

GRADE 9

English
First Additional Language
Teacher Toolkit:
CAPS Planner

TERMS 3 & 4

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The Programme to Improve Learning Outcomes (PILO)
The Shed, The Pines, 9 Gordon Hill Road, Parktown, 2193
Tel: + 27 10 880 2431
Email: admin@pilo.co.za

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The National Education Collaboration Trust
Ground Floor, Block D, Lakefield Office Park, 272 West Avenue, Centurion, 0163
Tel: +27 12 752 6200
Email: info@nect.org.za
Web: www.nect.org.za

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A. INTRODUCTION

This book is intended to help you cover the curriculum for Grade 9 EFAL in Terms 3 and 4. There is a companion book for Terms 1 and 2. Teachers should keep these books to use from year to year.

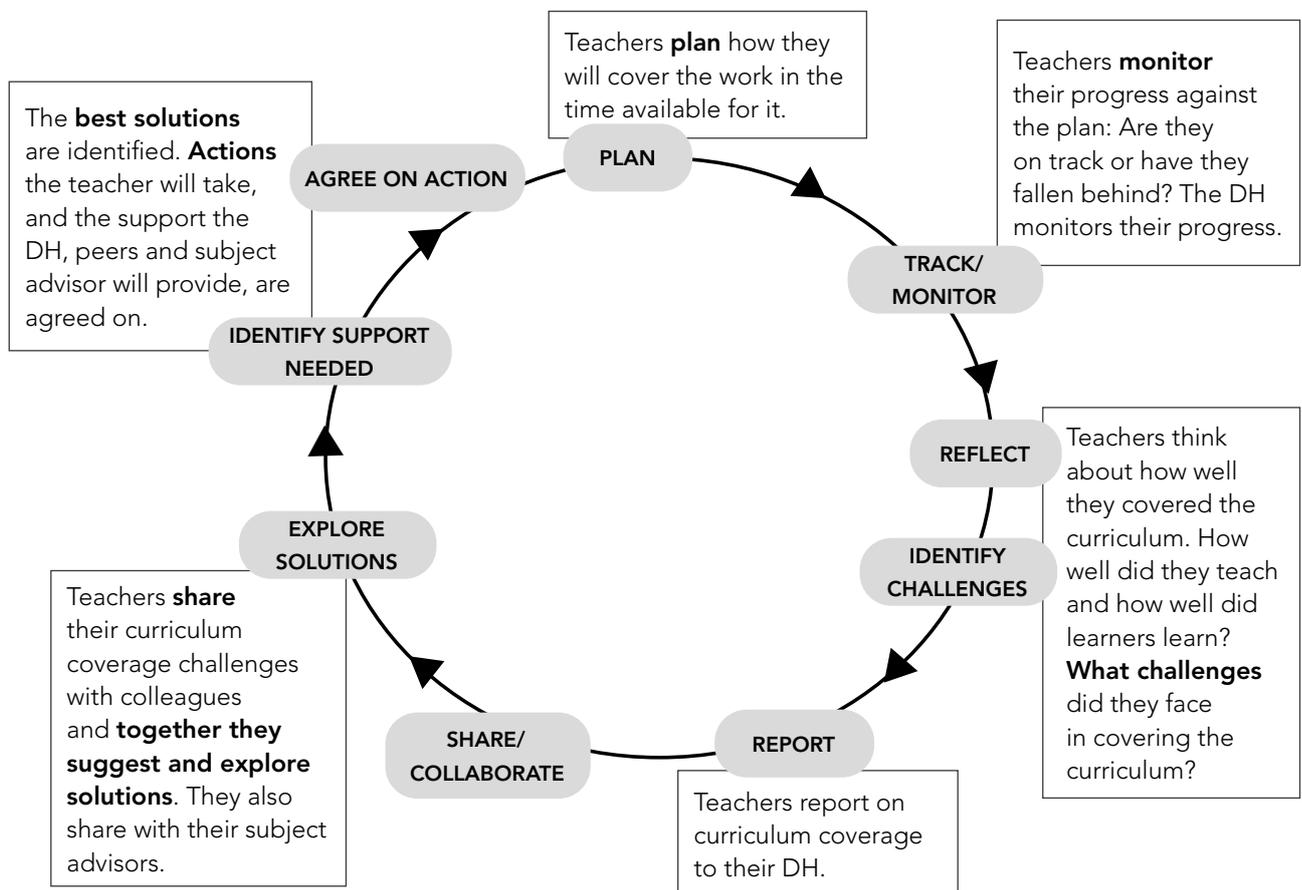
1. The need to improve curriculum coverage

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

2. A cycle of activities that support improved curriculum coverage

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

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



B. INFORMATION ABOUT RESOURCES IN THIS BOOK

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

1. Planners for a daily programme of work

Later in this book there are **planners** that will help you plan what to teach each day in Term 3 and Term 4 (see Resources 1 and 2 in Section C). These planners provide a daily programme of work. There is a planner for all the books on the approved list of Learning and Teaching Support Materials (LTSMs) for Grade 9 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 6 from *Platinum English First Additional Language Term 4*. It shows you how the planning for a week is arranged. The same layout, abbreviations and symbols are used in the planners for all the LTSMs for each term.

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

Table 1: An example of a planner

PLATINUM ENGLISH Week 6 Theme continued: In praise of Africa					
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
1	LSC: Discuss & mark homework (10 min); L&S: In group of four participate in a conversation on a particular question & report ideas to the class (30 min); in groups of five, choose a role to play in a community meeting; begin planning what to say in that role at the meeting (20 min) p. 116 Note: Participation in a conversation can be assessed for Formal Assessment Task 12	239 239–240 Act. 7 240 Act. 8	177 177 178		LB p. 240 Act. 8 L&S: Prepare & practise role for meeting role play
2	L&S: Participate in a community meeting role play & decide on a course of action (30 min); W&P: Revise features of diary entries; plan & write first draft of a diary entry (30 min)	240 Act. 8 241 Act. 9	178 178		LB p. 241 W&P: Revise, edit, proofread & write final version of diary entry
3	R&V/W&P: Revise & practise summary writing (30 min); W&P: Revise features of different types of essay (30 min) p. 117	249–250 Act. 5 250–252 Act. 6	184 184		R&V: Complete reading of literature set work
4	R&V: Participate in final discussion of literature set work (20 min); LSC: Practise answering typical language examination questions ; discuss & mark answers (40 min) p. 117	252–253 Act. 8	185		LB pp. 254–259 R&V/W&P/LSC: Read example Papers 2 & 3 & prepare questions to ask teacher
5	R&V/W&P/LSC: Discuss examples of end-of-year examination papers in preparation for final examinations (60 min) p. 117	254–259	186–188		R&V/W&P/LSC: Revise for end-of-year examinations

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 9 **Term 3** is based on a term that is eleven weeks long. The test is written in Week 10 and Week 11 is set aside for completing any work not yet done. **Term 4** has daily plans for six weeks and then allows three weeks for revision and formal assessment, including the end-of-year examination. If the terms in any year are 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.

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

Formal assessment tasks specified in the CAPS

The amended Section 4 of the CAPS specifies three formal assessment tasks in both Term 3 and Term 4¹, as was the case in the original version. However, the actual tasks have changed. Details of the amended assessment programme for these terms are given in Resource 3 in Section C. Notice that, for Tasks 11, 12 and 13, there are several options, and care must be taken that different options are selected across terms and grades. It is advisable for colleagues in a department to make these choices together.

Formal assessment programmes in the LTSMs and planners

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

In Term 4, the oral task and the writing paper (90 min) should be completed before the end-of-year examination. Weeks 7 and 8 can be used for the writing paper and for completing any oral assessments not already done and Week 9 for the examination. There are several activities in the LTSMs that could be used for the oral formal assessment task, and these are shown in the assessment plan for Term 4 (Resource 4). They are also indicated in the planners in the CAPS column. You can see an example of this in Table 1 on Day 1. Teachers can choose to use one of these tasks or others that they prefer, bearing in mind choices made in Term 2. It is important, however, that they check the tasks for compliance with the amended specifications and adapt them if necessary. The total marks, for example, might not be as specified.

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

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

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

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

3.1 Information from the CAPS on cognitive levels of question types

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

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

Four sets of practice questions are provided, together with marking guidelines and analysis of the cognitive levels of three of these sets of questions (see Resources 6 to 13). They relate to work to be done in both Terms 3 and 4.

These resources support curriculum coverage by:

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

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.

3.3 Broad guidelines for teaching EFAL

There are several components that need to be taught in EFAL. Resource 14 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 3

1.1 Clever English First Additional Language (Macmillan)

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

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

Note 3: Note the homework task each day.

Note 4: Remember to plan times for the project to be explained, done and presented. You will have to use some time allocated for other purposes for this work.

CLEVER ENGLISH Week 1 Theme: I bequeath					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	Listen to teacher's feedback on mid-year examination papers (30 min); L&S: Learn about wills; listen to a dialogue that involves negotiation; take notes to use for answering questions (30 min) p. 107	137 137 Act. 1	135–136		LB p. 137 Act. 1 L&S: Use notes to answer Q 1–6
2	L&S: Compare answers with a partner & decide on final answers (10 min); participate in a group discussion & reach consensus about details to be included in a will (25 min); listen to brief report from each group (15 min); R&V: Listen to teacher's introduction to literature set work (10 min) p. 107	137–138 138 Act. 2	136 136	Literature set work	Begin reading literature set work
3	R&V: Discuss literature set work (10 min); learn vocabulary about wills (10 min); scan, skim & then read intensively a will; begin to write answers to questions on it (40 min) p. 107	139 140–142 Act. 3	137–138		LB pp. 141–142 Act. 3 R&V: Complete answers to questions
4	R&V: Discuss & mark h/w (15 min); read a poem & begin to answer questions on its structure, typography, rhyme & message (45 min) p. 107	140–142 142–143 Act. 4	137–138 138–139		LB pp. 142–143 Act. 4 R&V: Complete answers to questions
5	R&V: Discuss & mark h/w (30 min); read a poem & discuss questions on it, including questions on imagery (30 min) p. 107	142–143	138–139 144–145	CR pp. 96–97 & 103 <i>My home</i> Literature set work	Continue reading literature set work

Note: For the writing activity on Days 2 and 3 you are expected to give each learner a photocopy of the template on pp. 141–142 in the Teacher's Guide. If this is not possible, write the template on your chalkboard, and ask learners to copy it, leaving space for what they must write in order to complete the will.

CLEVER ENGLISH Week 2 Theme continued: I bequeath					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (15 min); read three cartoons & answer questions on each one; discuss & mark answers (45 min) p. 108	143–145 Act. 5	139–140	Literature set work	Continue reading literature set work
2	R&V: Discuss literature set work (10 min); W&P: Learn about features of a will; plan & write first draft of a will; exchange draft with a partner & give each other feedback (50 min) p. 107	145–146	140–142		LB p. 146 W&P: Revise first draft in preparation for Act. 6

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
3	W&P: Plan what to write in each section of the template of a will; complete each section, proofread & make any corrections needed (60 min) p. 107	145–147 Act. 6	140–142	Literature set work	Continue reading literature set work
4	R&V: Discuss literature set work (10 min); LSC: Revise abstract & concrete nouns, adjectives, conjunctions, passive voice, direct & indirect speech, paronyms, polysemes, homonyms & homophones; begin answering questions on some of these aspects of language (50 min) p. 107	147–150 Act. 7	142–143		LB pp. 147–150 Act. 7 LSC: Answer questions on language use
5	LSC: Discuss & mark h/w (25 min); do an activity on prefixes & suffixes and on correct forms of verbs; discuss & mark answers (35 min) p. 107	149–150 150 Extra Act. 1	142–143 143–144	Literature set work	Continue reading literature set work

Note: If you have more than 45 learners in your class, you may need to assess some of the role-plays at break or after school.

