

GRADE 8

English
First Additional Language
Teacher Toolkit:
CAPS Planner

TERMS 1 & 2

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A. INTRODUCTION

This book is intended to help you cover the curriculum for Grade 8 EFAL in Terms 1 and 2. There is a companion book for Terms 3 and 4. Teachers should keep these books to use from year to year.

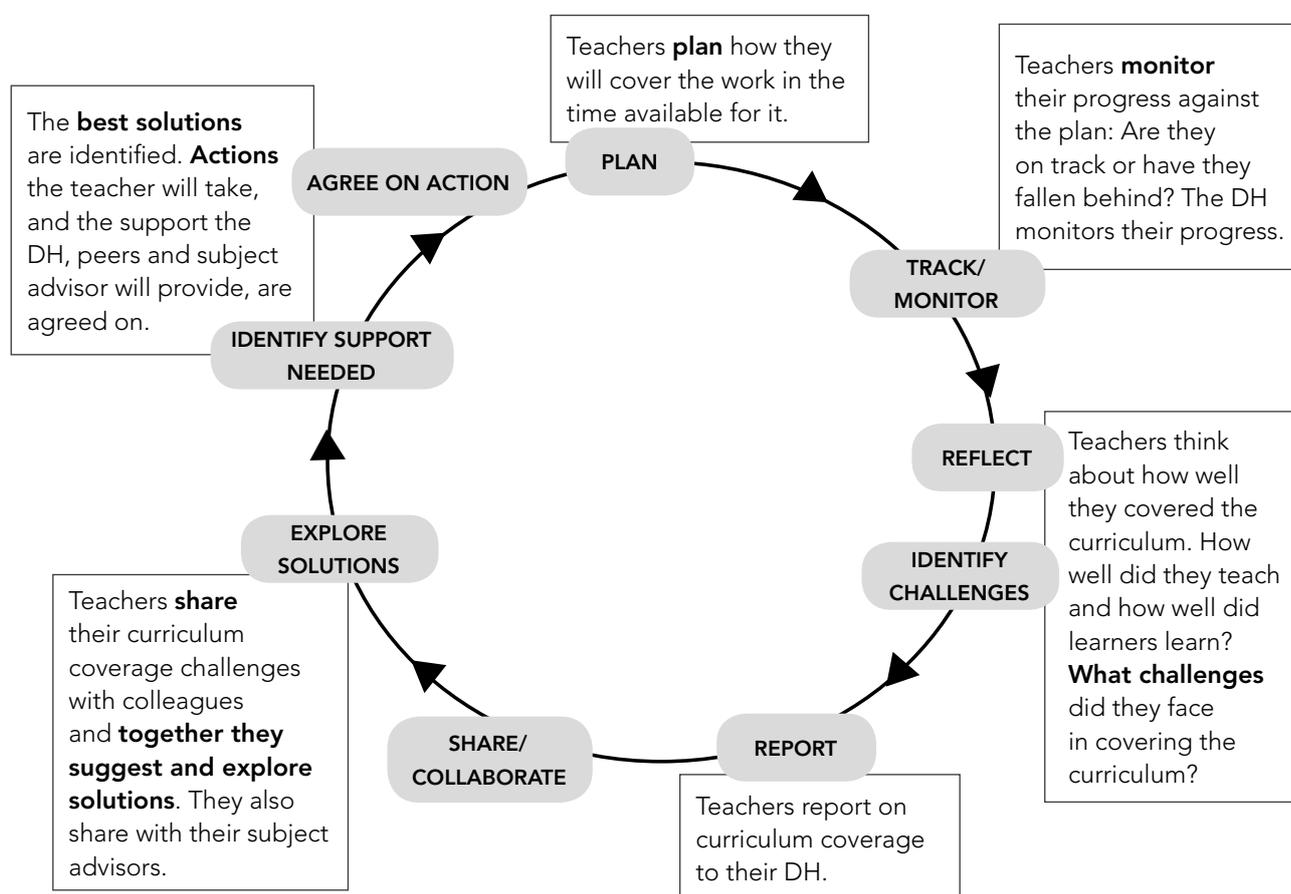
1. The need to improve curriculum coverage

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 1 and Term 2 (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 8 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 7 from *Clever English First Additional Language* Term 1. 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

CLEVER ENGLISH Week 7 – Theme continued: On your marks!					
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Mark and discuss answers to questions on poem (20 mins); R&V: Understand similarities and differences between newspaper and magazine articles ; W&P: Plan and begin first draft of magazine article (40 mins); p. 79	52 53–54 54–56 Act. 6	51–52		Complete first draft of magazine article
2	W&P: Revise first draft, write, edit and proof read final version of article ; Note: This can be done for Term 1 Formal Assessment Task 2; p. 79	54–56 Act. 6	51–52 Rubric 260	<i>Parachute men say</i> CR p. 71	Read <i>Parachute men say</i> CR p. 71
3	R&V: Discuss poem and answer questions CR p. 80 (40 mins); understand the terms bias, stereotypes, prejudice and ideophones (20 mins); p. 79	56	55–56	CR p. 80	Do language revision LB p. 57 Act. 7
4	Mark and discuss homework (20 mins); LSC: Work in groups to identify stereotypes Act. 8 Parts 1–3 (40 mins); p. 79	57–58 Act. 8	53–54		LB pp. 57–58 Act. 8 Part 4
5	LSC: Report examples of stereotypes found in magazine photographs (15 mins); revise punctuation marks (30 mins); do some activities on proverbs and idioms (15 mins); p. 79	58 58 Act. 9 58–59 Extra Act.	54 54–55 55		Continue reading literature set work as directed by teacher

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, the page number in the CAPS where these are specified, and a guide to the time to spend on each activity linked to the content or skill.
- The page number in the learner’s book, and the number of the activity or activities that should be done by the learners during the lesson.
- The page number in the teacher’s guide where support is given for the work to be done.
- The page number (or other information) about where texts to be used are found in the reading book or core reader.
- Suggested homework.

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

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 8 **Term 1** and **Term 2** both give a daily plan for a term that is ten weeks long. In Term 2 this includes one week allocated to catch up, consolidation and revision and one to examinations. If the term in any year is of a different length (such as having a short first week), 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. Several options are given for formal assessment activities, and those not chosen for this purpose can serve as informal assessment activities. The teacher's guides also 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.

The resources in this book help 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 CAPS specifies three formal assessment tasks in both Term 1 and Term 2.¹ Details of these are given in the formal assessment programme for all terms (see Resource 3 in Section C). Notice that, for Task 1 (Oral) and Task 2 (Writing) in both terms, there are several optional activities.

Formal assessment programmes in the LTSMs and planners

Resource 4 in Section C shows how the formal assessment tasks are integrated into the planners for Terms 1 and 2 respectively. They show when tasks are scheduled in the planner for each of the LTSMs. A note is also made of this date in the planners themselves in the column for CAPS content for the day. You will see an example of this in Table 1 on Day 2. Some guidance for managing time is also provided.

Resource 4 shows all the activities provided in each set of LTSMs that could be done for each assessment task. Where only one needs to be recorded for formal assessment, you can of course choose to leave some out, or to record the mark for only one of the options, making this decision with colleagues or following any direction given by your subject adviser or in the ATP.

Not all the LTSMs provide an example of all the assessment activities that could be done for the assessment tasks, and some of those provided might not be suitable for your class. Some provide an exemplar test or examination in the learner's book, making it unsuitable for use as a formal assessment task as learners can prepare for it in advance. It is therefore essential that you check the assessment activities carefully before giving them to the learners and, if necessary, adapt them, set your own, use examples from a different set of LTSMs or, in the case of the Term 1 test and Term 2 examination, make use of those provided by the district/province or in Section C of this book.

¹ 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 dates in the assessment programme provided for your LTSM might not suit your context for some reason. You should be sure to check this, and schedule dates that are more appropriate where necessary.

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 An exemplar test and memorandum for Term 1

An exemplar test for Term 1 (Task 3) is provided (Resource 6), together with a memorandum (Resource 7).

3.3 Exemplar examination papers, memoranda and analysis of cognitive levels

Exemplar examination Paper 2 and Paper 3 are provided for Term 2 (Resources 8 and 11 respectively). Accompanying these are the marking guidelines for Paper 2 (Resource 9) and an analysis of levels of questions in certain sections of this paper (Resource 10).

These resources support curriculum coverage by:

- providing assessment tasks that are fully CAPS compliant, and which have been approved by district advisers (this ensures that learners will be assessed at the correct standard);
- 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 questions asked in the examination (this strengthens their ability to set assessment tasks that comply with the weighting of cognitive levels themselves in future).

You can photocopy and use the exemplar test and examination papers for formal or informal assessment, or adapt them in ways that make them more useful to you.

3.4 Broad guidelines for teaching EFAL

There are several components that need to be taught in EFAL. Resource 13 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

1. PLANNERS FOR TERM 1

1.1 Clever English First Additional Language (Macmillan)

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

Extra resources: (i) A roll of toilet paper for Day 1 Activity 1; (ii) Examples of different kinds of books. **Note** homework tasks.

CLEVER ENGLISH Week 1 – Theme: Breaking the ice					
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	L&S: Write facts about self on sheets of toilet paper; read these to the class; listen to classmates' facts; summarise facts about six classmates in a friendship circle (share ideas and experiences); p. 76	2 Activity 1	2		Browse LB to become familiar with it
2	L&S: Listen and take notes while teacher reads a poem; use notes to answer questions on the poem; discuss and mark answers; p. 76	3 Activity 2	3–5		Prepare for group discussion LB p. 4
3	L&S: Participate in a group discussion and agree on ideas to report to class ; report to class; p. 76	4 Activity 3	5–6		Read about parts of a book LB pp. 4–5
4	R&V: Identify parts of a book and answer Act. 4 (45 mins); read about and discuss features of a novel to prepare for reading an extract from a novel (15 mins); p. 76	4–5 Activity 4 5–6	6–7 7–8		Do activity about a glossary LB p. 13 Extra Activity 2
5	Mark and discuss homework (10 mins); R&V: Read an extract from a novel; write answers to questions on setting, characters, plot and language use including figurative language (50 mins); p. 76	6–7 Act. 5	13 7–8	<i>I leave the narrow path</i> CR pp. 36–40	Read <i>I leave the narrow path</i> CR pp. 36–40

Note: In both the Learner's Book and Teacher's Guide the term **formal assessment** is often used incorrectly. Only the tasks listed under *TERM PLANNING* are formal assessment tasks.

CLEVER ENGLISH Week 2 – Theme continued: Breaking the ice					
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss features of short story <i>I leave the narrow path</i> , and answer teacher's questions on it (40 mins); W&P: Prepare for writing a narrative essay by reading another short extract under the heading <i>Tick the boxes</i> and by writing headlines for it (20 mins); p. 76	8–10 Part of Act. 6	15–17 9–10	<i>I leave the narrow path</i> CR pp. 36–40	W&P: Plan narrative essay
2	W&P: Write the first draft of a narrative essay ; p. 76	8–9 Act. 6	9–10		W&P: Revise the first draft of the essay
3	W&P: Write, edit and proof read the final version of the essay ; Note: This narrative essay can be done for Term 1 Formal Assessment Task 2 ; p. 76	8–10 Act. 6	9–10 Rubric 255		Read about rules of subject-verb agreement LB p. 10; and read about sentence construction LB p. 12
4	LSC: Understand subject-verb agreement and identify and use adverbs of place and degree ; p. 76	10–11 Act. 7–8	11–12		LSC: Do activity to revise punctuation LB pp. 11–12 Act. 9
5	Mark and discuss homework (10 mins); R&V: Introduce the literature set work and begin reading it (50 mins)				Read literature set work as directed by teacher

CLEVER ENGLISH Week 3 – Theme: The gift of the gab

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	L&S: Prepare to listen to a speech by understanding the structure of a speech and key vocabulary in the speech to be listened to; listen to speech and answer questions on it (listening comprehension); Note: This can be done for Term 1 Formal Assessment Task 1; p. 77	14–15 15–16 Act. 1	20–22		Continue reading literature set work as directed by teacher
2	Discuss literature set work (10 mins); L&S/W&P: Plan and write a speech to present to the class (50 mins); p. 77	16–17 Act. 2	22		Practise speech
3	L&S: Present a prepared speech to class; p. 77				Continue reading literature set work as directed by teacher
4	L&S: Rest of learners present their speeches to the class; p. 77				Read about emotive language and think of some examples LB p. 18
5	R&V: Skim and scan a speech ; do LB p. 20 Act. 2 (20 mins); read the speech and begin answering questions on it, including questions on emotive language ; p. 77	18–20 Act. 3 19–21 Act. 4	22–23		Complete answers to questions LB pp. 20–21 Act. 4

Note: There is an error in the Teacher's Guide. Act. 6 is not a narrative essay, it is a written speech.

CLEVER ENGLISH Week 4 – Theme continued: The gift of the gab

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Mark and discuss homework (25 mins); LSC: Understand and use idioms (figurative language) (15 mins); revise topic sentences ; revise prepositions (20 mins); p. 77	19–21 Act. 5	23–24		Get ideas for writing a speech by reading LB pp. 22–23
2	W&P: Plan and write the first draft of a speech; p. 77	22–24 Act. 6	Error on p. 25 – see note above		Revise first draft of speech
3	W&P: Write, edit and proof read final version of speech; p. 77	23–24 Act. 6			Continue reading literature set work as directed by teacher
4	Discuss literature set work (10 mins); LSC: Read about and do activity on abbreviations (20 mins); read about and do activity on nouns (30 mins); p. 77	24 Act. 7 25–26 Act. 8	25–26 26–27		Complete LB pp. 25–26 Act. 8; read about diminutives and augmentatives and do activity LB pp. 26–27 Act. 9
5	Mark and discuss homework (20 mins); LSC: Revise finite and non-finite verbs and do Act. 10; understand types of clauses and do Act. 11 (40 mins); p. 77	27 Act. 10 28 Act. 11	26–27 27 27		LSC: Revise punctuation by doing LB p. 29. Act. 12

CLEVER ENGLISH Week 5 – Theme: Murder and mystery

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Mark and discuss homework on punctuation (5 mins); LSC/L&S: Understand vocabulary needed for tasks; in a group discuss a visual text (sketch of murder scene); agree on a report and present the report to class (55 mins); p. 78	29 31 31–32 Act. 1	28 30		Continue reading literature set work as directed by teacher
2	Discuss literature set work (10 mins); LSC: Listen to story, take notes and use them to answer questions (listening comprehension) (30 mins); with a partner, do one of the role plays in Act. 3; p. 78	32 Act. 2 33 Act. 3	30–32 33		Read about the story genre LB p. 34; prepare for LB p. 34 Act. 4
3	L&S/R&V: With a partner, tell each other a story and take notes on each other's setting, characters and plot (15 mins); R&V: Read an extract from a story and do reading comprehension tasks (45 mins); p. 78	34 Act. 4 34–36 Act. 5	33 33–34		Complete answers to LB pp. 34–36 Act. 5
4	Mark and discuss answers to Act. 5 (10–15 mins); R&V: Scan and skim a report ; answer Q 1–2 in Act. 6; read the report and answer Q 3–11 in Act. 6; p. 78	34–36 36–37 Act. 6	34 35		Complete answers to LB pp. 36–37 Act. 6
5	Mark and discuss answers to Act. 6 (15 mins); W&P: Plan and begin to write first draft of a friendly letter based on one of the photographs in Act. 7 (45 mins); p. 78	38–40 Act. 7–8	36–37		3 Complete and revise first draft of letter

CLEVER ENGLISH Week 6 – Theme continued: Murder and mystery

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	W&P: Write, edit (with a partner) and proof read final version of friendly letter ; p. 78	38–40	36–37 40	<i>The waste land</i> CR pp. 41–44	Read <i>The waste land</i> CR pp. 41–44
2	R&V: Discuss the short story and answer questions on p. 66 of CR; p. 78		40–41		Continue reading literature set work as directed by teacher
3	Discuss literature set work (10 mins); LSC: Revise parts of speech and do Act. 9; mark answers (50 mins); p. 78	40–41 41–42 Act. 9	38		Continue reading literature set work as directed by teacher
4	Discuss literature set work (10 mins); LSC: Read about negation , revise gerunds and infinitives ; do Act. 10; mark answers (50 mins); p. 78	40–43 Act. 10	38–39		LB p. 43 Act. 11
5	Mark and discuss answers to Act. 11 (10 mins); W&P: Write a diary entry based on the murder story read in Week 5 and share with a partner – Extra Act. Task 1 (50 mins)	43 43 Extra Act.	39 39		Find meanings of idioms LB p. 43; Extra Act. Task 2

Extra resources: As many newspapers and magazines as possible for learners to browse through.

CLEVER ENGLISH Week 7 – Theme: On your marks!					
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Discuss work on idioms (5–10 mins); L&S: Listen to a newspaper article; make notes on it and use these to give an unprepared speech (50–55 mins); speeches to continue in next lesson; p. 79	43 45–46 Act. 1	39–40 44–46		Continue reading literature set work as directed by teacher
2	Complete speeches (50 mins); Discuss literature set work (10 mins); Note: Speeches can be done for Term 1 Formal Assessment Task 1; p. 79	45–46 Act. 1	44–46		Re-read notes made in Lesson 1; read the questions for LB p. 47 Act. 2
3	L&S: After teacher reads newspaper article, set up groups and discuss questions on features and style of article (Act. 2) (40 mins); read about headlines and bylines ; answer Q 1 of Act. 3; p. 79	47 Act. 2 47–48	46–47 48 49		Answer LB p. 48 Act. 3 Q 2
4	Discuss homework headlines (5–10 mins); R&V: Read a magazine article and answer questions on its content and features ; p. 79	49–50 Act. 4	49–50		Continue reading literature set work as directed by teacher
5	Discuss literature set work (10 mins); R&V: Listen to and read a poem ; understand the rhyme scheme ; LSC: Understand denotative and connotative meanings of words in poem; write answers to questions on poem (50 mins); p. 79	51–52 Act. 5	50–51		Complete answers to questions in Act. 5, LB p. 52

CLEVER ENGLISH Week 7 – Theme continued: On your marks!					
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Mark and discuss answers to questions on poem (20 mins); R&V: Understand similarities and differences between newspaper and magazine articles ; W&P: Plan and begin first draft of magazine article (40 mins); p. 79	52 53–54 54–56 Act. 6	51–52		Complete first draft of magazine article
2	W&P: Revise first draft, write, edit and proof read final version of article ; Note: This can be done for Term 1 Formal Assessment Task 2; p. 79	54–56 Act. 6	51–52 Rubric 260	<i>Parachute men say</i> CR p. 71	Read <i>Parachute men say</i> CR p. 71
3	R&V: Discuss poem and answer questions CR p. 80 (40 mins); understand the terms bias, stereotypes, prejudice and ideophones (20 mins); p. 79	56	55–56	CR p. 80	Do language revision LB p. 57 Act. 7
4	Mark and discuss homework (20 mins); LSC: Work in groups to identify stereotypes Act. 8 Parts 1–3 (40 mins); p. 79	57–58 Act. 8	53–54		LB pp. 57–58 Act. 8 Part 4
5	LSC: Report examples of stereotypes found in magazine photographs (15 mins); revise punctuation marks (30 mins); do some activities on proverbs and idioms (15 mins); p. 79	58 58 Act. 9 58–59 Extra Act.	54 54–55 55		Continue reading literature set work as directed by teacher

CLEVER ENGLISH Week 9 – Theme: The Queen’s English

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Discuss literature set work (10 mins); L&S: Listening comprehension – record main and supporting details in a table and compare answers with others in a group in order to complete a questionnaire (50 mins); p. 80	61–62 Act. 1–2	58–61	<i>Out in the desert</i> CR p. 72; questions on CR p. 80	Read <i>Out in the desert</i> CR p. 72; answer the questions about it CR p. 80
2	Group leaders report responses to questionnaire (15 mins); R&V: Re-read and discuss answers to questions on structure, language use and theme in a poem (45 mins); p. 80	62	61 68–69	<i>Out in the desert</i> CR p. 72; questions on CR p. 80	Read an investigative report to prepare for activity LB pp. 65 Act. 3
3	R&V: Read an investigative report; understand its format and answer questions on it; p. 80	62–65 Act. 3	61–62		Complete activity LB p. 65 Act. 4
4	Discuss answers to Act. 4 (10 mins); R&V: Read a poem and answer questions on structure, language use, mood and theme (50 mins); p. 80	65 Act. 5	63 63		Complete answers to questions on poem
5	Mark and discuss questions on poem (20 mins); R&V: Read a passage and answer questions about the language used in it (35 mins); W&P: Prepare to conduct cell phone survey for investigative report (5 mins); p. 80	65 Act. 5 71 Act. 7 68–69 Act. 6	63 65–66 64–65		Conduct interviews to obtain information for report

CLEVER ENGLISH Week 10 – Theme continued: The Queen’s English

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	W&P: Combine information collected by group members from interviews (20 mins); use the combined information to plan and begin to write first draft of investigative report (40 mins); p. 80	68 Act. 6	64–66		Complete first draft of investigative report
2	W&P: Revise first draft, write, edit and proof read final version of investigative report ; p. 80	68 Act. 6	64–66 Rubric 260		Read about royalty in South Africa LB p. 73
3	Comment on article about SA royalty (10 mins); LSC: Revise verb forms and do a revision activity on verb forms, sentence structure and punctuation ; discuss and mark answers; p. 80	73 70 72–73 Act. 8	65–67		Continue reading literature set work as directed by teacher
4	Discuss literature set work (20 mins); do further revision activity and prepare for term test (40 mins);	74 Act. 9	67		Revise for term test
5	Term 1 Formal Assessment Task 3: Language and Comprehension Test				

1.2 English Today First Additional Language (Maskew Miller Longman)

Note 1: What learners listen to, read, discuss and write in Week 1 will help them with the main writing task in Week 2. This is a formal assessment task.

Note 2: L&S = Listening and Speaking; R&V = Reading and Viewing; W&P = Writing and Presenting; LSC = Language Structures and Conventions.

Extra resources: Additional books to demonstrate features of different kinds of books. **Note** homework tasks.

ENGLISH TODAY Week 1 – Theme: Everyone belongs					
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	L&S: Listening comprehension – take notes and answer questions; R&V: Literary text – youth short story; p. 76	10 Act. 1–2	2–3 Text on p. 3	<i>Just like me</i> CR pp. 68–74	Begin reading <i>Just like me</i> CR p. 68
2	R&V: Identify parts of a book; R&V: Literary text – youth short story; p. 76	11 Act. 3	3–4	<i>Just like me</i> CR pp. 68–74	Continue reading <i>Just like me</i> CR pp. 68–74
3	R&V: Read an extract from a short story focusing on setting, characters, narrator and answer questions on it; p. 76	12–13 Act. 4	4		Complete answers for homework
4	Mark and discuss answers completed for homework (10 mins); LSC: Identify figurative language and discuss answers to Act. 6 (25 mins); identify main and dependent clauses and discuss answers to Act. 7 (25 mins); p. 76	12–13 14 14	4 5 5	5	Complete reading <i>Just like me</i> CR pp. 68–74
5	R&V: Literary text – discuss short story <i>Just like me</i> using information on p. 68 and questions on p. 74; p. 76		4 164–165		Read the article on LB p. 20 and answer the questions

ENGLISH TODAY Week 2 – Theme continued: Everyone belongs					
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Mark and discuss homework (10 mins); L&S: Group discussion – share ideas and experiences and show understanding of concepts; p. 76	15 Act. 8	5		Extension or remediation work set by teacher
2	LSC: Understand and use adverbs of place and degree; understand and use pronouns; p. 76	16 Act. 9	6		Complete <i>English Today</i> Worksheet 3 on pronouns
3	Mark and discuss homework on pronouns (10 mins); W&P: Write a reflective essay – plan and write first draft; p. 76	17–18 Act. 10			Complete work on revising first draft of essay. Refer to rubric in LB p. 253
4	W&P: Write a reflective essay – work with a partner to comment on each other's revised first draft; write a final version; Note: This reflective essay can be done for Term 1 Formal Assessment Task 2; p. 76	17–18 Act. 10	6–7 Rubric for essays 198		Complete final version of essay for submission to teacher
5	LSC: Practise subject-verb agreement; discuss and mark answers; In class or for homework do Extra Act. on <i>English Today</i> Worksheet 14; p. 76	19 Act. 11	7		Complete <i>English Today</i> Worksheet 14

ENGLISH TODAY Week 3 – Theme: Speaking out

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	L&S: Discuss a photograph; listen to and discuss a prepared speech ; R&V: Read and respond to a poem; p. 77	22 Act. 1–2	10–11	<i>Housewives</i> CR pp. 13–15	Read the poem and write down what the women are doing
2	Discuss women’s work based on homework; LSC: Identify nouns and prepositions ; p. 77	23 Act. 3	11 162 11	<i>Housewives</i> CR pp. 13–15	Do tasks on <i>English Today</i> Worksheet 1 (Nouns)
3	Mark and discuss homework (5 mins); R&V: Read a speech and answer comprehension questions; p. 77	24–26 Act. 4–5			Complete answers to questions on speech
4	Mark and discuss homework (15 mins); LSC: Understand and identify abbreviations and discuss answers in class (45 mins); p. 77	26 Act. 6	13		Find some examples of abbreviations to bring to class
5	Discuss homework – examples of abbreviations (5 mins); LSC: Understand and identify phrases and clauses (35 mins); Listen to introduction to literature set work (20 mins); p. 77	27 Act. 7	13	Literature set work	Read set work as directed by teacher

ENGLISH TODAY Week 4 – Theme continued: Speaking out

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Discuss first reading of literature set work; and note what to read next (10 mins); R&V: Intensive reading, impact of font types and sizes, headings and captions on meaning – read a graph and answer questions on it (50 mins); p. 77	28 Act. 8	14	Literature set work	Read set work as directed by teacher
2	W&P: Write a speech – plan and write first draft ; p. 77	29–30 Act. 9	14–15		Improve first draft of speech
3	W&P: Revise with a partner, edit and write final version of speech ; p. 77	29–30 Act. 9	14–15		Do revision tasks on a speech LB p. 32
4	Mark and discuss homework (15 mins); L&S: Present a prepared speech using the speech written in previous lessons – plan and practise (45 mins); p. 77	31 Act. 10	15		Practise speech for presentation in next lesson
5	L&S: Present a prepared speech ; Note: The speech can be done as a Term 1 Formal Assessment Task ; p. 77	31 Act. 10	15	Literature set work	Read set work as directed by teacher

ENGLISH TODAY Week 5 – Theme: Pictures in our world

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Discuss a photograph with a partner (15 mins); L&S: Group discussion of the meaning of a visual text (graphic) in order to answer questions; p. 78	33–34 34–35 Act. 1	17 17		Complete written answers to questions
2	Mark and discuss answers to questions (20 mins); R&V: Identify imagery in a poem – discuss metaphor and simile , talk about locusts, read <i>The locust</i> , identify images in this poem; p. 78	35 35–36 Act. 2	17	<i>The snake song</i> CR p. 22	Identify images in <i>The snake song</i> CR p. 22
3	Discuss images in <i>The snake song</i> (5–10 mins); answer imagery and other questions on <i>The locust</i> ; LSC: Find synonyms and antonyms for words used in the poem (50–55 mins); p. 78	36 Act. 3	18	<i>The snake song</i> CR p. 22	Do tasks on <i>English Today</i> Worksheet 9
4	Mark and discuss Worksheet 9 (15 mins); L&S: Listen to text and take notes (45 mins); p. 78	37–38 Act. 4	18–19	<i>The snake song</i> CR p. 22	Write answer to CR p. 24 Act. 1
5	Mark and discuss answers to Act. 1 (15–20 mins); LSC: Write statements in the negative (40–45 mins); p. 78	38 Act. 5	162 19	Literature set work	Read set work as directed by teacher

ENGLISH TODAY Week 6 – Theme continued: Pictures in our world

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	R&V: Distinguish between fact and opinion – read, discuss and answer questions on two magazine articles; LSC: Understand how comparatives and superlatives express opinion; p. 78	38–40 Act. 6	19–20		Complete answers to questions on articles
2	Mark and discuss answers to fact/opinion questions (20 mins); LSC: Identify and use adjectival and adverbial phrases and clauses (40 mins); p. 78	38–40 Act. 6 41 Act. 7–8	20 21		Answer Q a–g on <i>English Today</i> Worksheet 7
3	L&S: Prepare and present a role play ; p. 78	42 Act. 9	21		Answer Q h–o on <i>English Today</i> Worksheet 7
4	Mark and discuss answers to Worksheet 7 (15 mins); W&P: Write a friendly letter – plan and write a draft ; p. 78	43 Act. 10	21		Revise and edit letter to submit for marking
5	Revise work on images and on language structures by writing and discussing answers to the revision tasks on p. 44 (do this in class rather than for homework); p. 78	44	22	Literature set work	Read set work as directed by teacher

Extra resources: If possible, bring some magazines to class for learners to read through.

