evaluation:** This question deals with a judgement regarding Mandela's situation. (2)
3. What does *Merci beaucoup* mean? Write the number of your choice only.
  - 3.1 lots of love
  - 3.2 thank you
  - 3.3 how are you**Cognitive level 3 Inference:** The learner has to infer the meaning from the context of the letter. (1)
4. Why does he say that it is important to learn French?  
**More French is spoken in Africa than English.**  
**Cognitive level 1 Literal:** The learner has to find information in the text. (1)
5. Name one of the topics that Zinzi wrote about in her letter.  
**She wrote about her school subjects.**  
**Cognitive level 1 Literal:** The learner has to state facts. (1)
6. Why does he say that he will keep the letter?  
**It will be like a memory of her and give him comfort.**  
**Cognitive level 3 Inference:** The learner has to explain the writer's intention. (2)
7. What message do you think the father wants the daughter to get?  
He wants her to **work hard** and **pass** and **be healthy**, so she must take part in sports. He also wants her to **love music. Learners should choose three of these options.**  
**Cognitive level 3 Inference:** The learner has to discuss the writer's motivation. (3)
8. Quote three words or phrases that show what feelings Madiba has for his daughter.  
**Darling, Lots of love, plenty of kisses, lovely letter. Learners should choose three of these options.**  
**Cognitive level 5 Appreciation:** The learner has to react to the writer's use of language. (3)
9. What would you miss most if you were in prison?  
**Own answer.**  
**Cognitive level 5 Appreciation:** The learner has to empathise with the writer and show appreciation of what it is like to be in prison and be parted from one's family. (1)

**Total 15**

#### Language in context

1. The writer forgot to put the necessary commas in the following sentences. Rewrite each sentence and put in all the missing commas.
  - 1.1 *He/she may **dance, play** drums or smoke a pipe to get into a trance.*
  - 1.2 *He then throws **knucklebones, seeds** or sticks and reads the patterns formed.* (2)
2. Copy out each clause in the following sentence, and then name the clause as either 'main' or 'dependent.'  
*Sangomas use their power to help and look after people who are sick or in trouble.*  
**Sangomas use their power to help – main clause**  
**Sangomas use their power and look after people – main clause**  
**who are sick or in trouble – dependent clause** (3)
3. Pick out the finite verbs in the following sentence. Write the words only.  
*People were suspicious of sangomas believing that they used their powers to do harm and curse people.*  
**were**  
**used** (2)

4. Replace the underlined nouns in the sentence below with pronouns. Write the words only.  
*The Sangoma tries to heal people by working with both their minds and bodies.*  
**He/she            them** (2)
5. Join these two sentences using a suitable conjunction.  
*However, the herbalist does not have any special powers like the sangoma. He/she has no relationship with the spirits of the ancestors and only makes herbal medicine.*  
 However, the herbalist does not have any special powers like the sangoma because he/she has no relationship with the spirits of the ancestors and only makes herbal medicine. (2)
6. Change the underlined verbs in the following sentence, so that the subject and the verbs agree. Write the words only.  
*These powers is hereditary and runs in families.*  
**are            run** (2)
7. Change the following sentence from passive into the active form.  
*Witchdoctors are usually feared and hated by the community.*  
**The community usually fears and hates the witchdoctors.** (2)

**Total 15**

### Response to literature

1. Why is the poem called *Woman work*?  
**The poem tells us about all the tasks or jobs a woman has to do every day.**  
**Cognitive level 1 Literal:** The learner has to find information that is available in the text. (2)
2. Who is the speaker in the poem?  
**The speaker is a woman/poet.**  
**Cognitive level 1 Literal:** The learner has to find information that is available in the text. (1)
3. Write a few sentences describing the speaker's life.  
**Learners should comment on how the woman has little rest as she has to do so much. They should also explain how she longs to rest.**  
**Cognitive level 2 Reorganisation:** The learner has to give an outline or summary. (2)
4. 4.1 Choose a word to describe the rhythm of the first stanza. Write the word only.  
 a) Calm  
 b) Rapid  
 c) Frightening  
**Cognitive level 1 Literal:** The learner has to base the response on the information that the text gives.
- 4.2 Give a reason for your choice in 4.1.  
**b) She has so much to do and has no time to stop and rest.**  
**Cognitive level 5 Appreciation:** The learner has to discuss the effectiveness of the literary devices. (2)
5. 5.1 The poet uses the word 'rest' in the last lines of Stanzas 3 and 4.  
 This repetition shows her:  
 Despair  
 Determination  
 Anger  
 Loneliness  
**Cognitive level 1 Literal:** The learner has to base the response on the information that the text gives.
- 5.2 Give a reason for your choice in Question 5.1. If learners choose **b) Determination** they need to say that she wants to rest more than anything else but continues working. If they choose **a) Despair** they should explain that she is so desperate that she does not think that she will ever be able to stop and rest. If they choose **c) Anger**, they need to explain how the woman feels this way because her life is so hard. If they choose **d) Loneliness** they have to explain that the woman worked so hard that she did not have time to spend with friends and family.  
**Cognitive level 3 Inference:** The learner has to discuss the speaker's attitude. (2)
6. Does the poet use free verse for this poem? Give a reason for your answer.  
**The poem uses rhyme in all the stanzas, so it is not in free verse.**  
**Cognitive level 5 Appreciation:** The learner has to discuss the effectiveness of the literary devices. (1)

**Total 10**

## 14. Practice questions Set 4: Writing

### Essay

30 marks

1. You dream about visiting other countries. Write an essay in which you describe the country you wish to visit and what you would like to do during your visit.
2. Write a story about a very frightening experience that you had.
3. Write a story that begins with the following phrase: The happiest...
4. Write a story that begins with the following phrase: The most difficult...