CLEVER ENGLISH Week 3 Theme: Get ready					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (15 min); LSC/L&S: Learn about job interviews (15 min); listen to a job interview, take notes & use these to begin answering questions (30 min) p. 109	152–153 Act. 1	147–148		LB pp. 152–153 Act. 1 L&S: Use notes to finish answering questions
2	L&S: Discuss & mark h/w (10 min); R&V: In pairs, prepare a 5-minute job interview role play (10 min); 8 pairs perform role play to the class for teacher to assess (40 min)	152–153 154 Act. 2	148 148–149	Literature set work	Continue reading literature set work
3	L&S: 12 pairs perform role play to the class for teacher to assess (60 min) p. 109	154 Act. 2	148–149	Literature set work	Continue reading literature set work
4	R&V: Discuss literature set work (15 min); L&S: In groups discuss CVs and covering letters & report key ideas to the class (30 min); R&V: Read a visual text & begin to answer questions on it (15 min) p. 109	154 Act. 3 156 Act. 4	149–150 150–151		LB p. 156 Act. 4 R&V: Finish answering questions
5	R&V: Discuss & mark h/w (15 min); revise the characteristics of a short story (10 min); read an extract from a short story & begin answering comprehension questions on it (35 min) p. 109	156 156 157–158	151 151 151–152		LB pp. 157–158 Act. 5 R&V: Finish answering questions

CLEVER ENGLISH Week 4 Theme continued: Get ready

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss & mark h/w (15 min); read a second extract from a short story; answer comprehension questions on it; discuss & mark answers (45 min) p. 109	157–158 158–159 Act. 6	152 152–153	Literature set work	Continue reading literature set work
2	R&V: Discuss literature set work (15 min); read a poem & discuss answers to questions on structure, mood & figurative language (45 min) p. 109	159–160 Act. 7	153–154	Literature set work	Continue reading literature set work
3	W&P: Learn how to write a CV and a covering letter; plan & begin writing a first draft of each (60 min) p. 109	161–162 Act. 8	154–156		LB pp. 161–162 Act. 8 W&P: Complete first drafts
4	W&P: Exchange drafts with a partner; give each other feedback; revise drafts; write, proofread and present final version of CV & covering letter (60 min) p. 109	161–162 Act. 8	154–156		LB pp. 162–165 LSC: Revise degrees of comparison, word meanings, question forms, punctuation, descriptive and sequence paragraphs
5	LSC: Use what was revised to write answer to a language activity; discuss & mark answers (45 min); discuss answers to vocabulary questions (15 min) p. 109	163–166 Act. 9 166 Extra Act. 1	157 157–158	Literature set work	Continue reading literature set work

CLEVER ENGLISH Week 5 Theme: Pandora's box

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (15 min); L&S: Revise debating procedures; listen to a debate; make notes on the stages of the debate; decide on a winner (40 min); decide on the 3 speakers for and 3 speakers against the debate motion & on the chairperson (5 min) p. 110	169–171	161–163		LB pp. 169–171 Act. 1 L&S: Prepare to participate in a debate as a speaker, chairperson or member of the floor
2	L&S: Hold a class debate (45 min); evaluate the speeches & the discussion from the floor (15 min) p. 110	171 Act. 1	163	Literature set work	Continue reading literature set work
3	R&V: Discuss literature set work (10 min); learn about myths, fables & legends; read a myth; begin answering comprehension questions on a myth (50 min) p. 110	171–174 Act. 2	163–164		LB pp. 172–173 Act. 2 R&V: Finish answering questions about a myth
4	R&V: Discuss & mark h/w (20 min); learn about rhyme, rhythm, enjambment & figures of speech; read a poem & begin to answer questions on it (40 min) p. 110	172–174 174 175–176 Act. 3	164		LB pp. 175–176 Act. 3 R&V: Finish answering questions on poem
5	R&V: Discuss & mark h/w (15 min); R&V/W&P: Revise summary writing; read a story & summarise it in point form; discuss & mark summaries (45 min) p. 110	175–176 176–177 Act. 4	165–166 166–167	Literature set work	Continue reading literature set work

Note: If your class does not have copies of the Core Reader, on Day 1 conduct a class discussion of myths, fables and folktales that the learners know. The idea is to prepare them for writing a narrative essay in which they tell a myth, fable or folktale.

CLEVER ENGLISH Week 6 Theme continued: Pandora's box					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (15 min); read and discuss a myth in preparation for writing a narrative essay (45 min) p. 110		169	<i>Zeus, Hera and little Io</i> CR pp. 27–30 & 42	LB pp. 177–178 LSC: Revise past tenses in preparation for writing a narrative essay
2	W&P: Plan & write first draft of a narrative essay (60 min) p. 110	179 Act. 5	167		LB p. 179 Act. 5 W&P: Revise first draft of essay
3	W&P: Exchange first draft with a partner; give each other feedback; revise, proofread & write final version (60 min) p. 110	179 Act. 5	167	Literature set work	Continue reading literature set work
4	R&V: Discuss literature set work (10 min); LSC: Revise conjunctions, punctuation & spelling ; complete a language activity; discuss & mark answers (50 min) p. 110	179–181 Act. 6	167–168		LB p. 182 Extra Act. 1, Q 1 LSC: Write a paragraph correctly
5	LSC: Discuss & mark h/w (10 min); R&V: Understand figures of speech (15 min); read a poem & discuss questions about its structure & figures of speech (35 min) p. 110	182 182 Extra Act. 1 182–184 Extra Act. 2	168 168 168–169	Literature set work	Continue reading literature set work

Note: If you have more than 45 learners in your class, you may need to listen to some of the prepared speeches at break or after school.

CLEVER ENGLISH Week 7 Theme: The world is your oyster					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (10 min); L&S: Learn about techniques for public speaking; listen to a speech, make notes & use notes to begin to answer questions on it (50 min) p. 111	185–186 Act. 1	171–172		LB p. 186 Act. 1 L&S: Complete answers to questions
2	L&S: Discuss & mark h/w (10 min); listen to teacher's instructions for doing research for a prepared speech (10 min); R&V: Revise the structure of a short story; read an extract from a short story & work with a partner to answer questions on it (40 min) p. 111	186 187–188 189–191 Act. 3	173 173–174		LB p. 187 L&S: Find information to use for preparing a speech
3	R&V/W&P: Write a summary; discuss & mark summary (40–45 min); R&V: Read the ending to a story & discuss answers to questions on it (15–20 min) p. 111	192 Act. 4 192 Act. 5	174 174–175		LB p. 187 L&S: Continue finding information for speech; start planning speech
4	R&V: Revise information about cartoons; read two cartoons & answer questions on them; discuss & mark answers (60 min) p. 111	193 Act. 6	175–176		LB pp. 187–188 L&S: Finish planning speech and practise it
5	L&S: 20–25 learners make a 2–3 minute prepared speech (60 min)	187–188 Act. 2	173 Rubric 266	Literature set work	Continue reading literature set work

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

CLEVER ENGLISH Week 8 Theme continued: The world is your oyster					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	L&S: 20–25 learners make a 2–3 minute prepared speech (60 min) p. 111	187–188 Act. 2	173 Rubric 266	Literature set work	Continue reading literature set work
2	R&V: Discuss literature set work (15 min); read a poem, write answers to questions on its structure, rhythm & theme ; discuss & mark answers (45 min) p. 111	193–194 Act. 7	176–177		LB pp. 195–196 W&P: Study the information about formal & informal invitations and acceptances to prepare for writing task
3	W&P: Prepare the first draft of an invitation card for a wedding and an acceptance note for the same wedding (60 min) p. 111	195–197 Act. 8	177		LB p. 197 Act. 8 W&P: Revise, proofread and write final versions of an invitation card & acceptance letter
4	LSC: Learn about various kinds of paragraphs; revise punctuation; learn a spelling pattern & complete language exercises ; discuss & mark exercises (55 min); R&V: Listen to teacher's introduction to a short story (5 min) p. 111	197–199 Act. 9	178	<i>The boy who talked with animals</i> CR pp. 71–74 & 88	R&V: Read: <i>The boy who talked with animals</i> CR pp. 71–74 & prepare to answer questions on p. 88
5	R&V: Discuss short story (20 min); LSC: Identify adjectives in a paragraph; use adverbs correctly ; discuss & mark answers (20 min); R&V: Read & discuss a cartoon (20 min) p. 111	200 Extra Act. 1–3		Literature set work	Continue reading literature set work

Note 1: This planner suggests replacing Act. 4 on p. 208 of the Learner's Book with a final class discussion of the literature set work on Day 4 of Week 10.

CLEVER ENGLISH Week 9 Theme: Relationships					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (10 min); L&S: Learn about oral storytelling & dialogue in a story (20 min); in groups of 3–5 prepare & practise a 3–5 minute story to tell the class (30 min) p. 112	201–203 204 Act. 1	183	Literature set work	Continue reading literature set work
2	L&S: In a group tell a story to the class (60 min) p. 112	204 Act. 1	183	Literature set work	Continue reading literature set work
3	R&V: Discuss literature set work (10 min); learn about features of drama; read a play & begin to answer comprehension questions on it (50 min) p. 112	204–207 Act. 2	183–184		LB pp. 205–207 Act. 2 R&V: Complete answers to questions on a play
4	R&V: Discuss & mark h/w (15 min); read a poem & begin to answer questions on language, structure, rhyme, mood & message (45 min) p. 112	205–207 207–208 Act. 3	184 184–186		LB pp. 207–208 Act. 3 R&V: Complete answers to questions on a poem
5	R&V: Discuss & mark h/w (15 min); W&P: Learn about writing dialogue; plan & begin to write first draft of a dialogue (45 min) p. 112	207–208 209–210 Act. 5	185–186 186–187		LB pp. 209–210 Act. 5 W&P: Complete first draft of a dialogue

CLEVER ENGLISH Week 10 Theme continued: Relationships

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	W&P: Exchange dialogue with a partner; give each other feedback; revise, edit, proofread & write final version of dialogue (60 min) p. 112	210 Act. 5	186–187	Literature set work	Continue reading literature set work
2	LSC: Revise verbs, pronouns, paragraph types & punctuation; begin to answer a language activity (60 min) p. 112	211–214 Act. 6	187		LB p. 214 LSC: Complete answers to language activity
3	LSC: Discuss & mark h/w (20 min); punctuate a paragraph (15 min); R&V: Read & discuss a poem (25 min) p. 112	214 215 Extra Act. 1 & 2	188 188	Literature set work	Complete reading of literature set work
4	R&V: Have final discussion of literature set work (30 min); R&V/LSC: Review term's work in preparation for term test (30 min)				Revise for Term 3 test
5	Term 3 test				

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

CLEVER ENGLISH Week 11 Plan your week

1.2 English Today First Additional Language (Maskew Miller Longman)

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

Note 2: There is an error in the information on p. 150 of the Learner's Book. A complex sentence must consist of a main and subordinate clause, not a main clause and a phrase. There must be two verbs in the sentence, one for each clause. An example of a complex sentence to use in place of the incorrect example is the following: Granny Mtetwa, who is an excellent cook, made chicken soup with beans and vegetables in it. Main clause: Granny Mtetwa made chicken soup with beans and vegetables in it. Subordinate clause: Who is an excellent cook.

Note 3: Note the homework task each day.

Note 4: Remember to plan times for the project to be explained, done and presented. You will have to use some time allocated for other purposes for this work.

ENGLISH TODAY Week 1 Theme: Elderly people in our lives					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	Listen to teacher's feedback on mid-year examination papers (25 min); L&S: With a partner, talk about a photograph (5 min); learn about negotiation; listen to two short dialogues & with a partner, decide on answers to Q 3a–d (30 min) p. 107	145–146 146–147 Act. 1	79–80		LB p. 147 L&S: Write an answer to Q 2
2	L&S: As a whole class, discuss answers to questions on the dialogues (10 min); with a partner, role play the dialogues (10 min); LSC: Revise direct and indirect speech & write conversations in both direct and indirect speech ; discuss & mark answers (35 min); listen to teacher's introduction to literature set work for the term (5 min) p. 107	147 147 147 Act. 2	79–80 80 80	Literature set work	Begin reading literature set work
3	R&V: Discuss literature set work (15 min); learn how to read a will & testament; read a will & testament & begin writing answers to questions on a will & testament (45 min) p. 107	148–149 Act. 3 & 4	81		LB pp. 148–149 Act. 3 R&V: Finish answering questions
4	R&V: Discuss & mark h/w (15 min); LSC: Revise simple, complex & compound sentences; write each type of sentence ; discuss & mark answers (35 min); revise concrete & abstract nouns & learn about transitions to prepare for h/w task (10 min) p. 107	149 150 Act. 5 150–151 Act. 6	81 82 82		LB pp. 151–151 Act. 6 LSC: Answer questions on nouns & transitions
5	LSC: Discuss & mark h/w (15 min); W&P: Plan & draft a will (45 min) p. 107	151 Act. 7	82 83		LB pp. 151–152 Act. 7 W&P: Revise first draft of will

Note: If your class does not have copies of the Core Reader, ask learners to continue reading the literature set work for homework on Day 1.

ENGLISH TODAY Week 2 Theme continued: Elderly people in our lives					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	W&P: Exchange first draft with a partner; give each other feedback; revise, edit, proofread and write final version (55 min); R&V: Listen to teacher's introduction to a poem (5 min) p. 107	151 Act. 7	83 82	<i>Direction</i> CR pp. 29–30	Read the poem <i>Direction</i> CR pp. 29–30 & write answers to Act. 1 on p. 30

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
2	R&V: Discuss answers to questions on the poem <i>Direction</i> CR pp. 29–30 OR questions on literature set work (10–15 min); L&S: In groups of four, choose roles for a group discussion (5 min); R&V: Read a poem & answer questions on rhythm, structure & imagery ; discuss & mark answers (40–45 min) p. 107	152–153 Act. 8 153–154 Act. 9 & 10	82 & 173 83 84–85		LB pp. 152–153 Act. 8 L&S: Prepare for role in group discussion
3	L&S: Each group of four presents a 4–5 minute discussion to the class (60 min)	152–153 Act. 8	83	Literature set work	Continue reading literature set work
4	R&V: Discuss literature set work (10 min); LSC: Learn a spelling pattern & use it to write verbs in the past tense (5–10 min); learn about polysemes, homonyms, homophones & paronyms; do a vocabulary activity; discuss & mark answers (40 min); listen to teacher's instructions for h/w on active & passive voice (5 min) p. 107	154–155 Act. 11 155 Act. 12 156 Act. 13	85 85 86		LB p. 156 Act. 13 LSC: Revise active & passive voice & write sentences
5	LSC: Discuss & mark h/w (15 min); R&V: Learn about body language in a cartoon; read a cartoon & answer questions on it ; discuss & mark answers (40 min); LSC/W&P: Listen to teacher's instructions for h/w activity (5 min) p. 108	156 157 Act. 14 158	86 86 87		LB p. 158 Revision page LSC/W&P: Do revision tasks

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

ENGLISH TODAY Week 3 Theme: The world of work					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	LSC/W&P: Discuss & mark h/w (15 min); L&S: Talk about a photograph (5 min); learn about job interviews; listen to a job interview; notice how the interviewer & interviewee speak (40 min) p. 109	158 160 160 Act. 1	87 87–88	Literature set work	Continue reading literature set work
2	R&V: Discuss literature set work (15 min); R&V/L&S: Read & discuss a CV (30 min); W&P: Learn about writing a CV & a covering letter (15 min) p. 109	161 Act. 2 162–163 Act. 3	89–90 90 & Rubric 229		LB p. 163 Act. 3 W&P: Read two job advertisements & decide which one to respond to
3	W&P: Plan & begin writing the first draft of a CV and covering letter (60 min) p. 109	162–163 Act. 3	90 & Rubric 229		LB pp. 163–164 Act. 3 W&P: Complete first drafts
4	W&P: Exchange drafts with a partner; give each other feedback; revise, edit, proofread and write final version of CV and covering letter (60 min) p. 109	162–163 Act. 3	90 & Rubric 229	Literature set work	Continue reading literature set work
5	R&V: Discuss literature set work (15 min); LSC: Revise synonyms, antonyms, homonyms, homophones & polysemes & answer vocabulary questions ; discuss & mark answers (35 min); learn two spelling patterns (5 min); R&V: Listen to teacher's introduction to a poem (5 min) p. 109	164–165 Act. 4 165	91 93 & 174	<i>Sea fever</i> CR pp. 34–36	R&V: Read the poem <i>Sea Fever</i> CR pp. 34–36 & prepare to answer questions on it

Note 1: If your class does not have copies of the Core Reader, continue reading the literature set work for homework on Days 2 and 3, and discuss it in class on Day 4. In the Teacher's Guide the story is part of Weeks 1 & 2, but there is no time to include it here.