ENGLISH TODAY Week 7 – Theme: Smoke free is healthy					
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Discuss literature set work (10 mins); Talk to a partner about a photograph and ask questions on it (10 mins); R&V: Use the reading process to read and answer questions on a magazine article (40 mins); p. 79	45–46 46–47 Act. 1–2	24 24		Complete answers to questions on magazine article
2	Mark and discuss answers to questions on magazine article (15 mins); LSC: Learn about and do activities on interjectives and ellipsis ; p. 79	46–47 48 Act. 3	24 24		Prepare for next lesson – ask a few people for their views on smoking
3	L&S: Group discussion of magazine article ; LSC: Understand bias, prejudice and stereotypes ; p. 79	48–49 Act. 4	25		Find examples of bias, prejudice or stereotypes in newspaper or magazine articles
4	Report and discuss examples of bias, prejudice or stereotyping (10 mins); L&S: Planning and presenting an unprepared speech (50 mins); p. 79	49–50 Act. 5	25	Literature set work	Read set work as directed by teacher
5	L&S: Planning and presenting an unprepared speech (rest of class); Note: Unprepared speeches can be done as Term 1 Formal Assessment Task ; LSC: Discuss ideophones and do activity; p. 79	49–50 50 Act. 6	26		Find and write down more examples of ideophones

ENGLISH TODAY Week 8 – Theme continued: Smoke free is healthy					
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Report and discuss examples of ideophones (5 mins); LSC: Understand the difference between the denotative and connotative meanings of words ; do an activity and discuss it; p. 79	51 Act. 7 56	26		Prepare for writing a magazine article by doing the revision tasks LB p. 56
2	Mark and discuss revision tasks (10–15 mins); W&P: Write a magazine article – plan and write first draft (45–50 mins); Note: Formal Assessment Task 2 ; p. 79	56 52–53 Act. 8	29 27		Complete and revise first draft
3	W&P: Write a magazine article – revise and edit by discussing with a partner and then write final version for assessment; p. 79 Note homework task	52–53 Act. 8	27	Literature set work	Read set work as directed by teacher
4	R&V: Use the reading process to understand the external structure of a poem and to answer questions on the poem; discuss answers in class; p. 79	54–55 Act. 9–10	28	<i>Insects</i> CR pp. 6–8	Read <i>Insects</i> CR pp. 6–7 and write answers to CR p. 8 Act. 1
5	Mark and discuss answers to <i>Insects</i> Act. 1 (15 mins); LSC: Identify and use adjectives and adverbs (30 mins); Begin to write a shape poem (15 mins); p. 79	55 Act. 11	161 28	CR p. 8 Act. 2	Continue to experiment with shape poems

ENGLISH TODAY Week 9 – Theme: Food for health

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Discuss a photograph and questions with a partner (5 mins); L&S: Listening comprehension : listen to, make notes and answer questions on an article; Note: This can be Formal Assessment Term 1 Task 1; p. 80	57–58 58–59 60	31		Learn the past tense of irregular verbs LB p. 60
2	Participate in quiz on past tense irregular verbs (5–10 mins); LSC: Understand and use correctly regular/irregular verbs, main/auxiliary verbs; p. 80	60 59–60 Act. 3–4	32–33	Literature set work	Read set work as directed by teacher
3	Discuss literature homework (10 mins); R&V: Use the reading process to read and answer questions on an investigative report; p. 80	60–62 Act. 5–6	33		Complete answers to questions in Act. 6
4	Mark and discuss answers to Act. 6 (15 mins); L&S: Prepare for an interview by drawing up a questionnaire (45 mins); p. 80	63–64 Act. 7	34		Conduct interviews LB p. 64 Act. 8
5	L&S: Groups discuss information from interviews, combine it and draw conclusions; p. 80	65 Act. 9	35		Re-read information/ conclusions to prepare for report writing

ENGLISH TODAY Week 10 – Theme continued: Food for health

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	W&P: Write an investigative report – plan and write first draft; p. 80	65–66 Act. 10	35		Revise first draft
2	W&P: Revise and edit the report with a friend using questions on p. 66 of LB; begin to write final report; p. 80	66 Act. 10			Complete report
3	R&V: Read a poem and answer questions on its theme and message; p. 80	66–68	35–36		Complete answers to questions
4	Mark and discuss answers to questions on poem (20 mins); Revise for term test (40 mins)				Prepare for term test
5	Term 1 Formal Assessment Task 3: Language and Comprehension	69–70	36		

1.3 Interactive English (St Mary's Interactive Learning Experience)

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

Extra resources: Additional books for learners to use for understanding the parts of a book. **Note** homework tasks.

INTERACTIVE ENGLISH Week 1 – Theme: Favourite stories					
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	L&S/R&V: In a group read and discuss what children around the world say about stories; brainstorm titles for six stories; read a contents page , put titles in correct sequence and give a reason for sequence (60 mins); p. 76	4–6 Act. 1	6–7		Browse LB to become familiar with it
2	L&S: Listen to a text, make notes on it and answer questions ; (40 mins); in a group discuss responses to the text and persuasive language in it (20 mins); p. 76	6–7 Act. 2	8–11	<i>Ali Baba and the forty thieves</i> CR pp. 8–13	Begin reading <i>Ali Baba and the forty thieves</i> and think about the questions on it CR pp. 8–13
3	R&V: Read a folktale and answer questions about characters, plot, setting and theme in the story ; p. 76	8–10 Act. 3	11–12 and Part 3, p. 1 at back of TG	<i>Ali Baba and the forty thieves</i> CR pp. 8–13	Finish reading <i>Ali Baba</i> and answer the literature questions
4	R&V: Discuss and mark answers to questions on <i>Ali Baba</i> (15 mins); LSC/R&V: Do language (adjective, adverbs and simile) and comprehension tasks on folktale (45 mins); p. 76	11 Act. 3 12–13 Act. 3	12–13	CR p. 13	LSC: Revise punctuation and parts of speech , and do tasks at bottom of LB p. 12
5	Mark and discuss homework (10 mins); R&V: Skim and scan information about parts of a book ; study the parts of a book and begin to answer questions on it (50 mins); p. 76	12 13 Act. 4 14–15 Act. 4	13–14 Note – answers in LB		Complete answers to questions LB p. 16

INTERACTIVE ENGLISH Week 2 – Theme continued: Favourite stories					
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Check answers to questions on parts of a book (10 mins); LSC: Understand and use synonyms and antonyms ; understand and identify pronouns (45 mins); p. 76 R&V: Listen to introduction to literature set work and note homework task (5 mins)	16–17 Act. 5	15–16		Begin reading literature set work as directed by teacher
2	Discuss literature set work (10 mins); LSC: Understand sentence structure, subject-verb agreement, main and dependent clauses and do activity; p. 76	17–18 Act. 6	16–17		Continue reading literature set work as directed by teacher
3	Discuss literature set work (10 mins); L&S/W&P: Listen to a story, plan a narrative essay and begin writing first draft ; p. 76	19–21 Act. 7			Complete first draft of narrative essay
4	W&P: Revise first draft, write, edit and proof read final version of essay ; Note: This can be done for Term 1 Formal Assessment Task 2 ; p. 76	19–21 Act. 7	17–20 Rubric xxvii	<i>The rose-red slipper</i> CR pp. 18–24	Read <i>The rose-red slipper</i> and think about the questions CR pp. 18–24
5	R&V: Discuss and answer questions on <i>The rose-red slipper</i> including questions on key features of a short story ; p. 76		2 Part 3	<i>The rose-red slipper</i> CR pp. 18–24	Continue reading literature set work as directed by teacher

INTERACTIVE ENGLISH Week 3 – Theme: Storytellers

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Discuss literature set work (10 mins); L&S: Prepare to listen to a speech by a famous storyteller (15 mins); listen to the speech and talk about its structure (15 mins); listen again and make notes about the speech (20 mins); p. 77	23–26 Act. 1	22–23	<i>The legend of the Arabian nights</i> CR pp. 14–16	Read a different perspective on <i>The legend of the Arabian nights</i> and prepare to answer questions on it CR pp. 14–16
2	L&S/R&V: Discuss alternative version of a story and give opinion of preferred version (30 mins); L&S: Read about and discuss features of a prepared speech and language use in a speech; begin preparing own speech; p. 77	26–27 Act. 2	Part 3, p. 1 at back of TG 24	<i>The legend of the Arabian nights</i> CR pp. 14–16	L&S: Prepare and practise a speech
3	L&S: Present a prepared speech to the class; Note: This can be done for Term 1 Formal Assessment Task 1; p. 77	26–27 Act. 2	24 Rubric xxix		Continue reading literature set work as directed by teacher
4	L&S: The rest of the class presents a prepared speech to the class (45–50 mins); discuss literature set work (10–15 mins); p. 77	26–27 Act. 2	24 Rubric xxix		Read a speech by another story teller LB p. 28
5	R&V: Identify features of a speech, including language use and answer questions about the speech; compare and contrast two speeches by well-known storytellers; p. 77	28–29 Act. 3	25		Continue reading literature set work as directed by teacher

INTERACTIVE ENGLISH Week 4 – Theme continued: Storytellers

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Discuss literature set work (10 mins); R&V: Work in groups to skim and scan an Inuit myth and to answer questions ; individually, read and answer comprehension questions on an Inuit myth; p. 77	30–33 Act. 4	26–27		Complete answers to questions for individual work
2	Mark and discuss homework (15 mins); LSC: Identify and use compound nouns, gerunds, comparative and superlative adjectives, diminutives (45 mins); p. 77	33–35 Act. 5	27–28		Complete answers to language questions
3	Mark and discuss homework (10–15 mins); LSC: Distinguish between phrases and clauses; identify and use adjectival and adverbial clauses (30 mins); W&P: Plan and begin to write first draft of a speech (15–20 mins); p. 77	35 Act. 6 36 Act. 7	29		Complete first draft of speech
4	W&P: Revise first draft; read to a partner, write, edit and proof read final version; p. 77	36 Act. 7	29		Complete written speech if unfinished
5	R&V: Read a praise poem and answer questions on it; read about Credo Mutwa (structure, use of language, meaning, comprehension); L&S: Perform a praise poem; p. 77		Part 3, pp. 2–3 at back of TG	<i>Praise song to the leopard</i> CR pp. 32–33; <i>Who is Credo Mutwa?</i> CR pp. 34–35	Continue reading literature set work as directed by teacher

Extra resources: Various kinds of advertisements.

INTERACTIVE ENGLISH Week 5 – Theme: Laugh a while					
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Discuss literature set work (10 mins); L&S: Groups discuss photographs of sculptures and website comments on these (visual/multimedia texts) (20 mins); L&S: Listen to story about photographs, make notes (30 mins); p. 78	38–42 Act. 1 42	31–32		(i) Expand notes into full sentences (ii) Find examples of favourite print advertisements to bring to class and/or think about how to describe favourite radio or TV advertisements
2	In a group compare sentences (5–10 mins); as a class discuss favourite advertisements (10–15 mins); prepare for, listen to and do listening comprehension tasks on the sound track of a TV advertisement (multimedia text) (40–45 mins); p. 78	43–44 Act. 2	32–33 33–34		Think about how to retell the story in the advertisement and how to reconstruct the scene LB p. 44
3	L&S: With a partner, retell and reconstruct the story in the ad; role play both versions (15–20 mins); R&V: Use reading process with an extract from a novel and answer comprehension questions (40–45 mins); p. 78	45–48 Act. 3			Complete answers to LB p. 48 Q A–D
4	Mark and discuss homework (15 mins); R&V/LSC: Read a poem and note how idioms, slang, denotative and connotative meanings of words contribute to humour in it (45 mins); p. 78	49–52 Act. 4	35–36		Read the poem aloud LB pp. 50–51
5	R&V/LSC: Answer language and comprehension questions on the poem and mark answers	49–53 Act. 4	36		Continue reading literature set work as directed by teacher

INTERACTIVE ENGLISH Week 6 – Theme continued: Laugh a while					
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Discuss literature set work (10 mins); LSC: Understand and use prefixes and suffixes to build new words ; discuss and mark answers to Act. 5 (50 mins); p. 78	53–54 Act. 5	36–37		Continue reading literature set work as directed by teacher
2	Discuss literature set work (10 mins); LSC: Understand and use conjunctions to build sentences ; understand and identify definite and indefinite articles in a text; discuss and mark answers to Act. 6 (50 mins); p. 78	54–55 Act. 6	37–38		Continue reading literature set work as directed by teacher
3	Discuss literature set work (10 mins); R&V: Read and discuss a review of a novel; W&P: Plan and begin first draft of a friendly letter which describes the novel; p. 78	56–57 Act. 7	38		Complete first draft of letter
4	W&P: Revise first draft, write, edit and proof read final version of friendly letter ; p. 78	56–57 Act. 7	38		Continue reading literature set work as directed by teacher
5	Discuss literature set work (30 mins); LSC: Revise punctuation ; p. 78	58 Act. 8	39		Continue reading literature set work as directed by teacher

Extra resources: Various kinds of advertisements.

INTERACTIVE ENGLISH Week 7 – Theme: Stereotypes

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Discuss literature set work (10 mins); L&S/LSC/R&V: Read and discuss an article about prejudice; identify proverbs in a magazine article (50 mins); p. 79	59–61 Act. 1	41		Revise guidelines for planning and making a speech LB p. 27
2	L&S: Make an unprepared speech on a magazine article ; Note: This can be done for Term 1 Formal Assessment Task 1; p. 79	60–61 Act. 1	41		Continue reading literature set work as directed by teacher
3	L&S: The rest of the class makes an unprepared speech on a magazine article (45 mins); Discuss literature set work (15 mins); p. 79	61 Act. 1	41		Re-read and understand information on stereotyping and LB p. 59 and 62; think about answers to Act. 2 B–C
4	L&S: In a group, discuss questions about stereotypes (15 mins); Read an online magazine and identify its features and style – answer post-reading questions (45 mins); p. 79	62–64 Act. 2	41–42		Complete answers to questions in Section A LB p. 64
5	Discuss answers to homework questions (10 mins); L&S: In a group, talk about gender stereotyping (10 mins); R&V: Use the reading process and the guide questions (LB p. 65) to read a book review ; W&P: Participate in a class discussion of answers to questions (LB p. 65 Section C); p. 79	65–67 Act. 3	41–42 43–44		LSC: Complete the comparative and superlative adjectives table LB p. 67; R&V: Write answers to comprehension questions

Extra resources: Examples of magazine articles for learners to consult.

INTERACTIVE ENGLISH Week 8 – Theme continued: Stereotypes					
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Discuss answers to homework questions (15 mins); R&V: Read and answer questions about the external and internal structure, language use and message in a nursery rhyme (45 mins); p. 79	68 Act. 4	43–44 44		Prepare for next lesson by reading and thinking about the poem <i>Stereotyped teen</i> LB p. 69
2	R&V/LSC: Participate in class discussion about the form, language use, imagery and message in a poem ; W&P: Use the points discussed to write a review of the poem; p. 79	69–70 Act. 4	44–45		Complete review of poem
3	Read review to members of a group (5–10 mins); LSC: Understand proverbs and idioms (30 mins); LSC: Simple sentences and simple past, present and future tenses (20–25 mins); p. 79	71 Act. 5 72–73 Act. 6	45–46		LSC: Read about subject-verb agreement and do individual task LB p. 74
4	Mark and discuss homework (5–10 mins); W&P: Plan and begin first draft of a magazine article (50–55 mins); p. 79	75–78 Act. 7	45–46 47		Complete first draft of article
5	W&P: Revise first draft, write, edit and proof read final version of article ; Note: This can be done for Term 1 Formal Assessment Task 2 ; p. 79	75–78 Act. 7	47		Revise subject-verb agreement LB p. 78 Act. 8

INTERACTIVE ENGLISH Week 9 – Theme: Libraries, books and stories					
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Mark and discuss homework (5 mins); L&S: Prepare for a research project on library use by discussing questions about libraries, reading slogans about library week and designing interview questions (55 mins); p. 80	78 80–83 Act. 1	50		Conduct some interviews
2	L&S: Listening comprehension – listen to a factual text, make notes in a table and use table to answer questions ; p. 80	83–84 Act. 2	50–51		Conduct more interviews
3	L&S: Organise interview material – prepare introduction and conclusion (30 mins); Present a 2–3 minute oral group report (30 mins); p. 80	82–83 Act. 1	50		Prepare for next lesson by reading about features of investigative reports LB p. 85
4	R&V: Skim and scan an investigative report and answer Section B (LB p. 85); Read the report, identify its features and answer questions about it; p. 80	85–87 Act. 3	52–53		Complete answers to questions LB p. 87
5	Mark and discuss homework (15 mins); R&V: Read and respond to the language and message in a poem ; answer questions on it (45 mins); p. 80	88–89 Act. 4	53–54		Continue reading literature set work as directed by teacher

INTERACTIVE ENGLISH Week 10 – Theme continued: Libraries, books and stories

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Discuss literature set work (30 mins); LSC: Revise verb forms and use in sentences, discuss and mark answers (30 mins); p. 80	90–91 Act. 5	54–55	<i>I love reading books</i> CR p. 25–26	Read <i>I love reading books</i> and answer questions CR p. 25–26
2	R&V: Discuss answers to questions on poem; complete work on literature set work for Term 1; p. 80		Part 3, p. 2 at back of TG	<i>I love reading books</i> CR p. 25–26	Revise for term test
3	W&P: Plan and write first draft of investigative report; p. 80	92–93 Act. 5	56		Revise first draft
4	W&P: Read revised draft to a partner and use feedback to write, edit and proof read final version; p. 80	92–93 Act. 5	56		Revise for term test
5	Term 1 Formal Assessment Task 3: Language and Comprehension Test				

1.4 Platinum English First Additional Language (Maskew Miller Longman)

Note 1: What learners listen to, read, discuss and write in Week 1 will help them with the main writing task in Week 2. This is a formal assessment task.

Note 2: L&S = Listening and Speaking; R&V = Reading and Viewing; W&P = Writing and Presenting; LSC = Language Structures and Conventions.

Extra resources: Additional books to demonstrate features of different kinds of books. **Note** homework tasks.

PLATINUM ENGLISH Week 1 – Theme: Let’s play! (females in sport)					
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	L&S: Group discussion: brainstorm, select and sequence ideas; p. 76	1–2 Act. 1–2	2–3		Browse LB to become familiar with it
2	L&S: Listening comprehension – record ideas and answer questions; p. 76	2–4 Act. 3	3–4 Text on p. xxxix		LSC: <i>Work with words</i> LB p. 4
3	Mark and discuss homework (5 mins); R&V: Identify and use parts of a book (55 mins); p. 76	5 Act. 4	4 4–5		Complete answers to Act. 4 LB p. 5
4	R&V: Discuss answers to homework (20 mins); LSC: Sentence structure – identify subject and predicate (20 mins); identify main and dependent clauses (20 mins); p. 76	5 12–13 Act. 7–8	5 8–9		LSC: <i>Work with words and Work with sentences</i> LB p. 8
5	Mark and discuss homework (5 mins); R&V: Use reading process to read a short story and answer questions (55 mins); p. 76	6–8 Act. 5	5–6		Complete answers to questions on short story

PLATINUM ENGLISH Week 2 – Theme continued: Let’s play! (females in sport)					
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Mark and discuss homework on story (15 mins); W&P: Write a narrative essay – brainstorm and plan (45 mins); p. 76	9–10 Act. 6 Step 1–2	7–8		Review and improve plan for narrative essay
2	Write a narrative essay – write the first draft and then revise it; p. 76	10–11 Act. 6 Step 3–4	7–8		Complete revisions and editing of first draft of essay
3	Work with a partner to comment on each other’s revised first draft; write a second draft; p. 76	11 Act. 6 Step 5–6	7–8		Proof read second draft of essay LB p. 11 Act. 6 Step 7
4	Write final version of the narrative essay in class; Note: This narrative essay can be done for Term 1 Formal Assessment; p. 76	11 Act. 6 Step 8	7–8		LSC: Language revision exercises LB p. 14
5	Discuss and mark homework (15 mins); R&V: Read a short story and answer questions on its plot, language and literary devices (45 mins); p. 76			<i>Loyalties</i> CR pp. 5–9	Complete answers to questions on <i>Loyalties</i> CR pp. 5–9

Extra resources: If possible, bring some picture stories (e.g. comic books) to class for learners to enjoy.

PLATINUM ENGLISH Week 3 – Theme: Science around us

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Mark and discuss homework (15 mins); L&S: Talk about a photograph (2 mins); listen to a prepared speech (40 mins); Listen to teacher introduce literature set work (3 mins); p. 77	16–17 Act. 1–2	217 12–13	Literature set work	Begin reading literature set work as directed by teacher
2	R&V: Read a speech using reading strategies and answer questions on it; Note homework task on LSC: Figurative language and abbreviations ; p. 77	17–19 Act. 3	13–14		<i>Work with words</i> LB p. 19
3	Mark and discuss homework (5 mins); R&V: Read a picture story for written/ visual comprehension and answer questions on it (55 mins); p. 77	20–22 Act. 4	14–15		Complete answers to Act. 4; LSC: <i>Work with words</i> and <i>Work with sentences</i> LB pp. 22–23
4	Mark and discuss homework (15 mins); W&P: Write a speech – plan and draft a speech (45 mins); p. 77	23–24 Act. 5	16–17		Revise written speech
5	W&P: Further revise and edit written speech with a partner; present final written version; p. 77	24 Act. 5	16–17	Literature set work	Read part of literature set work as directed by teacher

PLATINUM ENGLISH Week 4 – Theme continued: Science around us

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Review reading of set work (20 mins); L&S: Presenting a prepared speech – make preparations and practise by presenting to a partner (40 mins); Note: The prepared speech could be done as a Term 1 Formal Assessment Task ; p. 77	24–25 Act. 6	17–18		Further practising of speech
2	L&S: Present the prepared speech to the class; p. 77	25 Act. 6	17–18 Rubric xxxiv	<i>In the shacks of Inanda</i> CR pp. 10–14	<i>Read In the shacks of Inanda</i> CR pp. 10–14
3	Complete presentation of speeches if not finished in previous lesson; R&V: Do activities on <i>In the shacks of Inanda</i> as directed by teacher; p. 77			<i>In the shacks of Inanda</i> CR pp. 10–14	Complete activities on short story
4	Discuss and mark activities on short story (15 mins); LSC: Use subjects and auxiliary verbs ; use verbs as verbs or nouns ; use suffixes (45 mins); p. 77	25–27 Act. 7–9	217–218 18–19		Complete any unfinished work LB pp. 25–27 Act. 7–9; Do language revision LB p. 28 Tasks 1–3
5	Mark and discuss homework (30 mins); R&V: Do activities on literature set work (30 mins); p. 77		19	Literature set work	Read part of literature set work as directed by teacher

Note: The suggested poem from the Core Reader differs from the one listed in the Teacher's Guide because it is more compatible with the theme of the chapter.

PLATINUM ENGLISH Week 5 – Theme: Learning about the past					
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	L&S: Talk about a photograph (10–15 mins); R&V: Read and answer questions on key features of a drama script and on what happens in the script (45–50 mins); p. 78	29–30 Act. 1 30–32 Act. 2	22 22–23		Complete written answers to play script
2	Mark and discuss homework (10 mins); L&S: Discuss a multimedia text (a play script) in groups (20 mins); reconstruct a scene and act it (10 mins); write a short, new scene and act it (20 mins); p. 78	30–32 30–33 Act. 3 Act. 4 Part 1 Act. 4 Part 2	22–23 24–25		Manipulative and figurative language – write answers to <i>Work with words</i> and <i>Work with sentences</i> LB p. 32
3	Mark and discuss homework (5–10 mins); L&S: Listening comprehension – listen to teacher read, make notes and write answers to questions (50–55 mins); Note: This could be done for Term 1 Formal Assessment Task; p. 78	33–34	25–26		Do the before-reading task; make notes to bring to class; LB p. 34 Act. 6;
4	Report to class about findings from talking to an older person (10 mins); R&V: Read, discuss and answer questions on key features and message of a poem (50 mins); p. 78	34 Act. 6	26–27		<i>Work with words</i> LB p. 36
5	LSC: Write sentences with adjectival phrases; identify and use adverbial clauses; p. 78	36–37 Act. 7–8	27	<i>To my little girl</i> CR pp. 82–83	Read and answer questions on <i>To my little girl</i> CR pp. 82–83

PLATINUM ENGLISH Week 6 – Theme continued: Learning about the past					
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Mark and discuss homework on poem (20 mins); W&P: Write a friendly/informal letter based on visual stimulus and plan and begin the draft letter (40 mins); p. 78	38–39 Act. 9	226–227 28–29		Complete the draft letter
2	W&P: Revise and edit the draft; write and edit the final version of the letter; p. 78	38–39 Act. 9	29	Literature set work	Read part of literature set work as directed by teacher
3	R&V: Intensive reading/viewing of a cartoon – read, discuss ideas and write answers to questions; p. 78	40–41 Act. 10	29–30		Complete written answers to Act. 10; do <i>Work with words</i> LB p. 41
4	Mark and discuss homework (15 mins); Discuss and write answers to Q 1–3 on the revision page and mark these in class (45 mins)	40–41 42	29–30 30–31		Write answers to Q 3 on revision page LB p. 42
5	R&V: Read and do activities on literature set work			Literature set work	Do task on literature set work as directed by teacher

Extra resources: Bring some newspapers to class for learners to page through.

PLATINUM ENGLISH Week 7 – Theme: So many ways to speak					
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Talk about and demonstrate body language (20 mins); R&V: Use the reading process to read and answer Q 1–6 on a newspaper article ; p. 79	43–44 Act. 1 44–46 Act. 2	33–34 34–35		Complete answers for LB pp. 44–46 Act. 2
2	Mark and discuss homework (10 mins); R&V: Write and discuss a summary of the newspaper article (40 mins); L&S: Begin preparations in order to make an unprepared speech on a newspaper or magazine article (10 mins); p. 79	44–46 44–46 47	34–35 35 36		Find a newspaper/ magazine article about animals LB p. 47 Act. 3
3	L&S: Make an unprepared speech on a newspaper or magazine article ; Note: The unprepared speech could be done as a Term 1 Formal Assessment Task ; p. 79	47	36 Rubric xxxiv		Write answers to <i>Work with words</i> and <i>Work with sentences</i> LB p. 46
4	Mark and discuss homework (15 mins); L&S: Groups discuss newspaper article and information on body language and use body language for communication (45 mins); p. 79	46 47	35	Literature set work	Read set work as directed by teacher
5	R&V: Read, discuss and write answers to questions on a poem (including structure, figurative meaning and message); p. 79	48–50	37		Complete answers to questions on poem LB p. 50

PLATINUM ENGLISH Week 8 – Theme continued: So many ways to speak					
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Mark and discuss homework (20 mins); W&P: Write a newspaper article – plan the article and begin writing first draft (40 mins); Note: This can be done for Term 1 Formal Assessment Task 2 ; p. 79	48–50 51 Act. 6	38–39		Complete first draft of newspaper article
2	W&P: Partners give each other feedback on first draft; each learner revises, edits and proof reads final version of article ; p. 79	51–51	38–39 xxxi or xxxvi for assessment	<i>We real cool</i> CR p. 72	Read the information about <i>We real cool</i> and read the poem aloud CR p. 72
3	R&V: Discuss and answer questions on <i>We real cool</i> CR pp. 72–73		224	Literature set work	Read set work as directed by teacher
4	Discuss homework reading (10 mins); LSC: Understand and do tasks on differences between denotation and connotation ; discuss answers in class (50 mins); p. 79	52–53 Act. 7	39–40		LSC: Identify ideophones and interjections in a text LB p. 53 Act. 8
5	Mark and discuss homework (5 mins); Do language revision tasks and discuss answers (55 mins)	53 54	40 41	Literature set work	Read set work as directed by teacher

PLATINUM ENGLISH Week 9 – Theme: Alcohol and teenagers

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Discuss a photograph (10 mins); L&S: Work with a partner to conduct an interview and fill in a questionnaire report (50 mins); p. 80	55–56 Act. 1 56–57 Act. 2	43 44		Use synonyms to write sentences LSC: <i>Work with words</i> LB p. 58
2	Mark and discuss homework (5 mins); L&S: Listening comprehension – listen to an article, make notes and answer questions (55 mins); p. 80	58 57–58 Act. 3	45 44–45	Literature set work	Read set work as directed by teacher
3	Discuss literature set work (10 mins); R&V: Use the reading process to read and answer questions on an investigative report (50 mins); p. 80	58–60 Act. 4	45–46		Complete written answers LB p. 60
4	Mark and discuss answers to Act. 4 (20 mins); R&V: Read, discuss and answer questions on features, mood and theme in a poem (40 mins); p. 80	58–60 63–64 Act. 6	45–46 48	<i>Dance</i> CR pp. 74–75	Read <i>Dance</i> and prepare to discuss questions on it
5	Discuss questions on <i>Dance</i> (20 mins); LSC: Revise verbs in past tense by doing <i>Work with words</i> LB p. 60 (10 mins); W&P: Write an investigative report – read example report, decide on topic, think of questions for research (30 mins); p. 80	60 61	225 46 47	<i>Dance</i> CR pp. 74–75	Do research to get information for report

PLATINUM ENGLISH Week 10 – Theme continued: Alcohol and teenagers

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	W&P: Plan and write first draft of investigative report ; p. 80	61–62	47		Revise and edit first draft of report
2	W&P: Proof read and present final version of report (30 mins); LSC: Do <i>Work with words</i> on examples of bias and use conjunctions to link ideas in sentences ; discuss answers (30 mins); p. 80	62 62	47 Rubric xxxi 47		LSC: Revise last chapter's language (denotation and connotation) LB p. 66 Q 1–2
3	Mark and discuss homework (5–10 mins); LSC: Discuss the forms and functions of auxiliary verbs and modal verbs ; use these verbs in sentences; mark and discuss sentences; p. 80	64–65 Act. 7–8	48–49 49		Answer revision task on modal verbs LB p. 66 Revision Task 2
4	Mark and discuss homework (5–10 mins); LSC: Write sentences in past tense including irregular verbs and discuss them; do Revision Task 1 on past tense verbs; p. 80	65 66	50 50		Revise term's work for language and comprehension test
5	Term 1 Formal Assessment Task 3: Language and Comprehension Test				

1.5 Spot On English First Additional Language (Heinemann)

Note 1: On pages 42–57 in the TG, the Annual Teaching Plan incorrectly allocates eight hours instead of ten to each two-week block. This means that teachers and learners have more time for activities than the time indicated in the LB and the TG.

Note 2: L&S = Listening and Speaking; R&V = Reading and Viewing; W&P = Writing and Presenting; LSC = Language Structures and Conventions. **Note** homework tasks.