### Transactional Texts

10 marks

1. Your class wants to raise funds for a school trip to Durban. You have been chosen as the chairperson of the fund-raising committee. Write the minutes of the meeting to plan how to raise funds for the trip to Durban.
2. You have been selected to represent your school in a national singing competition. Write a diary entry for the day that you received this news.
3. An important sports personality will be visiting your school to attend your annual sport day. You have been asked to thank this personality. Write the thank you speech.
4. An important sports personality will be visiting your school to attend your annual sport day. Write the directions that you will email to this sports hero, so that she/he can find your school.

## 15. Broad guidelines for teaching EFAL

### 1. Teaching Reading and Viewing

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

### 2. Teaching Literature

This is part of teaching reading and is compulsory in Grade 7. Each learner's book and core reader includes short literary texts (mainly short stories and poems) and each teacher's guide suggests how to teach these. In addition to these short texts, learners are expected to read longer texts (longer stories, novels, plays). Learners will mainly read these longer texts for homework but it is very important to do the following in class:

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

#### **Examples of homework tasks**

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

#### **Time allocation for teaching literature**

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

### 3. Teaching Writing and Presenting

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

### 4. Teaching Listening and Speaking

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

## **5. Teaching Language Structures and Conventions**

In Grade 7 you will be revising and building on what learners have already learnt in previous grades and introducing more complex Language Structures and Conventions and more advanced vocabulary. It is important to teach the language described in each two-week cycle in the CAPS but also to take opportunities to teach language at other times. For example, you may wish to do some vocabulary teaching when learners are reading a poem or to revise verb tenses when learners are writing an essay. It is very important to have dictionaries in your classroom, to teach learners how to use them and to encourage them to consult a dictionary regularly.

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

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

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

## 16. Templates for tracking, reflecting on and reporting curriculum coverage

### 16.1 Conventional schools<sup>1</sup>

NAME OF TEACHER: \_\_\_\_\_ SUBJECT/GRADE: \_\_\_\_\_

Week no. in planner _____				
Week no. in term when work planned for week started _____				
Refer to the planner <sup>2</sup> for details of the week's work (or the ATP for subjects without planners)				
<b>Class (or subject for FP)</b>				
On track by end of week? (Yes/no)				
How many learners are working confidently? <sup>3</sup> (Rough estimate)				
How many learners in this class?				
<b>DAY<sup>4</sup></b>	<b>BRIEF NOTES ON THE DAY'S WORK: Consider such things as:</b> <i>What concepts/skills did the learners struggle with or manage well in this lesson? What could be the reasons for this? Did the class complete the work you had planned? Do you need to change your plans for the next lesson? What changes will you make?</i>			
1				
2				
3				
4				
5				
<b>Reflection on the week: Think about and make a note of:</b>				
<b>What concepts and skills for the week did learners struggle with? What could you do differently next time to better support or extend learning? What good practice could you share?</b>			<b>Did you cover the curriculum for the week? If not, what were some of the challenges? What can you do to catch up? What help do you need? How will your progress this week affect your plan for next week?</b>	
<b>DH:</b>			<b>Date:</b>	

<sup>1</sup> Please amend this draft template to suit the needs of your school.

<sup>2</sup> You can use any planning document (such as the CAPS planner, the ATP or printed lesson plans) as the basis for your tracking.

<sup>3</sup> Estimate of learners in that grade that are working confidently at Level 4 (adequate achievement) or above.

<sup>4</sup> This can also be lessons if there are more than five lessons a week.

## 16.2 Multigrade schools<sup>1</sup>

NAME OF TEACHER: \_\_\_\_\_

Week no. in planner \_\_\_\_\_

Week no. in term when work planned for week started \_\_\_\_\_

Refer to the planner<sup>2</sup> for details of the week's work (or the ATP for subjects without planners)

Subjects							
GRADE	On track this week? <sup>3</sup>						
	Est. learners > Level 4 <sup>4</sup>						
	# learners in grade						
GRADE	On track this week?						
	Est. learners > Level 4						
	# learners in grade						
GRADE	On track this week?						
	Est. learners > Level 4						
	# learners in grade						
DAY	<b>BRIEF NOTES ON THE DAY'S WORK: Consider such things as:</b> <i>What concepts/skills did the learners struggle with or manage well in this lesson? What could be the reasons for this? Did the class complete the work you had planned? Do you need to change your plans for the next lesson? What changes will you make?</i>						
	1						
	2						
	3						
	4						
	5						
<b>Reflection on the week: Think about and make a note of:</b>							
SUBJECT	What concepts and skills for the week did learners struggle with? What could you do differently next time to better support or extend learning? What good practice could you share?			Did you cover the curriculum for the week? If not, what were some of the challenges? What can you do to catch up? What help do you need? How will your progress this week affect your plan for next week?			
Principal:				Date:			

<sup>1</sup> Please amend this draft template to suit the needs of your school.

<sup>2</sup> You can use any planning document (such as the CAPS planner, the ATP or printed lesson plans) as the basis for your tracking.

<sup>3</sup> Yes/no?

<sup>4</sup> Estimate of learners in that grade that are working confidently at Level 4 (adequate achievement) or above.





# Jika iMfundo

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what I do matters

Jik'iMfundo is a programme to improve learning outcomes, funded by the National Education Collaboration Trust, the KwaZulu-Natal Department of Education and others.

## THE PROGRAMME TO IMPROVE LEARNING OUTCOMES

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