Note 2: If you cannot make copies of Worksheet 9 from the *English Today Worksheet Book*, set your own language homework on Day 5.

ENGLISH TODAY Week 4 Theme continued: The world of work					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss questions on <i>Sea Fever</i> CR pp. 34–36 OR discuss literature set work (15 min); read an account (report) & a diagram; answers questions on both; discuss & mark answers (45 min) p. 109	166–167 Act. 5	174 91–92	Literature set work	Continue reading literature set work
2	R&V: Discuss literature set work (15 min); learn about conflict in a plot; read a youth short story & answer questions on it; discuss & mark answers (40 min); listen to teacher's introduction to short story in preparation for h/w task (5 min) p. 109	168–169 Act. 6 & 7	92–93 84	<i>Mansoor and the donkey</i> CR pp. 112–118	Begin reading <i>Mansoor and the donkey</i> CR pp. 112–118
3	LSC: Learn about and identify adverbial phrases & clauses; discuss & mark answers (40 min); R&V/LSC: Read an article & begin to answer comprehension & language questions on it (20 min) p. 109	169–170 Act. 8 172 Revision	94 95	CR pp. 112–118 <i>Mansoor and the donkey</i>	Finish reading <i>Mansoor and the donkey</i> CR pp. 112–118 & prepare to answer questions on p. 118
4	R&V: Discuss short story & questions on it (30 min); R&V/LSC: Finish answering comprehension & language questions on an article; discuss & mark answers (30 min) p. 109	172 Revision	94 & 177 95	Literature set work	Continue reading literature set work
5	R&V: Discuss literature set work (15 min); read a poem & answer questions on its structure & imagery; discuss & mark answers (45 min)	170–171 Act. 10	94–95		LSC: Answer Worksheet 9 on adverbial clauses, CR p. 10 in the <i>English Today Worksheet Book</i>

Note 1: For Day 4 you will need to make a recording of a debate from radio or television for learners to listen to/watch and listen to.

ENGLISH TODAY Week 5 Theme: The need for speed					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	LSC: Discuss & mark h/w (10 min); L&S: Talk about a photograph (5 min); R&V: Learn about features of news feature articles; read a feature article & look at the photograph; begin to answer questions on the article & photograph/s (45 min) p. 110	173–174 174–176 Act. 1 & 2	Worksheet Book 27 97		LB pp. 175–176 Act. 2 R&V: Complete answers to questions on article & photograph
2	R&V: Discuss & mark h/w (20 min); R&V/W&P: Complete a point form summary of the news article; discuss & mark summaries (20–25 min); LSC: Learn about onomatopoeia & use an example in a short poem or sentence (15–20 min) p. 110	175–176 177 Act. 3 177 Act. 4	97–98 98 98	Literature set work	Continue reading literature set work
3	R&V: Discuss literature set work (20 min); LSC: Learn about conjunctions & use them in complex & compound sentences; discuss & mark sentences (40 min) p. 110	178 Act. 5	99 98	Literature set work	Continue reading literature set work

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
4	L&S: Listen to or watch a debate & take notes on how speakers speak; discuss the notes (40 min); learn about the structure of a formal debate; choose speakers & chairperson for a class debate to be held in Week 6 (20 min) p. 110	179 Act. 6 180 Act. 7	99 99–100	Literature set work	Continue reading literature set work
5	R&V: Discuss literature set work (20 min); W&P: Learn how to write an argumentative essay; plan & begin writing first draft (40 min) p. 110	181–182 Act. 8	176 100–101		LB p. 180 Act. 7 L&S: Prepare for class debate as a main speaker or a participant from the floor

ENGLISH TODAY Week 6 Theme continued: The need for speed					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	L&S: Hold a class debate & conclude with a vote (60 min) p. 110	180 Act. 7	100		LB pp. 181–182 Act. 8 W&P: Complete first draft of argumentative essay
2	W&P: Exchange draft with a partner & give each other feedback; revise, edit, proofread & write final version of essay (60 min) p. 110	181–182 Act. 8	100–101 Rubric 228	Literature set work	Continue reading literature set work
3	R&V: Discuss literature set work (10 min); learn about sound devices & personification; read a poem & answer questions on it; discuss & mark answers (50 min) p. 110	182–183 Act. 9	101	Literature set work	Continue reading literature set work
4	R&V: Discuss literature set work (10 min); LSC: Learn to pronounce words with a silent letter (10 min); R&V: Learn about suspense, surprise & ironic twists in stories; read a folktale & begin to answer questions on it (40 min) p. 110	183 Act. 10 184–185 Act. 11	101–102 102		LB pp. 184–185 Act. 11 R&V: Complete answers to questions on a folktale
5	R&V: Discuss & mark h/w (15 min); LSC: Learn about & identify puns; discuss & mark answers (30 min); R&V: Read a poem & begin to answer questions on it (15 min) p. 110	184–185 185 Act. 12 186 Revision	102 102–103 103		LB p. 186 Revision R&V: Complete answers to questions on poem

Note: If your class does not have copies of the Core Reader for homework on Day 5 this week and Day 1 next week, ask learners to continue reading the literature set work.

ENGLISH TODAY Week 7 Theme: A friend indeed					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss & mark h/w (10 min); L&S: Discuss a proverb with a partner (5 min); R&V: Learn about different types of conflict & predict the type of conflict to be found in an extract from a youth novel (20 min); R&V/LSC: Read an extract from a youth novel & begin to answer comprehension and language questions on it (25 min) p. 111	186 188 188–189 Act. 1 189–190 Act. 2 & 3	186 105–106 106		LB pp. 190–191 Act. 3 R&V/LSC: Complete answers to questions
2	R&V/LSC: Discuss & mark h/w (15 min); R&V: Learn how to make inferences; make inferences about the extract from a youth novel ; discuss & mark answers (30 min); L&S: Discuss questions on the term <i>ubuntu</i> (15 min) p. 111	189–191 191 Act. 4 192 Act. 5	106 106–107 107	Literature set work	Continue reading literature set work
3	R&V: Discuss literature set work (10 min); L&S: Learn how to identify tone in a speech; listen to a speech; make notes & use these to answer questions on its tone & content ; discuss & mark answers (50 min) p. 111	192 Act. 6 & 7	108	Literature set work	Continue reading literature set work
4	W&P: Learn about invitation & reply cards; plan & begin to write the first draft of both cards (60 min) p. 111	193 Act. 8	108–109		LB p. 193 Act. 8 W&P: Complete first draft of cards
5	W&P: Exchange cards with a partner & give each other feedback on the drafts; revise, edit, proofread & write final version of an invitation & reply card (55 min); R&V: Listen to teacher's introduction to short story <i>The Friendship</i> CR pp. 81–87 (5 min) p. 111	193 Act. 8	108–109	<i>The friendship</i> CR pp. 81–87	R&V: Begin reading the short story <i>The friendship</i> CR pp. 81–87

Note 1: For the prepared speech it is not a good idea to ask all learners to speak on the same topic as is suggested on p. 196 of the Learner's Book. Firstly, the class will get bored and secondly, those learners who speak last will have an advantage over those who speak first in terms of content that they can use to improve their speeches. Prepare a list of 10 topics, and allocate them to learners (4–5 learners will have the same topic).

Note 2: If you have a very large class (i.e. more than 45 learners), you may need to listen to some of the speeches at break or after school.

ENGLISH TODAY Week 8 Theme continued: A friend indeed					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	L&S: Learn how to present a prepared speech; do an activity on presentation skills (40 min); LSC: Learn about choice paragraphs; identify choice phrases in a paragraph ; discuss & mark answers (20 min) p. 111	194–195 Act. 9 196 Act. 10	109 110	<i>The friendship</i> CR pp. 81–87	R&V: Finish reading the short story <i>The friendship</i> & prepare to answer the questions on p. 87
2	R&V: Discuss questions on short story OR discuss literature set work (25 min); LSC: Work with attributive adjectives; replace phrases with single words ; discuss & mark answers (35 min) p. 111	197 Act. 12 & 13	176 110–111		LB p. 196 Act. 11 L&S: Do research for prepared speech & plan the speech

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
3	R&V: Read a poem & answer questions on it; discuss & mark answers (40 min); LSC/W&P: Learn about description & classification paragraphs (20 min) p. 111	198 Act. 14	111 112		LB p. 196 Act. 11 L&S: Practise the speech
4	L&S: 20–25 learners present a 2–3 minute speech (60 min)	196 Act. 11	110 Rubric 230		LB p. 200 Revision LSC: Write answers to Q 1 & 2
5	L&S: 20–25 learners present a 2–3 minute speech (60 min)	196 Act. 11	110 Rubric 230		LB p. 200 Revision LSC: Write answer to Q 6

Note 1: Learners prepare to role-play a dialogue on Day 5 but present it to each other in groups on Day 1 of Week 10.

ENGLISH TODAY Week 9 Theme: Creating order					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	LSC: Discuss & mark h/w (10 min); L&S: Talk about the chapter title & a photograph (5 min); R&V/L&S: Discuss the features of a play (10 min); R&V: Read an extract from a play & begin to write answers to questions on it (35 min) p. 112	200 201–202 202 Act. 1 203–205 Act. 2	112 114		LB pp. 203–205 Act. 2 R&V: Complete answers to questions on play extract
2	R&V: Discuss & mark h/w (10–15 min); L&S: Learn how to tell a story well; with a partner plan how to retell the story in the play to the class; practise telling it (20–25 min); 5 pairs tell the story to the class (20 min) p. 112	203–205 206 Act. 3	115 115 116	Literature set work	Continue reading literature set work
3	L&S: Rest of class, in pairs, tells story to the class (60 min) p. 112	206 Act. 3	115–116	Literature set work	Continue reading literature set work
4	R&V: Discuss literature set work (15 min); W&P: Learn the format of a dialogue; plan & begin writing first draft of a dialogue (45 min) p. 112	207 Act. 4	116		LB p. 207 Act. 4 W&P: Complete first draft of dialogue
5	W&P: Read dialogue to a partner; make improvements; revise, edit, proofread and write final version of dialogue (45 min); L&S: With the same partner, plan how to role play the two dialogues to a group (12–13 min); LSC: Listen to teacher's instructions for h/w task (2–3 min) p. 112	207–208 Act. 4 208 Act. 5	116 116 117		LB pp. 208–209 Act. 6 LSC: Revise pronouns, past tense & one word for a phrase & complete language task

ENGLISH TODAY Week 10 Theme continued: Creating order

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	LSC: Discuss & mark h/w (15 min); L&S: Role play dialogues in groups of 3–6 pairs (15 min); LSC/W&P: Learn how to organise a paragraph & practise doing so (30 min) p. 112	209 208 Act. 5 209–210 Act. 7	117 116 117–118		LB p. 211 Act. 8 LSC/W&P: Learn how to write a procedures paragraph & practise writing one
2	LSC/W&P: Discuss & mark h/w (10 min); LSC/W&P: Learn how to write a concluding paragraph; practise writing one (30 min); R&V: Read a poem & talk about its style & message (20 min) p. 112	210–211 211 Act. 9 212–213 Act. 10	118 118 118	Literature set work	Complete reading of literature set work
3	R&V: Final discussion of literature set work (30 min); W&P: Plan & begin to draft the agenda & minutes of a meeting (30 min) p. 112	213 Act. 11	118–119		LB p. 213 Act. 11 W&P: Complete draft of agenda & minutes
4	W&P: Revise, edit & write final version of agenda & minutes (40 min) p. 112 R&V/LSC: Prepare for Term 3 test by discussing example test (20 min)	213 Act. 11 Example test 214–216	118–119		Revise for Term 3 test
5	Term 3 test				

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

ENGLISH TODAY Week 11 Plan your week

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

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

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

Note 3: Note the homework task each day.

Note 4: Remember to plan times for the project to be explained, done and presented. You will have to use some time allocated for other purposes for this work.