SPOT ON Week 1 – Theme: Loving the land					
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	L&S/LSC: Groups discuss literal and figurative meanings of a title (5 mins); L&S: Listen to a passage and take notes (15 mins); use notes to write answers to questions (40 mins); p. 76 Note: This could be done as a Term 1 Formal Assessment Task 1	2 Act. 1.1 Act. 1.2 Act. 1.3	60–61		Browse LB to become familiar with it
2	Mark and discuss answers to Act. 1.3 (10 mins); write down proper nouns to learn to spell and punctuate correctly (5–10 mins); R&V: Identify and use parts of a book (40 mins); p. 76	2 3 Act. 2.1	61 61 62		Learn spelling and punctuation for a quiz
3	Quiz on proper nouns learned for homework (5 mins); R&V: Read and answer comprehension and language questions on a speech (55 mins); p. 76	4–6 Act. 3.1–3.2	63		Complete answers to questions
4	Mark and discuss homework (20 mins); LSC: Understand pronouns (20 mins); R&V: Begin reading <i>The old woman</i> (20 mins); p. 76	4–6 7	63 64	<i>The old woman</i> CR pp. 36–38	Complete reading <i>The old woman</i> and study new vocabulary
5	R&V: Answer questions orally (CR pp. 38–39) on characters, setting, plot, literal and figurative language (50 mins); listen while teacher introduces literature set work (10 mins); p. 76		298	<i>The old woman</i> CR pp. 36–39	Begin reading literature set work as directed by teacher

SPOT ON Week 2 – Theme continued: Loving the land					
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Discuss reading of literature set work (15 mins); W&P: Plan and begin writing first draft of a reflective essay (45 mins); Note: This can be done for Term 1 Formal Assessment Task 2; p. 76	8–9	65–66		Complete first draft of essay
2	W&P: Revise and edit first draft of essay; get feedback from a partner; p. 76	8–9	65–66		Read literature set work as directed by teacher
3	Discuss literature set work (10–15 mins); W&P: Write and proof read final version of reflective essay for assessment; p. 76	8–9	65–66 Rubric 289		Read literature set work as directed by teacher
4	LSC: Revise subject-verb agreement ; distinguish between phrases and clauses ; p. 76	10–11 Act. 6.1 Act. 6.2			Read literature set work as directed by teacher
5	Discuss literature set work (20 mins); LSC: Do revision activity	12	68		Read literature set work as directed by teacher

SPOT ON Week 3 – Theme: So to speak

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Discuss literature set work (30 mins); L&S/LSC: Discuss features of a prepared speech including emotive and manipulative language (30 mins); p. 77	14–15	70–71		Read questions for Act. 1.2 to prepare for next lesson
2	L&S: Listen to and make notes on a prepared speech in order to answer questions (15 mins); answer questions on the speech (45 mins); p. 77	15 Act. 1.1 and 1.2	70–71 70–71		Read literature set work as directed by teacher
3	Discuss and mark Act. 1.2 (20 mins); R&V: Understand skimming and scanning and answer Q 1–4 in Act. 2.2 (20 mins); read the speech and begin answering Q 5–16; p. 77	15 16–18 Act. 2.1–2.2	71 72		Complete answers to Q 5–16
4	Discuss and mark answers to questions 5–16 (40 mins); LSC: Answer and discuss Q 17–18 on comparative and superlative adjectives (20 mins); p. 77	16–18	72		Read literature set work as directed by teacher
5	Discuss literature set work (15 mins); LSC: Revise punctuation (45 mins); p. 77	22 Act. 4.1			Read literature set work as directed by teacher

Note: The LB and TG are incorrect about the formal assessment task. Only oral presentation of a prepared speech is a Term 1 formal assessment task. The written version is for informal assessment and for preparation for the oral speech.

SPOT ON Week 4 – Theme continued: So to speak

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Discuss literature set work (15 mins); W&P: Plan and begin first draft of a speech (45 mins); p. 77	19–20			Do any research needed for speech and complete first draft
2	W&P: Revise, edit and proof read speech (45 mins); L&S: Read about how to present a speech and begin practising (15 mins); p. 77	20 21	73		Practise speech
3	L&S: Present a prepared speech to the class; Note: This can be done for Term 1 Formal Assessment Task 1; p. 77	21	73		
4	L&S: Present a prepared speech to the class (45 mins); mark and discuss homework on punctuation; p. 77	21	73 74		Read literature set work as directed by teacher
5	Discuss literature set work (15 mins); LSC: Understand and use finite and non-finite verbs (45 mins); p. 77	23–24 Revision Act. 2 Q 1–2	75 77		Do revision LB p. 24 Revision Act. 2 Q 3–4

SPOT ON Week 5 – Theme: For the love of sport

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Mark and discuss homework (5–10 mins); R&V: Use skimming and scanning strategies to read and answer Q 1–6 in Act. 1.1; discuss answers (50–55 mins); p. 78	24 26–29	77 79		LSC: Answer questions on adjectives, adverbs and present participles LB p. 28 Q 7–9
2	Mark and discuss homework (10 mins); LSC: Answer word meaning Q 10–13 in Act. 1.1; discuss answers (40 mins); R&V: Listen to teacher introduce poem (CR p. 77) (10 mins) p. 78	26–29	79	<i>The high jump</i> CR pp. 76–79	Re-read the poem and learn the vocabulary CR p. 78
3	R&V: Understand key features of a poem (language use, structure and theme) ; answer question on poem; p. 78		303	<i>The high jump</i> CR pp. 76–79	Use ideas on CR p. 76 to write a sport poem
4	Share sport poems with class (15 mins); LSC: Revise parts of speech – adjectives, adverbs, adjectival and adverbial phrases, and articles ; answer questions; p. 78	30–31	80		Do revision LB p. 36 Revision Act. 3 Q 1–2
5	Mark and discuss homework (15 mins); L&S: Listening comprehension – record main ideas and discuss answers (40 mins); p. 78	32 Act. 3.1	81–82		Read literature set work as directed by teacher

Extra resources: As many examples of magazine covers as possible.

SPOT ON Week 6 – Theme continued: For the love of sport

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Discuss literature set work (10 mins); R&V: In groups discuss a multimedia text (a magazine cover) and answer questions on it to show understanding of its message ; p. 78	32–33	82		LSC: Literal and figurative language – write two examples of puns
2	Share examples of puns (10 mins); R&V: Read the multimedia text (cartoon) on p. 36 and discuss in a group ; give answers to Revision Act. Q 3 (20 mins); start reconstructing scenes in pairs as instructed by teacher (20 mins); p. 78	36 Q 3	85 83		Read literature set work as directed by teacher
3	Discuss literature set work (15 mins); L&S: Perform role plays prepared in previous lesson (45 mins); p. 78		83		Read literature set work as directed by teacher
4	W&P: Plan and write first draft of a friendly letter ; p. 78	35 Act. 4.1			Revise first draft
5	W&P: Write, edit and proof read final version of letter ; p. 78	35 Act. 4.1	84 Rubric 290		Read literature set work as directed by teacher

SPOT ON Week 7 – Theme: Dare to be wise

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Discuss literature set work (10 mins); L&S: Listen to three short articles read by teacher and choose one as a stimulus for an unprepared speech ; organise thoughts; make speech; Note: This can be done for Term 1 Formal Assessment Task 1; p. 79	38 Act. 1	88 89		
2	L&S: Make unprepared speech (rest of class); p. 79	38 Act. 1.1	89		Prepare for panel discussion by reading LB p. 39
3	L&S: Participate in a panel discussion ; listen to other groups' panel discussions; p. 79	39 Act. 2.1			Read literature set work as directed by teacher
4	Discuss literature set work (10 mins); LSC: Understand bias, stereotyping, prejudice and identify examples (50 mins); p. 79	40 Act. 3.1	91	<i>Words can take root too</i> CR pp. 32–33	Read <i>Words can take root too</i> CR pp. 32–33
5	R&V/LSC: Understand vocabulary, literary language and theme in a folk tale and answer questions on it; p. 79		297	<i>Words can take root too</i> CR pp. 32–34	Read literature set work as directed by teacher

Extra resources: Magazines for learners to read to get ideas about writing articles.

SPOT ON Week 8 – Theme continued: Dare to be wise

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Discuss literature set work (10 mins); LSC: Understand and identify denotative and connotative meanings of words; discuss answers to Act. 4.1 (50 mins); p. 79	41 Act. 4.1	92		LSC: The apostrophe – read about and answer Act. 7.1 LB p. 46
2	Mark and discuss homework (10 mins); R&V: Read a newspaper article, identify its key features and answer questions on it (50 mins); p. 79	46 42–43 Act. 5.1	96 93		Complete answers to Act. 5.1
3	Mark and discuss homework (20 mins); W&P: Plan and begin first draft of a magazine article (40 mins); p. 79	44–45	94		Complete and revise first draft of article
4	W&P: Write, edit and proof read final version of article ; Note: This can be done for Term 1 Formal Assessment Task 2; p. 79	44–45	94 Rubric 290		Read about limericks to prepare for next lesson LB p. 47
5	LSC: Identify stereotyping, bias and prejudice in limericks by doing Act. 8.1 Q 1–2 (30 mins); do Revision Act. 4 (30 mins); p. 79	47 48 Revision Act. 4	97–98		Write a limerick LB p. 47 Act. 8.1.3; Continue reading literature set work

SPOT ON Week 9 – Theme: Asking the right questions

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Read limericks to class (10 mins); Discuss literature set work (10 mins); R&V: Read and understand key features of an investigative report ; answer questions on a report (40 mins); p. 80	50–51 Act. 1.1	101		Complete answers to Act. 1.1 LB p. 50
2	Mark and discuss homework (30 mins); LSC: Read information on verb tenses and regular/irregular verbs and begin answering Act. 2.1, 3.1 and 3.2 (30 mins); p. 80	50–51 52–53 Act. 2.1, 3.1 and 3.2	101 102–103		Complete answers to activities LB pp. 52–53
3	Mark and discuss homework activities (20 mins); LSC: Understand and use active and passive voice ; write answers to Act. 4.1 (40 mins); p. 80	52–53 54–55 Act. 4.1	102–104 105		Complete answers Act. 4.1 LB p. 54
4	Mark and discuss homework activity (10–15 mins); L&S: Listen to an interview, make notes and answer questions (45–50 mins); p. 80	55 56 Act. 5.1–5.2	105 106–107		Prepare for next lesson by reading LB pp. 57–58
5	L&S/W&P: Write an investigative report ; choose a topic and draw up interview questions ; with a partner, practise asking the questions; p. 80	57–59 Act. 6.1–6.2	108		L&S: Conduct interviews and record information to use in report

SPOT ON Week 10 – Theme continued: Asking the right questions

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	W&P: Use information from interviews to plan and write first draft of investigative report ; p. 80	59 Act. 6.3	108		Revise first draft of report
2	W&P: Write, edit and proof read final version of investigative report ; p. 80	59 Act. 6.3	108		Practise presenting the report to the class
3	L&S: Take turns to present report to a group of class members; p. 80	59 Act. 6.4	108		Do LB p. 60 Revision Act. 5
4	LSC: Discuss and mark answers to Revision Act. on verbs and active/passive voice (30 mins); R&V: Participate in class discussion about literature set work (30 mins); p. 80	60	109		Revise for term test
5	Term 1 Formal Assessment Task 3: Language and Comprehension Test				

1.6 Successful English (Oxford University Press)

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

Extra resources: Additional books for identifying features of books. **Note** homework tasks.

SUCCESSFUL ENGLISH Week 1 – Theme: Negotiating your way					
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	L&S: Talk with a partner about a <i>negotiation</i> (5 mins); listen and take notes of main and supporting ideas; discuss these ideas in groups (55 mins); p. 76	8–9 Act. 1	37–38		Browse LB to become familiar with it
2	LSC: Revise punctuation marks (30 mins); R&V: Practise before-, during- and after-reading strategies ; read a story (30 mins); p. 76	10 Act. 2 11–12 Act. 3	38–39 39–40		Write answers to LB p. 12 Act. 3 Q 1a–1k
3	Mark and discuss homework (15 mins); discuss Act. 3 Q 2–3 (15 mins); understand and identify main and dependent clauses (30 mins); p. 76	11–12 13 Act. 4	39–40 40		Read about text features and parts of a book LB pp. 13–15
4	R&V: Identify text features and parts of a book and answer questions about them; LSC: Note homework task on pronouns ; p. 76	13–15 Act. 5 17	40		Read about pronouns LB p. 17; Answer Act. 7
5	Mark and discuss homework (10 mins); L&S: Participate in a group discussion (50 mins); p. 76	16–17	40–41		Punctuation and spelling practice LB p. 26 Act. 14

SUCCESSFUL ENGLISH Week 2 – Theme continued: Negotiating your way					
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Mark and discuss homework (10 mins); R&V: Understand key features of a short story ; read a story and answer questions on it (50 mins); p. 76	18–20 Act. 8	41–43		Complete answers to question in Act. 8
2	Mark and discuss homework (15 mins); LSC: Distinguish between literal and figurative language (30 mins); understand and use adverbs of place and degree (15 mins); p. 76	21 Act. 9 21–22 Act. 10	43 43		Complete answers to Act. 10
3	Mark and discuss homework (10 mins); W&P: Plan and write first draft of a narrative essay (50 mins); p. 76	22–23 Act. 11	43		Revise and edit first draft of the essay
4	W&P: Write, edit and proof read final version of narrative essay ; Note: This narrative essay can be done for Term 1 Formal Assessment Task 2 ; p. 76	22–24 Act. 11	43 Rubric 33		LSC: Read about subject-verb agreement and do LB pp. 24–25 Act. 12
5	Mark and discuss homework (10 mins); LSC: Understand and use synonyms and antonyms (30 mins); R&V: Listen to introduction to literature set work (20 mins); p. 76	25–26	43–44 44		Begin reading literature set work as directed by teacher

SUCCESSFUL ENGLISH Week 3 – Theme: The power of speech

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	L&S: Choose an opening for a speech (5 mins); Listen to a prepared speech; take note of features and language use; in groups discuss and answer questions on the speech (55 mins); p. 77	28–29 Act. 1	46–47		Read about abbreviations LB p. 30; bring own examples of abbreviations to class
2	LSC: Understand and use acronyms and abbreviations (45 mins); p. 77 Discuss literature set work and note homework task (15 mins)	30–31 Act. 2–3			Read literature set work as directed by teacher
3	Discuss literature set work (10 mins); R&V: Read a speech and identify its key features , particularly emotive language ; answer questions on the speech (50 mins); p. 77	31–32 Act. 4	47–48		Read literature set work as directed by teacher
4	LSC: Revise nouns, verbs and adjectives; p. 77	33–34 Act. 5	48		Read literature set work as directed by teacher
5	Discuss literature set work (10 mins); R&V: Use the before-, during- and after-reading process to read an article and answer comprehension questions on it (50 mins); p. 77	34–37 Act. 6	48–49		Complete answers to questions

SUCCESSFUL ENGLISH Week 4 – Theme continued: The power of speech

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Mark and discuss homework (15 mins); LSC: Revise sentence structure: phrases, clauses and conjunctions (45 mins); p. 77	37–39 Act. 7	50		Write a few ideas for a speech LB p. 39
2	W&P: Plan and write first draft of a speech; revise with a partner; p. 77	39–40 Act. 8	50–51		Write, edit, and proof read final version of speech
3	LSC: Understand and use prepositions (30 mins) ; L&S: Plan a prepared speech (30 mins); p. 77	43 Act. 11 42	51 51		Practise prepared speech
4	L&S: Present a prepared speech; Note: This can be done as Term 1 Formal Assessment Task 1; p. 77	42 Act. 11	51		LSC: Revise punctuation LB p. 41 Act. 9
5	L&S: Present prepared speech (rest of class) (50 mins); Mark and discuss homework (10 mins); p. 77				Read literature set work as directed by teacher

SUCCESSFUL ENGLISH Week 5 – Theme: Roles we play in life

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Talk with a partner about roles at school (5 mins); L&S: Listen to an extract from a story, make notes to record main and supporting ideas, write a summary (55 mins); p. 78	47–49 Act. 2	53–54		Write a summary
2	L&S: With a partner, use summary to agree on version of the story (reconstruct the scene) (15 mins); tell the story to another partner using own words (paraphrasing) (15 mins); LSC: Use adverbs of time and manner (30 mins); p. 78	47–49 Act. 2 46–47 Act. 1	53–54		Read literature set work as directed by teacher
3	Discuss literature set work (10 mins); LSC: Work out word meanings in context (30 mins); R&V: Begin the process of reading a short story by doing the before-reading tasks (20 mins); p. 78	49 Act. 3 50–52 Act. 4	54 55		Read the story LB p. 51–52; do the while-reading task LB p. 51
4	R&V: Discuss features of short story and write answers to questions on it; p. 78	50–52 Act. 4	55	CR pp. 80–84	Read more about the features of short stories
5	Mark and discuss homework (15 mins); LSC: Identify and use adjectival and adverbial phrases and clauses (45 mins); p. 78	52–53 Act. 5–6	56	<i>I thought drunkards were never heroes</i> CR pp. 85–87	Read <i>I thought drunkards were never heroes</i> CR pp. 85–87; Answer Q 2, 3 and 5

Extra resources: Examples of multimodal texts such as comic strips and advertisements to show learners how words, images and their layout on the page contribute to meaning.

SUCCESSFUL ENGLISH Week 6 – Theme continued: Roles we play in life

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Mark and discuss homework (10 mins); L&S: In groups discuss a multimodal text and role play scenes from a comic (50 mins); p. 78	54–55 Act. 8	173–4 56–57	<i>I thought drunkards were never heroes</i> CR pp. 85–87	LSC: Read about infinite verbs and gerunds ; and do LB p. 54 Act. 7
2	Mark and discuss homework (5 mins); R&V: Read a poem, understand key features of it (structure, figurative language rhyme and rhythm) ; answer questions on it; p. 78	56–58 Act. 9	57	<i>Watching TV</i> LB pp. 56–58	Complete answers to questions on poem
3	Mark and discuss homework (15 mins); LSC: Learn more about comparative and superlative adjectives and about using definite and indefinite articles (45 mins); p. 78	56–58 58–59 Act. 11 59 Act. 12	57 58 58		LSC: Read about writing statements in negative form; do LB p. 62 Act. 14
4	Mark and discuss homework (5–10 mins); W&P: Plan and write first draft of a friendly letter (50–55 mins); p. 78	60–62 Act. 13	58		Revise first draft of the letter
5	W&P: Write final version of letter, edit and proof read it ; p. 78	60–62 Act. 13	58		Read literature set work as directed by teacher

Note: To assess the Formal Assessment Task on unprepared speeches, use the rubric on p. 32 of the Teacher's Guide but ignore the *Research Skills* column.

Extra resources: Magazines to consolidate learning about features of magazines.

SUCCESSFUL ENGLISH Week 7 – Theme: Language in the media					
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Discuss literature set work (10 mins); L&S: Talk in groups about favourite magazines (5–10 mins); R&V: Use the reading process to read a magazine article, understand how it is structured and answer questions on it (40–45 mins); p. 79	64–66 Act. 1 Q 1	60 60–61		Complete answers to LB p. 65 Q 1a–1h
2	Mark and discuss homework (10 mins); LSC: Identify correct forms of verb tenses, nouns, adverbs and adjectives in a magazine article (30 mins); L&S: Prepare to participate in a group discussion (20 mins); p. 79	66 Act. 1 Q 2–3 66 Act. 2 before-speaking	61 61		Prepare for while-speaking LB p. 67 by thinking about roles people play in families
3	L&S: Participate in a group discussion, agree on summary of discussion (45 mins); LSC: Revise simple sentences and simple tenses (15 mins); p. 79	67 Act. 2 69	61 62		LSC: Do LB p. 69 Act. 5
4	Mark and discuss homework (10 mins); LSC: Recognise bias and stereotypes (30 mins); L&S: Make an unprepared speech on a magazine article ; p. 79	67 Act. 3 68 Act. 4	61 62		Read literature set work as directed by teacher
5	L&S: Make an unprepared speech on a magazine article (rest of class); Note: This unprepared speech can be done for Term 1 Formal Assessment Task 1; p. 79	68 Act. 4	62		Read literature set work as directed by teacher

SUCCESSFUL ENGLISH Week 8 – Theme continued: Language in the media					
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Discuss literature set work (15 mins); W&P: Learn about features and language use in magazine articles, plan and begin to write first draft of magazine article (45 mins); p. 79	70–72 Act. 6	62–63		Complete first draft of magazine article
2	W&P: Write, edit and proof read final version of magazine article; This magazine article can be done for Term 1 Formal Assessment, Task 2; p. 79	70–72 Act. 6	62–63		LSC: Revise punctuation and do LB p. 72 Act. 7
3	Mark and discuss homework (5–10 mins); LSC: Understand the meaning and use of proverbs (30 mins); R&V: Do pre-reading activity for a poem (15 mins); p. 79	72 73 Act. 8 73–74 Act. 9 Task 1	63 63		R&V: Do while-reading task LB p. 74 Act. 9 Task 2
4	R&V: Discuss answers to after-reading questions (45 mins); LSC: Revise adverbs of place and degree (15 mins); p. 79	75 Act. 9 Task 3 75 Act. 10	63 64		Complete Act. 10 and do Act. 11 on using adjectives
5	Mark and discuss homework (10 mins); LSC: Learn about and recognise ideophones and interjectives (35 mins); R&V: Read about free verse and read a poem; p. 79	76 Act. 12	64	<i>Not him</i> CR pp. 53–55	Read <i>Not him</i> CR pp. 53–55; Answer Q 1–2

SUCCESSFUL ENGLISH Week 9 – Theme: Language for different purposes

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Mark and discuss homework from CR (5–10 mins); Talk with a partner about an invention (5 mins); L&S: Listen for main and supporting ideas (listening comprehension) and answer questions (45–50 mins); p. 80	78 Quick check 78–79 Act. 1	171 66 66–67		Read literature set work as directed by teacher
2	Discuss literature set work (10 mins); R&V: Use the reading process to read and answer questions on an investigative report (50 mins); p. 80	79–81 Act. 2	67		Complete answers to questions LB p. 80–81 Act. 2
3	Mark and discuss homework (10–15 mins); LSC: Recognise and use regular and irregular verbs and main and auxiliary verbs (45–50 mins); p. 80	81–82 Act. 3–4	67 67–68	<i>Friendship</i> CR pp. 56–58	R&V: Read about poetic messages CR p. 56 and read <i>Friendship</i> CR p. 57
4	R&V: Understand key features of poetry ; discuss answers to question on CR p. 58; work in a group to perform the poem as a rap; p. 80		171		Reread the article LB p. 80; Think about questions to ask in an interview with Sagi or Ntombi
5	L&S: Prepare questions and answers and role play an interview (45 mins); p. 80 Discuss literature set work and note homework task	83–84	68		Read literature set work as directed by teacher

Note: The *Revision Test* on pages 91–92 is not long enough and not for sufficient marks to be used for Term I Formal Assessment Task 3: Language and Comprehension Test.

SUCCESSFUL ENGLISH Week 10 – Theme continued: Language for different purposes

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Discuss literature set work (10 mins); W&P: Plan and write first draft of an investigative report (50 mins); p. 80	84–86 Act. 6	68–69		Revise first draft
2	W&P: Edit, write and proof reads final version of investigative report; p. 80	84–86 Act. 6	68–69		R&V: Read about figures of speech and imagery in poetry, and read poem LB p. 87
3	R&V: Discuss a poem and answer questions on figures of speech and theme of poem; p. 80	86–88 Act. 7			LSC: Read about declarative and exclamatory statements and answer questions LB p. 89 Q 2–3
4	Mark and discuss homework (10 mins); Work through revision test to prepare for term test (50 mins);	91–92			Revise for term test
5	Term 1 Formal Assessment Task 3: Language and Comprehension Test				

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

Note 1: What learners listen to, read, discuss and write in Week 1 will help them with the main writing task in Week 2. This is a formal assessment task.

Note 2: L&S = Listening and Speaking; R&V = Reading and Viewing; W&P = Writing and Presenting; LSC = Language Structures and Conventions.

Extra resources: Additional books to demonstrate parts of different kinds of books. **Note** homework tasks.

TOP CLASS Week 1 – Theme: Food for thought

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	L&S: Group (pair) discussion select and sequence relevant ideas to introduce a partner to the class (20 mins); L&S: Listen to a short story and make notes (15 mins); read information on emotive language and answer questions orally (25 mins); p. 76	1 Act. A 1–2 Act. B	1 1–2 2–3		Browse LB to become familiar with it
2	L&S: Groups share and assess ideas on food stories (20 mins); R&V: Identify parts of a book and answer questions on these parts (40 mins); p. 76	3 Act. C 3–4 Act. D	3 3–4	<i>Dragon curry</i> CR pp. 1–7	Begin reading <i>Dragon curry</i> in CR
3	R&V: Read an extract from a short story and answer questions on key features of short stories ; LSC: Answer questions on synonyms and antonyms in the story; p. 76	4–7 Act. E	4–5	<i>Dragon curry</i> CR pp. 1–7	Finish reading <i>Dragon curry</i> in CR
4	R&V: Discuss the short story and answer the questions on setting, characters and plot in CR pp. 6–7; p. 76		5	<i>Dragon curry</i> CR pp. 1–7	Revise parts of a book by identifying these in CR
5	Discuss homework (5 mins); R&V: Compare and contrast features of two stories (25 mins); LSC: Identify examples of literal and figurative language (20 mins); listen to introduction to literature set work (5 mins); p. 76	7 Act. F 7–8 Act. G	5 6	Literature set work	Begin reading literature set work

TOP CLASS Week 2 – Theme continued: Food for thought

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Discuss first reading of literature set work (10 mins); LSC: Understand and use adverbs of place and degree (30 mins); W&P: Plan a narrative essay (20 mins); p. 76	8 Act. H 8–9	6 6		Begin writing first draft of narrative essay
2	W&P: Complete first draft and revise using guidelines in LB p. 9; p. 76	9 Act. H	6		Complete revisions to essay
3	Write and proof read final version of essay; Note: This narrative essay can be done for Term 1 Formal Assessment Task 2; p. 76	9 Act. H	6 Rubric 180	Literature set work	Read literature set work as directed by teacher
4	Discuss set work (10 mins); LSC: Revise parts of speech (40 mins); understand pronouns in preparation for homework task; p. 76	10–11 Act. J 11 Act. K 12	7 7		Write paragraph using pronouns LB p. 12
5	Mark and discuss homework (10 mins); LSC: Understand sentence structure ; write subjects and predicates (20 mins); understand and use clauses in sentences (30 mins); p. 76	12 12–13 Act. L 13 Act. M			Do LB p. 13 Act. N

TOP CLASS Week 3 – Theme: Words with wings

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Mark homework (5 mins); L&S: Listen to a speech and answer questions on it (35 mins); LSC: Understand and answer questions on language used in inspirational speeches (20 mins); p. 77	13 14–15 Act. A 15–16 Act. B	8 9–10		Complete written answers to LB p. 16 Act. B
2	Mark and discuss homework (10 mins); L&S and LSC: Understand and answer questions on features of inspirational speeches (emotive and manipulative language) (15 mins); R&V: Read and answer questions about a speechmaker; skim and scan a speech and answer questions on it (35 mins); p. 77	16 Act. C 16–18 Act. D Q 1–4	10 10–11 11		Read a speech and answer LB pp. 18–19 Q 5 (a–k)
3	Mark and discuss homework (30 mins); R&V: Discuss text features (fonts, headings, captions); Discuss word meanings (antonyms, synonyms, literal and figurative language) (30 mins); p. 77	18–19 19 Act. D Q 6–7	12 12 12		Read and think about poem <i>Midway</i> CR pp. 8–10
4	R&V: Read and answer questions on a poem; p. 77		13	<i>Midway</i> pp. 8–11	Choose speech topic LB p. 20
5	W&P: Plan, draft, revise, edit and proof read a speech ; p. 77	20	13		Prepare to present speech to class LB p. 20

TOP CLASS Week 4 – Theme continued: Words with wings

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	L&S: Present prepared speech to the class; Note: This can be done as Term 1 Formal Assessment Task 1; p. 77	20	13–14 Rubric 14	Literature set work	Read literature set work as directed by teacher
2	L&S: Present prepared speech to the class; p. 77	20	13–14 Rubric 14	Literature set work	Read literature set work as directed by teacher
3	Discuss literature set work (10 mins); LSC: Extend knowledge of nouns and verbs ; p. 77	21–22 Act. G–I	14–15	Literature set work	Read literature set work as directed by teacher
4	Discuss literature set work (5 mins); LSC: Revise prepositions and use them to play a game (25 mins); understand and use comparative and superlative adjectives (30 mins); p. 77	23 Act. J	15 15		Revise punctuation and do LB p. 25 Act. M
5	Mark and discuss homework (5 mins); LSC: Understand more about clauses (25 mins); learn about abbreviations ; p. 77	25 24 Act. L 26 Act. N	16		Do LB p. 26 Act. O

Extra resources: If possible bring examples of cartoon strips for learners to enjoy.

TOP CLASS Week 5 – Theme: The magic of everyday life

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Mark and discuss homework; L&S: Discuss, record and share ideas about a multimedia text (cartoon); reconstruct and act a scene (based on cartoon or other text); p. 78	27–28 Act. A–B	17 18–19		Watch a TV drama and decide what to re-enact from it
2	L&S: In groups prepare and then act scene from TV programme (20 mins); L&S: Listen to information and make notes (40 mins); p. 78	28 Act. B 28–29 Act. C	19 19–20		Read about paraphrasing and do LB p. 29 Task 3
3	Mark and discuss homework (5 mins); R&V: Do pre-, during- and after-reading activities on an extract from a novel (55 mins); p. 78	29–31 Act. D	20–21		Complete answers to Act. D
4	Discuss and mark Act. D (15 mins); L&S: Extend knowledge of comparative and superlative adjectives and of phrases and clauses (45 mins); p. 78	29–31 31–32 Act. E 32–33 Act. F	20–21 21–22 22		Language revision: LB pp. 33–34 Act. G–H
5	Mark and discuss homework (10 mins); R&V: Read a poem and answer/discuss questions on its features and theme (50 mins); p. 78	34 Act. I	21–22 23	Literature Set work	Read literature set work as directed by teacher

TOP CLASS Week 6 – Theme continued: The magic of everyday life

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Discuss literature set work (10 mins); R&V: Read a short story and discuss questions on it; p. 78		23–24	<i>The silence of owls</i> CR pp. 12–17	Write answers to any questions not completed in class CR p. 17
2	Discuss answers to homework questions on p. 17 of CR (10 mins); R&V: Read a poem from CR and discuss questions on it (50 mins); p. 78		23–24	<i>Sun</i> CR pp. 18–19	Write own poem about the sun
3	Read own poem to classmates (5–10 mins); LSC: Understand and use adverbs of manner and time (20–25 mins); W&P: Understand features, plan and begin first draft of a friendly letter ; p. 78	35 Act. J 36–37 Act. K	25 25		Complete first draft
4	W&P: Revise, edit and proof read friendly letter ; p. 78		Rubric 25	Literature set work	Read literature set work as directed by teacher
5	Discuss literature set work (10 mins); LSC: Understand and use definite and indefinite articles ; understand how to form negative statements (50 mins); p. 78	37–38 Act. L 38 Act. M			Answer LB p. 39 Act. N

Extra resources: Newspapers for learners to page through.

TOP CLASS Week 7 – Theme: Multicultural moments					
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Mark and discuss homework (Act. N); R&V: Understand features of different kinds of newspaper articles ; L&S: Listen to, discuss and answer questions on features of a newspaper article ; p. 79	39 40–41 Act. A	26 27–28		Make some notes on what could interest tourists in your area
2	L&S: Give an unprepared speech ; Note: This can be done as Term 1 Formal Assessment Task 1 ; p. 79	42 Act. B	29 Rubric 29	Literature set work	Read literature set work as directed by teacher
3	L&S: Give unprepared speeches (rest of class); p. 79			Literature set work	Read literature set work as directed by teacher
4	Discuss literature set work (10 mins); R&V and LSC: Read a newspaper article ; identify and discuss bias, prejudice and stereotypes (50 mins); p. 79	42–44 Act. C	30		Do Act. E on punctuation marks LB pp. 45–46
5	Mark and discuss homework (10 mins); LSC: Understand words in context (35 mins); R&V: Read a poem and begin to answer questions on it (15 mins); p. 79	45–46 44–45 47–48	31 30–31 31		Complete answers to questions on poem LB pp. 47–48

TOP CLASS Week 8 – Theme continued: Multicultural moments					
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	R&V: Read and answer questions on a short story and then on a poem ; p. 79		32	<i>The rainbow bird and the crocodile</i> CR pp. 20–25	Read <i>People ask</i> CR pp. 26–27
2	R&V: Re-read poem and discuss questions (CR pp. 28–29) on literal and figurative language (40 mins); LSC: Identify ideophones (20 mins); p. 79	48 Act. G	32–33 33	<i>People ask</i> pp. 26–29	
3	W&P: Plan and write first draft of a newspaper/magazine article ; Note: This can be done for Term 1 Formal Assessment Task 2 ; p. 79	49 Act. H	33 Rubric 180		Complete writing of first draft of article
4	W&P: Revise, edit and write final version of article ; p. 79	49 Act. H	33		Revise tenses and simple sentences LB p. 50 Act. I
5	Mark and discuss homework (10 mins); LSC: Revise adverbs ; understand and use interjections (50 mins); p. 79	50 50–51 Act. J 51 Act. K	33		Language revision LB p. 51 Act. L

TOP CLASS Week 9 – Theme: Become a first class investigator

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Mark and discuss homework (5 mins); L&S: Organise group members' opinions into categories (15 mins); listen to an article, make notes and answer questions (40 mins); p. 80	52–53 Act. A	36–37	Literature set work	Read literature set work as directed by teacher
2	Discuss literature set work (15 mins); L&S: Understand and identify persuasive/manipulative techniques (45 mins); p. 80	53–54 Act. B	37–38		Skim the report and identify key features LB pp. 55–56
3	R&V: Read an investigative report ; discuss features identified from skimming it (5–10 mins); read the report again and answer the questions about format and language use that follow it; p. 80	55–57 Act. C 57–58 Act. D	38–39 39		Complete answers LB pp. 57–58 Act. D
4	Mark and discuss homework (10 mins); R&V and LSC: Read a poem , answer questions on rhyme, mood and connotative language (50 mins); p. 80	57–58 58–59 Act. E	39–40	<i>Fashion fizz</i> CR pp. 29–33	Read <i>Fashion fizz</i> CR pp. 29–33
5	R&V: Discuss the story <i>Fashion fizz</i> and orally answer questions CR p. 34 (30 mins); W&P: Prepare questionnaire for interviews (30 mins); p. 80	60 Act. F	40 41	<i>Fashion fizz</i> CR pp. 29–34	Conduct interviews

TOP CLASS Week 10 – Theme continued: Become a first class investigator

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	W&P: Write an investigative report – discuss interview data with group and analyse findings in order to plan first draft ; p. 80	60–61 Act. F	41		Write first draft of report
2	W&P: Revise, edit and write final version of investigative report ; p. 80	60–61 Act. F	41 Rubric 41	Literature set work	Read literature set work as directed by teacher
3	Discuss literature set work (20 mins); LSC: Revise verbs , revise statement sentences (40 mins); p. 80	61–63 Act. G–H	42		Do activity LB p. 66 Act. L
4	Mark and discuss homework (5–10 mins); LSC: Revise sentence structure and punctuation (50–55 mins); p. 80	63 Act. I 64 Act. J	42 43		Revise for term test
5	Term 1 Formal Assessment Task 3: Language and Comprehension Test	64–66 Act. K	43–44		

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

Extra resources: Additional books for identifying features of books; newspapers for Day 5.

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

VIA AFRIKA Week 1 – Theme: New beginnings					
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	L&S: Share ideas about two advertisements and summarise the group's answers to questions ; p. 76	6–7 Act. 1	23–24		Complete the summary LB p. 7
2	Discuss and mark summaries of group discussion (15 mins); R&V: Identify parts of a book and use a dictionary to look up the meanings of words (45 mins); p. 76	8–9 Act. 3 Task 1	25–26		Find examples of parts of books using textbooks or other books
3	Discuss findings from homework task (10 mins); R&V: Understand the structure of a short story, do pre-, during- and after-reading tasks (50 mins); p. 76	9–10 Act. 4	26–27		Complete activity LB pp. 9–10 Act. 4
4	Mark and discuss homework (10 mins); LSC: Revise parts of speech and identify them in sentences (40 mins); R&V: Listen to introduction to <i>Charles</i> in CR (10 mins); p. 76	11–12 Act. 5	27	<i>Charles</i> CR pp. 51–57	Begin reading <i>Charles</i>
5	R&V: Identify and discuss features of a news story , read a news story and answer questions on it; p. 76	12–14 Act. 6	28		Complete answers to questions on news story

VIA AFRIKA Week 2 – Theme continued: New beginnings					
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Mark and discuss questions on news story (15 mins); L&S: Listen to a story, make notes on it and use the notes to answer questions (45 mins); p. 76	8 Act. 2	24–25 CD 30–31	<i>Charles</i> CR pp. 51–57	Complete reading <i>Charles</i> and write answers to questions CR p. 57
2	Mark and discuss homework questions (20 mins); LSC: Understand sentence structure, phrases and clauses in sentences and punctuation ; write sentences correctly (40 mins); p. 76	15–16	30–31 28–29 CD		Complete Act. 7
3	Mark and discuss homework (10 mins); W&P: Plan and write first draft of narrative essay (50 mins); Note: This narrative essay can be done for Term 1 Formal Assessment Task 2 ; p. 76	17 Act. 8	29–30 CD Rubric 235 and on CD		Revise first draft of essay
4	W&P: Edit, write final version and proof read narrative essay ; p. 76	17 Act. 8	29–30 CD	<i>in Just</i> CR pp. 89–90	Read poem <i>in Just</i> and think about how to answer the questions on it
5	R&V: Discuss the unusual structure and typography in the poem and answer questions (50 mins); p. 78 Listen to introduction to literature set work (10 mins)		31–32	Literature set work	Begin reading literature set work as directed by teacher

VIA AFRIKA Week 3 – Theme: Play the game

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	L&S: Discuss bloopers and why they are amusing; contribute own examples (15 mins); R&V: Read and answer questions about theme, message and language use in a poem; p. 78	18 19 Act. 1	36 36–37	Literature set work	Continue reading literature set work as directed by teacher
2	Discuss literature set work (15 mins); L&S: Listen to a prepared speech and answer questions on it (45 mins); p. 77	20 Act. 2	7 CD	Literature set work	Continue reading literature set work as directed by teacher
3	LSC: Understand and use correct sentences structures ; understand and use comparative and superlative adjectives ; p. 77	20–22 Act. 3	38–39		R&V: Read an example of a good speech and commentary on it
4	Discuss features of a good speech (15 mins); W&P: Plan a speech and begin writing first draft (45 mins); p. 77	22–24 Act. 4	39–40 CD		Complete first draft of speech
5	W&P: Edit, write and proof read final version of speech; p. 77		39–40 Rubric 236 and on CD	Literature set work	Continue reading literature set work as directed by teacher

VIA AFRIKA Week 4 – Theme continued: Play the game

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Discuss literature set work (10 mins); R&V: Understand the features of procedures ; read a written and visual text and answer comprehension questions (50 mins); p. 77	25–26 Act. 6	41		Practise speech using speech written last week
2	L&S: Present a prepared speech to the class; Note: This can be done as Term 1 Formal Assessment Task 1 instead of the group discussion in Week 5; p. 77	25 Act. 5	40 Rubric	Literature set work	Continue reading literature set work as directed by teacher
3	L&S: Present a prepared speech (rest of class); p. 77 Listen to introduction to <i>The white tiger</i> and note homework task	25 Act. 5	40 Rubric	<i>The white tiger</i> CR pp. 36–43	Begin reading <i>The white tiger</i> CR pp. 36–43
4	LSC: Understand and use conjunctions ; R&V: Understand a visual and written text (cartoon); use conjunctions in answers to questions about a cartoon; p. 77	27 27 Act. 7	41–42		Complete reading <i>The white tiger</i> CR pp. 36–43
5	R&V: Discuss short story <i>The white tiger</i> and answer questions on it; p. 76		42–43		Continue reading literature set work as directed by teacher

Extra resources: Access to encyclopaedias or the internet would assist learners to find out about the countries in which particular proverbs originated.

VIA AFRIKA Week 5 – Theme: Birds of a feather					
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Discuss literature set work (10 mins); R&V: Understand characterisation ; read and answer questions on an extract from a novel (50 mins); p. 78	30–32 Act. 1 Q 1	49–50		LB pp. 30–32 Act. 1 Q 2
2	Mark and discuss homework (10 mins); R&V: Use the reading strategies of skimming and scanning and then read the article using word attack strategies (50 mins); p. 78	32–34	50 50 and on CD		Answer questions LB p. 35 Act. 2
3	Mark and discuss homework (20 mins); L&S: Begin to prepare for Formal Assessment Task 1 (group discussion) by understanding what proverbs are and what group members need to find out to answer questions on a proverb	35 28–30	50 47–48		Find information needed to answer questions on proverb
4	L&S: Participate in a group discussion in order to answer Q 1–8; Note: This can be done for Term 1 Formal Assessment Task 1 (group discussion)	28–30	48 Rubric	<i>The day the tails were given out</i> CR pp. 9–15	Start reading <i>The day the tails were given out</i>
5	R&V: Read and answer questions on features and theme of a folktale ; p. 78		52–53	<i>The day the tails were given out</i> CR pp. 9–15	Continue reading literature set work as directed by teacher

VIA AFRIKA Week 6 – Theme continued: Birds of a feather					
Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	Discuss literature set work (20 mins); LSC: Understand adjectival and adverbial clauses and add these to sentences (40 mins); p. 78	35–36 Act. 3	51	Literature set work	Continue reading literature set work as directed by teacher
2	W&P: Plan and begin first draft of friendly letter ; p. 78	36–37 Act. 4	51–52		Complete first draft of letter
3	W&P: Revise and edit letter using LSC information on sentence types, etc. (LB p. 38); p. 78	38	51–52 Rubric 52 and on CD		Write final version of letter
4	R&V: Do activities on literature set work designed by teacher			Literature set work	Continue reading literature set work as directed by teacher
5	Discuss literature set work (10 mins); W&P/LSC: Do language activities given by teacher to address errors in narrative essay and written speech			Literature set work	Continue reading literature set work as directed by teacher

VIA AFRIKA Week 7 – Theme: Things that matter

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	L&S: In groups discuss questions about responsibilities of pet owners and about a picture of a cat (15 mins); R&V: Read a scrambled article and use key features of magazine articles to unscramble it (45 mins); p. 79	39 40 Act. 1	57 57–58		Re-read the article and think about how to make a speech about the object described in it
2	L&S: Make an unprepared speech to members of a small group about the object read about in the article (30 mins); LSC: Understand information about persuasion and negotiation skills including interjections ; decide who will argue for/ against for Act. 2 (30 mins); p. 79 Note: This can be done as Term 1 Formal Assessment Task 1	40 Act. 1	57–58 58		Prepare arguments LB p. 41 Act. 2
3	L&S: Use persuasion and negotiation to reach a decision in group discussion (30 mins); LSC: Read and discuss information on punctuation (30 mins); p. 79	41 Act. 2 43	58 58		Read the extract from a magazine article for next lesson LB p. 43
4	R&V: Discuss and answer questions on features and message in a magazine article (45 mins); listen to introduction to short story <i>One of these days</i> ; p. 79	43 Act. 3	59–60 63	<i>One of these days</i> CR pp. 44–50	Read <i>One of these days</i> CR pp. 44–50
5	R&V: Discuss a short story (<i>One of these days</i>) and answer questions on it; p. 78		63–64		Revise punctuation LB p. 42

Note 1: The *Via Afrika* LB and TG state that both a newspaper article and a reflective essay are required for Formal Assessment Task 2. This is not correct. Learners must write any ONE of the following for formal assessment: (i) a narrative essay (ii) a reflective essay (iii) a newspaper/magazine article. The other TWO are written for informal assessment.

VIA AFRIKA Week 8 – Theme continued: Things that matter

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	R&V: Understand and answer questions on sound effects, punctuation and message in a poem ; p. 79	44–45 Act. 4	60–61		Read about denotation and connotation LB pp. 46–47
2	LSC: Discuss denotation and connotation and write texts with positive and negative meanings; p. 79	46–47	61 CD		Read about writing a reflective essay LB pp. 47–49
3	W&P: Plan and write first draft of a newspaper article ; Note: This article can be done for Term 1 Formal Assessment Task 2; p. 79	47–49	62		Revise first draft of article
4	W&P: Edit, write and proof read final version of newspaper article; plan and begin first draft of reflective essay ; p. 79	49 48–49	62 Rubric for newspaper article		Complete and revise first draft of essay
5	W&P: Edit, write and proof read final version of reflective essay ; Note: This essay can be done for Term 1 Formal Assessment Task 2; p. 79	48–49	62 Rubric p. 235 for essay	Literature set work	Continue reading literature set work as directed by teacher

VIA AFRIKA Week 9 – Theme: R-E-S-P-E-C-T

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	L&S: Listen and make notes on a story; share notes with a group and answer questions; p. 80	50–52 Act. 1	67–68		Read about formal reports LB pp. 52–56
2	R&V: Identify features of research done for an investigative report; identify features, format and language in an investigative report ; answer questions; p. 80	52–57 Act. 2	68–69	<i>There's somethin'</i> CR pp. 102–105	Read <i>There's somethin'</i> and answer the questions CR pp. 102–105
3	R&V: Discuss the message of the poem and answer questions on it; L&S: Perform the poem; p. 80	57–58 Act. 3		<i>There's somethin'</i> CR pp. 102–105	Continue reading literature set work as directed by teacher
4	Discuss literature set work (15 mins); L&S: Make notes on presentation made by a group (45 mins); p. 80			Literature set work	Continue reading literature set work as directed by teacher
5	W&P: Begin preparations for writing an investigative report by understanding how to find information for the report and understand format and language use in such reports; p. 80	58–60 Act. 4 Task 1	70–71 CD		Draw up questions and do interviews for Act. 4 next week LB p. 60

VIA AFRIKA Week 10 – Theme continued: R-E-S-P-E-C-T

Day	CAPS content and activities	LB pp. & activity no.	TG pp.	CR/ literature text	Homework
1	W&P: Analyse interview findings, plan investigative report and begin writing first draft; p. 80	60 Act. 4 Tasks 2–4	70–71		Complete first draft of report
2	W&P: Revise first draft, edit and write final version of investigative report; p. 80	60 Act. 4 Task 5	70–71 Rubric 71	Literature set work	Continue reading literature set work as directed by teacher
3	Discuss literature set work and do activities as directed by teacher				Revise for term test
4	LSC: Read a poem and answer language questions on it in preparation for term test	60–61 Act. 5	72		Revise for term test
5	Term 1 Formal Assessment Task 3: Comprehension and Language Test	62–63	72–73		

2. PLANNERS FOR TERM 2

2.1 Clever English First Additional Language (Macmillan)

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

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

CLEVER ENGLISH Week 1 Theme: Just do it					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	Listen to your feedback on Term 1 Test (20 mins); L&S: Listen to directions, make notes, answer questions ; discuss and mark answers (35 mins); R&V: Listen to your introduction to literature set work for term (5 mins); p. 81	76–77 Act. 1	70–72	Literature set work	Begin reading literature set work
2	R&V: Discuss literature set work (10 mins); read a map and give directions to a partner (30 mins); LSC: Read about using imperatives in instructions and do Act. 3, questions 1 to 4; p. 81	77–78 Act. 2 78–79 Act. 3	72–73 73	Literature set work	Practise your news report to present to a partner
3	L&S: Present news report with instructions to a partner and assess each other (10 mins); R&V: Read the first part of a story intensively, answer questions 1 to 5, discuss and mark answers (40 mins); make a mind map to use for writing a summary of the story (10 mins); p. 81	79 Act. 3 79–81 Acts. 4 and 5 81 Act. 5	73 73–74 74		Use the mind map to write a summary of the story
4	Discuss and mark summary (10 mins); R&V/L&S: Read the next part of a story and discuss questions on it with a partner and with your class (40 mins); listen to your introduction to next part of your literature set work (10 mins); p. 81	81 81–82 Act. 6	74 74–75	Literature set work	Continue reading literature set work
5	Discuss literature set work (20 mins); R&V: Read a drawing, and discuss the story it tells (10 mins); R&V: Learn about the internal and external structures of poems; read a poem, and discuss its structure and the punctuation used in it (30 mins); p. 81	82 82	75 75	Literature set work	Continue reading literature set work

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

CLEVER ENGLISH Week 2 Theme continued: Just do it					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (5 mins); discuss answers to questions 4–14 in Act. 7 (40 mins); W&P: Brainstorm ideas for party venue; prepare mind map to organise directions to it (15 mins); p. 81	83–84 Act. 7 84–85 Act. 8	75–76 76–77	Literature set work	LB p. 85 Write first draft of directions to party venue
2	W&P: Revise and edit first draft of directions; write and proofread final version (60 mins); p. 81	84–85 Act. 8	76–77	Literature set work	Continue reading literature set work
3	R&V: Discuss literature set work (10 mins); read and discuss a poem; answer questions on its structure, tone and message (50 mins); p. 81	79	<i>You can't be that</i> CR pp. 72–73 questions pp. 80–81	Continue reading literature set work	

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
4	R&V: Discuss literature set work (10 mins); LSC: Complete sentences using comparatives (15 mins); use language correctly (15 mins); organise information in a paragraph, and write compound sentences (20 mins); p. 81	86 Act. 9 86 Act. 10 86–87 Act. 11	77 78 78	Literature set work	Continue reading literature set work
5	R&V: Discuss literature set work (10 mins); W&P: Plan and write a paragraph about a person who has been influential in your life (50 mins); p. 81	88 Extra Act. 2	79	Literature set work	Continue reading literature set work

CLEVER ENGLISH Week 3 Theme: Two heads are better

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (5 mins); L&S: Learn about features of forums and panel discussions; listen to a panel discussion, take notes and answer questions (40 mins); listen to panel discussion and write down three facts and three opinions (15 mins); p. 82	90–91 Act. 1 92 Act. 2	82–83 83		LB p. 92 Think about answers to Act. 2 questions 2–4
2	L&S: Discuss Act. 2 questions 2–4, express point of view and reach consensus (20 mins); understand the difference between a panel discussion and a debate; participate in a panel discussion; listen to classmates' panel discussions and evaluate them (40 mins); p. 82	92 Act. 2 92 92–93 Act. 3	83 84	Literature set work	Continue reading literature set work
3	R&V: Discuss literature set work (10 mins); read and discuss instructions for a debate; be assigned to a team (10 mins); R&V/L&S: Read a panel discussion and, in a group of three, discuss how the drawing below it relates to the text; take turns to read aloud each of the three roles in a panel discussion (40 mins); p. 82	92–93 Act. 3 question 6 93–95 Act. 4	84 85		Prepare to be speaker 1, 2 or 3 for or against
4	Term 2, Formal Assessment Task 1: Debate. Each two teams of three take turns to debate (60 mins); p. 82		84–85 256	Literature set work	Continue reading literature set work
5	R&V: Discuss literature set work (5 mins); R&V/L&S: Discuss answers to comprehension questions on panel discussion (30 mins); R&V: Read a poem; write answers to questions on its structure, punctuation and message (25 mins); p. 82	95 Act. 5 95–97 Act. 6	86 86–87		LB pp. 95–97 Complete answers to Act. 6 questions 1–11

Note: If your class does not have copies of the *Clever English Core Reader*, continue reading and discussing the literature set work for Day 1 homework and Day 2 literature discussion.

CLEVER ENGLISH Week 4 Theme continued: Two heads are better					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss and mark homework (15 mins); read a comic strip and answer questions on it (40 mins); listen to instructions for homework tasks (5 mins); p. 82	95–97 Act. 6 97–98 Act. 7	86–87 91	<i>Rhinoceros</i> CR pp. 73–74	Read <i>Rhinoceros</i> CR pp. 73–74, and answer questions on p. 81
2	R&V: Discuss poem and mark answers to questions (15 mins); W&P: Understand how to write a dialogue; plan and begin to write first draft (45 mins); p. 82	98–99 Act. 8	91 88		LB 98–99 Act. 8 Complete first draft of dialogue
3	W&P: Use the rubric you provided to revise, edit and proofread the dialogue; read the final version to a partner before submitting it for assessment (60 mins); p. 82	98–99 Act. 8	259	Literature set work	Continue reading literature set work
4	R&V: Discuss literature set work (20 mins); LSC: Learn vocabulary in context & use it (30 mins); revise simple past tense (10 mins); p. 82	100–101 Act. 9 101 Act. 10	88–89 89	Literature set work	Continue reading literature set work
5	R&V: Discuss literature set work (10 mins); LSC: revise sentence structure and write negative statements and questions (45 mins); LSC: learn a spelling rule (5 mins); p. 82	101–102 Act. 11 103	90	Literature set work	Continue reading literature set work

CLEVER ENGLISH Week 5 Theme: Face to face					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (10 mins); L&S: Understand how body language influences communication (30 mins); listen to an article, make notes and answer questions 1–5 (20 mins); p. 83	105–106 Act. 1 106–107 Act. 2	93 93–95		LB p. 107 Act. 2 Write answer to question 6
2	Discuss and mark homework (5 mins); L&S: Listen to a poem, make notes, and use them to write answers to questions (35 mins); L&S: Understand different types of interview questions; ask and answer closed and open questions (20 mins); p. 83	107–108 Act. 3 108 Act. 4	95–96 96		LB p. 109 question 5 Prepare some questions to use with a partner
3	L&S: With a partner, plan an interview, and ask closed and open questions (30 mins); R&V: Read information and a cartoon about social media, and answer questions 1–3 in Act. 5 (30 mins); p. 83	109 Act. 4 question 5 109–110 Act. 5	96–97 97–98		LB p. 110 Read article <i>What's up with Facebook?</i>
4	R&V: Discuss questions about <i>What's up with Facebook?</i> (15 mins); read an extract from a play, and answer questions on it (40 mins); listen to your instructions for literature set work homework (5 mins); p. 83			Literature set work	Continue reading literature set work
5	R&V: Discuss literature set work (15 mins); understand narration, setting, theme, plot, conflict and climax in a play, and answer questions on an extract (40 mins); listen to your instructions for literature set work homework (5 mins); p. 83			Literature set work	Continue reading literature set work

Note: If your class does not have copies of the *Clever English Core Reader*, continue reading and discussing the literature set work on Day 4.

CLEVER ENGLISH Week 6 Theme continued: Face to face					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (10 mins); read a poem, answer questions on its message , discuss and mark answers (40 mins); LSC: Learn about euphemisms and puns (10 mins); p. 83	112–113 Act. 9 113	99–100		Try to find examples of euphemisms or puns
2	LSC: Report examples of euphemisms or puns to the class (5 mins); R&V: Read an interview, and answer questions on the language and types of questions used in it (40 mins); W&P: Brainstorm and begin to plan for writing an interview (15 mins); p. 83	113–114 Act. 10 114–115 Act. 11	100 101 260		Complete interview plan
3	W&P: Write first draft of interview; revise draft using rubric, and begin writing final version (60 mins); p. 83 Note: The written interview is Term 2, Formal Assessment Task 2	114–115	101 260		Complete final version of interview for assessment
4	R&V: Read and discuss the folktale <i>The miller, his son and the donkey</i> ; complete the interview about the story (55 mins); p. 83 Listen to your instructions for literature set work homework (5 mins)		103–104	<i>The miller, his son and the donkey</i> CR pp. 8–11 p. 32 Literature set work	Continue reading literature set work
5	R&V: Discuss literature set work (10 mins); LSC: Use vocabulary correctly (15 mins); use punctuation correctly ; learn some abbreviations; p. 83				LB p. 117 LSC: Answer extra Act. 1 on adverbs

Extra resources: Bring newspapers to class for discussion of the structure of newspaper articles.

Note 1: Learners are likely to find the extracts from a short story (Day 3) difficult to follow, so it is very important to give them the information on p. 111 of the Teacher's Guide.

Note 2: If your class does not have copies of the *Clever English Core Reader*, continue reading and discussing the literature set work on Day 5.

CLEVER ENGLISH Week 7 Theme: What a story!					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	LSC: Discuss and mark homework on adverbs (5 mins); L&S: Learn about the structure of a newspaper article, listen to an article, take notes, and use these to answer questions (55 mins); p. 84	117 118–120 Act. 1	103 107–108	Literature set work	Continue reading literature set work
2	R&V: Discuss literature set work (10 mins); L&S: With a partner, discuss issues raised in a newspaper article and in a budget (40 mins); revise rules for group discussion (10 mins); p. 84	121 Act. 2 122	108–110		LB p. 122 Act. 3 Prepare ideas to use in group discussion
3	L&S: Participate in group discussion, and reach consensus on topic (30 mins); R&V: Read two extracts from a short story, and listen to your explanation of background to the story; begin to answer questions on conflict, setting and mood in the extracts (30 mins); p. 84	122 Act. 3 123–125 Act. 4 123–125 Act. 5	110 110–111 111–112		Complete answers to LB pp. 123–125 Act. 5
4	R&V: Discuss and mark homework (15 mins); read a poem and answer questions on its theme and message (45 mins); p. 84	125–126 Act. 6	112	Literature set work	Continue reading literature set work
5	R&V: Discuss literature set work (10 mins); read and discuss short story Zoo (45 mins); p. 84 R&V/W&P: Listen to your instructions for homework tasks (5 mins)		117	Zoo CR pp. 45–47 66–67	Choose a short story for writing a review

Extra resources: Bring examples of reviews of novels, plays or films, and read these to the class. You can find these in newspapers and magazines or on the internet.

Note 1: If your class does not have copies of the *Clever English Core Reader*, continue reading and discussing the literature set work on Day 4.

Note 2: Although the book review can be written for Term 2 Formal Assessment Task 2, it is probably better to choose the written interview, so that you have time to mark and return it to the learners before the mid-year examinations.

Note 3: It is important to conclude this week with a discussion on preparations for the mid-year examination papers.

CLEVER ENGLISH Week 8 Theme continued: What a story!					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	W&P: Learn how to write a review; plan a review of a short story, and begin writing a first draft (60 mins); p. 84	127–129 Act. 8	113–114		Complete first draft of review
2	W&P: Revise first draft using the rubric you provided; write, edit and proofread final version of review (60 mins); p. 84 Note: This can be done for Term 2, Formal Assessment Task 2	127–129	113–114 257	Literature set work	Complete reading literature set work
3	R&V: Have final discussion of literature set work (10 mins); LSC: Learn some proverbs and euphemisms (15 mins); revise verb tenses, prefixes and suffixes , and rewrite some paragraphs (35 mins); p. 84	129 130 Act. 9	114 114–115	<i>How stories came into the world</i> CR pp. 12–16	Start reading <i>How stories came into the world</i> CR pp. 12–16

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
4	R&V: Finish reading <i>How stories came into the world</i> , and discuss questions on p. 32 (40 mins); LSC: Revise sentence types and begin writing questions, compound sentences and complex sentences (20 mins); p. 84	130–131 Act. 10	116–117 115	<i>How stories came into the world</i> CR pp. 12–16	Complete answers to Act. 10 LB p. 131
5	LSC: Discuss and mark homework (15 mins); read and discuss information on pp. 133–134 of LB in preparation for mid-year examinations (45 mins)	131 Act. 10 133–134	115 118–119		Revise Terms 1 and 2 work for mid-year examination papers

CLEVER ENGLISH Week 9 Catch up, consolidation and revision: Plan your week

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

CLEVER ENGLISH Week 10 Mid-year examinations: Plan your week

2.2 English Today First Additional Language (Maskew Miller Longman)

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

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

ENGLISH TODAY Week 1 Theme: Nature gone wild					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	Listen to your feedback on Term 1 Test (20 mins); L&S: Discuss a photograph with a partner (3–5 mins); listen to instructions and make notes; use notes to talk with a partner about emergencies (30–32 mins); p. 81 R&V: Listen to your introduction to literature set work for term (5 mins)	71–72 72–73 Act. 1 Act. 2	38 38 39	Literature set work	Begin reading literature set work
2	R&V: Discuss literature set work (10 mins); LSC: Revise pronouns, and use them in sentences (15 mins); W&P: Learn how to write instructions, plan and draft a set of instructions (35 mins); p. 81	73 Act. 3 74 Act. 4	39 39–40		W&P: Edit, revise and write final version of instructions
3	W&P: Discuss and mark instructions (10 mins); R&V: Skim and scan an information text with visuals; read the text intensively (30 mins); begin to answer questions on the text (20 mins); p. 81	74–75 Act. 5 75–76 Act. 6	39–40		LB pp. 75–76 Complete answers to questions in Act. 6
4	R&V: Discuss and mark answers to Act. 6 (20 mins); R&V/W&P: Learn to write a mind map summary (40 mins); p. 81	75–76 76 Act. 7	40–41 41	Literature set work	Continue reading literature set work
5	R&V: Discuss literature set work (10 mins); LSC: revise and use noun and verb phrases; adjectives, nouns and conjunctions; proper nouns and conjunctions (50 mins); p. 81	77 Acts. 8, 9 & 10	41–42	Literature set work	Continue reading literature set work

Note 1: If your class does not have copies of the *English Today Core Reader*, continue reading and discussing the literature set work.

Note 2: The Revision activities for this two-week theme are set as homework activities for Days 2 and 3 of Week 3.

ENGLISH TODAY Week 2 Theme continued: Nature gone wild					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (10 mins); give an unprepared news presentation to a partner, and listen to partner's presentation (20 mins); W&P: Learn how to give directions in writing; plan a set of directions (30 mins); p. 81	78 Act. 11 78–79 Act. 12	42–43 43		LB pp. 78–79 Act. 12 Write first draft of directions
2	W&P: Work with a partner to edit and revise the directions; write final version (50 mins); p. 81 R&V: Listen to your introduction to <i>Stealing the sun</i> (10 mins)	78–79 Act. 12	43 42 165–166	<i>Stealing the sun</i> CR pp. 88–91	Read <i>Stealing the sun</i> , and prepare to discuss questions in Act. 1 p. 91
3	R&V: Discuss <i>Stealing the sun</i> (30 mins); L&S: Learn how to give directions orally; plan a set of directions (30 mins); p. 81	79–80 Act. 13	165–166		L&S: Practise giving the set of directions planned

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
4	L&S: Present directions to the class (60 mins); p. 81 This can be done for Term 2, Formal Assessment Task One	79–80 Act. 13	44 Rubric 201	<i>Ship of secrets</i> CR pp. 61–67	Begin reading <i>Ship of secrets</i> CR pp. 61–67
5	R&V: learn about rhythm, rhyme & message in poetry; read a poem & write answers to questions on it (60 mins); p. 81	80–81 Acts. 14 & 15	44–45	<i>Ship of secrets</i> CR pp. 61–67	Finish reading <i>Ship of Secrets</i> and prepare to discuss the questions on p. 67

Note: If your class does not have copies of the *English Today Core Reader*, continue reading and discussing the literature set work on Day 1 and Days 4 and 5.