INTERACTIVE ENGLISH Week 1 Theme: Extinction					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	Listen to teacher's feedback on mid-year examination papers (25 min); L&S: Prepare to listen to a dialogue by learning vocabulary & learning about negotiation (10 min); listen while two learners read a dialogue involving negotiation; in groups discuss the negotiation process used in this dialogue (25 min) p. 107	176 & 177 176 Act. 1 177	127 127 127–128		LB p. 177 L&S: Prepare for a role play by listing ideas for a negotiation
2	L&S: In pairs prepare & practise a role play (15 min); 8–10 pairs present a 3–5 minute role play to the class (40 min); R&V: Listen to teacher's introduction to literature set work (5 min)	177 (NB: pairs, not groups)	128	Literature set work	Begin reading literature set work
3	R&V: Discuss literature set work (10 min); L&S: Rest of class present role plays in pairs (50 min)	177	128	Literature set work	Continue reading literature set work
4	L&S: Revise the guidelines for group discussion (5 min); participate in a group discussion about wills and testaments & report your answers to the class (30 min); LSC: Revise the terms used in a will & testament & do a vocabulary activity ; discuss & mark answers (20 min); listen to teacher's introduction to three legends (5 min) p. 107	110 180 Act. 2 180 Act. 2	128 128 128 131	<i>How the earth was created</i> CR pp. 98–101	R&V: Read three legends & be prepared to answer questions on them
5	R&V: Discuss legends (15 min); compare & contrast two wills (15 min); read an abridged will & begin to answer questions on it (30 min) p. 107	117 & 181–182 Act. 3	131 129		LB pp. 181–182 Act. 3 R&V: Complete answers to questions

Note: Page 183 of the Learner's Book states that 'like a novel, a poem tells a story'. Please note that this is not true of all poems. For example, some poems may express strong feelings about something or be a description of something, without telling a story.

INTERACTIVE ENGLISH Week 2 Theme continued: Extinction					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss & mark h/w (15 min); learn about features of poems, especially their external & internal structure; read a poem, discuss it & begin to answer questions on it (45 min) p. 107	181–182 183–184 Act. 4	131 130–131		LB pp. 183–184 Act. 4 R&V: Complete answers to questions on poem
2	R&V: Discuss & mark h/w (15 min); LSC: Learn about & identify homonyms & homophones ; discuss & mark answers (20 min); revise passive voice & write sentences in active and passive voice ; discuss & mark answers (25 min) p. 107	183–184 184–185 Act. 4 185 Act. 4	130–131 131 131	Literature set work	Continue reading literature set work
3	R&V: Discuss literature set work (5 min); read two visual texts & write answers to comprehension questions ; discuss & mark answers (55 min) p. 108	185–187 Act. 5	132		LB pp. 188–189 Act. 6 LSC: Learn a spelling pattern with the prefix 'ex-'
4	LSC: Revise parts of speech, complete a table & mark answers ; (20 min); use conjunctions to combine sentences & mark answers (20 min); revise clauses & phrases, identify them in sentences & mark answers (20 min) p. 107	188–189 Act. 6 189 Act. 6 189–190 Act. 7	133 133 134		LB pp. 189–190 Act. 7 LSC: Revise sentence types & identify them in a paragraph
5	LSC: Discuss & mark h/w (5 min); revise direct speech & punctuate part of a dialogue (15 min); learn about paragraph types & identify a paragraph type (5 min); W&P: Use the format of a will & testament to begin drafting a will (35 min) p. 107	190 191 Act. 7 191 Act. 7 191–192 Act. 8	135 135 135 136–137		LB pp. 191–192 Act. 8 W&P: Complete draft of will; revise, edit & write final version

Note: The order of learner activities suggested in this planner is different from the order in the Learner's Book. After learners have read and completed activities on a CV and covering letter, they should proceed to the activity of writing a CV and covering letter.

INTERACTIVE ENGLISH Week 3 Theme: Eco-tourism					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	L&S: Prepare to listen to an interview (10 min); listen to an interview, make notes & use these to begin to answer questions (50 min) p. 109	194–195 Act. 1	139–141		LB p. 195 L&S: Use notes to complete answers to questions
2	L&S: Discuss & mark h/w (15 min); R&V: Read & discuss a CV & answer questions on it ; discuss & mark answers (45 min) p. 109	195 196–197 Act. 2	141 142	Literature set work	Continue reading literature set work
3	R&V: Discuss literature set work (10 min); read a covering letter for a CV & discuss its format, tone & content (20 min); W&P: Plan & begin writing a first draft of a CV & covering letter (30 min) p. 109	197–198 Act. 2 208 Act. 7	142 149		LB p. 208 Act. 7 W&P: Complete first draft of CV & covering letter
4	W&P: Exchange drafts with a partner; give each other feedback; revise, edit, proofread & write final version of CV & covering letter (60 min) p. 109	208 Act. 7	149	Literature set work	Continue reading literature set work

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
5	R&V: Discuss literature set work (10 min); skim a short story & then read it in detail; describe setting, characters, plot & theme & answer further questions orally (50 min) p. 109	199–200 Act. 3	143–145		LB pp. 200–201 LSC: Identify synonyms, antonyms, homonyms, homophones, polysemes & adjectives

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

INTERACTIVE ENGLISH Week 4 Theme continued: Eco-tourism					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	LSC: Discuss & mark h/w (10 min); R&V/LSC: Write answers to comprehension questions on a short story ; discuss & mark answers (45 min); R&V: Listen to teacher's introduction to a folktale (5 min) p. 109	200–201 202 Act. 3	145 145	<i>Nyami-nyami and the Kariba Dam</i> CR pp. 120–123	R&V: Read a folktale & prepare to answer questions on it <i>Nyami-nyami and the Kariba Dam</i> CR pp. 120–123
2	R&V: Discuss folktale & questions on it (20 min); read a poem & begin to write answers to questions on figures of speech, mood & message (40 min) p. 109	203–204 Act. 4	146		LB pp. 203–204 Act. 4 R&V: Complete answers to questions on poem
3	R&V: Discuss & mark h/w (20 min); LSC: Learn a spelling pattern; identify examples of this spelling pattern & of abbreviations in an article ; discuss & mark answers (40 min) p. 109	204–205 Act. 5	147	Literature set work	Continue reading literature set work
4	R&V: Discuss literature set work (15 min); LSC: Learn how to punctuate questions in direct speech; write questions in direct speech ; discuss & mark answers (45 min) p. 109	206 Act. 6	147–148	Literature set work	Continue reading literature set work
5	R&V: Discuss literature set work (15 min); LSC: Learn more about clauses & phrases; identify examples in a text ; discuss & mark answers (40 min); listen to teacher's instructions for h/w task on writing compound & complex sentences (5 min) p. 109	207 Act. 7 208 Act. 8	148 149		LB pp. 208–209 Act. 8 LSC: Write compound & complex sentences

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

INTERACTIVE ENGLISH Week 5 Theme: Mother Earth					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	LSC: Discuss & mark h/w (10 min); L&S: Learn about debating; listen to a debate & make notes; with a partner, use the notes to make a point form summary of the speakers' arguments; participate in a class vote on the winning side (50 min) p. 110	209 211–213 Act. 1	150 152–154	Literature set work	Continue reading literature set work
2	R&V: Discuss literature set work (10 min); R&V/L&S: Study & discuss a diagram (10 min); L&S: Prepare for a debate on Day 3 (20 min); LSC: Learn spelling & pronunciation patterns & understand idiomatic expressions that include the word 'earth' (20 min) p. 110	213 Act. 2 220 Act. 6	154 159		LB p. 214 Act. 2 L&S: Finish preparations for debate & practise speaking
3	L&S: Participate in a class debate as a speaker or participant from the audience (40 min); R&V: Read a creation myth (folklore) & begin to write answers to questions on characters, milieu, symbolism, plot, theme & images (20 min) p. 110	213–214 Act. 2 215–216 Act. 3	155 155–156		LB pp. 215–216 Act. 3 R&V: Complete answers to questions under heading 'Classwork'
4	R&V: Discuss & mark h/w (15 min); read & discuss a poem (song), particularly the use of figurative language & sound devices (40 min); listen to teacher's introduction to h/w task (5 min) p. 110	216 217 Act. 4	156–157 157	<i>Earth song</i> CR pp. 102–103	R&V: Read: <i>Earth song</i> CR pp. 102–103 & prepare to answer the questions on p. 103
5	R&V: Discuss <i>Earth song</i> CR pp. 102–103 (20 min); match photographs to headings ; discuss & mark answers (15 min); classify 15 statements about environmental challenges under five headings ; discuss & mark answers (20 min); R&V/W&P: Listen to teacher's instructions for h/w task (5 min) p. 110	218 Act. 5 219 Act. 5	157 157–158 157–158		LB p. 220 R&V/W&P: Summarise the paragraph on declining biodiversity

Note: For Day 5, prepare activities based on the literature set work that learners are reading.

INTERACTIVE ENGLISH Week 6 Theme continued: Mother Earth					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V/W&P: Discuss & mark h/w summaries (5–10 min); R&V/LSC: Read an article & identify transition words, compound & complex sentences & a pun in the title ; discuss answers (45 min); LSC: Revise indirect speech in preparation for h/w task (5–10 min) p. 110	220 221–222 Act. 7 222–223 Act. 7	158 158–159 159–160		LB pp. 222–223 Act. 7 LSC: Write six direct speech comments from the article in indirect speech
2	LSC: Discuss & mark h/w (15 min); change six sentences in direct speech into indirect speech ; discuss & mark answers (30 min); W&P: Learn about reflective essays & how to write them (15 min) p. 110	223 223 Act. 7 224–225 Act. 8	160 160 160–161	Literature set work	Continue reading literature set work

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
3	R&V: Discuss literature set work (15 min); W&P: Plan & begin to write first draft of reflective essay (45 min) p. 110	224–225 Act. 8	160–161		LB pp. 224–225 Act. 8 W&P: Complete first draft of reflective essay
4	W&P: Exchange first draft with a partner; give each other feedback; revise, edit, proofread & write final version of essay (60 min) p. 110	224–225 Act. 8	160–161	Literature set work	Continue reading literature set work
5	R&V: Do activities based on literature set work (60 min) p. 110				LB p. 210 LSC: Revise vocabulary introduced in this chapter

Note: If there are more than 45 learners in your class, you may need to listen to some of the speeches at break or after school.

INTERACTIVE ENGLISH Week 7 Theme: Sustainability					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	L&S: Listen to a speech & also follow it in a printed text; discuss answers to questions about it (40 min); learn about bias, prejudice & stereotyping & discuss examples of these in the speech (20 min) p. 111	228–230 Act. 1 230 Act. 1	163–164		LB pp. 228–230 Act. 1 L&S/R&V: Write answers to comprehension questions on the speech
2	L&S/R&V: Discuss & mark h/w (15 min); L&S: In groups discuss a topic & then discuss the speech read in Act. 1 (25 min); learn how to present a speech & start making notes for a prepared speech (20 min) p. 111	230 231 Act. 2 232	164 165		LB p. 232 Act. 2 L&S: Do research for speech & make notes
3	R&V: Read two extracts from a youth novel; compare & contrast the mood of the two extracts (30 min); discuss answers to questions on the extracts in a group (30 min) p. 111	233–235 Act. 3 233–235 Act. 3	166 166		LB p. 232 Act. 2 L&S: Use notes to prepare speech; practise speech
4	L&S: 20–25 learners present a 2–3 minute speech (60 min) p. 111	232 Act. 2	165 Rubric xxxi		LB pp. 233–235 Act. 3 R&V: Begin writing answers to comprehension questions A 1–10
5	L&S: 20–25 learners present 2–3 minute speech (60 min)	232 Act. 2	165 Rubric xxxi		LB pp. 233–235 Act. 3 R&V/LSC: Finish writing answers to comprehension Q A 1–10 & answer questions on attributive adjectives

Note: If your class does not have copies of the Core Reader, ask learners to continue reading the literature set work for homework on Day 5, and then discuss it for a few minutes on Day 1 of Week 9.

INTERACTIVE ENGLISH Week 8 Theme continued: Sustainability					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V/LSC: Discuss & mark h/w (10–15 min); R&V: Read a poem & answer questions on its structure, language used and message ; discuss & mark answers (45 min) p. 111	235 236 Act. 4	166–167 167	Literature set work	Continue reading literature set work
2	R&V: Discuss literature set work (15 min); read an article (print & visuals); write answers to question on it; discuss & mark answers (45 min) p. 111	237–238 Act. 5	167–168		LB pp. 237–238 Act. 5 R&V/W&P: Summarise events in a story in logical sequence
3	R&V/W&P: Discuss & mark summaries (15 min); LSC: Learn a spelling pattern & extend vocabulary (20 min); LSC/W&P: Learn about different types of paragraphs & the structure of paragraphs (15 min); plan a descriptive or a choice paragraph (10 min) p. 111	238 238–239 Act. 6 239–240 Act. 7	168 169 169		LB pp. 239–240 Act. 7 LSC/W&P: Write a descriptive or choice paragraph
4	W&P: Read the h/w paragraph to a partner before submitting it for assessment (5 min); learn how to write an invitation & a reply; read & discuss an example of an invitation (30 min); plan an invitation card and a reply letter politely declining the invitation (25 min) p. 111	240–242 Act. 8	169 170		LB pp. 240–242 Act. 8 W&P: Write first draft of invitation card & reply letter
5	W&P: Exchange first draft with a partner; give each other feedback; revise, edit, proofread & write final version of invitation card & reply letter (55 min); R&V: Listen to teacher's introduction to an article (5 min) p. 111	240–242 Act. 8	170	<i>Being an environmentalist</i> CR pp. 109–113	R&V: Read: <i>Being an environmentalist</i> CR pp. 109–113 & prepare to answer questions on the article

Note: If your class does not have copies of the Core Reader, ask learners to continue reading the literature set work for homework on Day 5, and then discuss it for a few minutes on Day 1 of Week 10.