ENGLISH TODAY Week 3 Theme: Teenagers

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss <i>Ship of secrets</i> and questions on the story (20 mins); L&S: talk about a photograph (5 mins); learn about a panel discussion; listen to your reading of a panel discussion; prepare to take part in one (35 mins); p. 82	83–84 84–85 Act. 1	164 48–49		LB p. 85 L&S: Practise your role as an expert panellist
2	L&S: In groups of five present panel discussion to the class (55 mins) Note: This can be done for Term 2, Formal Assessment Task 1; p. 82 Listen to instructions for homework tasks for days 2 and 3 (5 mins)	84–85 Act. 1 82 Revision Acts.	49 Rubric 201		LB p. 82 Revision Acts. 1, 2 & 3
3	L&S/R&V: Learn about radio drama; read a radio drama and answer questions on it; if there is time, act it out (60 mins); p. 82	85–87 Acts. 2 & 3	49–50		LB p. 82 Revision Acts. 4–10
4	R&V/LSC: Discuss and mark Revision Acts. 1–10 (20 mins); LSC: Revise tense and negation (20 mins); revise and practise direct and indirect speech (20 mins); p. 82	82 88 Act. 4	45–46 51	<i>My house</i> CR pp. 19–21	Read <i>My house</i> pp. CR 19–21 and be prepared to discuss questions in class
5	R&V: Discuss <i>My house</i> (20 mins); <i>learn about cartoons; read a cartoon and answer questions on it</i> (40 mins); p. 82	89 Acts. 6 & 7	162	Literature set work	Continue reading literature set work

Note: If your class does not have copies of the *English Today Core Reader*, continue reading and discussing the literature set work on Days 1 and 2.

ENGLISH TODAY Week 4 Theme continued: Teenagers					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (10 mins); learn about mood and imagery in poetry; read a poem and answer questions on it (45 mins); listen to your introduction to homework tasks (5 mins); p. 82	90–91 Acts. 8 & 9	52–53 53	<i>Poem for my mother</i> CR pp. 16–18	Read <i>Poem for my mother</i> CR pp. 16–18; Prepare to answer questions on it
2	R&V: Discuss <i>Poem for my mother</i> (30 mins); LSC: Learn about and use homophones and homonyms (15 mins); W&P: Learn about writing dialogue; begin planning a dialogue (15 mins); p. 82	91 Act. 10 92 Act. 11	162 54 54	<i>Poem for my mother</i> CR pp. 16–18	W&P: LB p. 92; Finish plan and write first draft of dialogue
3	W&P: Read dialogue to partner; revise and edit, write and proofread final version (60 mins); p. 82	92 Act. 11	54	Literature set work	Continue reading literature set work
4	L&S: Learn about debates; prepare and present a debate to the class (60 mins); p. 82		55	Literature set work	Continue reading literature set work
5	R&V: Discuss literature set work (15 mins); L&S/LSC: Do Revision Acts. on panel discussions, debates, direct and indirect speech , and discuss answers (45 mins); p. 82		55	Literature set work	Continue reading literature set work

ENGLISH TODAY Week 5 Theme: Our sports heroes					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (15 mins); L&S: Talk about a photograph (5 mins); use a photograph to predict what a listening passage will be about; listen to a newspaper report and make notes; begin to write a response (40 mins); p. 83	95–96 96 Act. 1 96 Act. 2 96 Act. 3	57 57 57 58		LB p. 96 Act. 3 Complete writing of message
2	L&S/W&P: Read to a partner the message completed for homework (5 mins); R&V: Learn about written interviews, skim an interview, and predict what it will be about; read the interview, and answer questions on it (55 mins); p. 83	96 Act. 3 97 97–98 Act. 4 97–98 Act. 5	58 58 58–59		LB p. 99 Act. 6 LSC: Revise punctuation marks, and write punctuation for an interview extract
3	LSC: Discuss and mark homework (10 mins); understand and use correct question forms and word order (30 mins); W&P: Learn about writing an interview, and begin planning an interview (20 mins); p. 83	99 Act. 6 99 Act. 7 100 Act. 8	59 59 60		LB p. 100 Act. 8 Complete planning of interview, and begin first draft
4	W&P: Complete first draft of interview (20 mins); read interview to partner, revise using partner's comments, edit and proofread final version (40 mins); p. 83 Note: This can be done for Term 2, Formal Assessment Task 2	100 Act. 8	60	Literature set work	Continue reading literature set work
5	R&V: Discuss literature set work (10 mins); LSC: Understand and identify subjects and predicates (25 mins); understand and order direct and indirect objects (25 mins); p. 83	101 Act. 9 101 Act. 10	61 61	Literature set work	Continue reading literature set work

Note: The *Teacher's Guide* suggests reading a short play, *Lungile*, in the Core Reader. If your class does not have the Core Reader, then use the homework and class time allocated to *Lungile* to continue reading and discussing the literature set work or to do revision work that you think would benefit the learners.

ENGLISH TODAY Week 6 Theme continued: Our sports heroes					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (15 mins); L&S: With a partner, plan an interview (20 mins); LSC: Learn about adverbs of frequency to use in interview (5–10 mins); learn about euphemisms and work out meanings (15–20 mins); p. 83	102 Act. 11 103 103 Act. 12	62 63 63		LB pp. 102–103 Act. 11 Do research for interview and make notes to share with partner
2	L&S: Prepare interview with partner and practise it (30 mins); present it to a group of classmates (30 mins); p. 83	103 Act. 12	63	Literature set work	Continue reading literature set work
3	R&V: Discuss literature set work (10 mins); read an extract from a play, and answer questions on setting and characters (40 mins); p. 83 ; listen to your introduction to <i>Lungile</i> , CR pp. 32–55 (10 mins)	104–105 Acts. 13, 14 & 15	63–64 64	<i>Lungile</i> CR pp. 32–54	Begin reading <i>Lungile</i> CR pp. 32–54
4	R&V: Identify & discuss figurative language in poetry (15 mins); W&P: Write an interview in correct format; continue the interview (45 mins); p. 83	105 Act. 16 106 Revision	64	<i>Lungile</i> CR pp. 32–55	Continue reading <i>Lungile</i> CR pp. 32–54
5	R&V: Finish reading <i>Lungile</i> in class, and begin to discuss questions on CR pp. 53–54 (60 mins); p. 83		64 163–164	<i>Lungile</i> CR pp. 32–55	Write answers to questions on theme and message in <i>Lungile</i>

Extra resources: Bring examples of book or film reviews from newspapers, magazines or the internet.

Note: If your class does not have copies of the *English Today Core Reader*, continue reading and discussing the literature set work on Day 4.

ENGLISH TODAY Week 7 Theme: The people of the Kalahari					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss and mark answers to questions on theme and message in <i>Lungile</i> (20 mins); L&S/R&V: Talk about a photograph (5–10 mins); R&V: Predict the setting of a novel; read an extract from a novel, and begin to answer questions on mood and language choices (30–35 mins); p. 84	107–108 108–110 Acts. 1 & 2	163–164 67–68 68		LB pp. 109–110 Act. 2 Complete answers to comprehension questions
2	R&V: Discuss and mark homework (15 mins); R&V/W&P: Choose words to describe the setting of a novel; write a paragraph to describe the setting ; share writing with class (45 mins); p. 84	108–110 110 Act. 3	68–69 69	Literature set work	Continue reading literature set work
3	R&V: Discuss literature set work (10 mins); listen to a speech, make notes and use them to answer questions on the speech (50 mins); p. 84	111 Acts. 4, 5 & 6	69–70	Literature set work	Continue reading literature set work
4	R&V: Discuss literature set work (10 mins); LSC: Identify subject and predicate (15 mins); revise main and dependent clauses; identify main clauses (20 mins); R&V: Begin work on <i>Young shepherd bathing his feet</i> , CR pp. 9–12 (15 mins); p. 84	112 Act. 7 112–113 Act. 8	71 71 70	<i>Young shepherd bathing his feet</i> CR pp. 9–12	Write answers to questions on <i>young shepherd bathing his feet</i> CR p. 11, Act. 1
5	R&V: Discuss and mark homework (10 mins); W&P: Learn about features of a review and read a review (20 mins); plan a book review and begin first draft (30 mins); p. 84	113 Act. 9	161 71–72		Complete first draft of review

Note 1: Although the book review can be written for Term 2, Formal Assessment Task 2, it is probably better to choose the earlier formal assessment task on writing an interview, so that you have time to mark and return it to learners before the mid-year examinations.

Note 2: If your class does not have copies of the *English Today Core Reader*, continue reading and discussing the literature set work on Day 3.

Note 3: It is important to allocate time this week to the discussion of the structure of the examination papers, completion of the literature set work and revision of language work for the term.

ENGLISH TODAY Week 8 Theme continued: The people of the Kalahari					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	W&P: Use a checklist to edit and revise a review; write final version (45 mins) Note: This can be done for Term 2, Formal Assessment Task 2 LSC: Learn about and identify paronyms (15 mins); p. 84	114 Act. 9 114 Act. 10	72 72	Literature set work	Continue reading literature set work
2	R&V: Discuss literature set work (10 mins); R&V: Learn about free verse and enjambment; read a poem and answer questions on it, including questions on tone and figures of speech (50 mins); p. 84	115–116 Acts. 11, 12 & 13	72–73		LB 115–116 Complete answers to Acts. 12 & 13
3	R&V: Discuss and mark homework (20 mins); read & discuss poem <i>My House</i>, CR pp. 19–21, noting examples of comparisons and enjambment (40 mins); p. 84	Acts. 12 & 13	73 72 162	Literature set work	Continue reading literature set work
4	R&V: Discuss literature set work (10 mins); L&S: Learn how to take part in a group discussion; take turns to speak; reach consensus on feedback to class from each group (20 mins); p. 84	116–117 Act. 14 117 Act. 15	73 74	Literature set work	Complete reading of literature set work
5	R&V: Have final discussion of literature set work (15 mins); LSC: Do some revision exercises (20 mins); read and discuss examination exemplars in LB pp. 119–124 in preparation for mid-year examinations (25 mins)	118 Revision	74		Prepare for mid-year examinations

ENGLISH TODAY Week 9 Catch up, consolidation and revision: Plan your week					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1					
2					
3					
4					
5					

ENGLISH TODAY Week 10 Mid-year examinations: Plan your week

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

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

Note 2: If your class does not have copies of the *Interactive English Core Reader*, introduce the literature set work for the term on Day 2, and ask learners to read a specific number of pages for a discussion on Day 1 of Week 2.

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

INTERACTIVE ENGLISH Week 1 Theme: The power of one					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	Listen to your feedback on Term 1 Test (20 mins) L&S: Listen to a set of instructions; make notes in point form; rewrite notes as a summary; use notes to answer questions (40 mins); p. 81	98 Act. 1 98 Act. 1	61–62 62–63		LB p. 99 Think about what to include in a motivational video presentation
2	L&S: In a group plan a motivational video presentation (15 mins); present video to classmates; give feedback on classmates' presentations (25 mins); learn how to give directions, and practise giving some (15 mins); R&V: Listen to your introduction to <i>Danie</i> , CR pp. 55–75 (5 mins); p. 81	99 Act. 1 100–101 Act. 2	62–63 63	<i>Danie</i> CR pp. 55–75	Begin reading <i>Danie</i> CR pp. 55–75
3	R&V: Read three visual texts to prepare for reading an information text (15 mins); discuss and write answers to question on this text (45 mins); p. 81	102–103 Act. 3 104–105 Act. 3	64 64–65		LB pp. 104–105 Complete answers to Individual Work questions
4	R&V: Discuss and mark homework (15–20 mins); read five visual texts in preparation for reading a story (10–15 mins); read the story, and answer questions on it (30 mins); p. 81	104–105 Act. 3 106–107 Act. 4 107–108 Act. 4	64–65 65 65		LB pp. 107–108 R&V/W&P: Prepare a mind map summary of the story
5	R&V/ W&P: Discuss mind map summaries (10 mins); R&V: read a poem; identify theme, message, structure, imagery and rhyming words (50 mins); p. 81	108 109–110 Act. 5	65 66	<i>Danie</i> CR pp. 55–75	Complete reading <i>Danie</i> CR pp. 55–75 & be prepared to answer questions on the play

INTERACTIVE ENGLISH Week 2 Theme continued: The power of one					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss <i>Danie</i> , including the questions on p. 75 (25 mins); LSC: Understand and use a spelling pattern (10–15 mins); understand and identify different types of pronouns (15 mins); R&V: Listen to your introduction to literature set work (5–10 mins); p. 81	110 Act. 6 111 Act. 6	Part 3, p. 4 67 67	<i>Danie</i> CR pp. 55–75 Literature set work	Begin reading literature set work
2	R&V: Discuss literature set work (15 mins); LSC: Learn about phrases & clauses; use clauses in sentences (45 mins); p. 81	111–112 Act. 7	67–68	Literature set work	Continue reading literature set work
3	R&V: Discuss literature set work (15 mins); W&P: Learn how to write instructions; plan and write first draft of a set of directions (45 mins); p. 81	113 Act. 8	68	Literature set work	Continue reading literature set work
4	R&V: Discuss literature set work (15 mins); W&P: Revise, edit and write final version of directions (35 mins); plan a set of instructions (10 mins); p. 81	113 Act. 8 113 Act. 8	68		LB p. 114 Write first draft of instructions
5	W&P: Revise, edit and write final version of instructions (35 mins); R&V: Continue reading and discussing literature set work (25 mins); p. 81 Note: The directions and instructions can be written for Term 2, Formal Assessment Task 2	113 Act. 8	68 Rubric xxviii	Literature set work	Continue reading literature set work

Note 1: The folktale to be read and discussed on Day 1 is from the *Interactive English Core Reader*. If your class does not have this reader, spend more time discussing and reading the literature set work, and then have a discussion on the importance of 'doing good'.

Note 2: To break up the oral work, do Activity 3 before Activity 2.

Note 3: Pp. 71–72 of the *Teacher's Guide* suggest reading *Trees for Life* in the *Interactive English Core Reader* before reading the commentary from a television programme (Day 3). If your class has the *Core Reader*, ask learners to read this text for homework in Week 4.

INTERACTIVE ENGLISH Week 3 Theme: Do well by doing good					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (10 mins); read and discuss the message of the folktale <i>The magic stone</i> , CR pp. 38–42 (50 mins); p. 82		70	<i>The magic stone</i> CR pp. 38–42 Literature set work	Continue reading literature set work
2	L&S: Listen to a panel discussion; identify speakers' attitudes and positions; in groups role play the same panel discussion (60 mins); p. 82 The role-played panel discussion can be done for Term 2, Formal Assessment Task 1	116–118 Act. 1	70	Literature set work	Continue reading literature set work
3	R&V: Read a commentary from a television programme and answer questions on it (40 mins); LSC: Note how logical connectors are used in the commentary (5 mins); learn how to summarise the commentary (15 mins); p. 82	120–122	71 71 71		LB p. 122 R&V/W&P: Write a summary of the television commentary

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
4	R&V/W&P: Discuss and mark summaries (10 mins); L&S: Learn how to prepare for a debate; choose participants and conduct a debate (50 mins); p. 82	118–119 Act. 2	70	Literature set work	Continue reading literature set work
5	R&V: Discuss literature set work (10 mins); read a poem and answer questions on rhythm, rhyme and language use; discuss and mark answers (50 mins); p. 82	123–124 Act. 4	73		LB pp. 123–124 LSC: Do homophone activity on poem

Extra resources: Extra examples of newspaper and magazine interviews would be useful to show learners before they write an interview.

Note 1: If your class does not have copies of the *Interactive English Core Reader*, instead of reading *Trees for Life* for homework and discussing this text in class, continue reading and discussing the literature set work for the term.

Note 2: There is an error on p. 129 of the Learner's Book. Most verbs are action words, but some are not (e.g. 'to be'; 'to have'; 'to appear'; 'to seem') and it is important for learners to know that some verbs do not indicate actions.

INTERACTIVE ENGLISH Week 4 Theme continued: Do well by doing good					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	LSC: Discuss and mark homework on homophones (5 mins); R&V: Read a newspaper photograph and some headlines to predict what an article will be about (15 mins); read each paragraph of the article and discuss questions on it with a partner (35 mins); listen to your introduction to <i>Trees for life</i> , and note homework tasks (5 mins); p. 82	124 125–127 Act. 5	73 74	<i>Trees for life</i> CR pp. 49–53	Begin reading <i>Trees for life</i> CR pp. 49–53
2	R&V/LSC: Write answers to comprehension and language questions on a newspaper article; discuss and mark answers (40 mins); LSC: Learn spelling patterns and rules; build vocabulary (20 mins); p. 82	125–127 Act. 5 128 Act. 6	74–75 75–76	<i>Trees for life</i> CR pp. 49–53	Finish reading <i>Trees for Life</i> CR pp. 49–53 and think about how to answer questions
3	R&V: Discuss <i>Trees for life</i> (15 mins); LSC: Learn about finite verbs, and identify them in a text (15 mins); revise verb tenses, and use regular and irregular verbs in sentences (30 mins); p. 82	129 Act. 7 129–130 Act. 7	76 77		LB p. 130 LSC: Revise direct and indirect speech; punctuate sentences in direct speech; rewrite sentences in indirect speech
4	LSC: Discuss and mark homework; R&V/W&P: Read an interview written as a dialogue; learn about writing an interview dialogue (25 mins); plan to write an interview in dialogue form, and begin first draft (35 mins); p. 82	130 131–133 Act. 8	77 78 Rubric xxviii		W&P: LB pp. 131–133 Complete first draft of interview
5	W&P: Revise and edit first draft of dialogue; write and proofread final version (55 mins); p. 82 Note: This written interview can be done for Term 2, Formal Assessment Task 2 R&V: Listen to your instructions for homework on literature set work (5 mins)			Literature set work	Continue reading literature set work

Note 1: If your class does not have copies of the *Interactive English Core Reader*, instead of reading *Eco-warrior* for homework and discussing this text in class, continue reading and discussing the literature set work for the term.

Note 2: Learners will use the interview questions and their notes on interviewees' responses to write an interview in Week 6.

INTERACTIVE ENGLISH Week 5 Theme: Earth matters					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (10 mins); L&S: Listen to a poem, make notes, and use them to answer questions ; discuss and mark answers (40 mins); L&S/R&V: Listen to your introduction to <i>Eco-warrior</i> in the Core Reader (10 mins); p. 83	134–135 Act. 1	81 83	<i>Eco-warrior</i> CR pp. 43–48	Begin reading <i>Eco-warrior</i> CR pp. 43–48
2	L&S: Learn how to conduct an interview; prepare interview questions; take turns to interview learners in a small group, and make notes on their answers (60 mins); p. 83	137 Act. 2	82	<i>Eco-warrior</i> CR pp. 43–48	Complete reading <i>Eco-warrior</i> CR pp. 43–48 and think about answers to the questions
3	R&V: Discuss <i>Eco-warrior</i> (15 mins); read a play and answer questions on its structure, stage directions, characters and setting (45 mins); p. 83	138–140 Act. 3	82–83		LB pp. 138–140 Complete answers to Act. 3
4	R&V: Discuss and mark homework (15 mins); read a green poem and answer questions on it (40 mins); LSC: Learn about rhetorical questions (5 mins); p. 83	138–140 Act. 3 141 Act. 4	82–83 83		LB pp. 141–142 Write answers to questions 1–4 on p. 142
5	R&V: Discuss and mark homework (15 mins); read an interview (10–15 mins); L&S: Role play the interview with a partner (20 mins); LSC: Learn and use environmental vocabulary (10–15 mins); p. 83	142 143–144 Act. 5 143–144 Act. 5 145 Act. 5	84 84 84 84		LB p. 145 Write answers to questions A–D

INTERACTIVE ENGLISH Week 6 Theme continued: Earth matters					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V/LSC: Discuss and mark homework (25 mins); LSC: Learn about and use adverbs of place and frequency (20 mins); learn about euphemism, and match meanings to euphemisms (15 mins); p. 83	145 146–147 Act. 6 147 Act. 7	85 85 86	Literature set work	Continue reading literature set work
2	R&V: Discuss literature set work (10 mins); LSC: Revise question marks and exclamation marks, and identify them in two texts (15 mins); W&P: Revise how to write an interview; review notes made in Week 5 from the interviews with learners in order to plan a written interview (35 mins); p. 83	147 Act. 7 148 Act. 8	86 86–87		LB p. 148 W&P: Begin first draft of interview
3	W&P: Complete first draft of interview, revise and edit it, write and proofread final version (60 mins); p. 83 Note: This can be done for Term 2, Formal Assessment Task 2	148 Act. 8	87 Rubric xxviii	Literature set work	Continue reading literature set work
4	R&V: Discuss literature set work (20 mins); LSC: Use editing skills to correct errors in two texts ; discuss and mark corrections (40 mins); p. 83			Literature set work	Continue reading literature set work
5	R&V: Discuss literature set work, and continue reading it in class (60 mins)			Literature set work	Continue reading literature set work

INTERACTIVE ENGLISH Week 7 Theme: The big picture

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	L&S/LSC: Discuss an advertisement; learn new vocabulary, idioms and expressions (15–20 mins); L&S: Revise how to listen for information and read questions to be answered (5–10 mins); listen to a newspaper article & make notes; begin to use notes to answer questions (30–40 mins); p. 84	151 Act. 1 152 Act. 1 152 Act. 1	89 89 89	Literature set work	Continue reading literature set work
2	L&S: Complete answers to listening comprehension questions (15 mins) Note: This can be done for Term 2, Formal Assessment Task 1 R&V/L&S: Read sections of a poem aloud in a group (15 mins); read a mind map based on the poem, and discuss questions based on the mind map (30 mins); p. 84	152 Act. 1 153 Act. 2 154 Act. 2	89–90 90 90	Literature set work	Continue reading literature set work
3	R&V: Discuss literature set work (15 mins); LSC: Understand abbreviations & acronyms (10 mins); R&V: Use skimming and scanning skills to get an overview of an extract from a youth novel, and discuss questions 1 and 2 on the extract (35 mins); p. 84	155 156–158 Act. 3	90 91		LB p. 158 LSC: Write answers to Question 3 on slang words and colloquialisms
4	LSC: Discuss and mark homework (5 mins); R&V: Answer comprehension questions on extract from youth novel, and discuss answers (35 mins); LSC: Answer word study questions on extract (20 mins); p. 84	158 Act. 3 159 Act. 3	91 92		LB p. 159 LSC: Complete answers to word study questions
5	LSC: Discuss and mark answers to word study questions (15 mins); R&V: Read a poem and discuss questions on structure, imagery, figures of speech and message (45 mins); p. 84	159 160–161 Act. 4	92 92	Literature set work	Continue reading literature set work

Note 1: Although the book review can be written for Term 2 Formal Assessment Task 2, it is probably better to choose the written interview task in Week 6, so that you have time to mark and return it to learners before the mid-year examinations.

Note 2: It is important to allocate time this week to a discussion of the structure of the examination papers, completion of the literature set work and revision of language work for the term.

INTERACTIVE ENGLISH Week 8 Theme continued: The big picture					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (10 mins); read an extract from a youth novel, and answer questions on it (50 mins); p. 84	162–164 Act. 5	93	Literature set work	Continue reading literature set work
2	R&V: Discuss literature set work (10 mins); LSC: Learn about borrowed words; learn about and use prefixes and suffixes (30 mins); revise subject-verb agreement, and write sentences correctly (20 mins); p. 84	164–165 Act. 6 165–166 Act. 7	94 95		LB p. 166 LSC: Revise phrases and clauses, and divide sentences into phrases and clauses
3	LSC: Discuss and mark homework (5–10 mins); W&P: Learn how to write a book review; plan a review, and begin first draft (50–55 mins); p. 84	167–168 Act. 8	95 96		W&P: Complete first draft of book review
4	W&P: Revise and edit first draft; write and proofread final version of book review (50 mins); p. 84 Note: This can be done for Term 2, Formal Assessment Task 2 R&V: Listen to your instructions for final work on literature set work (10 mins)			Literature set work	Complete reading literature set work
5	R&V: Final discussion of literature set work (15 mins); LSC: Revise concord, and learn more about idiomatic expressions (20 mins); read and discuss June examination exemplars at the back of LB in preparation for mid-year examinations (25 mins)	168–169 Act. 9	97		Prepare for mid-year examinations

INTERACTIVE ENGLISH Week 9 Catch up, consolidation and revision: Plan your week					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1					
2					
3					
4					
5					

INTERACTIVE ENGLISH Week 10 Mid-year examinations: Plan your week

2.4 Platinum English First Additional Language (Maskew Miller Longman)

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

Note 2: Extra resources: further examples of information texts with visuals such as brochures and magazine articles.

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

PLATINUM ENGLISH Week 1 Theme: Hiking in South Africa					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	Listen to your feedback on Term 1 Test (20 mins); L&S: In a group, discuss answers to questions on a photograph (5 mins); listen to instructions, and take notes (20 mins); R&V: Do pre- and during-reading tasks on an information text with visuals (15 mins); p. 81	67–68 Act. 1 68 Act. 2 69–70 Act. 3 (pre- and during-reading)	51–52 52–53 & text on p. xli 53–54		<i>Work with words</i> LB p. 71 LSC: Comparative and superlative adjectives; vocabulary in context; proper nouns
2	LSC: Mark and discuss homework (5–10 mins); R&V: Post-reading, write answers to questions on brochure (30–35 mins); discuss and mark answers to questions (15–20 mins); p. 81	71 69–70 Act. 3	54–55 54 54–55		LB Act. 4 Read the map and dialogue on LB p. 71, and find the prepositions in the dialogue
3	LSC: Mark and discuss prepositions homework (5 mins); L&S: Ask for and give directions, using appropriate vocabulary and body language (40 mins); p. 81 Note: Asking for and giving directions can be done for Term 2, Formal Assessment Task 1 R&V: Listen to your introduction to literature set work for Term 2 (10 mins)	71–72 70–72 Act. 5	55 55–56	Literature set work	Begin reading literature set work as per your instruction
4	Discuss literature set work (5–10 mins); L&S: Work in groups to make and listen to unprepared speeches (40 mins); LSC: Use pronouns and possessive adjectives in sentences , and mark and discuss answers (10–15 mins); p. 81	72 Act. 6 72 <i>Work with words</i>	56 56	Literature set work	Continue reading literature set work
5	Discuss literature set work (10 mins); LSC: Identify and use phrases and clauses; use topic and supporting sentences (50 mins); p. 81	73 Act. 7 73–74 Act. 8	56–57	Literature set work	Continue reading literature set work

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

PLATINUM ENGLISH Week 2 Theme continued: Hiking in South Africa					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	Discuss literature set work (5 mins); LSC/W&P: Do Chapter 6 Worksheets A & B on writing directions , and discuss answers (55 mins); p. 81	Extension and Remediation Worksheet Book	58		Revise the directions given in Acts 4 & 5 to prepare for writing task
2	W&P: Organise content, and plan and write first draft of set of directions (45 mins); exchange with a classmate and give feedback to each other (15 mins); p. 81	74 Act. 9	58		W&P: Revise, edit and proofread set of directions
3	R&V: Read a poem, and answer questions on its structure, imagery and message (50 mins); p. 81 ; listen to your introduction to poem on p. 76 of Core Reader in preparation for homework tasks (10 mins)	75–76 Act. 10		<i>Peelin orange</i> CR pp. 76–77	Read <i>Peelin orange</i> , and think about how you would answer each question on p. 77
4	R&V: Discuss answers to questions on <i>Peelin orange</i> (20 mins); write a summary (40 mins); p. 81	76–77 Act. 11	59		Revise, edit and proofread summary
5	R&V/L&S: In small groups, read summaries to each other (15 mins); LSC/R&V: Revise phrases and clauses; complete a summary table (45 mins); p. 81	78 Revision	60	Literature set work	Continue reading literature set work

Extra resources: If possible, bring some examples of different kinds of masks to class.

Note: Most of the literature work for these two weeks is based on the play *The calf with no name* in the *Platinum Core Reader*. If learners do not have this reader, continue reading and discussing the literature set work begun in Week 1.

PLATINUM ENGLISH Week 3 Theme: Many masks					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	Discuss literature set work (5–10 mins); L&S: In small groups, talk about photographs, using appropriate language (10–15 mins); R&V: Do pre-, while- and post-reading activities on an information text (40 mins); p. 82	80 Act. 1 80–82 Act. 2	61–63 63		LB pp. 80–82 Complete answers to Act. 2, questions 1–11
2	R&V: Mark and discuss answers to Act. 2 (15 mins); R&V: Read a poem, and answer questions on rhyme scheme and main ideas (35–40 mins); L&S: Listen to your instructions for preparing to take part in a panel discussion (5–10 mins); p. 82	83 Act. 3 84–85 Act. 4	64 65		LB pp. 84–85 Prepare for panel discussion about traditions
3	L&S: Participate in a panel discussion Note: This can be done for Term 2, Formal Assessment Task 1; p. 82	84–85 Act. 4 Rubric 267	65 Rubric xxxv		LB p. 82 LSC: Do <i>Work with words on homo-phones</i>
4	LSC: Mark and discuss homework (5 mins); R&V: Read the script of a radio play, answer questions on it, mark and discuss the answers (55 mins); p. 82	82 85–87 Act. 6	64		LB pp. 85–87 Make a dragon mask, and collect props for performing the radio play

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
5	L&S/R&V: Perform the radio play in pairs using appropriate register (15 mins); LSC: Choose question words to complete sentences, and mark and discuss answers (15 mins); p. 82 R&V: Listen to your introduction to play <i>The calf with no name</i> , and begin reading on p. 84 of Core Reader (30 mins)	85–87 Act. 6 87	66 67	<i>The calf with no name</i> CR pp. 84–111	Continue reading <i>The calf with no name</i> CR pp. 84–111

PLATINUM ENGLISH Week 4 Theme continued: Many masks

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss reading of first part of <i>The calf with no name</i> (5–10 mins); L&S: Prepare and present a debate (50–55 mins); p. 82	85 Act. 5	65–66	<i>The calf with no name</i> CR pp. 84–111	Continue reading <i>The calf with no name</i> CR pp. 84–111
2	R&V: Discuss reading of next part of <i>The calf with no name</i> (10 mins); LSC: Learn and use spelling rules and conventions , and mark and discuss answers (35 mins); learn about complex and compound sentences , and prepare for homework tasks (15 mins); p. 82	87–88 Act. 7 88 Act. 8	67 67–68		LSC: Do Act. 8, 1 & 2 LB pp. 88–89
3	LSC: Discuss & mark homework (10 mins); learn about and write negative sentences , and mark and discuss answers (40 mins); develop vocabulary by learning antonyms and synonyms (10 mins); p. 82	89 Act. 9 90 Act. 10	68–69 69	<i>The calf with no name</i> CR pp. 84–111	Continue reading <i>The calf with no name</i> CR pp. 84–111
4	R&V: Discuss next part of <i>The calf with no name</i> (10 mins); LSC: Identify emotive and manipulative language (15 mins); W&P: Plan to write a dialogue ; p. 82	90 Act. 11 91 Act. 12	69 69–70		LB p. 91 W&P: Write first draft of dialogue
5	W&P: Work with a partner to revise, edit, proofread and present dialogues (55 mins); p. 82 Listen to your instructions for homework tasks (5 mins)	91 Act. 12	69–70		Do Revision tasks, LB p. 92

Extra resources: See suggestions on p. 72 of *Platinum English Teacher's Guide* for creating interest in careers and interviews.