INTERACTIVE ENGLISH Week 9 Theme: Go green					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss article read for h/w (15 min); L&S: Read & discuss a storyteller's story; learn how to tell a story & take turns to tell a story in a group of five (45 min) p. 112	244–245 Act. 1	173	Literature set work	Continue reading literature set work
2	R&V: Discuss literature set work (10 min); LSC: Learn & use new vocabulary (30 min); L&S: With a partner prepare & practise a role play using some of the new vocabulary (20 min) p. 112	246–247 Act. 2 247 Act. 2	173 174	Literature set work	Continue reading literature set work
3	L&S: 15 pairs present a 3–4 minute role play (60 min) p. 112	247 Act. 2	174	Literature set work	Continue reading literature set work
4	L&S: Rest of class present role plays (60 min) p. 112 Note: If there is time left, use it to discuss the literature set work	247 Act. 2	174	Literature set work	Continue reading literature set work

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
5	R&V: Learn about features of a play (drama) (15 min); read & discuss extracts from a play (45 min) p. 112	248–251 Act. 3	174–175	<i>Rest in peace</i> CR pp. 32–58	Read the rest of the play & be prepared to discuss it

INTERACTIVE ENGLISH Week 10 Theme continued: Go green

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss a play OR discuss literature set work (15 min); read a poem & discuss rhyme, rhythm, typography, punctuation, external structure, theme & message (45 min) p. 112	251–252 Act. 4	175		LB pp. 252–252 Act. 4 R&V: Write answers to comprehension & language questions on a poem
2	R&V: Discuss & mark h/w (15 min); read an extract from a youth novel; answer comprehension & language questions on it; discuss & mark answers (45 min) p. 112	252 253–254 Act. 5	175–176 176–177	Literature set work	Complete reading of literature set work
3	R&V: Participate in final discussion of literature set work (15 min); W&P: Learn how to write a dialogue; plan & begin to write first draft of an interview in dialogue form (45 min) p. 112	256–257 Act. 8	179		LB pp. 256–257 Act. 8 W&P: Complete first draft of interview dialogue
4	W&P: Revise, edit, proofread & write final version of an interview dialogue (40 min); review Term 3's work in preparation for test (20 min) p. 112	256–257 Act. 8	179		Revise for Term 3 test
5	Term 3 test				

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

INTERACTIVE ENGLISH Week 11 Plan your week

1.4 Platinum English First Additional Language (Maskew Miller Longman)

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

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

Note 3: Note that for each two-week theme in the Learner's Book there are two photocopiable worksheets in the *Extension and Remediation Worksheets Book* that can be used to consolidate or extend the work done in each lesson.

Note 4: Note the homework task each day.

Note 5: Remember to plan times for the project to be explained, done and presented. You will have to use some time allocated for other purposes for this work.

PLATINUM ENGLISH Week 1 Theme: Making important decisions					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	Listen to teacher's feedback on mid-year examination papers (25 min); L&S: With a partner talk about a photograph (5 min); R&V/LSC: Learn some legal language; read two versions of a short will; begin to answer questions on both wills (30 min) p. 107	131–132 Act. 1 132–134 Act. 2	102–103 103–104		LB pp. 132–134 Act. 2 R&V/LSC: Finish writing answers to questions
2	R&V/LSC: Discuss & mark h/w (15 min); L&S: Listen to a dialogue involving negotiation; take notes & use them to answer questions; discuss & mark answers (45 min) p. 107	133–134 135–136 Act. 3	104 104–105		LB pp. 134–135 LSC: Write sentences using comparative or superlative adjectives correctly; use abstract nouns correctly in sentences
3	LSC: Discuss & mark h/w (10 min); L&S: Revise procedures for group discussion; participate in a group discussion about the contents of a will, and aim to reach consensus (40 min); R&V: Listen to teacher's introduction to literature set work (10 min) p. 107	134–135 136 Act. 4	104 05	Literature set work	Begin to read literature set work
4	R&V: Discuss literature set work (10 min); read a poem & answer questions about it; discuss & mark answers (50 min) p. 107	137–138 Act. 5	106–107	Literature set work	Continue reading literature set work
5	R&V: Read a cartoon & answer questions about it; discuss & mark answers (45 min); listen to teacher's introduction to a poem in which rhythm is very important (5 min) pp. 107–108	138–139 Act. 6	107	<i>The rhythmic sound</i> CR pp. 108–109	Read the poem <i>The rhythmic sound</i> CR pp. 108–109 & think about answers to the questions on p. 109

PLATINUM ENGLISH Week 2 Theme continued: Making important decisions					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss a poem OR discuss literature set work (20 min); LSC: Learn about noun phrases; write sentences using noun phrases; discuss & mark sentences (40 min) p. 107	140 Act. 7	235 108–109		LB pp. 139 LSC: Write sentences correctly in direct & indirect speech

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
2	LSC: Discuss & mark h/w (10 min); learn about verb phrases; write sentences using verb phrases ; discuss & mark answers (25 min); learn about phrasal verbs; use phrasal verbs in sentences ; discuss & mark answers (25 min) p. 107	139 141 Act. 8 141–142 Act. 9	108 109 109	Literature set work	Continue reading literature set work
3	R&V: Discuss literature set work (15 min); W&P: Plan & begin to write the first draft of a will (45 min) p. 107	143 Act. 11	110–111		LB p. 143 Act. 11 W&P: Complete first draft of a will
4	W&P: Exchange first draft of a will with a partner; give each other feedback; revise, edit, proofread & write final version of will (60 min) p. 107	143 Act. 11	110–111	Literature set work	Continue reading literature set work
5	R&V: Discuss literature set work (10 min); LSC: Add clauses to complex sentences ; discuss & mark answers (30 min); LSC/R&V: Begin answering revision questions on language and cartoons (20 min) p. 107	142 Act. 10 144 Revision	110 111		LB p. 144 LSC/R&V: Complete answers to questions on Revision page

PLATINUM ENGLISH Week 3 Theme: Dare to dream

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V/LSC: Discuss & mark h/w (15 min); L&S: Talk about photographs with a partner (10 min); R&V: Read a poem & answer questions on figurative language, rhyme scheme, mood & message ; discuss & mark answers (35 min) p. 109	144 145–146 Act. 1 146–147 Act. 2	111 114 115		LB p. 147 LSC: Identify antonyms & synonyms
2	LSC: Discuss & mark h/w (5–10 min); R&V: Read an extract from a novel & write answers to questions on it ; discuss & mark answers (50–55 min) p. 109	147 148–149 Act. 3	115 116	Literature set work	Continue reading literature set work
3	R&V: Discuss literature set work (15 min); LSC: Complete a table using comparative & superlative forms of adjectives ; discuss & mark answers (15 min); revise reported (indirect) speech & past tense & rewrite direct speech as reported speech ; discuss & mark answers (20 min); R&V/LSC: Prepare to read a newspaper article by learning new vocabulary & skimming it for specific information (10 min) p. 109	150 150 150–151 Act. 4	117 117 117	Literature set work	Continue reading literature set work
4	R&V: Read a newspaper article; answer comprehension questions on it ; discuss & mark answers (50 min); LSC: Match phrases with figurative meanings ; discuss & mark answers (10 min) p. 109	150–152 Act. 4 152	118 118		LB p. 152 LSC: Write sentences to show two meanings of homophones and homonyms
5	LSC: Discuss & mark h/w (10 min); learn about & use adjectival & adverbial clauses ; discuss & mark answers (30 min); use relative pronouns in sentences ; discuss & mark answers (20 min)	152 153 Act. 5 154 Act. 6	118 119 119		LB p. 154 Act. 7 LSC: Use conjunctions to combine sentences

PLATINUM ENGLISH Week 4 Theme continued: Dare to dream

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	LSC: Discuss & mark h/w (10 min); L&S: With a partner read a CV & discuss answers to questions on it; participate in a whole class discussion about CVs (50 min) p. 109	156 154–156 Act. 8	120 120–121	Literature set work	Continue reading literature set work
2	R&V: Discuss literature set work (15 min); W&P: Learn about covering letters; plan a CV & covering letter & begin to write a first draft of each (45 min) p. 109	156–158 Act. 9	121–122		LB pp. 156–158 Act. 9 W&P: Complete first draft of CV & covering letter
3	W&P: Exchange first draft with a partner; give each other feedback; revise, edit, proofread & write final version of CV & covering letter (60 min) p. 109	156–158 Act. 9	121–122 Rubric xxxi	Literature set work	Continue reading literature set work
4	R&V: Discuss literature set work (15 min); LSC: Learn about condition & result clauses; complete sentences using these; discuss & mark answers (30 min); begin answering revision questions (15 min) p. 109	158 Act. 10 160 Revision	122		LB p. 160 LSC: Complete answers to questions on Revision page
5	LSC: Discuss & mark h/w (15 min); L&S: Listen to part of a job interview; make notes & use these to answer questions; discuss & mark answers (45 min) p. 109	160 159 Act. 11	123 122–123	Literature set work	Continue reading literature set work

PLATINUM ENGLISH Week 5 Theme: High flyers

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (10 min); L&S/R&V: Talk about a photograph (5–10 min); L&S: Listen to a radio debate; make notes; use notes to answer questions; discuss & mark answers (40–45 min) p. 110	161–162 Act. 1 162–163 Act. 2	125–126 126		LB p. 163 LSC: Work out the meanings of sentences in which figurative language is used
2	LSC: Discuss h/w task (10 min); L&S: Learn terms used in debating (15 min); read extracts from a debate & begin to write answers to questions on the debate (35 min) p. 110	163 164 Act. 3 164–165 Act. 3	127 127 127–128		LB pp. 165–166 Act. 3 R&V: Complete answers to questions on a debate
3	R&V: Discuss & mark h/w (15 min); LSC: Learn about puns; identify & explain puns in sentences (20 min); revise active & passive voice; begin to answer questions on active & passive voice (25 min) p. 110	164–165 166 167 Act. 4	128 128 128–129		LB pp. 167–168 Act. 4 LSC: Complete answers to questions on active & passive voice
4	LSC: Discuss & mark h/w (15 min); L&S: In groups of six, choose to be a member of team of three that proposes or opposes a motion in a debate; decide on the research that each team member will do (15 min); R&V: Learn about legends; read a legend & makes notes on setting, characters, plot, language use & resolution; discuss notes with the class (30 min) p. 110	167 168–169 Act. 5 170–171 Act. 6	129 129–130 130		LB pp. 168–169 Act. 5 L&S: Do research for part in debate
5	L&S: Report on research for debate; organise arguments in preparation for debate next week (20–30 min); R&V: Write answers to questions on legend; discuss & mark answers (30–40 min)	168–169 Act. 5 170–171 Act. 6	129–130 131		LB pp. 168–169 Act. 5 L&S: With team members practise speeches for debate

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

PLATINUM ENGLISH Week 6 Theme continued: High flyers					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	L&S: 2 teams of 3 speakers present a 15 minute debate (4 debates in total) (60 min) p. 110	168–169 Act. 5	129–130	Literature set work	Continue reading literature set work
2	L&S: 2 teams of 3 speakers present a 15 minute debate (4 debates in total) (60 min) p. 110	168–169 Act. 5	129–130	Literature set work	Continue reading literature set work
3	R&V: Discuss literature set work (10 min); while reading a poem, complete a table on examples of similes, alliteration, consonance & onomatopoeia; after reading, answer questions on sound & visual devices & on structure; discuss & mark answers (50 min) p. 110	172–173 Act. 7	131 132		LB p. 174 Act. 8 LSC: Learn spelling rules & choose the correct spelling of words according to these rules
4	LSC: Discuss & mark h/w (15 min); W&P: Plan & begin first draft of a narrative essay (45 min) p. 110	174 175 Act. 9	133		LB p. 175 Act. 9 W&P: Complete first draft of narrative essay
5	W&P: Exchange draft with a partner & give each other feedback; revise, edit, proofread & write final version of narrative essay (55 min); R&V: Listen to teacher's introduction to a folktale (5 min) p. 110	175 Act. 9	133 Rubric xxx	<i>The mantis and the moon</i> CR pp. 68–72	Read a folktale <i>The mantis and the moon</i> CR pp. 68–72 & prepare to answer questions on it

Note: If you have more than 45 learners in your class, you may need to listen to some of the prepared speeches at break or after school.