Note 1: On Day 2, if the class has not been reading *The calf with no name* but instead has been reading a short story, novel or a different play, set your own questions, and have a class discussion on key features of this set work.

Note 2: On Day 5, if you do not have the photocopiable *Platinum English Extension and Remediation Worksheet Book*, set your own homework tasks on active and passive voice.

PLATINUM ENGLISH Week 5 Theme: Interviews					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	LSC: Discuss and mark Revision homework (10 mins); L&S: Talk about a photograph of an interview (5–10 mins); learn about features of an interview; in a group, plan interview questions, and take turns to ask interview questions; peer assess how well interview guidelines were followed (45 mins); listen to instructions for homework tasks (2 mins); p. 83	92 93–94 Act. 1 94–95 Act. 2	70 73 73	<i>The calf with no name</i> CR pp. 84–111	Complete reading <i>The calf with no name</i> CR pp. 84–111
2	R&V: Discuss questions on <i>The calf with no name</i> , including key features of a play (55 mins); LSC: Listen to instructions for homework task; work on question forms and adverbs of frequency (5 mins); p. 83	96	Answers 227–228 74	CR pp. 108–111	LB p. 96 LSC: Write answers to <i>Work with words</i> and sentences
3	LSC: Discuss and mark homework (5–10 mins); L&S: Listen to an autobiography; make notes, and use these to answer comprehension questions; discuss and mark answers (40 mins); R&V: Listen to instructions for homework tasks (5 mins); p. 83	96 95 Act. 3	74 74	Literature set work	Continue reading literature set work
4	R&V: Discuss literature set work (10–15 mins); R&V: Scan and then read intensively a radio interview; answer questions and discuss answers (43–48 mins); LSC: Listen to instructions for homework tasks on vocabulary and abbreviations (2 mins)	96–98 Act. 4 98	75 74		LB p. 98 LSC: Write answers to <i>Work with words</i>
5	LSC: Discuss and mark homework (5–10 mins); LSC: Revise sentence structure; use active and passive voice; discuss and mark sentences (43–48 mins); p. 83 LSC: Listen to instructions for homework tasks from <i>Remediation & Extension Worksheet Book (2 mins)</i>	98 99 Act. 5 & Act. 6	74 76–77		Do tasks in Ch. 8 Worksheet A or B or tasks you set on active and passive voice

Note: If your class does not have copies of the *Platinum English Core Reader*, continue reading and discussing the literature set work for Day 4 homework and Day 5 literature discussion.

PLATINUM ENGLISH Week 6 Theme continued: Interviews					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	LSC: Discuss and mark homework on active and passive voice (10 mins); R&V: Read a play script, understand its key features, answer questions on the script, discuss and mark answers (50 mins); p. 83	100–102 Act. 7	235–236 77–78	Literature set work	Continue reading literature set work

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
2	R&V: Discuss literature set work (10 mins); read a poem, note its structure and typography , answer questions on it, discuss and mark answers (48 mins); LSC: Listen to instructions for homework tasks on conjunctions and question forms (2 mins); p. 83	103–104 Act. 8 102 104	78–79 78–79		<i>Work with words</i> LB p. 102 <i>Work with sentences</i> LB p. 104
3	LSC: Discuss and mark homework (10 mins); W&P: Choose a person to interview, and prepare interview questions (25–30 mins); p. 83 LSC: Do tasks 1–5 on Revision page, and mark answers (20–25 mins)	102 104 105 Act. 9	78–79 79–80		L&S/W&P: Conduct an interview, and record answers
4	W&P: Write first draft of an interview using correct format; revise, edit and proofread (60 mins); p. 83 Note: This can be done for Term 2, Formal Assessment Task 2	105 Act. 9	80 Rubric or Rating Scale xxxi or xxxvi	<i>Why bat hangs upside down</i> CR pp. 34–38	Begin reading <i>Why bat hangs upside down</i> CR pp. 34–38
5	R&V: Complete reading <i>Why bat hangs upside down</i> , and discuss questions on story, language and literary devices (60 mins); p. 83		Answers 220	Literature set work	Continue reading literature set work

Note: If your class does not have copies of the *Platinum English Core Reader*, continue reading the literature set work for Day 4 and 5 homework.

PLATINUM ENGLISH Week 7 Theme: Laugh out loud					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (10 mins); L&S: Talk about a photograph (5 mins); listen to, and make notes and answer questions on a news article ; mark the answers (45 mins); p. 84	107–108 Act. 1 108 Act. 2	83–84 84	Literature set work	Continue reading literature set work
2	R&V: Discuss literature set work (5 mins); L&S: In a group, read aloud and discuss jokes, and reach consensus on best joke (55 mins); p. 84	109 Act. 3	84–85		LSC: Do <i>Work with words – acronyms</i> LB p. 110
3	LSC: Discuss and mark homework (5 mins); R&V: Read a short story; answer questions on characters, setting, narration and plot, fact and opinion ; discuss and mark answers (45 mins); LSC: Write sentences as commands or instructions , and mark them (10 mins); p. 84	109 112	85–86 86	Literature set work	Continue reading literature set work
4	R&V: Discuss literature set work (10 mins); in a group, read two poems, and discuss how irony is used in them (35 mins); LSC: Write sentences using idioms , and mark them (15 mins); p. 84			<i>The sacrifice</i> CR pp. 15–20	Begin reading <i>The sacrifice</i> CR pp. 15–20
5	LSC: Understand and use homonyms; understand and use prefixes & suffixes; use subject-verb agreement correctly (60 mins); p. 84			<i>The sacrifice</i> CR pp. 15–20	Finish reading <i>The sacrifice</i> and prepare to discuss the questions on pp. 19–20.

Note 1: If your class does not have copies of the *Platinum English Core Reader*, discuss the literature set work on Day 1.

Note 2: Although the book review can be written for Term 2, Formal Assessment Task 2, it is probably better to choose the written interview in Week 6, so that you have time to mark and return it to learners before the mid-year examinations.

Note 3: It is important to allocate time this week to discussion of the structure of the examination papers, completion of the literature set work and revision of language work for the term.

PLATINUM ENGLISH Week 8 Theme continued: Laugh out loud					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss the questions on <i>The sacrifice</i> (40 mins); do pre-reading and while-reading activities on a book review (20 mins); p. 84	117–118 Act. 9	218 89	<i>The sacrifice</i> CR pp. 15–20	R&V: Write answers to questions on book review LB pp. 117–118
2	R&V: Discuss and mark homework (15 mins); W&P: arrange sentences into structured paragraphs , discuss and mark answers (45 mins); p. 84	118–119 Act. 10	90	Literature set work	Continue reading literature set work
3	R&V: Discuss literature set work (10 mins); W&P: Plan a review of a story; draft the review (50 mins); p. 84 Note: This can be done for Term 2, Formal Assessment Task 2	119 Act. 11	90		W&P: Revise, edit, proofread and present final review
4	LSC: Write answers to the questions on the Revision page, discuss and mark answers (30 mins); listen to information about mid-year examination papers, and read examples (30 mins)	120 121–124	91	Literature set work	Finish reading literature set work
5	R&V: Write answers to your questions on literature set work in preparation for mid-year exam; discuss and mark answers (30 mins); LSC: Revise language by doing exercises in the <i>Platinum Remediation and Extension Worksheets Book</i> or the Revision page at the end of chapters 6 to 9.				Prepare for mid-year examinations

PLATINUM ENGLISH Week 9 Catch up, consolidation and revision: Plan your week					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1					
2					
3					
4					
5					

PLATINUM ENGLISH Week 10 Mid-year examinations: Plan your week

2.5 Spot On English First Additional Language (Heinemann)

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

Note 2: If your class does not have copies of the *Spot On Core Reader*, give homework on the literature set work on Day 3 and discuss it on Day 4.

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

SPOT ON Week 1 Theme: Get cooking!					
Day	CAPS content and activities	LB pp.	TG pp.	CR/literature text	Homework
1	Listen to your feedback on Term 1 Test (20 mins); L&S: Understand the difference between instructions and directions; listen to instructions, and answer questions on them (35 mins); p. 81 Note: This can be done for Term 2, Formal Assessment Task 1 R&V: Listen to your introduction to literature set work (5 mins)	62 Act. 1.1	115–116	Literature set work	Begin reading literature set work
2	L&S: Make an unprepared speech to the class (60 mins); p. 81 Note: This can be done for Term 2, Formal Assessment Task 1	63 Act. 2.2	118	Literature set work	Continue reading literature set work
3	L&S: Learn about and practise giving directions (25 mins); LSC: Learn about, identify and use conjunctions (30 mins); p. 81 R&V: Listen to your introduction to poem <i>Portrait of a loaf of bread</i> (5 mins)	63 Act. 2.1 64–65 Act. 3.1 Act. 3.2	117 119	<i>Portrait of a loaf of bread</i> CR pp. 80–82	Read <i>Portrait of a loaf of bread</i> & think of answers to questions on p. 82
4	R&V: Discuss answers to questions on poem (20 mins); LSC: Learn about and identify sentence types (20 mins); LSC/W&P: Learn about, write and discuss topic sentences (20 mins); p. 81	65–66 Act. 3.3 66 Act. 3.4	303–304 120 120	Literature set work	Continue reading literature set work
5	R&V: Discuss literature set work (10 mins); LSC: Learn a spelling pattern, and write a dictation using words with this spelling pattern (25 mins); R&V: Use pre-reading strategies to answer questions on an information text with visuals, and discuss these with a group (25 mins); p. 81	67 Act. 4 68–69 Act. 5.1	121 122		LB pp. 68–69 R&V: Write answers to Act. 5.2 on reading a visual text

SPOT ON Week 2 Theme continued: Get cooking!

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss and mark answers to homework tasks (10–15 mins); answer comprehension questions on a visual text , and mark and discuss answers (45–50 mins); p. 81	68–69 Act. 5.2 68–69 Act. 5.3	123 123	Literature set work	Continue reading literature set work
2	R&V: Discuss literature set work (10 mins); read and answer questions on a cartoon (30 mins); summarise content of the cartoon in a mind map (20 mins); p. 81	70 Act. 6.1 Act. 6.2 70 Act. 6.3	125–126 126 mind map on 127		LB p. 70 Complete mind map summary
3	R&V: Discuss and mark mind maps (15 mins); W&P: Learn about writing instructions and directions; plan and begin writing first draft of instructions or directions (45 mins); p. 81	71 Act. 7.1	128		LB p. 71 W&P: Complete writing first draft of instructions or directions
4	W&P: Revise and edit first draft; write and proofread final version of directions or instructions (60 mins); p. 81	71 Act. 7.1	128 Rubric 290	Literature set work	Continue reading literature set work
5	R&V: Discuss literature set work (15 mins); L&S: Listen to a text, take notes, and answer questions on it (45 mins); p. 81	72 Revision Act. 6	129–130	Literature set work	Continue reading literature set work

Note: If your class does not have copies of the *Spot On Core Reader*, give homework on the literature set work on Day 4, and discuss it on Day 5.

SPOT ON Week 3 Theme: Branding South Africa

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (10 mins); read a television forum discussion, and answer questions on it (50 mins); p. 82	74–75 Act. 1.1	133		LB pp. 74–75 Complete answers to Act. 1.1
2	R&V: Discuss and mark answers to Act. 1.1 (20 mins); learn about figurative language in poetry; read a poem, and answer questions on its features (40 mins); p. 82	76–77 Act. 2.1	134		LB pp. 76–77 Complete answers to Act. 2.1
3	R&V: Discuss and mark Act. 2.1 (20 mins); read bar charts in preparation for a forum discussion (10 mins); L&S: learn about roles in a forum discussion; in a group, plan a forum discussion to present to the class (30 mins); p. 82	78 Act. 3.1 78 79 Act. 3.2	134 135 135		LB p. 79 Complete preparations for role in forum discussion
4	L&S: In groups, present forum discussion to class (50 mins) Note: This can be done for Term 2, Formal Assessment Task 1 R&V: Listen to your explanation of onomatopoeia and introduction to the poem <i>Firebowl</i> , CR pp. 92–94 (10 mins); p. 82	79 Act. 3.2	135–136	<i>Firebowl</i> CR pp. 92–94	Read <i>Firebowl</i> and think about how to answer questions on the poem
5	R&V: Discuss questions on <i>Firebowl</i> (30 mins); L&S: Organise a class debate (10 mins); R&V: Skim and scan a visual text and answer questions (20 mins); p. 82	79 Act. 3.3 80 Act. 4.1	306 136		LB p. 79 Prepare for role as speaker, chairperson, judge or floor member in class debate

SPOT ON Week 4 Theme continued: Branding South Africa

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	L&S: Participate in a class debate (45 mins); R&V: Begin answering comprehension questions on a visual text (15 mins); p. 82	79 Act. 3.3 80 Act. 4.2	136–138		LB p. 80 Complete answers to Act. 4.2
2	R&V: Discuss & mark answers to Act. 4.2 (20 mins); W&P: Learn about dialogues; plan and begin writing first draft of a dialogue (40 mins); p. 82	80 Act. 4.2 81 Act. 5.1	139 140		LB p. 81 Complete first draft of dialogue
3	W&P: Revise and edit first draft of dialogue; write and proofread final version; p. 82	81 Act. 5.1	140	Literature set work	Continue reading literature set work
4	R&V: Discuss literature set work (20 mins); LSC: Revise question forms, and write questions (20 mins); convert statements to questions (20 mins); p. 82	82 Act. 6.1 82 Act. 6.2	141 141	Literature set work	Continue reading literature set work
5	R&V: Discuss literature set work (10 mins); LSC: Learn about and use homophones and homonyms (40 mins); begin Revision Activity 7 (10 mins); p. 82	83 Acts. 7.1 & 7.2 84	142		LB p. 84 Complete Revision Activity 7

SPOT ON Week 5 Theme: The chat room bully

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	LSC: Discuss and mark Revision Act. 7 (20 mins); L&S: Listen to a text, make notes and use these to answer questions about the text (40 mins); p. 83	84 86 Act. 1.1 Act. 1.2	143 145–146		LB p. 86 Act. 1.3 Write some advice
2	W&P: Discuss advice written for homework (10 mins); L&S: Learn about interviewing; plan an interview with a partner (20 mins); LSC: Revise active and passive voice, and use them correctly (30 mins); p. 83	86 Act. 1.3 87 Act. 2.1 88–89 Act. 3.1	146 147 148		LB p. 87 L&S: Do research in preparation for interview
3	L&S: Complete preparation for interview (30 mins) in pairs, and present interview to two other pairs (30 mins); p. 83	87 Act. 2.1	147	Literature set work	Continue reading literature set work
4	R&V: Discuss literature set work (15 mins); R&V: Understand the elements of a play; read an extract from a play, and begin to answer questions on it (45 mins); p. 83	90 Act. 4.1	149–150		LB pp. 90–91 Complete answers to questions on extract from play
5	R&V: Discuss and mark answers to questions on characters, stage directions, language and punctuation in the extract from a play (40 mins); LSC: Understand and use word order correctly (20 mins); p. 83	88 Act. 3.2	148	Literature set work	Continue reading literature set work

SPOT ON Week 6 Theme continued: The chat room bully

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (15 mins); R&V/LSC: Read an interview text intensively, and answer comprehension and language questions on it (45 mins); p. 83	92–93 Act. 5.1	151		LB pp. 92–93 Complete answers to Act. 5.1
2	R&V/LSC: Discuss and mark comprehension and language questions (30 mins); W&P: Plan an interview, draw up interview questions, and imagine the interviewee's responses (30 mins); p. 83	92–93 Act. 5.1 94 Act. 6.1	151–152 153–154		LB p. 94 Act. 6.1 W&P: Write first draft of interview
3	W&P: Revise and edit first draft of interview, and write and proofread final version (60 mins); p. 83 Note: This can be done for Term 2, Formal Assessment Task 2	94 Act. 6.1	153–154	Literature set work	Continue reading literature set work
4	R&V: Discuss literature set work (15 mins); LSC: Learn about and identify euphemisms (30 mins); LSC/R&V: Comment on euphemism and figurative language in a cartoon (15 mins); p. 83	95 Act. 7.1 95 Act. 7.2	155 155	Literature set work	Continue reading literature set work
5	R&V: Discuss literature set work (10 mins); LSC: Identify and use active and passive voice in sentences (35 mins); identify grammatical errors in sentences, and correct each sentence (15 mins); p. 83	96 Revision Activity 8	156 156	Literature set work	Continue reading literature set work

Note 1: Much of this week's homework requires learners to read the play *Daddy comes tonight* from the *Spot On Core Reader*. If your class does not have this reader, then continue reading and discussing the literature set work for the term.

Note 2: Although the book review can be written for Term 2, Formal Assessment Task 2, it is probably better to choose the written interview in Week 6, so that you have time to mark and return it to learners before the mid-year examinations.

SPOT ON Week 7 Theme: My 21st century family

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (15 mins); L&S: Listen to an article, take notes, and use them to answer questions (45 mins); p. 84	98 Act. 1.1 Act. 1.2	158–159		LB p. 98 L&S: Complete answers to listening activity
2	L&S: Discuss and mark answers to listening activity (10 mins); learn about participating in group discussions, and take part in one (35 mins); R&V: Begin reading <i>Daddy comes tonight</i> , CR pp. 107–124 (15 mins); p. 84	99 Act. 2.1	160	CR pp. 107–124 <i>Daddy comes tonight</i>	Begin reading <i>Daddy comes tonight</i>
3	R&V: Revise the types of narrators in stories, and apply pre-reading skills to an extract from a youth novel (30 mins); R&V/LSC: Read the extract carefully, and begin to answer comprehension and language questions on it (30 mins); p. 84	100 Act. 3.1 101–102	161 161	CR pp. 107–124 <i>Daddy comes tonight</i>	Continue reading <i>Daddy comes tonight</i>
4	R&V: Complete answers to questions, and discuss and mark these answers (30 mins); W&P: Learn about writing book reviews; plan a book review, and begin writing first draft (30 mins); p. 84	101–102 103	161 163 Rubric 290		LB p. 103 W&P: Complete first draft of book review

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
5	W&P: Revise and edit first draft of book review; write and proofread final version (60 mins); p. 84 Note: This can be done for Term 2, Formal Assessment Task 2	103	163 Rubric 290	CR pp. 107–124 <i>Daddy comes tonight</i>	Complete reading <i>Daddy comes tonight</i> ; prepare to answer the Activity questions on pp. 123–124

Note 1: It is important to allocate time this week to the discussion of the structure of the examination papers, completion of the literature set work and revision of language work for the term.

Note 2: If your class does not have the *Spot On Core Reader*, then continue reading and discussing the literature set work for the term, or do some language revision work on Days 2 and 3.

SPOT ON Week 8 Theme continued: My 21st century family

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss <i>Daddy comes tonight</i> , and answer the Activity questions on pp. 123–124 (40 mins); LSC: Understand and use abbreviations (20 mins); p. 84	104 Act. 5.1	309 164	CR pp. 107–124 <i>Daddy comes tonight</i> Literature set work	Continue reading literature set work
2	R&V: Discuss literature set work (10 mins); LSC: Understand and use acronyms (20 mins); understand and use prefixes and suffixes (25 mins); R&V: Listen to your introduction to folktale <i>The song of the tree</i> , CR pp. 18–21 (5 mins); p. 84	105 Act. 5.2 106 Act. 6.1	165 166	<i>The song of the tree</i> CR pp. 18–21	Read <i>The song of the tree</i> and prepare to answer the questions on p. 21
3	R&V: Discuss folktale <i>The song of the tree</i> and the questions on this story (30 mins); LSC: Learn about proverbs, and understand their meanings (30 mins); p. 84	107 Act. 7.1	295–296 167	Literature set work	Complete reading of literature set work
4	R&V: Final discussion of literature set work (20 mins); LSC: Do Revision Act. 9 and discuss answers (40 mins)	108	168		Read and think about how to answer the practice examination papers on LB pp. 217–222
5	Discuss the structure of mid-year examination papers 2 and 3; work through the example of Paper 2 on pp. 217–222	217–222			Prepare for mid-year examinations

SPOT ON Week 9 Catch up, consolidation and revision: Plan your week

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

SPOT ON Week 10 Mid-year examinations: Plan your week

2.6 Successful English First Additional Language (Oxford University Press)

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

Note 2: There is an error at the bottom of p. 101 in the Learner's Book. Instruction 2 should read 'Join the simple sentences with the conjunctions given in brackets in order to make compound or complex sentences. When learners use subordinating conjunctions such as 'because', they are writing complex sentences. Only the co-ordinating conjunctions 'and' and 'but' are used for writing compound sentences.

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

SUCCESSFUL ENGLISH Week 1 Theme: Getting there					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	Listen to your feedback on Term 1 Test (20 mins); L&S: With a partner, give and respond to instructions (5 mins); listen to instructions, take notes, and use them to answer questions (35 mins); p. 81	94 94–95 Act. 1	72 72–73 164		LB p. 95 Act. 1 Complete answers to questions
2	L&S: Discuss and mark homework (10 mins); LSC: Learn about and identify comparative and superlative adjectives (20 mins); R&V: Learn how to read an information text with visuals (map); begin to answer questions 1(a)–(i) (30 mins); p. 81	96 Act. 2 97–99 Act. 3	73 73–74		LB pp. 97–99 Complete answers to questions 1(a)–(i)
3	R&V: Discuss and mark answers to Question 1 (15 mins); in groups, discuss answers to Question 2 (15 mins); R&V/W&P: Write a point form summary of the information on the map (25 mins); R&V: Listen to your introduction to literature set work (5 mins); p. 81	97–99 Act. 3	73–74 74	Literature set work	Begin reading literature set work
4	R&V: Discuss literature set work (10 mins); LSC: Revise noun clauses, adjectival clauses and adverbial clauses, and identify examples in a text (20 mins); learn about co-ordinating and subordinating conjunctions, and use them to join sentences (30 mins); p. 81	100 Act. 4 100–102 Act. 5	74 74	Literature set work	Continue reading literature set work
5	R&V: Discuss literature set work (10 mins); learn about figures of speech and imagery, sound devices, rhyme and rhythm in a poem; read a poem, and begin to answer questions on it (50 mins); p. 81	102–104 Act. 6	75		LB. 103–104 Complete answers to questions on poem

Note: If your class does not have the *Successful English Literature Anthology Core Reader*, on Day 1 continue reading and discussing the literature set work for the term.

SUCCESSFUL ENGLISH Week 2 Theme continued: Getting there					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss and mark answers to questions on poem (15 mins); learn about punctuation in poetry, read another poem, and answer questions on punctuation, structure, rhythm and message (35 mins); W&P: With a partner, discuss ideas for writing a short poem (10 mins); p. 81	102–104	75	<i>Chameleon</i> CR pp. 59–61	Write a short poem about the way an animal moves
2	W&P: In groups read poems to each other (5 mins); LSC: Revise pronouns, and use them correctly (25 mins); learn spelling patterns, and spell words correctly (25 mins); listen to instructions for homework tasks (5 mins); p. 81	104–105 Act. 7 105–106 Act. 8–9	76 76		LB p. 106 Correct punctuation and spelling errors in a text
3	L&S: In pairs, role play asking for and giving directions; present role play to the class (60 mins); p. 81 Note: This can be done for Term 2, Formal Assessment Task 1	106–107 Act. 10	76–77	Literature set work	Continue reading literature set work
4	R&V: Discuss literature set work (15 mins); W&P: Learn how to write directions; plan and begin to write first draft of directions (45 mins); p. 81	107–110 Act. 11	77		LB pp. 108–110 W&P: Complete first draft of directions
5	W&P: Revise and edit first draft; write and proofread final version (60 mins); p. 81			Literature set work	Continue reading literature set work

SUCCESSFUL ENGLISH Week 3 Theme: Language helps to overcome barriers					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	L&S: Participate in a class discussion (5–10 mins); R&V: Learn about features of a television play script; read an extract from a script, and answer questions on it (50–55 mins); p. 82	112 112–114 Act. 1	79 79	Literature set work	Continue reading literature set work
2	R&V: Discuss literature set work (10 mins); LSC: Revise and use homophones and homonyms (25 mins); L&S: Learn how to participate in a forum discussion; organise roles, and decide on how to collect information for the discussion (25 mins); p. 82	114–115 Act. 2 115–117 Act. 3	80 80		LB p. 116 Find information to use in forum discussion
3	L&S: Present panel discussion to class (60 mins); p. 82 Note: This can be done for Term 2, Formal Assessment Task 1	115–117 Act. 3	80	Literature set work	Continue reading literature set work
4	R&V: Discuss literature set work (10 mins); LSC: Revise and use direct and indirect speech (35 mins); write questions in direct speech (15 mins); p. 82	117–118 Act. 4 119 Act. 5	81 81	Literature set work	Continue reading literature set work
5	R&V: Read a comic strip, and answer questions on it (50 mins); LSC: Practise using verb tenses and concord correctly (10 mins); p. 82	119–120 Act. 6 120–121 Act. 7	81–82 82		LB pp. 120–121 Act. 7 Complete sentences on verb tenses and concord

SUCCESSFUL ENGLISH Week 4
Theme continued: Language helps to overcome barriers

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	LSC: Discuss and mark homework on tenses and concord (10 mins); W&P: Learn how to write a dialogue; plan a dialogue, and begin writing first draft (50 mins); p. 82	120–121 121–123 Act. 8	82 82		LB pp. 121–122 W&P: Complete first draft of dialogue
2	W&P: Revise and edit first draft with a partner; write and proofread final version (60 mins); p. 82	121–123 Act. 8	82	Literature set work	Continue reading literature set work
3	R&V: Discuss literature set work (10 mins); LSC: Revise and use question forms (15 mins); L&S: Learn how to participate in a debate; work in a team to prepare for a debate (35 mins); p. 82	123 Act. 9 124–125 Act. 10	82 83		LB pp. 124–125 Complete preparations for role in debate
4	L&S: In teams of seven, present debate to class (60 mins); p. 82	124–125 Act. 10	83		LB p. 126 Act. 11 LSC: Practise writing sentences in negative form
5	LSC: Discuss and mark homework (15 mins); R&V: Read a poem, and discuss answers to questions on it with a partner (45 mins); p. 82	126 Act. 11 127–128 Act. 12	83 84	Literature set work	Continue reading literature set work

Note: If your class does not have the *Successful English Literature Anthology Core Reader*, for Day 5 homework continue reading and discussing the literature set work for the term.

SUCCESSFUL ENGLISH Week 5 Theme: Questions and answers

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (10 mins); learn about key features of drama; read two scenes from a play; answer questions on these (50 mins); p. 83	130–132 Act. 1	86		LB p. 133 LSC: Revise question forms and word order and answer Act. 2
2	LSC: Discuss and mark homework (10 mins); L&S: Listen to a text, make notes, and use these to answer listening comprehension questions (50 mins); p. 83	133 Act. 2 134–135 Act. 3	87 87–88 164	Literature set work	Continue reading literature set work
3	R&V: Discuss literature set work (10 mins); L&S: Learn about features of interviews; with a partner, plan how to conduct an interview, practise doing so, and present to two other pairs (50 mins); p. 83	136–137 Act. 5	88		LB p. 135 Act. 4 LSC: Identify and use adverbs of place and frequency
4	LSC: Discuss and mark homework (5 mins); L&S/LSC: Discuss style and register in an interview (15 mins); LSC: Learn about mood, and practise using different moods (40 mins); p. 83	135 Act. 4 137 Act. 6 137–139 Act. 7	88 88–89	Literature set work	Continue reading literature set work
5	R&V: Discuss literature set work (10 mins); revise key features of poetry; read a poem, and answer questions on it (45 mins); p. 83 R&V: Listen to your introduction to homework poetry activity (5 mins)		89	<i>I wish I could sing</i> CR pp. 65–67	Read <i>I wish I could sing</i> , and think about how to answer the questions on p. 67

Note: It is not necessary for learners to write an interview with one of the sports stars in the photographs on p. 146 of the Learner's Book. They could choose any sports star whom they know about.

SUCCESSFUL ENGLISH Week 6 Theme continued: Questions and answers					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss the poem <i>I wish I could sing</i> and answer questions on it (15 mins); LSC: Understand and identify literal and figurative language and euphemisms (15 mins); R&V: Skim, scan and read an interview in depth; begin to answer questions on it (30 mins); p. 83	141–142 Act. 9 142–144 Act. 10	172 90 90–91	CR pp. 65–67	LB pp. 142–144 Act. 10 Complete answers to questions on interview
2	R&V: Discuss and mark homework (20 mins); LSC: Revise active and passive voice, and use them correctly (40 mins); p. 83	144–145 Act. 11 Act. 12	91	Literature set work	Continue reading literature set work
3	R&V: Discuss literature set work (15 mins); W&P: Plan to write an interview with a sports star, and begin writing first draft (45 mins); p. 83	146–147 Act. 13	91–92		LB pp. 146–17 W&P: Complete first draft of interview
4	W&P: Revise and edit first draft; write and proofread final version (60 mins); p. 83 Note: This can be done for Term 2, Formal Assessment Task 2	146–147 Act. 13	91–92	Literature set work	Continue reading literature set work
5	R&V: Discuss literature set work (20 mins); LSC: Learn about puns; find and explain puns in texts (40 mins); p. 83	147–148 Act. 14	92	Literature set work	Continue reading literature set work

Note: If your class does not have the *Successful English Literature Anthology Core Reader*, for Day 5 homework continue reading and discussing the literature set work for the term.

SUCCESSFUL ENGLISH Week 7 Theme: Words of advice					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Do pre-reading activities to prepare for reading a short story (20 mins); read a short story; discuss answers to Question 1 in a group (40 mins); p. 84	150–153 Act. 1	94–95		LB pp. 151–152 R&V: Write answers to Question 2
2	R&V: Discuss and mark homework (15 mins); L&S: Listen to a newspaper article, make notes, and use these to answer questions (45 mins); p. 84 Note: This can be done for Term 2 Formal Assessment Task 1	150–153 153–154 Act. 2	94–95 95 165		LB p. 154 Act. 3 LSC: Learn about and identify acronyms
3	LSC: Discuss and mark homework (5–10 mins); L&S: Participate in a group discussion, and aim to reach consensus on the topic (30 mins); LSC: Practise identifying subject and predicate (20 mins); p. 84	154 Act. 3 154–155 Act. 4 155–156 Act. 5	96 96 96–97	Literature set work	Continue reading literature set work
4	R&V: Discuss literature set work (15 mins); LSC: Revise subject-verb agreement, and write sentences correctly (20 mins); R&V: Read a poem, and discuss answers to questions 1(a)–(g) in a group (25 mins); p. 84	156–157 Act. 6 157–159 Act. 7	97 97–98		LB pp. 158–159 Act. 7 Write answers to questions 2(a)–(f)
5	R&V: Write answers to questions 2(g)–(l) (25 mins); discuss answers to all questions on the poem (25 mins); listen to your introduction to short story <i>In memorium</i> (10 mins); p. 84	157–159 Act. 7	97–98 174	<i>In memorium</i> CR pp. 88–92	Read a short story, and think about how to answer the questions on p. 88

Note 1: Although the book review can be written for Term 2, Formal Assessment Task 2, it is probably better to use the interview task in Week 6, so that you have time to mark and return it to learners before the mid-year examinations.

Note 2: In Sample Examination Paper 2 in the Learner's Book there are literature questions on two texts. This does not have to be the case. For example, all the questions could be on one literature set work studied by the class or on one unseen poem.

SUCCESSFUL ENGLISH Week 8 Theme continued: Words of advice					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss questions on a short story (20 mins); LSC: Revise main and dependent clauses, and identify sentence types; write sentences with main and dependent clauses (40 mins); p. 84	159–160 Act. 8 Act. 9	174 98	<i>In memorium</i> CR pp. 88–92 Literature set work	Continue reading literature set work
2	R&V: Discuss literature set work (15 mins); W&P: Learn about writing a review; plan and begin first draft of a review of a short story (45 mins); p. 84	161–162 Act. 10	98–99		LB p. 161 Act. 10 W&P: Complete first draft of story review
3	W&P: Revise and edit first draft; write and proofread final version (60 mins); p. 84 Note: This can be done for Term 2, Formal Assessment Task 2	161–162 Act. 10	98–99	Literature set work	Complete reading of literature set work
4	R&V: Final discussion of literature set work for Term 2 (25 mins); LSC: Learn more about prefixes and suffixes, add them to root words (20 mins); revise homonyms, paronyms, synonyms and antonyms (15 mins); p. 84	163–164 Act. 11			LB pp. 164–166 Act. 12 LSC: Do tasks 2 to 5 on homonyms, paronyms, synonyms and antonyms
5	LSC: Discuss and mark homework (15–20 mins); discuss the structure of mid-year examination papers 2 and 3 using example papers in LB pp. 167–176 (45 mins)	167–176	Memo 179–180		Prepare for mid-year examination papers

SUCCESSFUL ENGLISH Week 9					
Catch up, consolidation and revision: Plan your week					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1					
2					
3					
4					
5					

SUCCESSFUL ENGLISH Week 10 Mid-year examinations: Plan your week

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

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

Note 2: If your class does not have the *Top Class Core Reader*, for Day 5 homework continue reading and discussing the literature set work for the term.

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

TOP CLASS Week 1 Theme: Proud to be South African					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	Listen to your feedback on Term 1 Test (20 mins); L&S: Listen to instructions, take notes, and use notes to answer questions ; discuss and mark answers (35 mins); p. 81 R&V: Listen to your introduction to literature set work (5 mins)	67–68 Act. A Act. B	45–46 47	Literature set work	Begin reading literature set work
2	L&S: Work with a partner, and give each other instructions for drawing the SA flag (30 mins); display flag to class (5 mins); R&V: Read a visual text (coat of arms); identify symbols on it; read information about it; begin adding notes to explain symbols (25 mins); p. 81	68 Act. C 69 Act. D	47		R&V: Complete notes on symbols LB p. 69
3	R&V: Discuss and mark notes on symbols (15 mins); R&V: Read a table, diagrams and paragraphs about SA languages, and answer questions (45 mins); p. 81	70–72 Act. E	47–48	Literature set work	Continue reading literature set work
4	R&V: Discuss literature set work (15 mins); LSC: Learn how to compare and contrast; use comparative and superlative adjectives to make comparisons (35 mins); learn about topic and supporting sentences; begin to identify topic and supporting sentences in a text (10 mins); p. 81	72 Act. F 72–73 Act. G	48 48		LB pp. 72–73 Act. G Finish identifying topic and supporting sentences in an article
5	LSC: Discuss and mark homework (5–10 mins); R&V: Scan a poem for information (5 mins); read a poem and answer comprehension and language questions (5–13) on it (40 mins); listen to your introduction to a folktale story for homework (5 mins); p. 81	73–74 Act. H	48–49	<i>Words as sweet as honey</i> CR pp. 35–38	Read <i>Words as sweet as honey</i> and think about how to answer the questions on p. 38

TOP CLASS Week 2 Theme continued: Proud to be South African

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss folktale <i>Words as sweet as honey</i> and questions on it (40 mins); revise clauses, and write complex sentences with main and subordinate clauses (20 mins); p. 81	75 Act. I	49 50	Literature set work	Continue reading literature set work
2	R&V: Discuss literature set work (20 mins); W&P: Plan a celebration, and prepare the first draft of an invitation, which includes instructions and directions (40 mins); p. 81	75–77 Act. J Act. K	50		LB p. 77 LSC: Use conjunctions to join sentences
3	LSC: Discuss and mark homework (5 mins); W&P: Revise and edit invitation; write and proofread final version (55 mins); p. 81	77 Act. L 75–77 Act. J Act. K Act. M Act. N	50 50–51	Literature set work	Continue reading literature set work
4	R&V: Discuss literature set work (20 mins); LSC: Learn about and use verb phrases, noun phrases and pronouns (40 mins); p. 81	78–79 Act. O	51	Literature set work	Continue reading literature set work
5	R&V: Discuss literature set work (20 mins); LSC: Learn spelling of words ending in -cial and -tial; practise using conjunctions (40 mins); p. 81	79 Act. P 79 Act. Q	51 51	Literature set work	Continue reading literature set work

Note: If your class does not have the *Top Class Core Reader*, for Day 5 classwork continue reading and discussing the literature set work for the term.

TOP CLASS Week 3 Theme: Let's talk about it

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	L&S: Learn about the role of a chairperson at a meeting; learn the meaning of consensus and how it can be reached (20 mins); hold a forum discussion (40 mins); p. 82	80 Act. A 81 Act. B	52 52	Literature set work	Continue reading literature set work
2	R&V: Discuss literature set work (15 mins); LSC/L&S: Practise forming questions and using question tags (20 mins); R&V: Scan a cartoon strip for particular information (5 mins); read cartoon strip intensively, and begin answering questions on it (20 mins); p. 82	81–82 Act. C 82–83 Act. D	52 53–54		LB pp. 83–84 Act. D R&V: Complete answers to questions 3–10
3	R&V: Discuss and mark answers to homework tasks (20 mins); read an emotive image, and answer questions about it (15 mins); scan the transcript of a radio panel discussion to find particular information (10 mins); R&V/LSC: find examples of manipulative techniques used by speakers (Question 3) (15 mins); p. 82	84–85 Act. E 85–87 Act. F 85–86 Act. F	53–54 54 55 55		LB p. 87 Answer questions 4–5

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
4	R&V: Discuss & mark answers to questions 4–5 (10 mins); L&S: In a small group, discuss views on genetic modification (25 mins); W&P: Write views on GM crops, and exchange these with a partner (25 mins); p. 82	87 Act. F 87 Act. F	55 55 55	Literature set work	Continue reading literature set work
5	R&V: Discuss literature set work (15 mins); read a folktale, and discuss questions on it (45 mins); p. 82		56	<i>How the birds and the insects fell out</i> CR pp. 39–41 Literature set work	Continue reading literature set work

TOP CLASS Week 4 Theme continued: Let's talk about it

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (15 mins); read a poem, and answer questions on structure, figures of speech and mood (45 mins); p. 82	88–89 Act. G	55–56	Literature set work	Continue reading literature set work
2	L&S: Learn about rules of debating; prepare for and hold a class debate (60 mins); p. 82	89 Act. H	56	Literature set work	Continue reading literature set work
3	R&V: Discuss literature set work (15 mins); W&P: Plan a dialogue, and begin writing first draft (45 mins); p. 82	90 Act. I	57		LB p. 90 W&P: Complete first draft of dialogue
4	W&P: Revise and edit first draft with a partner; write and proofread final version of dialogue (60 mins); p. 82	90 Act. I	57	Literature set work	Continue reading literature set work
5	R&V: Discuss literature set work (15 mins); LSC: Revise direct and indirect speech, and use both correctly (30 mins); understand and practise using subject-verb agreement (15 mins); p. 82	91 Act. J 91 Act. K	57 57		LB p. 92 Write answers to Act. L on a spelling rule and Act. M on homo-phones

Note 1: The interview notes that learners make during Week 5 will be used for a writing activity in Week 6.

Note 2: If your class does not have the *Top Class Core Reader*, for Day 4 homework and Day 5 classwork continue reading and discussing the literature set work for the term.

TOP CLASS Week 5 Theme: Women we admire					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	LSC: Discuss and mark homework on a spelling rule and homophones (10 mins); L&S: Listen to an extract from an interview, make notes, and use them to answer listening comprehension questions (50 mins); p. 83 Note: This can be done for Term 2, Formal Assessment Task 1	92 93–94 Act. A	58 59–60	Literature set work	Continue reading literature set work
2	R&V: Discuss literature set work (20 mins); L&S: Learn about interviewing; plan interview questions (30 mins); LSC: Learn some abbreviations to use in note making during interview (10 mins); p. 83	94–95 Act. B 95 Act. C	61 61		LB. pp. 93–94 L&S: Conduct an interview and make notes
3	R&V: Understand features of a play; read an extract from a play, and answer questions on setting, characters, theme and conflict (60 mins); p. 83	96–99 Act. D	61–62	Literature set work	Continue reading literature set work
4	R&V: Discuss literature set work (15 mins); read the rest of the interview, and answer questions on it (40 mins); listen to your introduction to folktale (5 mins); p. 83	99–100 Act. F	62–63 63	<i>The leper princess</i> CR pp. 42–46	Read <i>The leper princess</i> and think about how to answer the questions on p. 46
5	R&V: Discuss <i>The leper princess</i> and questions on theme and message (60 mins); p. 83		63	Literature set work	Continue reading literature set work

TOP CLASS Week 6 Theme continued: Women we admire					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (15 mins): read a poem, and answer questions on figures of speech, theme and message (45 mins); p. 83	101–102 Act. G	63	Literature set work	Continue reading literature set work
2	W&P: Learn how to write an interview; plan the written interview and begin writing first draft (60 mins); p. 83	103 Act. H	64		LB p. 103 W&P: Complete first draft of interview
3	W&P: Revise and edit first draft; write and proofread final version of the interview (60 mins); p. 83 Note: This can be done for Term 2, Formal Assessment Task 2	103 Act. H	64	Literature set work	Continue reading literature set work
4	R&V: Discuss literature set work (20 mins); LSC: Practise structuring sentences correctly (20 mins); learn about euphemisms, and match them to more direct expressions (20 mins); p. 83	103 Act. I 104 Act. J	64 64	Literature set work	Continue reading literature set work

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
5	LSC: Revise and use adverbs of frequency and place (15 mins); learn about the mood of the verb, and identify mood in sentences (20 mins); learn about puns, and identify different meanings of puns (15 mins); practise identifying the meanings of euphemisms (10 mins); p. 83	104 Act. K 104 Act. L 105 Act. M 105 Act. N	64–65 65 65 66		LB pp. 104–105 Complete for homework any parts of Acts. J–N not completed in class

Note: If your class does not have the *Top Class Core Reader*, for Day 5 homework continue reading and discussing the literature set work for the term.

TOP CLASS Week 7 Theme: Family matters					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	L&S/LSC: Learn vocabulary about families; learn about formal reports; listen to a report; make notes, and use these to answer questions (60 mins); p. 84	106 Act. A	67–68	Literature set work	Continue reading literature set work
2	R&V: Discuss literature set work (15 mins); L&S: Learn about language, style and register for group discussions; participate in a group discussion on families; reach consensus on qualities of happy families (45 mins); p. 84	107 Act. B	68–69	Literature set work	Continue reading literature set work
3	R&V/LSC: Read an extract from a youth novel, and answer questions (a)–(h), including questions on synonyms, antonyms and paronyms (60 mins); p. 84	107–109 Act. C	69–71		LB p. 109 Question (j) Write two diary entries
4	R&V/W&P: Read diary entries to a partner (5 mins); R&V: Learn about features of book reviews; read a book review, and answer questions on it (55 mins); p. 84	110–111 Act. D	71	Literature set work	Continue reading literature set work
5	R&V: Discuss literature set work (15 mins); read a poem, and answer questions on its structure and theme (45 mins); p. 84	111–112 Act. E	71–72	<i>Distant relative</i> CR p. 47	Read the poem <i>Distant relative</i> , and think about how to answer the questions on it

Note 1: Although the book review can be written for Term 2, Formal Assessment Task 2, it is probably better to use the interview task in Week 6, so that you have time to mark and return it to learners before the mid-year examinations.

Note 2: If your class does not have the *Top Class Core Reader*, for Days 3 and 4 homework give learners some revision activities to do in preparation for the mid-year examinations.

TOP CLASS Week 8 Theme continued: Family matters					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss the poem <i>Distant relative</i> and the questions on literal and figurative meanings on CR p. 48 (30 mins); W&P: Plan a book review, and begin writing first draft (30 mins); p. 84	112 Act. F	73 74		LB p. 112 W&P: Complete first draft of book review
2	W&P: Revise and edit first draft of book review; write and proofread final version (60 mins); p. 84 Note: This can be done for Term 2, Formal Assessment Task 2	112 Act. F	74	Literature set work	Complete reading of literature set work
3	R&V: Final discussion of literature set work (30 mins); LSC: Revise prefixes and suffixes, and identify and use them for vocabulary development (25 mins); R&V: Listen to your introduction to folktale in CR (5 mins); p. 84	112–113 Act. G	74 73	<i>The nagging husband</i> CR pp. 49–54	Begin reading <i>The nagging husband</i> CR pp. 49–54
4	LSC: Revise subject-verb agreement, and write sentences correctly (30 mins); revise clauses and subject and predicate; write sentences correctly (30 mins); p. 84	113–114 Act. H 114–115 Act. I	75 75	<i>The nagging husband</i> CR pp. 49–54	Finish reading <i>The nagging husband</i> and think about answers to questions on p. 54
5	R&V: Discuss <i>The nagging husband</i> (15 mins) and the structure of mid-year examination papers 2 and 3 using example papers on LB pp. 116–121 (45 mins)	116–121	73–74 77–82		Prepare for mid-year examinations

TOP CLASS Week 9 Catch up, consolidation and revision: Plan your week					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1					
2					
3					
4					
5					

TOP CLASS Week 10 Mid-year examinations: Plan your week

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

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

Note 2: If your class does not have the *Via Afrika Core Reader*, for Day 5 classwork and homework read and discuss the next section of the literature set work that you are using this term.

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

VIA AFRIKA Week 1 Theme: Celebrate South Africa					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	Listen to your feedback on Term 1 Test (20 mins); L&S: Listen to an information text with instructions and directions; make notes, and use these to answer questions (35 mins); R&V: Listen to your introduction to literature set work (5 mins); p. 81	66 Act. 1 67–68 Act. 2	78–79 79–80	Literature set work	Begin reading literature set work
2	LSC: Learn about comparative and superlative adjectives; learn about determiners; complete an advertisement using adjectives and determiners (25 mins) R&V/W&P: Use a mind map to plan a summary; write a summary (35 mins); p. 81	68 69 Act. 3	80 81	Literature set work	Continue reading literature set work
3	R&V: Discuss literature set work (10 mins); read an information text with visuals; answer questions 1–9 on the text (50 mins); p. 81	70–72 Act. 4	81–82		LB p. 72 Act. 4 Question 10 Write a summary
4	R&V: Discuss and mark summaries (5 mins); LSC/R&V: Learn about figures of speech (10–15 mins); R&V: Read a poem, and begin to answer questions on it (40–45 mins); p. 81	72 72–73 74–75	82 82 82–83		LB pp. 74–75 Complete answers to questions on poem
5	R&V: Discuss and mark answers to questions on poem (20 mins); LSC: Learn spelling patterns (5 mins); R&V: Read another poem, and begin to answer questions on it (35 mins); p. 81	74–75 75	82–83 83 85–86	<i>Joal</i> CR pp. 108–109	Complete answers to questions on <i>Joal</i> CR pp. 108–109

VIA AFRIKA Week 2 Theme continued: Celebrate South Africa

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss and mark homework on poem (20 mins); L&S: Learn how to give an unprepared speech; make a short unprepared speech to the class (40 mins); p. 81	76 Act. 6	85–86 84	Literature set work	Continue reading literature set work
2	L&S: Rest of the class makes unprepared speeches (20–30 mins); learn how to give directions ; begin preparing for Formal Assessment Task (30–40 mins); p. 81	76 Act. 6 76	84 84		Prepare to give directions
3	L&S: Take turns to give directions (60 mins); p. 81 Note: This can be done for Term 2, Formal Assessment Task 1	76	84	Literature set work	Continue reading literature set work
4	L&S: If not finished on Day 3, rest of class gives directions (20 mins); LSC: Learn more about adjectival and adverbial clauses (5 mins); W&P: Plan and begin writing first draft of directions (35 mins); p. 81	76–77 77 Act. 7	84 85		LB. p. 77 W&P: Complete first draft of written directions
5	W&P: Revise and edit first draft; write and proofread final version of directions (50 mins); R&V: Discuss literature set work (10 mins); p. 81	77 Act. 7	85	Literature set work	Continue reading literature set work

Note: Part of the lesson on Day 5 involves preparation for a debate. To give the two teams of speakers time to prepare, the debate is scheduled for Day 4 of Week 4.

VIA AFRIKA Week 3 Theme: Home is where the heart is

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (15 mins); R&V/L&S: Read a poem, and discuss it in group of four; decide on roles for a panel discussion on a topic based on the poem (45 mins); p. 82	78–80	90		LB pp. 79–80 Act. 1 L&S: Prepare contribution to panel discussion
2	L&S: In groups of four, present panel discussion to class (60 mins); p. 82 Note: The panel discussion can be done for Term 2, Formal Assessment, Task 1	78–80 Act. 1	90	Literature set work	Continue reading literature set work
3	LSC: Discuss and learn some idiomatic expressions (30 mins); W&P: Work with a partner to plan and write a short dialogue in which an idiomatic expression is used (30 mins); p. 82	80–81 80–82 Act. 2	90–91 91		LB pp. 81–82 W&P: Revise dialogue
4	W&P: With a partner, compare two versions of the dialogue, and decide on final version; read dialogue to the class (60 mins); p. 82	80–82 Act. 2	91	Literature set work	Continue reading literature set work
5	R&V: Discuss literature set work (15 mins); L&S: Learn the procedures for debating ; decide on a topic for a debate in Week 4; decide on two teams of speakers (15 mins); R&V: Learn about cartoons; read a cartoon strip, and begin to answer questions on it (30 mins); p. 82	82–83 83–85	91–92 92–93		Six debaters prepare for Week 5 debate LB pp. 84–85 R&V: Complete answers to questions on cartoon

Note: If your class does not have the *Via Afrika Core Reader*, for Days 1 & 2 homework and Day 3 class work discussion continue with the next section of the literature set work that you are using this term. Also set reading of the literature set work for homework on Day 5.

VIA AFRIKA Week 4 Theme continued: Home is where the heart is					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss and mark homework (20 mins); LSC: Learn about dialogue tags and words to use in such tags (15 mins); learn about punctuation and tenses in dialogue (15 mins); R&V: Listen to your introduction to the folktale <i>The lion's pool</i> (10 mins); p. 82	83–85 85 86	92–93 94 94 97–98	<i>The lion's pool</i> CR pp. 16–22	Begin reading <i>The lion's pool</i>
2	W&P: Use everything learnt about writing dialogue to improve the dialogue written with a partner in Week 3 (work individually this time) (60 mins); p. 82	86 Act. 5		<i>The lion's pool</i> CR pp. 16–22	Complete reading <i>The lion's pool</i> and think about answers to questions on p. 22
3	R&V: Discuss <i>The lion's pool</i> and the questions on it (30 mins); LSC: Learn about puns; read three cartoons, and decide on what kind of pun has been used in each one (30 mins); p. 82	87	97–98 94	Literature set work	Continue reading literature set work
4	L&S: Participate in a class debate as a speaker or audience member (60 mins); p. 82	82–83 Act. 3	91–92	Literature set work	Continue reading literature set work
5	R&V: Discuss literature set work (10 mins); LSC/W&P: Rewrite a paragraph as a dialogue; discuss and mark the dialogue (40 mins); R&V: Listen to your introduction to the poem <i>Macavity</i> and read the poem (10 mins); p. 82	87 Act. 6	95 95–96	<i>Macavity</i> CR pp. 91–93	Re-read <i>Macavity</i> , and think about answers to questions on pp. 92–93

VIA AFRIKA Week 5 Theme: Back in the day					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss <i>Macavity</i> and questions on this poem (20 mins); L&S: Listen to an interview, make notes, and answer questions on it (40 mins); p. 83	88–89 Act. 1	95–96 101	Literature set work	Continue reading literature set work
2	R&V: Discuss literature set work (15 mins); L&S: Plan an interview by drawing up a list of questions; learn how to conduct an interview (45 mins); p. 83	89–90	101–102		LB pp. 89–90 L&S: Act. 2 Conduct an interview, and make notes on answers
3	LSC: Learn how to form different tenses and how different forms create meaning; practise using different tenses (40 mins); learn about adverbs of frequency and place, and use them correctly in sentences (20 mins); p. 83	90 91 Act. 3 91–92 Act. 4	103 103–104		LB pp. 91–92 LSC: Complete Act. 4 Writing sentences with adverbs
4	LSC: Discuss and mark homework (10 mins); R&V: Read a transcript of an interview, and begin answering questions on it (50 mins); p. 83	93–94 Act. 5	104 104		LB pp. 93–94 R&V: Complete answers to Act. 5
5	R&V: Discuss and mark homework (15 mins); R&V: Learn about mood in poetry; read a poem, and begin to answer questions on it (45 mins); p. 83	94 95 Act. 6	104 105		LB p. 95 R&V: Complete answers to Act. 6

Note: If your class does not have the *Via Afrika Core Reader*, for some of the classwork time on Days 3 and 4 and homework on Day 3 continue with reading and discussion of the literature set work for the term.

VIA AFRIKA Week 6 Theme continued: Back in the day					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss and mark homework (15 mins); W&P: Use interview notes from Act. 2 to plan a written interview and begin writing first draft (45 mins); p. 83	95 96 Act. 7	105		LB p. 96 W&P: Complete first draft of written interview
2	W&P: Revise and edit first draft; write and proofread final version (60 mins); p. 83 Note: This can be done for Term 2, Formal Assessment Task 2	96 Act. 7	106	Literature set work	Continue reading literature set work
3	R&V: Discuss literature set work (15 mins); read the poem <i>As I grew older</i>, and begin to answer questions on mood, climax and message (45 mins); p. 83		107–108	<i>As I grew older</i> CR pp. 94–96	Complete answers to questions on <i>As I grew older</i>
4	R&V: Discuss <i>As I grew older</i> , and mark answers to questions on it (30 mins); learn how to read a play, including instructions for set design and stage directions; read and discuss a description of a set design (30 mins); p. 83	96–97 Act. 8	107–108 106–107	Literature set work	Continue reading literature set work
5	R&V: Discuss literature set work (20 mins); respond to instructions for a set design by working with a partner to draw or make a model of a set (40 mins); p. 83	96–97 Act. 8		Literature set work	Continue reading literature set work

VIA AFRIKA Week 7 Theme: Stories we love					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (15 mins); L&S: Listen to a newspaper article, make notes, and use these to answer questions on it (45 mins); p. 84	98 Act. 1	113	Literature set work	Continue reading literature set work
2	L&S: Learn about a makeover for a character; participate in a group discussion that results in a makeover for a fictional character; report consensus on makeover to the class (60 mins); p. 84	99 99 Act. 2	113 113–114	Literature set work	Continue reading literature set work
3	R&V: Discuss literature set work (10 mins); learn about sound imagery in a narrative poem; read a poem, and answer questions on it (50 mins); p. 84	100 101–103 Act. 3	114	Literature set work	Continue reading literature set work
4	R&V: Learn about setting in a novel; read an extract about setting, and answer questions on it (60 mins); p. 84	103 103–104 Act. 4	115	Literature set work	Continue reading literature set work
5	R&V: Learn about mood in a novel; read an extract about mood, and answer questions on it (60 mins); p. 84	105 105–106 Act. 5	115–116	Literature set work	Continue reading literature set work

Note: Although the book review can be written for Term 2, Formal Assessment Task 2, it is probably better to use the interview task in Week 6, so that you have time to mark and return it to learners before the mid-year examinations.