PLATINUM ENGLISH Week 7 Theme: Identity					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss folktale (15 min); L&S/R&V: Talk about a photograph (10 min); L&S: Listen to an extract from a speech by a former president; write notes under headings; use notes to discuss answers to questions (35 min) p. 111	178 Act. 1 178–179 Act. 2	229–230 136 137	Literature set work	Continue reading literature set work
2	R&V: Discuss literature set work (10 min); L&S: Learn how to prepare & present a formal speech (10–15 min); R&V: Read an extract from a short story; answer questions on it; discuss & mark answers (35–40 min) p. 111	179 Act. 3 180–181 Act. 4	137 138		LB p. 179 L&S: Begin preparing and practising a 2–3 min speech
3	R&V/LSC: Explain images used in the extract from a short story (10 min); R&V: Read a poem & answer questions on it; discuss & mark answers (50 min) p. 111	181 182–183 Act. 5	139 139		LB p. 179 L&S: Finish preparing and practising a 2–3 min speech
4	L&S: 20–25 learners present 2–3 minute prepared speech (60 min) p. 111	179 Act. 3	Rubric xxxiv & xxxv	Literature set work	Continue reading literature set work
5	L&S: 20–25 learners present 2–3 minute prepared speech p. 111	179 Act. 3	Rubric xxxiv & xxxv	Literature set work	Continue reading literature set work

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

PLATINUM ENGLISH Week 8 Theme continued: Identity					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (15 min); read an article & answer comprehension questions on it ; discuss & mark answers (40 min); LSC/W&P: Listen to teacher's introduction to h/w task on types of paragraphs (5 min) p. 111	183–184 Act. 6 185 <i>Work with sentences</i>	139–140 140		LB p. 185 LSC/W&P: Answer questions about types of paragraphs
2	LSC/W&P: Discuss & mark h/w (10–15 min); LSC: Match adjectives with their synonyms (5–10 min); R&V/W&P: Write a summary of two paragraphs from the article ; discuss & mark summary (30 min); R&V: Listen to teacher's introduction to a short story (5–15 min) p. 111	185 185 186 Act. 7	140 140 140–141	<i>The tiger in the tunnel</i> CR pp. 38–44	R&V: Begin reading <i>The tiger in the tunnel</i> CR pp. 38–44
3	W&P: Learn how to write an invitation & an acceptance note; plan & write first draft of each (60 min) p. 111	186–187 Act. 8	141	<i>The tiger in the tunnel</i> CR pp. 38–44	R&V: Finish reading <i>The tiger in the tunnel</i> CR pp. 38–44 & be prepared to answer questions on the story
4	R&V: Discuss questions on short story (30 min); W&P: Exchange draft invitation & reply with a partner & give each other feedback; revise & edit the invitation & reply (30 min) p. 111	186–187 Act. 8	227 141		LB pp. 186–187 Act. 8 W&P: Proofread & write final version of invitation & reply
5	LSC: Learn more about adjectives & use them in sentences ; discuss & mark answers (35 min); practise using one word in place of a phrase ; discuss & mark answers (25 min) p. 111	188–189 Act. 9 189 Act. 10	141–142 142–143		LB p. 190 LSC/W&P: Complete answers to Revision tasks

PLATINUM ENGLISH Week 9 Theme: Courageous people					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	LSC: Discuss & mark h/w from Revision page (15 min); L&S: Discuss a photograph (5–10 min); learn about features of a dialogue & about body language; read a dialogue with a partner; add four things that each person says; practise reading the whole dialogue aloud for presentation to the class (35–40 min) p. 112	190 191–192 Act. 1 192–193 Act. 2	143 145 145–146		LB p. 195 <i>Work with words</i> LSC: Use the past tense to write 10 sentences
2	LSC: Discuss & mark h/w (10 min); L&S: 12 pairs present 3–4 minute dialogue to the class (50 min) p. 112	195 192–193 Act. 2	146 146	Literature set work	Continue reading literature set work
3	L&S: Rest of class presents 3–4 minute dialogue to the class (50 min); L&S/R&V: Begin to read a story & the notes on it & the notes on how to tell a story well (10 min) p. 112	192–193 Act. 2 194 Act. 3	146 146		LB pp. 194–195 L&S: Plan & practise telling a 3-minute story about a heroic act

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
4	L&S: In groups of four, tell stories to each other (15 min); R&V: Read an extract from a play & begin to write answers to questions on it (45 min) p. 112	194 Act. 3 195–197 Act. 4	146 146–147		LB pp. 196–197 R&V: Complete answers to questions on an extract from a play
5	R&V: Discuss & mark answers (15 min); R&V/LSC: Put events in the play in order ; discuss & mark answers (10 min); LSC: Give one word for a phrase from the play extract ; discuss & mark answers (10 min); learn about interrogative, relative, demonstrative & indefinite pronouns & begin to identify them in sentences (25 min) p. 112	197 197 197 198 Act. 5	147 147–148 148 148		LB pp. 198–199 Act. 5 & 6 LSC: Finish identifying pronouns in sentences; use relative pronouns to complete sentences

PLATINUM ENGLISH Week 10 Theme continued: Courageous people					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	LSC: Discuss & mark h/w on pronouns (10–15 min); R&V: Read a poem & write answers to questions on rhyme, metaphor, repetition & theme ; discuss & mark answers (45–50 min) p. 112	198–199 199–200 Act. 7	148 149		LB p. 201 <i>Work with words</i> LSC: Use suffixes to complete words
2	LSC: Discuss & mark h/w (5–10 min); W&P: Revise features of a good dialogue; plan & begin writing first draft of a dialogue (50–55 min) p. 112	201 201 Act. 8	150 150		LB p. 201 Act. 8 W&P: Complete first draft of dialogue
3	W&P: Exchange draft with a partner & give each other feedback; revise, edit, proofread & write final version of dialogue (60 min) p. 112	201 Act. 8	150	Literature set work	Finish reading literature set work
4	R&V: Participate in final discussion of literature set work (30 min); review term's work in preparation for test (30 min)				Revise for Term test
5	Term 3 test				

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

PLATINUM ENGLISH Week 11 Plan your week

1.5 Spot On English First Additional Language (Heinemann)

Note 1: For many activities, the times suggested in the planner are different from the ones listed in the Learner's Book because EFAL should be taught for ten hours per fortnight, with homework tasks in addition to these ten hours.

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

Note 3: If your class does not have copies of the Core Reader, for homework on Day 5 of Week 1 and Day 2 of Week 2, ask learners to continue reading the literature set work. Prepare some activities based on it for the first half of the lesson on Day 3 of Week 2.

Note 4: Note the homework task each day.

Note 5: Remember to plan times for the project to be explained, done and presented. You will have to use some time allocated for other purposes for this work.

SPOT ON ENGLISH Week 1 Theme: 'Til death do us part					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	Listen to teacher's feedback on mid-year examination papers (30 min); L&S: Listen to a short extract from a film script; make notes & use them to answer questions on the script (20 min); learn about negotiation & the skills involved (10 min) p. 107	110 Act. 1.1 111 Act. 1.2	183–184 185		LB p. 111 Act 1.2 L&S: Think of ideas to contribute to the negotiation dialogue & make notes
2	L&S/W&P: With a partner, write a dialogue that involves successful negotiation (20 min); L&S: In a group of four perform the two dialogues for each other (10 min); R&V/L&S: Revise how to take part in a group discussion (5 min); read a short extract from a film script & then in a group of four discuss the importance of a will & testament (20 min); R&V: Listen to teacher's introduction to the literature set work for this term (5 min) p. 107	111 Act. 1.2 113 112–113 Act. 2.1 & 2.2	185 186 186	Literature set work	Begin reading literature set work
3	R&V: Discuss literature set work (10 min); read a humorous will; summarise information from it in a table; answer comprehension questions on it; discuss & mark answers (50 min) p. 107	114–115 Act. 3.1	187–188	Literature set work	Continue reading literature set work
4	R&V: Discuss literature set work (15 min); LSC: Revise abstract & common nouns; complete language activities; discuss & mark answers (45 min) p. 107	116 Act. 4.1	189	Literature set work	Continue reading literature set work
5	R&V: Discuss literature set work (10 min); read a cartoon & answer questions on it; discuss & mark answers (50 min) p. 108	117 Act. 5.1	190	<i>The stranger</i> CR pp. 145–179	Begin reading a play <i>The Stranger</i> CR pp. 145–179

SPOT ON ENGLISH Week 2 Theme continued: 'Til death do us part

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	W&P: Discuss & learn some legal terms (jargon) (10 min); plan & begin first draft of a will and testament (50 min) p. 107	118 118 Act. 6.1	191		LB pp. 118–119 Act. 6.1 W&P: Complete first draft of will and testament
2	W&P: Exchange first draft with a partner & give each other feedback; revise, edit, proofread & write final version of will & testament (60 min) p. 107	118 Act. 6.1	191	<i>The stranger</i> CR pp. 145–179	Complete the reading of a play <i>The stranger</i> CR pp. 145–179
3	R&V: Discuss questions on a play OR on literature set work (30 min); LSC: Revise passive voice; draw a table & fill in the blanks; discuss & mark answers (30 min) p. 107	120 Act. 7.1	341–342 192	Literature set work	Continue reading literature set work
4	R&V: Discuss literature set work (15 min); LSC: Understand the difference between homonyms & homophones; complete language activities; discuss & mark answers (45 min) p. 107	121 Act. 8.1	193	Literature set work	Continue reading literature set work
5	R&V: Discuss literature set work (15 min); R&V/LSC: Read a short article & answer language & comprehension questions; discuss & mark answers (45 min) p. 107	122 Revision page	194–195	Literature set work	Continue reading literature set work

SPOT ON ENGLISH Week 3 Theme: Working to the rhythm of the beat

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (15 min); L&S: Listen to a job interview; make notes & use these to discuss questions on the interview, including questions about language & power (45 min) p. 109	124 Act. 1.1	197–198	Literature set work	Continue reading literature set work
2	L&S: Participate in a group discussion about CVs & report findings to the class (40 min); R&V: Read song lyrics & begin to answer questions on rhythm, structure, language use & message (20 min) p. 109	124 Act. 1.2 125 Act. 2.1	198 201		LB p. 125 Act. 2.1 R&V: Complete answers to questions on song lyrics
3	R&V: Discuss & mark h/w (15 min); learn how to analyse a visual text; learn about colours as symbols; read a visual text & begin to answer questions on it (45 min) p. 109	126–127 Act 3.1	201 202		LB pp. 126–127 Act. 3.1 R&V: Complete answers to questions on a visual text
4	R&V: Discuss & mark h/w (15 min); W&P: Learn about the format & content of a CV & a covering letter; plan a CV & covering letter (45 min) p. 109	128–129	202 203		LB pp. 128–129 W&P: Begin first draft of CV & covering letter
5	W&P: Complete first draft of covering letter & CV (30 min); exchange drafts with a partner & give each other feedback; begin to revise drafts (30 min) p. 109	128–129	203 Rubric 306		LB pp. 128–129 W&P: Complete revisions; edit, proofread & write final version of CV & covering letter

Note: If your class does not have copies of the Core Reader, ask learners to continue reading and discussing the literature set work for homework on Day 2, and prepare some activities on it for class work on Day 3.

SPOT ON ENGLISH Week 4 Theme continued: Working to the rhythm of the beat					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Read a very short story & answer questions on emotive language, repetition, climax & message; discuss & mark answers (40 min); LSC: Learn about homonyms & polysemy; study dictionary definitions & read the questions about language used in the story in preparation for h/w task (20 min) p. 109	130 Act 5.1 130 Act. 5.2	204 204		LB p. 130 Act. 5.2 LSC: Use information from a dictionary to answer questions
2	LSC: Discuss & mark h/w (10 min); learn about the perfect continuous tenses; practise using these tenses in sentences; discuss & mark answers (45 min); R&V: Listen to teacher's introduction to more song lyrics & another very short story (5 min) p. 109	131 Act. 6.1	204 205	Short story CR pp. 84–85	Read: <i>Short story</i> CR pp. 84–85 & think about how to answer the questions on it
3	R&V: Write answers to the questions on a short story discuss & mark answers (60 min) p. 109		329	Literature set work	Continue reading literature set work
4	R&V: Discuss literature set work (30 min); study a cartoon & answer Q 1–6; discuss & mark answers (30 min) p. 109	132 Revision Act. 1	206	Literature set work	Continue reading literature set work
5	R&V: Discuss literature set work (25 min); LSC: Answer language & dictionary Q 7–9; discuss & mark answers (35 min) p. 109	132 Revision Act. 1	206	Literature set work	Continue reading literature set work

SPOT ON ENGLISH Week 5 Theme: Good planets are hard to find					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	L&S/LSC: Learn about irony & bias; listen to a radio debate; take notes & use these to answer questions; discuss & mark answers (45 min); L&S: Participate in a short group discussion about the debaters' contributions & report findings to class (15 min) p. 110	134 Act. 1.1 134 Act. 1.2	208–210 211	Literature set work	Continue reading literature set work
2	R&V: Discuss literature set work (15 min); L&S: Learn how a formal debate works; in groups of six, choose a topic & a team (3 learners per team); work with team members to prepare and practise (45 min) p. 110	134–135 Act. 1.3	211–212		LB pp. 134–135 Act. 1.3 L&S: Practise contribution to debate
3	L&S: Teams present debates (15–20 minutes per debate) (60 min) p. 110	134–135 Act. 1.3	Rubric 212	Literature set work	Continue reading literature set work
4	L&S: Teams present debates (15–20 minutes per debate) (60 min) p. 110	134–135 Act. 1.3	Rubric 212	Literature set work	Continue reading literature set work
5	R&V: Discuss literature set work (10 min); read a short story; write answers to questions on it; discuss & mark answers (40–45 min); LSC: Learn about paragraph types in preparation for h/w task (5–10 min) p. 110	136–137 Act. 2.1 & 2.2 137 Act. 2.3	213 214		LB p. 137 Act. 2.3 LSC: Answer questions on paragraph types & other aspects of language in a short story

SPOT ON ENGLISH Week 6 Theme continued: Good planets are hard to find

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	LSC: Discuss & mark h/w (15 min); R&V: Read an advertisement & answer questions on language, image & overall design ; discuss & mark answers (45 min) p. 110	137 138 Act. 3.1	214 215		LB p. 139 Act. 3.2 R&V: Read a poster & answer questions on language, image & overall design
2	R&V: Discuss & mark h/w (15 min); W&P: Learn how to write a descriptive essay; choose an image to describe; plan essay & begin writing first draft (45 min) p. 110	139 140–141 Act. 4	216 217		LB pp. 140–141 W&P: Complete first draft of descriptive essay
3	W&P: Exchange draft essay with a partner & give each other feedback; revise, edit, proofread & write final version of descriptive essay (60 min) p. 110	140–141 Act. 4	217 Rubric 305	Literature set work	Continue reading literature set work
4	R&V: Discuss literature set work (10 min); LSC: Learn about the passive form of verbs in continuous & perfect tenses; write sentences using these forms ; discuss & mark answers (30 min); learn about puns & explain three puns (15 min); listen to instructions for h/w task on onomatopoeia (5 min) p. 110	142 Act. 5.1 143 Act. 6.1 143 Act. 6.1	218 219 219		LB p. 143 LSC: Do tasks on onomatopoeia, alliteration, assonance & consonance
5	LSC: Discuss & mark h/w (15 min); R&V: Read a cartoon; answer questions on it ; discuss & mark answers (45 min) p. 110	143 144 Revision Act. 12	219 220	Literature set work	Continue reading literature set work

Note: If you have more than 45 learners in your class, for assessment purposes you may need to listen to some of the prepared speeches at break or after school.