VIA AFRIKA Week 8 Theme continued: Stories we love

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (15 mins); learn how to plan a book review and to write varied sentences (15 mins); plan and begin to write first draft of book review (30 mins); p. 84	106–108	116		LB 108 W&P: Complete first draft of book review
2	W&P: Revise and edit first draft; write and proofread final version of book review (60 mins); p. 84 Note: This can be done for Term 2, Formal Assessment Task 2	106–108	116–117	Literature set work	Complete reading of literature set work
3	R&V: Final discussion of literature set work (30 mins); LSC: Understand the formation and use of synonyms and antonyms; practise using antonyms; practise using homonyms (30 mins); p. 84	108–109	117 118		Prepare for the examination papers
4	Discuss the structure and question types in mid-year examination Paper 2, using the example paper on pp. 111–114	111–114	122–123		Prepare for the examination papers
5	Discuss the structure of mid-year examination Paper 3 using the example paper on p. 115. Revise features of different types of essays and different types of transactional writing	115	124		Prepare for the examination papers

VIA AFRIKA Week 9 Catch up, consolidation and revision: Plan your week

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

VIA AFRIKA Week 10 Mid-year examinations: Plan your week

3. Assessment programme in the CAPS

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

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

4. Assessment programmes in the LTSMs and planners

4.1 Term 1: Recommendations for formal assessment tasks in the LTSMs

LTSM	Task 1 Oral	Task 2 Writing	Task 3 Test 1
Clever English First Additional Language	Week 3: Listening comprehension LB pp. 15–16, TG pp. 20–22 OR Week 7: Unprepared speech LB pp. 45–46, TG pp. 44–46	Week 2: Narrative essay LB pp. 8–9, TG pp. 9–10 AND Week 8: Magazine article LB pp. 54–56, TG pp. 51–52	No test provided
English Today First Additional Language	Week 4: Prepared speech LB p. 31, TG p. 15 OR Week 7: Unprepared speech LB pp. 49–50, TG p. 25 OR Week 9: Listening comprehension LB pp. 58–59, TG pp. 31–32	Week 2: Reflective essay LB pp. 17–18, TG pp. 6–7, Rubric p. 198 AND Week 8: Magazine article LB pp. 52–53, TG p. 27	Language and comprehension test LB pp. 69–70, TG p. 36 Suitable for revision, not formal assessment
Interactive English	Week 3: Prepared speech LB pp. 26–27, TG pp. 24–25, Rubric p. xxix OR Week 7: Unprepared speech LB pp. 60–61, TG p. 41	Week 2: Narrative essay LB pp. 19–21, TG pp. 17–20, Rubric p. xxvii AND Week 8: Magazine article LB pp. 75–78, TG p. 47	No test provided
Platinum English First Additional Language	Week 4: Prepared speech LB pp. 24–25, TG pp. 17–18 OR Week 5: Listening comprehension LB pp. 33–34, TG pp. 25–26 OR Week 7: Unprepared speech LB p. 47, TG p. 36, Rubric p. xxxiv	Week 2: Narrative essay LB pp. 9–11, TG pp. 7–8 AND Week 8: Newspaper article LB pp. 51–52, TG pp. 38–39	No test provided
Spot On English First Additional Language	Week 1: Listening comprehension LB p. 2, TG pp. 60–61 OR Week 4: Prepared speech LB p. 21, TG p. 73 OR Week 7: Unprepared speech LB p. 38, TG pp. 88–89	Week 2: Reflective essay LB pp. 8–9, TG pp. 65–66 AND Week 8: Magazine article LB pp. 44–45, TG pp. 94–95, Rubric p. 290	No test provided
Successful English	Week 4: Prepared speech LB pp. 42–43, TG p. 51 OR Week 7: Unprepared speech LB p. 68, TG p. 62	Week 2: Narrative essay LB pp. 22–24, TG p. 43, Rubric p. 33 AND Week 8: Magazine article LB pp. 70–72, TG pp. 62–63	Revision test for 15 marks LB pp. 91–92, TG p. 178 Suitable for revision, not formal assessment
Top Class English First Additional Language	Week 4: Prepared speech LB p. 20, TG pp. 13–14, Rubric p. 14 OR Week 7: Unprepared speech LB p. 42, TG p. 29, Rubric p. 29	Week 2: Narrative essay LB pp. 8–9, TG p. 6 AND Week 8: Newspaper/magazine article LB p. 49, TG p. 33, Rubric p. 180	Language and comprehension test LB pp. 64–66, TG pp. 43–44 Suitable for revision, not formal assessment
Via Afrika English First Additional Language	Week 4: Prepared speech LB p. 25, TG p. 40 (Rubric) OR Week 5: Group discussion of a visual text LB pp. 29–30, TG pp. 47–48, Rubric p. 48 OR Week 7: Unprepared speech LB pp. 39–40, TG pp. 57–58	Week 2: Narrative essay LB p. 17, TG pp. 29–30, Rubric p. 235 OR Week 8: Reflective essay AND Newspaper article LB pp. 47–49, TG p. 62 (Rubric)	Language and comprehension test for revision but not for formal assessment LB pp. 62–63, TG pp. 72–73

4.2 Term 2: Recommendations for formal assessment tasks in the LTSMs

LTSM	Task 1 Oral	Task 2 Writing	Task 3 Mid-year examination (exemplars) * In the LB, so only suitable for revision/practice, not for formal assessment
Clever English First Additional Language	Week 3: Participate in a debate LB pp. 92–93, TG pp. 84–85, 256	Week 6: Write an interview LB pp. 114–115, TG pp. 101, 260 OR Week 8: Write a review of a story LB pp. 127–129, TG pp. 113–114, 257	No examples in Learner’s Book Paper 2 and memorandum in Teacher’s Guide TG pp. 128–132, 134–135 Paper 3 and rubrics in Teacher’s Guide TG pp. 132–133
English Today First Additional Language	Week 2: Give oral directions LB pp. 79–80, TG pp. 44, 201 OR Week 3: Participate in a panel discussion LB pp. 83–85, TG pp. 49, 201	Week 5: Write an interview LB p. 100, TG p. 60 OR Week 8: Write a review of a story LB pp. 113–114, TG p. 72	* Paper 2 in Learner’s Book and memorandum in Teacher’s Guide LB pp. 120–123, TG pp. 183–184 * Paper 3 in Learner’s Book Marking rubrics in Teacher’s Guide LB p. 124, TG pp. 185, 198–199
Interactive English	Week 3: Role play a panel discussion LB pp. 116–118, TG p. 70 OR Week 7: Listen to an article, make notes and answer questions (listening comprehension) LB pp. 152–154, TG pp. 95–96	Week 2: Write a set of directions and instructions LB p. 113, TG p. 68, rubric p. xxviii OR Week 4: Write an interview in dialogue format LB pp. 130–133, TG pp. 77–78, rubric p. xxviii OR Week 6: Write an interview LB p. 148, TG p. 87, rubric p. xxviii OR Week 8: Write a book review LB pp. 167–168, TG pp. 95–96	* Two examples of June examination Papers 2 and 3 at back of Learner’s Book and from p. 98 in Teacher’s Guide (with memoranda and rubric)
Platinum English First Additional Language	Week 1: Ask for and give directions LB pp. 70–72, TG pp. 55–56 OR Week 3: Participate in a panel discussion LB pp. 84–85, 267, TG p. 65, rubric p. xxxv	Week 6: Write an interview LB pp. 102–105, TG pp. 78–80, rubric/ rating scale p. xxxi/xxxvi OR Week 8: Write a story review LB p. 119, TG p. 90	* Paper 2 in Learner’s Book and memorandum in Teacher’s Guide, but no questions on Literature Paper 3 in Learner’s Book LB pp. 121–122, TG p. 92 Memorandum and marking rubrics in Teacher’s Guide LB pp. 123–124, TG pp. 93, xxx–xxxii
Spot On English First Additional Language	Week 1: Listen to instructions LB p. 62, TG pp. 115–116 OR Week 1: Make an unprepared speech LB p. 63, TG p. 118 OR Week 3: Participate in a forum discussion LB p. 79, TG pp. 135–136	Week 6: Write an interview LB p. 94, TG pp. 151–154 OR Week 7: Write a book review LB p. 103, TG pp. 163, 290	One example of Paper 2 in Learner’s Book, but no memorandum for it in Teacher’s Guide LB pp. 216–222 Another example of Paper 2 with memorandum in Teacher’s Guide TG 169–172, memo 176–177 One example of Paper 3 in Teacher’s Guide Marking rubrics in Teacher’s Guide TG pp. 173–175, marking rubric pp. 289–290

LTSM	Task 1 Oral	Task 2 Writing	Task 3 Mid-year examination (exemplars) * In the LB, so only suitable for revision/practice, not for formal assessment
Successful English	<p>Week 2: Ask for and give directions LB pp. 106–107, TG pp. 76–77 OR</p> <p>Week 3: Participate in a forum discussion LB pp. 115–117, TG p. 80 OR</p> <p>Week 7: Listen to a newspaper article, make notes and answer questions (listening comprehension) LB pp. 153–154, TG p. 95</p>	<p>Week 6: Write an interview LB pp. 146–147, TG pp. 91–92 OR</p> <p>Week 8: Write a book review LB pp. 161–162, TG pp. 98–99</p>	<p>* Paper 2 in Learner’s Book Memorandum in Teacher’s Guide LB pp. 167–173, TG pp. 179–180</p> <p>* Paper 3 in Learner’s Book Marking rubrics in Teacher’s Guide LB pp. 174–176, TG pp. 33–34</p>
Top Class English First Additional Language	<p>Week 5: Listen to an extract from an interview, make notes and answer questions (listening comprehension) LB pp. 93–94, TG pp. 59–60</p>	<p>Week 6: Write an interview LB p. 103, TG p. 64 OR</p> <p>Week 8: Write a book review LB p. 112, TG pp. 73–74</p>	<p>* Paper 2 in Learner’s Book and Teacher’s Guide Memorandum in Teacher’s Guide LB pp. 116–119, TG pp. 77–81</p> <p>* Paper 3 in Learner’s Book and Teacher’s Guide Marking rubrics in Teacher’s Guide LB pp. 120–121, TG pp. 82, 180–182, 124</p>
Via Afrika English First Additional Language	<p>Week 2: Give oral directions LB p. 76, TG p. 84 OR</p> <p>Week 3: Participate in a panel discussion LB pp. 78–80, TG p. 90</p>	<p>Week 6: Write an interview LB p. 96, TG p. 106 OR</p> <p>Week 8: Write a book review LB pp. 106–108, TG pp. 116–117</p>	<p>* Paper 2 in Learner’s Book Memorandum in Teacher’s Guide LB pp. 111–114, TG p. 123</p> <p>Paper 3 in Learner’s Book Marking rubrics in Teacher’s Guide LB p. 115, TG pp. 124, 235–236</p>

5. Information about cognitive levels

In all subjects formal assessment tasks must include questions that are set at a range of cognitive levels. For EFAL, questions can be set at various levels for the Comprehension and Literature sections of Paper Two.

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

Table 1: COGNITIVE LEVELS AND QUESTION TYPES

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

6. The exemplar Term 1 test

EFAL Grade 8

Term 1 Formal Assessment Task 3

Comprehension and Language Test

Read what two people wrote about photographs that are important to them and then answer Questions 1 to 20.

A few years ago I found a photograph of a woman I didn't recognise, tucked away in the drawer next to my parents' bed. The photograph was a bit faded and clearly quite old. It showed a woman painting a picture, although it's not clear exactly what she was painting. My mother explained that this woman was my paternal grandmother – someone neither my mother nor I had ever met. My father's mother had died when he was about twelve and he never spoke about her to me, perhaps because her death was too painful. The photograph is one of only two that he has of his parents. My mother explained that my grandmother liked to paint, and even though this woman was a stranger, I felt a kinship with her. I love to paint and whenever I look at the photo I like to imagine that I received my talent from her. Some photographs, like this one, create a link to our past. I'll never know who took that particular picture of my grandmother, but even though she and I will never meet, we have a bond created by the click of a camera.

(Andrea van Wyk, slightly adapted from an article in Your Family, April 2014, p. 23.)

Those days were fun. There's nothing like dashing about a piece of grass with your mates, kicking a ball around for the pure joy of it. I recall football matches taking place in any free time we had before school, at breaks (with pauses to retrieve balls from trees) and long after official practices had ended. Match day was always special. We took real pride in our uniforms, whether playing for the school or for the local club. From war cries to adventures on tour this was how best buddies were made. In the photo that I'm writing about I was about six years old and it was only when I was in high school that I picked it up and realised that some of my soccer pals were still in my circle of friends. We've mostly grown apart now, but the life lessons learned from kicking a ball around – how to deal with victory and loss – will never leave me.

(Ian Macleod, slightly adapted from an article in Your Family, April 2014, p. 23.)

1. Where did Andrea van Wyk find the photograph of the woman painting a picture? (1)
2. Use information from the paragraph to suggest why it was difficult for Andrea to see what the woman was painting. (2)
3. Who was this woman? (1)
4. Why didn't Andrea recognise her? (2)
5. **Andrea's father has many photographs of his parents.**
Write TRUE or FALSE and give a reason for your answer. (2)

6. Write the letter of the statement which best completes the sentence. (1)
The statement **I felt a kinship with her.** means that:
A. The writer felt the woman in the photograph was very kind;
B. The writer felt strongly connected to the woman in the photograph;
C. The writer felt very sad about the woman in the photograph.
7. Quote the word which tells readers that Andrea thinks she is good at painting. (1)
8. Explain why Andrea is grateful to the person who photographed the woman. (2)
9. Andrea uses the adjective **paternal** to describe her father's mother.
What adjective would be used to describe her mother's mother? (1)
10. Write one sentence which contains all the information in these two sentences:
Andrea van Wyk found a photograph of her grandmother. Her grandmother was a painter. (2)
11. There are two errors in this sentence. Write it correctly.
Andrea and her mother was pleased to find the photograph and enjoyed looking at them. (2)
12. Rewrite sentences A and B with the correct punctuation:
A. how exciting (2)
B. the photograph which my father kept hidden for many years has now been placed in a silver frame (4)
13. Ian Macleod **recalls** playing a lot of football. Write a synonym for **recalls**. (1)
14. List three different times during the day when Ian and his friends played soccer. (3)
15. **Ian Macleod and his friends played soccer for two different teams.**
Write TRUE or FALSE and give a reason for your answer. (2)
16. Apart from playing soccer matches, what else does Ian recall doing with his primary school friends? (2)
17. Write three words used by Ian which all have the same meaning as **friends**. (3)
18. Suggest why learning how to deal with victory and loss is an important life lesson. (2)
19. Rewrite this sentence so that the verbs are in the present tense:
From war cries to adventures on tour this was how best buddies were made. (2)
20. **Match day was always special.** What emotion is Ian Macleod expressing in this sentence? (2)

Total marks: 40

7. The memorandum for the Term 1 test

EFAL Grade 8

Term 1 Formal Assessment Task 3: Memorandum

Comprehension and Language Test

1. She found it in the drawer next to her parents' bed. (1)
2. The photograph was faded and old. (1 + 1)
3. She was Andrea's/the writer's grandmother or Andrea's/the writer's father's mother. (1)
4. Andrea had never met/seen her grandmother because she had died when Andrea's father was still young. (2)
5. FALSE. Andrea writes that her father has only two photographs of his parents. (2)
6. B (1)
7. talent (1)
8. The photograph of her grandmother painting has enabled Andrea to feel connected to her grandmother even though she would never have a chance to meet her. (2)
9. maternal (1)
10. Andrea van Wyk found a photograph of her grandmother who was a painter. (2)
11. Andrea and her mother **were** pleased to find the photograph and enjoyed looking at **it**. (1+1)
12. A. How exciting! (1+1)
B. The photograph, which my father kept hidden for many years, has now been placed in a silver frame. (1+1+1+1)
13. remembers (1)
14. The boys played soccer before school, at breaks and after they had finished their official practices in the afternoons. (1+1+1)
15. TRUE. The boys played for a school team and for a club team. (2)
16. He recalls taking part in war cries and in adventures when the team went on tour. (1+1)
17. mates, buddies, pals (1+1+1)
18. Throughout life people have to learn to cope with both success and failure. (This idea could be expressed in several different ways.) (2)
19. From war cries to adventures on tours this **is** how best buddies **are** made. (2)
20. He is expressing pleasure/enjoyment/approval that match days are important. (Any appropriate positive response is acceptable.) (2)

Total marks: 40

8. The exemplar Term 2 examination Paper 2

This examination consists of THREE sections:

Section A: Reading comprehension (15 marks)

Section B: Language in context (15 marks)

Section C: Response to literature (10 marks)

Total: 40 marks

Time: 2 hours

A. Reading comprehension (15 marks)

Read the text, and answer the questions that follow it.

Obesity: a health problem throughout the world

- 1 Researchers have found that in the last 33 years no country has succeeded in reducing the number of people who are so overweight that their health is in danger – a condition known as **obesity**. These people risk developing serious illnesses and conditions such as diabetes, heart disease, arthritis and depression. Researchers have also found that obese workers are less productive and competent in the workplace than those who are not overweight.
- 2 An indicator (sign) of healthy body mass is the Body Mass Index (BMI). It is a measurement of body fat in relation to an adult person's height and weight. According to the World Health Organisation, a BMI of 18.5 to 24.9 is healthy, 25 to 29 is overweight and 30+ is obese. Studies have shown that in South Africa, the average BMI increased from 23.1 in 2000 to 26.8 in 2008 in men, while in women it increased from 27 to 29.5 during the same period. Today, one in two South African women and one in three South African men are overweight.
- 3 Some researchers suggest that 'modern living' is having a negative effect on our bodies. Rather than cooking the meals that our parents cooked, many South Africans who are employed pick up 'takeaways' on the way home from a long day at work while the unemployed buy what is cheapest and most filling. As a result we are eating too many processed foods that are high in sugar, salt and fat and that are bad for us. We are also not getting enough of the fresh fruit and vegetables that are good for us. The average South African diet includes only about 50% of the World Health Organisation's recommended daily amount of 400 grams of fresh fruit and vegetables. This limited eating of fresh foods could be partly related to their cost. An investigation into why shoppers buy particular foods found the following: 64.5% gave price as their main reason, followed by taste (17.5%) and health (14.3%).
- 4 Several suggestions have been made for dealing with the obesity crisis: (i) finding ways to make healthy food cheaper; (ii) making it more difficult for consumers to buy foods that are bad for their health; (iii) providing public education on healthy eating; (iv) limiting the salt and sugar content of manufactured foods; (v) providing more facilities in schools and communities for exercise and sports.

Many South Africans need to do some load shedding!

(Based on an article by Sandie Cormie in *The Sunday Times Health Supplement*, 28 December 2014)

Questions

1. Give two reasons why obesity is considered to be a problem. (2)
2. 'Many countries have made good progress in dealing with the problem of obesity.'
Write TRUE or FALSE, and use information from the article to support your answer. (1+1=2)
3. 'In 2000 the average body mass of South African men was within healthy limits'.
Write TRUE or FALSE, and use information from the article to support your answer. (1+1=2)
4. Would the World Health Organisation be concerned about the average body mass of South African women? Write YES or NO, and give a reason for your answer. (2)
5. Suggest why many people buy takeaways on their way home from work rather than cook fresh food, as is suggested in paragraph 3. (2)
6. What is one possible reason why many South Africans eat less fresh fruit and vegetables than they should? (1)
7. Re-read the list of suggestions given in paragraph 4 for dealing with the obesity crisis. Write down the one you think is the most likely to be successful, and give a reason for your answer. (2)
8. Explain why many readers are likely to be amused by the final sentence of the article. (2)

Total marks: 15

B. Language in context (15 marks)

1. Write the abbreviation for World Health Organisation. (1)
2. Use a prefix to write the antonym for each of the following words used in the article:
 - 2.1 healthy (1)
 - 2.2 competent (1)
3. Change the sentence below into **indirect speech**. Begin with the words in brackets.
'I like to cook at weekends,' Mrs Dlamini explained. (Mrs Dlamini explained that ...) (2)
4. In the sentence below, the verbs are written in the simple present tense. Rewrite it so that the verbs are in the **simple past tense**.
Our family usually eats fruit in the mornings, but my brother doesn't like many kinds of fruit. (2)
5. Rewrite the two sentences below as one sentence.
Obesity is a worldwide problem. Obesity is also a problem in South Africa. (2)
6. Rewrite the sentence below in passive voice. Begin with the words in brackets
Mr Dlamini grows many different kinds of vegetables. (Many different kinds of vegetables...) (2)

7. Read the cartoon, and answer the questions below it.



(published in *The Sowetan*, 12 August 2013)

Notes:

1. To be 'morbidly obese' means to be so fat that one is at risk of dying. 2. A personal trainer helps people to become fit.

- 7.1 Describe the expression on the face of the man who is holding a milkshake. (1)
- 7.2 Explain why he has this expression on his face. (2)
- 7.3 The small man is holding a board labelled 'Tests'. Suggest what sort of tests these are likely to have been. (1)

Total marks: 15

C. Response to literature (10 marks)

Read the poem and the explanation of key words. Then answer each question.

Not at all! by Nasabanji E Phiri published on www.kubetana.net

- 1 My grandmother, you seem puzzled,
You liken it to influenza.
Influenza was better,
It came and went.
- 2 You say, how come my daughter?
Not at all, my granny.
It is not like the great drought,
For the drought was and is no more.
- 3 What then is it like, my daughter?
Is it like the smallpox, which took
Your grandfather in his youthful days?
Not at all, grandmother.
Smallpox is no more.
- 4 Listen old one, this one is like a fire
That burns intently in the depths of hell,
Yes, burning slowly with its heat
Burning the cursed in its chambers.
- 5 It is like a thorn that pricks continuously,
Piercing the flesh and not regressing.

Explanation of vocabulary

puzzled: not able to understand

influenza: 'flu; severe 'flu can lead to death

drought: when there is no rain and crops fail

smallpox: infectious disease; often causing death

intently: steadily, with a purpose

chambers: rooms

regressing: becoming less

paralyses: makes unable to move

sympathy: pity

yesteryear: in years gone by; in the past

- 6 It is like the mamba, whose deadly strike
Paralyses the heart instantly.
Yes – old one, it is called AIDS.
Look at your grandchildren,
Where are their mothers?
The mamba struck once,
Without sympathy,
Leaving great sorrow behind it.
- 7 Tell the world, wise grandmother
That it is not at all like yesteryear
When the medicine man could rush to the rescue.
It is AIDS, grandmother,
Not like any other sicknesses,
Not at all.

1. This poem is a conversation. Who are the two speakers? (1+1=2)
2. The older speaker compares HIV/AIDS to three things. Name two of these three things. (2)
3. The younger speaker uses three similes to describe what AIDS is like.
State the simile that you find the most frightening, and explain why you find it the most frightening. (2)
4. Explain why it is not possible for 'the medicine man' to 'rush to the rescue', as is suggested in stanza 7. (2)
5. Write the phrase that is repeated several times in this poem, and suggest why it is repeated. (1+1=2)

Total marks: 10

9. The memorandum/marking guideline for Paper 2 of the Term 2 examination

A. Comprehension (15 marks)

1. Obesity increases people's risk of developing a range of serious illnesses. (1)
Research has shown that obese people are less productive and less competent at work. (1)
Note: These two ideas could be expressed in slightly different words.
2. FALSE (1)
The article states that in the last 33 years no country has succeeded in reducing the number of obese people in its population. (1)
3. TRUE (1)
In 2000 the average body mass of South African men was 23.1, and this is within the healthy limit. (1)
4. YES(1)
This body mass is on the border between overweight and obese, and as a result many women are likely to suffer health problems. (1)
5. People are tired after a long day at work and a long journey home, so they would rather eat immediately than spend time and energy cooking. (2)
Note: This idea can be expressed in different ways.
6. It seems that fresh fruit and vegetables are more expensive than some other foods. (1)
7. Learners could choose any of the six suggestions. The important point is that they must give a justification (reason) for their choice. (2)
8. South Africans are likely to find the final sentence amusing because we are used to hearing and reading about and experiencing load shedding when electrical power is shut off, but in the article the writer is stating that many of us need to lose weight or body mass. She is making a serious point in a light-hearted way. (2)
Note: Learners could express this idea in several different ways.

Total: 15 marks

B. Language in context (15 marks)

1. WHO (1)
- 2.1 unhealthy (1)
- 2.2 incompetent (1)
3. Mrs Dlamini explained that she (1)
liked (1)
to cook at weekends. (2)
4. Our family usually ate (1)
fruit in the mornings, but my brother didn't (1)
like many kinds of fruit. (2)
5. Obesity, which is a worldwide problem, is also a problem in South Africa. (2)
OR
Obesity, a worldwide problem, is also a problem in South Africa (2)
OR
Obesity is a worldwide problem and also a problem in South Africa. (2)
6. Many different kinds of vegetables are grown by Mr Dlamini. (2)

- 7.1 The man looks unimpressed/uninterested/bored (any word or words that show that the learner realises that the man on the left does not think that the personal trainer will be of much use to him) (1)
- 7.2 The personal trainer is as fat as the man who needs to get fit/lose weight so he is probably not much good at his job (1)
(1)
- Note:** These ideas could be expressed in several different ways.
- 7.3 They are likely to have been tests to do with health and body mass/weight and fitness. (1)
- Note:** Any one of these expressions will be sufficient.

Total: 15 marks

C. Response to literature (10 marks)

1. A granddaughter (1) and her grandmother (1). (1+1=2)
2. influenza (1); the great drought (1); smallpox (1) (Any two of these = 2)
3. Candidates could choose any one of the following for 1 mark:
(i) like a fire that burns intently in the depths of hell
(ii) like a thorn that pricks continuously, piercing the flesh and not regressing
(iii) like the mamba whose deadly strike paralyses the heart instantly
- For the second mark they must clearly explain why they find this simile frightening. They can give a personal response such as *Once I was badly burnt, and it was very painful* or a more general one such as *People almost always die from the bite of a mamba.* (1+1=2)
4. Candidates could express their answer in several ways but should explain that as yet there is no cure for AIDS (although ARVs help people who are HIV positive to stay healthy). (2)
5. 'Not at all' It is repeated to emphasise that HIV/AIDS is not at all like other diseases or times of trouble, which come and go, because, according to the younger speaker, HIV/AIDS is here to stay. (2)

Total: 10 marks

10. Comments on the cognitive levels of some sections of Paper 2 of the Term 2 examination

Comments on cognitive levels of the questions on the newspaper article

1. Give two reasons why obesity is considered to be a problem. (2)

This is at the lowest level of cognitive demand – **Level 1, the literal**. All the information needed is in the first paragraph of the article. (2 marks for 2 items of information)

2. 'Many countries have made good progress in dealing with the problem of obesity.' Write TRUE or FALSE, and use information from the article to support your answer. (1+1=2)

This question is at **Level 2, reorganisation** because candidates have to reorganise the information that is given in the article in order to answer it.

3. 'In 2000 the average body mass of South African men was within healthy limits.' Write TRUE or FALSE, and use information from the article to support your answer. (1+1=2)

This is also a **Level 2** question for the same reason as question 2.

Note: 6/15 marks (40%) are for Level 1 & 2 questions

4. Would the World Health Organisation be concerned about the average body mass of South African women? Write YES or NO, and give a reason for your answer. (2)

This is a **Level 3, inferential** question because learners need to understand that 29.3 is on the border between overweight and obese, and with such a high BMI, women's health is likely to be at risk.

5. Suggest why many people buy takeaways on their way home from work rather than cooking fresh food. (2)

This is also a **Level 3, inferential** question. The words 'long day' in the article suggest that workers are likely to be too tired to cook, and learners are also likely to have experience of family members working long hours and travelling long distances to get home.

6. What is one possible reason why many South Africans eat less fresh fruit and vegetables than they should? (1)

This is also a **Level 3, inferential** question, because it can be inferred from the article that fresh fruit and vegetables are probably quite expensive.

Note 5/15 (33.3%) of the marks are for Level 3 questions.

7. Re-read the list of suggestions for dealing with the obesity crisis. Write down the one you think is the most likely to be successful, and give a reason for your answer (2)

This is a **Level 4, evaluation** question. Learners are asked to make a judgement about which suggestion is likely to work best and to give a reason (justification) to support their judgement.

8. Explain why many readers are likely to be amused by the final sentence of the article. (2)

This is a **Level 5, appreciation**, question because learners have to think about the writer's words and another context in which the expression is used.

Note: 4/15 (26.7%) of the marks are for Level 4 & 5 questions

Comments on the cognitive level of Question 7 (based on a cartoon) of Language in context

7.1 Describe the expression on the face of the man who is holding a milkshake. (1)

This is a **Level 1** question because the information is in the drawing. However, learners need to know how to read drawings, so this is not necessarily an easy question for them to answer correctly.

7.2 Explain why he has this expression on his face. (2)

This is a **Level 3, inferential** question because the answer is not directly stated in the cartoon. Learners need to look carefully at the drawings of the two men and at the information in the speech bubble and also use their general knowledge to answer this question

7.3 The small man is holding a board labelled 'Tests'. Suggest what sort of tests these are likely to have been. (1)

This is also a **Level 3, inferential** question because the answer is not stated in the cartoon. As for 7.2, learners need to look carefully at the drawings of the two men and at the information in the speech bubble and also use their general knowledge to answer this question

Comments on cognitive levels of the questions on the poem

1. This poem is a conversation. Who are the two speakers? (1+1=2)

This is at **Level 1**, the lowest level of cognitive demand – **the literal**. The information is in the poem.

2. The older speaker compares HIV/AIDS to three things. Name two of these three things. (2)

This is also at **Level 1, the literal** level of cognitive demand because candidates just have to find the examples in the poem.

Note: 4 marks out of 10 (40%) are Level 1

3. The younger speaker uses three similes to describe what AIDS is like. State the simile that you find the most frightening, and explain why you find it the most frightening. (2)

This is a **Level 5, appreciation** question because candidates have to explain the effect that a particular simile has on them.

Note: 2 marks out of 10 (20%) are at Level 5.

4. Explain why it is not possible for 'the medicine man' to 'rush to the rescue'. (2)

This question is at **Level 3, the inferential** level. It requires candidates to relate what is stated in the poem to their knowledge and experience of treatment of HIV/AIDS.

5. Write the phrase that is repeated several times in this poem, and suggest why it is repeated. (1+1=2)

This question is a combination of Level 2 (reorganisation) and Level 3 (inferential). Candidates have to identify the phrase that is repeated throughout the poem and notice where in the poem it is repeated (reorganisation). They also have to use their personal experience and general knowledge about HIV/AIDS to decide why the phrase is repeated (inferential).

Note: A total of 3 marks out of 10 (30%) are at Level 3, and 1 mark is at Level 2 (10%).

11. The exemplar Term 2 examination Paper 3

This examination consists of TWO sections:

Section A: Essay (20 marks)

Section B: Transactional writing (10 marks)

Total: 30 marks

Time: 1 hour

Section A: Essay writing (20 marks)

Choose one of the following topics, and write an essay of 180–210 words in response to it. Your essay should be carefully planned and should have at least four paragraphs.

1. Write a **reflective** essay on a special celebration that you have shared with your family or other people who are important to you. Remember to describe what happened and also to express your feelings or ideas about what you describe. Give your essay a title.
OR
2. Write a **reflective** essay on the best sports game you have ever played or watched. Remember to describe what happened and also to express your feelings or ideas about what you describe. Give your essay a title.
OR
3. Think about your experiences in Grade 8 this year. Write a **narrative** essay in which you tell the story of your first few months at high school. Give your essay a title.
OR
4. *It was the most exciting day of my life!* Write a narrative essay in which your story begins or ends with this sentence. It does not have to be a true story, so use your imagination if you wish. Give your essay a title.

Section B: Transactional writing (10 marks)

Choose one of the following topics, plan your report or interview or review, and write 120–140 words on it.

1. Write a **newspaper report** on an event that recently took place at your school or in your community.
OR
2. Write an **interview** between yourself and the person in the world whom you would most like to interview. Remember to write this in the form of interviewer question followed by interviewee answer. Write four or five questions and answers.
OR
3. Write a **review of a book or story** that you really enjoyed reading and would like to recommend to others.

12. Some guidelines for marking Paper 3 of the Term 2 examination

Use the rubrics for essays and for transactional texts that you will find in the Teacher's Guide to the Learner's Book that you are using.

Note the following regarding the content and style required for each topic:

Section A: Essays

1. The content must focus on a celebration of some kind (e.g. a wedding, a graduation or a birthday party) and must not be purely descriptive. In a reflective essay there must be information about how the writer felt about the celebration and/or what ideas it gave the writer (e.g. about the value or importance of celebrations).
2. The content must focus on a sports game that the writer participated in or watched and must not be purely descriptive. In a reflective essay there must be information about how the writer felt about the sports game and/or what ideas it gave the writer (e.g. about the value or importance of sport).
3. This essay must tell a story about things that have happened to the writer in the first half of her or his Grade 8 year.
4. This essay must also tell a story, but it can be a story about anything that the writer found exciting or that the writer has imagined as being exciting.

Section B: Transactional writing

1. A news report usually begins with information about 'who, what, where and when' and continues with supporting details.
2. The interview should be set out in the form of question and answer, question and answer, etc.
3. A book review must include the title of the book or story and the name of the author. It must summarise the story, and, because it is about a book that the reviewer enjoyed, the review must explain why the writer enjoyed it.

13. 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 8. 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.

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 8 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.

14. Templates for tracking, reflecting on and reporting curriculum coverage

14.1 Conventional schools¹

NAME OF TEACHER: _____ SUBJECT/GRADE: _____

Week no. in planner _____				
Week no. in term when work planned for week started _____				
Refer to the planner ¹ 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? ² (Rough estimate)				
How many learners in this class?				
BRIEF NOTES ON THE DAY'S WORK: Consider such things as: <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>				
DAY³				
1				
2				
3				
4				
5				
Reflection on the week: Think about and make a note of:				
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?	
DH:			Date:	

¹ Please amend this draft template to suit the needs of your school.

¹ You can use any planning document (such as the CAPS planner, the ATP or printed lesson plans) as the basis for your tracking.

² Estimate of learners in that grade that are working confidently at Level 4 (adequate achievement) or above.

³ This can also be lessons if there are more than five lessons a week.

14.2 Multigrade schools¹

NAME OF TEACHER: _____

Week no. in planner _____

Week no. in term when work planned for week started _____

Refer to the planner¹ for details of the week's work (or the ATP for subjects without planners)

Subjects							
GRADE	On track this week? ²						
	Est. learners > Level 4 ³						
	# 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	BRIEF NOTES ON THE DAY'S WORK: Consider such things as: <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						
Reflection on the week: Think about and make a note of:							
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:			

¹ Please amend this draft template to suit the needs of your school.

¹ You can use any planning document (such as the CAPS planner, the ATP or printed lesson plans) as the basis for your tracking.

² Yes/no?

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



Jika iMfundo
what I do matters

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THE PROGRAMME TO IMPROVE LEARNING OUTCOMES

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