SPOT ON ENGLISH Week 7 Theme: Artful

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (10 min); L&S: Read & discuss guidelines for making a prepared speech (10 min); listen to a speech by a well-known cartoonist; make notes & use them to answer questions on language; tone of voice, attitude & content ; discuss & mark answers (40 min) p. 111	146–148 Act. 1 149 Act. 2.1	222 224–225		LB pp. 146–148 L&S: Find information for a 2–3 minute speech & begin to plan the speech
2	R&V/W&P: Learn about summarising; summarise sentences ; discuss & mark answers (25 min); read an article & begin to write a point form summary of it (35 min) p. 111	150 Act. 3.1 151 Act. 3.2	226 226		Finish planning speech; practise speech
3	L&S: 20–25 learners present a 2–3 minute speech (60 min) p. 111	146–148 Act. 1	Rubric 223	Literature set work	Continue reading literature set work
4	L&S: 20–25 learners present a 2–3 minute speech (60 min) p. 111	146–148 Act. 1	Rubric 223		LB p. 151 Act. 3.2 R&V/W&P: Finish point form summary
5	R&V/W&P: Discuss & mark point form summary (15 min); R&V: Read two cartoons & write answers to comprehension Q 1–10 on each; discuss & mark answers (45 min) p. 111	151 152–153 Act. 4.1	226–227 228		LB pp. 152–153 Act. 4.1 R&V: Compare the cartoons by answering Q 11–13

Note: If your class does not have copies of the Core Reader, for the second part of the lesson on Day 1, the Day 1 homework & the first part of the lesson on Day 2, you could make photocopies of pp. 125–127 from your own copy of the Core Reader or make copies of another poem and questions. If you are not able to make photocopies, write the poem and a few questions on your chalkboard for learners to copy into their class workbooks.

SPOT ON ENGLISH Week 8 Theme continued: Artful					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss & mark h/w (15 min); R&V/LSC: Learn about attributive adjectives; identify attributive adjectives & a pun in a cartoon; discuss & mark answers (20 min); R&V: Read a poem that includes attributive adjectives & begin to answer questions on it (25 min) p. 111	152–153 153 Act. 4.2	228 229	<i>The African pot</i> CR pp. 126–127	R&V/LSC: Complete answers to questions on <i>The African pot</i> CR pp. 126–127
2	R&V: Discuss & mark h/w on poem & further discuss its unusual features (30 min); W&P: Learn about the features of invitation cards; choose an event & begin to draft an invitation card (30 min) p. 111	154–155 Act. 5.1	336 230–232		LB pp. 154–155 W&P: Complete first draft of invitation card
3	W&P: Exchange draft invitation card with a partner & give each other feedback; revise, edit, proofread & write final version of invitation card (60 min) p. 111	154–155 Act. 5.1	230–232	Literature set work	Continue reading literature set work
4	R&V: Discuss literature set work (15 min); W&P: Learn about features of an acceptance of an invitation & draft an acceptance letter (45 min) p. 111	155 Act. 5.2	232		LB pp. 154–155 W&P: Revise, edit, proofread & write final version of acceptance letter
5	R&V/W&P: Read a cartoon & write a point form summary of the story it tells; discuss & mark answers (60 min) p. 111	156 Revision Act. 13	234	Literature set work	Continue reading literature set work

SPOT ON ENGLISH Week 9 Theme: Safety					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (15 min); L&S: Listen to teacher telling a story & discuss how s/he tells it (15 min); in groups of four tell each other a 3–5 minute story about an accident (25 min); L&S/W&P: Listen to instructions for h/w task (5 min) p. 112	158 Act. 1.1 158 Act. 1.1	236 236		LB p. 158 Act 1.2 L&S/W&P: Read a dialogue & write three more speaking turns for each speaker
2	L&S: Work with a partner; read the extra speaking turns that each of you wrote; decide which you like best, add them to the dialogue & practise speaking it (30 min); 10 pairs of learners role play their 2–3 min dialogue for the class (30 min) p. 112	158 Act. 1.2	236	Literature set work	Continue reading literature set work
3	L&S: Rest of class role plays a 2–3 minute dialogue in pairs; have class discussion about features of a good dialogue/role play (60 min) p. 112	158 Act. 1.2	236	Literature set work	Continue reading literature set work
4	W&P: Learn about how to write a dialogue; plan a dialogue & begin writing first draft (60 min) p. 112	159 Act. 2.1	237		LB p. 159 Act. 2.1 W&P: Complete first draft of dialogue

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
5	W&P: Exchange draft dialogue with a partner & give each other feedback; revise, edit, proofread & write final version of dialogue (60 min) p. 112	159 Act. 2.1	237	Literature set work	Continue reading literature set work

SPOT ON ENGLISH Week 10 Theme continued: Safety

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (10 min); read an article & answer comprehension & language questions on it ; discuss & mark answers (50 min) p. 112	160–161 Act. 3.1	238		LB p. 167 Act. 7.1 LSC: Learn a spelling pattern & change 10 words to a verb form
2	LSC: Discuss & mark h/w (10 min); R&V: Learn about pie charts & bar graphs; read two pie charts & a bar graph & answer questions on them; discuss & mark answers (40 min); W&P: In a group, draw a pie chart (10 min) p. 112	167 162–163 Act. 4.1 & 4.2	242 239 239	Literature set work	Complete reading of literature set work
3	R&V: Participate in final discussion of literature set work (20 min); LSC: Learn about indefinite pronouns; use pronouns in sentences; discuss & mark sentences (40 min) p. 112	164–165 Act. 5.1, 5.2 & 5.3	240		Revise for Term 3 test
4	LSC: Learn about modal verbs; use them correctly in sentences ; discuss & mark answers (30 min); R&V/LSC: Review term's work in preparation for test (30 min) p. 112	166 Act. 6.1	241		Revise for Term 3 test
5	Term 3 test				

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

SPOT ON ENGLISH Week 11 Plan your week

1.6 Successful English (Oxford University Press)

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

Note 2: Note the homework task each day.

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

SUCCESSFUL ENGLISH Week 1 Theme: The road ahead					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	Listen to teacher's feedback on mid-year examination papers (25 min); L&S: Talk with a partner about life choices (5 min); listen to a dialogue involving negotiation in order to discuss how the negotiators reached an agreement (25 min); R&V: Listen to instructions for h/w task (5 min) p. 107	178 178–179 Act. 1	101 101–102		LB p. 180 Act. 2 R&V: Do pre- & during-reading activities on an abridged will & testament p. 107
2	R&V: Discuss responses to pre- & during-reading activities (5 min); write answers to questions on a will & testament ; discuss & mark answers (45 min); listen to teacher's introduction to literature set work (10 min) p. 107	179–180 Act. 2 179–181 Act. 2	102 102–103	Literature set work	Begin reading literature set work
3	R&V: Discuss literature set work (10 min); LSC: Revise conjunctions & transition words & use some in sentences ; discuss & mark answers (20 min); L&S: Participate in a group discussion about wills (30 min) p. 107	181 Act. 3 182 Act. 4	103 103	Literature set work	Continue reading literature set work
4	R&V: Discuss literature set work (10 min); LSC: Revise phrases & clauses & identify main clauses, subordinate clauses & phrases in sentences ; discuss & mark answers (40 min); R&V/LSC: Learn about key features of poetry & begin reading a poem (10 min) p. 107	183 Act. 5 184–186 Act. 6	103–104 104		LB pp. 184–185 R&V: Write answers to questions on the poem
5	R&V: Discuss & mark h/w (20 min); W&P: Plan & begin to write first draft of a will (40 min) p. 107	184–186 186–187 Act. 8	105		LB p. 186 W&P: Complete first draft of will

Note: If your class does not have copies of the Core Reader, prepare some activities on the literature set work for learners to do in class on Day 5 OR do Challenge Act. 7 on p. 186 of the Learner's Book.

SUCCESSFUL ENGLISH Week 2 Theme continued: The road ahead					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	W&P: Exchange first draft with a partner & give each other feedback (10 min); revise, edit, proofread & write final version of will (50 min) p. 107	186–187 Act. 8	105	Literature set work	Continue reading literature set work
2	R&V: Discuss literature set work (15 min); learn about paronyms, polysemes, homonyms & homophones & identify examples of these in sentences ; discuss & mark answers (45 min) p. 107	188 Act. 9	105–106		LB p. 189 Act. 10 LSC: Learn a spelling pattern & write sentences using words that have this pattern

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
3	LSC: Discuss & mark h/w (10 min); R&V: Do pre-reading activities on three cartoons; discuss answers (30 min); write a paragraph to explain the point made in a cartoon (20 min) p. 108	189 189–192 Act. 11	106 106		LB pp. 190–192 Act. 11 R&V: Write answers to Q 2 & 3 about cartoons
4	R&V: Discuss & mark h/w (35 min); LSC/W&P: Learn about types of paragraphs & match types to definitions; discuss & mark answers (25 min) p. 107	189–192 192 Act. 12	107	Literature set work	Continue reading literature set work
5	R&V: Discuss literature set work (15 min); read a sonnet & discuss its key features and message (45 min) p. 107			<i>Shall I compare thee to a Summer's day?</i> CR pp. 85–87	Continue reading literature set work

Note: The extract from an autobiography that learners read on Day 3 is about Oscar Pistorius. You will need to briefly remind learners about what has happened to him since this extract was included in the Learner's Book.

SUCCESSFUL ENGLISH Week 3 Theme: Looking ahead

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (15 min); L&S: In a group talk about important decisions (5–10 min); R&V: Read & discuss a poem & begin to write answers to questions on language, rhyme, rhythm & theme (35–40 min) p. 109	194 195–196 Act. 1	109 109–110		LB pp. 194–195 Act. 1 R&V: Complete answers to questions on poem
2	R&V: Discuss & mark h/w (15 min); L&S: Listen to an interview & make notes on the content & on the language used; use the notes to participate in a class discussion about the interview (40 min); LSC: Listen to teacher's instructions of h/w task (5 min) p. 109	196 Act. 2	109–110 110		LB p. 197 Act. 3 LSC: Change sentences in direct speech into indirect speech
3	LSC: Discuss & mark h/w (10 min); R&V: Do pre- & during-reading activities on a photograph & an extract from an autobiography; begin to answer post-reading questions (50 min) p. 109	197 197–199 Act. 4	110 111		LB pp. 197–199 Act. 4 R&V: Complete answers to questions
4	R&V: Discuss & mark h/w (15 min); LSC: Revise adjectives, verb tenses, sentence types & paragraph types by answering questions; discuss & mark answers (40 min); listen to teacher's instructions for h/w task (5 min) p. 109	197–199 199–200 Act. 5	111 111–112		LB p. 200 Act. 6 LSC: Identify phrases & clauses in texts
5	LSC: Discuss & mark h/w (10 min); R&V/L&S: Learn about CVs & covering letters & participate in a group discussion about their purpose & contents (50 min)	200 200–201 Act. 7	112 112	Literature set work	Continue reading literature set work

Note: If your class does not have copies of the Core Reader, for the second half of the lesson on Day 5, continue reading and discussing the literature set work.

SUCCESSFUL ENGLISH Week 4 Theme continued: Looking ahead					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (10 min); W&P: Learn about the formats of a CV and covering letter; plan a CV & covering letter & begin to write the first draft of each one (50 min) p. 109	202–203 Act. 8	112–113		LB pp. 202–203 Act. 8 W&P: Complete first drafts of CV & covering letter
2	W&P: Exchange drafts with a partner; give each other feedback; revise, edit, proofread & write final version of CV & covering letter (60 min) p. 109	202–203 Act. 8	112–113 Rubric 34	Literature set work	Continue reading literature set work
3	R&V: Discuss literature set work (15 min); do pre- & during-reading tasks on visual & written texts & discuss answers to these tasks (45 min) p. 109	204–205 Act. 9	113–114	Literature set work	Continue reading literature set work
4	R&V: Write answers to questions on visual & written texts (55 min); listen to teacher's instructions for h/w task (5 min) p. 109	204–206 Act. 9	113–114		LB p. 206 Act. 9 & 10 R&V/LSC: If unfinished in class, complete answers to questions on texts; then do task on homophones & homonyms & polysemes
5	R&V/LSC: Discuss & mark h/w (30 min); R&V: Read & discuss a descriptive poem (30 min) p. 109	204–206	114 172	<i>Inside my Zulu hut</i> CR pp. 88–90 Literature set work	Continue reading literature set work

Note: On Day 2 while the learners are debating in groups of six, circulate among the groups to encourage learners and to informally assess how well they are debating.

SUCCESSFUL ENGLISH Week 5 Theme: Making choices					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (10 min); L&S: Talk about debates with a partner (5 min); listen to a radio debate; make notes while listening & use them to discuss the content of the debate (30 min); learn the structure of a formal debate & divide into groups of six – three learners per team of proposers & three learners per team of opposers (15 min) p. 110	208 208 Act. 1 209–210 Act. 2	116 116–117 117		LB pp. 209–210 Act. 2 L&S: Prepare ideas for team to use in the debate
2	L&S: In a team of three, decide which ideas each speaker will use (20 min); in a group of six, hold the debate (30 min); participate in a class discussion about the experience of debating (10 min) p. 110	209–210 Act. 2	117	Literature set work	Continue reading literature set work
3	R&V: Discuss literature set work (15 min); read a comic strip & begin to answer comprehension & language questions on it (45 min) p. 110	210–212 Act. 3	117–118		LB pp. 211–212 Act. 3 R&V: Complete answers to comprehension & language questions

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
4	R&V/L&S: Discuss & mark h/w (20 min); R&V: Read an extract from a biography & a poster; begin to answer questions on both (40 min) p. 110	212–213 212–215 Act. 4	117–118 118–119		LB pp. 212–215 Act. 4 R&V/LSC: Complete answers to Q 1a–m
5	R&V/LSC: Discuss & mark h/w (20 min); R&V/W&P: Revise summary writing & draft a summary of the extract from a biography (40 min) p. 110	214–215 215 Act. 4	118–119 119		LB p. 216 Act. 4 R&V/W&P: Write final version of summary

Note: If your class does not have copies of the Core Reader for the second part of the lesson on Day 5 continue reading and discussing the literature set work.

SUCCESSFUL ENGLISH Week 6 Theme continued: Making choices					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V/W&P: Discuss & mark summary (10 min); LSC: Learn about sound words in poetry & identify examples; discuss & mark answers (30 min); R&V: Read a poem & begin to answer questions on theme & sound words (20 min) p. 110	215 216–217 Act. 6 217–218 Act. 7	119 119 120		LB pp. 217–218 Act. 7 R&V: Complete answers to questions on poem
2	R&V: Discuss & mark h/w (15 min); W&P: Revise features of a narrative essay; plan & begin first draft of essay (45 min) p. 110	218 219–220 Act. 8	120 120–121		LB pp. 219–220 Act. 8 W&P: Complete first draft of essay
3	W&P: Exchange first draft with a partner & give each other feedback; revise, edit, proofread & write final version of narrative essay (60 min) p. 110	219–220 Act. 8	120–121 Rubric 33		LB p. 216 Act. 5 LSC: Write the correct forms of incorrectly spelled words
4	LSC: Discuss & mark h/w (5–10 min); R&V/L&S: Read a comic strip & discuss the humour in it (15 min); R&V: Revise key features of a novel; look at two illustrations from a teen novel; read an extract from a teen novel & begin to write answers to questions on it (35–40 min) p. 110	216 220 Act. 9 221–224 Act. 10	119 121 121–122		LB pp. 222–224 Act. 10 R&V: Complete answers to Q 1a–l
5	R&V: Discuss & mark h/w (20 min); read a poem that uses onomatopoeia & discuss questions on it (40 min) p. 110	223–224	121–122 172	<i>The sound of the stars</i> CR pp. 91–93 Literature set work	Continue reading literature set work

SUCCESSFUL ENGLISH Week 7 Theme: Talk through your differences

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (10 min); L&S: Talk with a partner about what you know about Nelson Mandela's inauguration (5 min); listen to part of President Mandela's inaugural address, take notes on the tone & content of the speech; use the notes to answer questions (45 min) p. 111	226 226–227 Act. 1	124 124–125	Literature set work	Continue reading literature set work
2	R&V: Discuss literature set work (10 min); revise features of short stories; read an extract from a short story; begin to answer questions on it (50 min) p. 111	227–230 Act. 2	125		LB pp. 227–230 Act. 2 R&V: Complete answers to questions on short story extract
3	R&V: Discuss & mark h/w (15 min); LSC: Replace phrases with single words; discuss & mark answers (15 min); R&V: Learn vocabulary & read a written text; begin to write answers to questions on it (30 min) p. 111	228–230 230 Act. 4 231–233 Act. 5	125 126 126		LB pp. 231–233 Act. 5 R&V: Complete answers to comprehension questions
4	R&V: Discuss & mark h/w (15 min); read four visual texts for information; discuss answers to the questions on these texts (40 min); LSC: Listen to teacher's instructions for h/w task (5 min) p. 111	231–233 233–236 Act. 6	126 126–127		LB p. 236 Act. 7 LSC: Identify attributive adjectives in sentences
5	LSC: Discuss & mark h/w (5–10 min); L&S: Learn how to make a prepared speech (15 min); R&V: Read a poem & answer questions on it including questions about literal & figurative meanings (35–40 min) p. 111	236 237 Act. 8 240–241 Act. 13	127 127 129		LB pp. 236–237 Act. 8 L&S: Prepare & practise a speech

Note: If your class does not have copies of the Core Reader for homework on Day 4 and class work on Day 5 continue reading the literature set work and doing activities based on it.

SUCCESSFUL ENGLISH Week 8 Theme continued: Talk through your differences

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	L&S: 20–25 learners present a 2–3 minute speech (60 min) p. 111	237 Act. 8	127	Literature set work	Continue reading literature set work
2	L&S: 20–25 learners present a 2–3 minute speech (60 min) p. 111	237 Act. 8	127	Literature set work	Continue reading literature set work
3	R&V: Discuss literature set work (15 min); W&P: Learn about features of invitations and replies; plan an invitation & a reply; begin writing first draft (45 min) p. 111	238–240 Act. 10 & 11	128		LB pp. 238–239 Act. 10 & 11 W&P: Complete first draft of invitation & reply
4	W&P: Exchange first draft with a partner & give each other feedback; revise, edit, proofread & write final version of invitation & reply (55 min); R&V: Listen to teacher's introduction to a short story with a first person narrator (5 min)	238–240 Act. 10 & 11	128	<i>A pound of flesh</i> CR pp. 123–127	Read a short story & prepare to answer questions on it
5	R&V: Write answers to questions on a short story; discuss & mark answers (60 min)		174–175	Literature set work	Continue reading literature set work

SUCCESSFUL ENGLISH Week 9 Theme: Tell your story

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (10 min); discuss questions on a photograph with a partner (5–10 min); L&S: Learn about storytelling & listen to teacher's instructions for storytelling task (10 min); R&V: Read a poem & begin to write answers to questions on it (35 min) p. 112	244 244–245 Act. 1 245–247 Act. 2	131 131 131–132		LB pp. 244–245 Act. 1 L&S: Prepare a story & practise telling it
2	L&S: In groups, tell each other a 5-minute story (60 min) p. 112	244–245 Act. 1	131		LB pp. 245–246 Act. 2 R&V: Finish answering questions on poem
3	R&V: Discuss & mark h/w on poem (20 min); L&S: With a partner, prepare a 2–3 minute dialogue to role play for the class (15 min); 8 pairs of learners role play a dialogue for the class (25 min) p. 112	245–247 248 Act. 4	132 132 132	Literature set work	Continue reading literature set work
4	L&S: Rest of class, in pairs, role play a dialogue (60 min) p. 112	248 Act. 4	132	Literature set work	Continue reading literature set work
5	R&V: Discuss literature set work (15 min); LSC: Revise & use interrogative, demonstrative & indefinite pronouns (15–20 min); W&P: Plan & begin writing first draft of a dialogue (25–30 min) p. 112	247–248 Act. 3 249–250 Act. 5	132 132–133		LB pp. 249–250 Act. 5 W&P: Complete first draft of dialogue

SUCCESSFUL ENGLISH Week 10 Theme continued: Tell your story

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	W&P: Exchange first draft with a partner & give each other feedback; revise, edit, proofread & write final version of a dialogue (60 min) p. 112	249–250 Act. 5	132–133	Literature set work	Continue reading literature set work
2	R&V: Revise key features of drama; read an extract from a script; begin to answer questions on it (60 min) p. 112	250–253 Act. 6	133–134		LB pp. 251–253 Act. 6 R&V: Complete answers to questions on script
3	R&V: Discuss & mark h/w (20 min); LSC: Learn about different types of paragraphs & complete a short paragraph writing task (40 min) p. 112	251–253 254–256 Act. 8	134 134	Literature set work	Complete reading of literature set work
4	R&V: Participate in final discussion of literature set work (30 min); R&V/LSC: Review term's work in preparation for test (30 min) p. 112				Revise for Term 3 test
5	Term 3 test				

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

SUCCESSFUL ENGLISH Week 11 Plan your week

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

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

Note 2: If your class does not have copies of the Core Reader, ask learners to continue reading the literature set work for h/w on Day 4 and prepare some activities for them to do on it for part of the lesson on Day 5.

Note 3: Note the homework task each day.

Note 4: Remember to plan times for the project to be explained, done and presented. You will have to use some time allocated for other purposes for this work.

TOP CLASS ENGLISH Week 1 Theme: The circle of life					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	Listen to teacher's feedback on mid-year examination papers (20 min); L&S: Learn about negotiation skills; listen to a dialogue involving negotiation, make notes & use these to discuss the dialogue (35 min); R&V: Listen to teacher's introduction to literature set work (5 min) p. 107	130 130–132 Act. A	97	Literature set work	Begin reading literature set work
2	R&V: Discuss literature set work (15 min); L&S: Revise how to hold a group discussion; learn some vocabulary about wills; participate in a group discussion about wills & testaments (45 min) p. 107	132 Act. B	97	Literature set work	Continue reading literature set work
3	R&V: Discuss literature set work (10 min); R&V/LSC: Learn about paragraph types; read a will and write answers to questions about it, including questions on paragraph types in it; discuss & mark answers (50 min) p. 107	134 133–135 Act. C	98	Literature set work	Continue reading literature set work
4	R&V: Discuss literature set work (10 min); R&V/LSC: Read a poem & write answers to questions on its structure, theme & the language used in it; discuss & mark answers (45 min); R&V: Listen to teacher's introduction to a short story (5 min) p. 107	135–136 Act. D	98	<i>Strange encounter</i> CR pp. 63–69	Read a short story & prepare to answer questions on it CR pp. 63–69
5	R&V: Discuss questions on short story (25 min); R&V/LSC: Read a cartoon & begin to answer comprehension & language questions on it (35 min) p. 108	136–137 Act. E	98–99 99–100		LB pp. 136–137 Act. E R&V/LSC: Finish answering questions on a cartoon

Note: If your class does not have copies of the Core Reader, for homework on Day 2 ask learners to continue reading the literature set work and prepare some questions on it for them to answer in the first part of the lesson on Day 3.

TOP CLASS ENGLISH Week 2 Theme continued: The circle of life					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V/LSC: Discuss & mark h/w (15 min); W&P/LSC: Revise sentence types; use guidelines provided to plan & begin drafting a will (45 min) p. 107	136–137 138 137–138 Act. F	99–100 100		LB pp. 137–138 W&P/LSC: Complete first draft of will
2	W&P: Exchange first draft with a partner & give each other feedback; revise, edit, proofread & write final version of a will (55 min); R&V: Listen to teacher's introduction to a poem (5 min) p. 107	137–138 Act. F	100 Rubric 187	<i>The sound of the stars</i> CR pp. 70–72	Read a poem & prepare to answer questions on it CR pp. 70–72

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
3	R&V: Discuss questions on poem (20 min); LSC: Revise conjunctions & transition words; use some of these words in sentences; discuss & mark answers (20 min); learn about paronyms, polysemes, homonyms & homophones & do a task based on them; discuss & mark answers (20 min) p. 107	138–139 Act. G 139 Act. H	99 100 100–101		LB pp. 139–140 Act. I LSC: Revise some spelling rules & correct spelling & punctuation errors in a paragraph
4	LSC: Discuss & mark h/w (15 min); revise phrases & clauses & identify them in sentences; discuss & mark answers (20 min); learn about the present perfect tense; identify verbs in present perfect tense; discuss & mark answers (25 min) p. 107	140 Act. J 140–141 Act. K	101 101–102	Literature set work	Continue reading literature set work
5	R&V: Discuss literature set work (15 min); LSC: Write a choice paragraph & read it to a group to get feedback (45 min) p. 107	141 Act. L	102		LB p. 142 Act. L LSC: Identify the correct homophone in sentences

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

TOP CLASS ENGLISH Week 3 Theme: The world of work

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	LSC: Discuss & mark h/w (10 min); L&S: Learn about interviews & talk with a partner about interviews (10 min); listen to an interview, take notes & use them to answer questions about the interview (40 min) p. 109	142 143 Act. A 143–144 Act. B	102 103 103–105	Literature set work	Continue reading literature set work
2	R&V: Discuss literature set work (15 min); L&S: With a partner discuss questions about a CV & covering letter & then participate in a whole class discussion of these questions (45 min) p. 109	144 Act. C	105	Literature set work	Continue reading literature set work
3	R&V/LSC: Read a short story & answer questions on milieu, characters & theme; direct speech & sentence types; discuss & mark answers (60 min) p. 109	145–147 Act. E	105–106	Literature set work	Continue reading literature set work
4	R&V: Discuss literature set work (10 min); read a poem; discuss questions on it with a partner; participate in whole class discussion of the poem (45 min); listen to teacher's introduction to another poem (5 min) p. 109	147–148 Act. F	106	<i>Preludes</i> CR pp. 73–76	Read the information about a poet and a poem; read an extract from the poem & prepare to answer questions on it
5	R&V: Discuss questions on a poem, including questions on structure & figures of speech (30 min); LSC: Learn a spelling rule for prefixes; form antonyms by using prefixes; choose the correct homophone; discuss & mark answers & listen to instructions for h/w task (30 min) p. 109	152 Act. J 153 Act. K Q 1	107 108 109		LB p. 153 Act. K Q 2 LSC: Write sentences to show the different meanings of five homonyms

TOP CLASS ENGLISH Week 4 Theme continued: The world of work					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	LSC: Discuss & mark h/w on homonyms (10 min); R&V: Read two advertisements & answer questions on visual elements & words ; discuss & mark answers (45 min); LSC: Listen to teacher's instruction for h/w task (5 min) p. 109	152 148–149 Act. G	109 107		LB p. 153 Act. L LSC: Write sentences with verbs in future tense
2	LSC: Discuss & mark h/w (5 min); W&P: Read a covering letter and CV; plan & begin to write first drafts of each (55 min) p. 109	153 149–152 Act. H	109 108		LB p. 152 W&P: Complete first draft of covering letter & CV
3	W&P: Exchange first draft with a partner & give each other feedback; revise, edit, proofread & write final version of a covering letter & CV (60 min) p. 109	149–152 Act. H	108	Literature set work	Continue reading literature set work
4	R&V: Discuss literature set work (20 min); LSC/W&P: Learn about paragraph types & identify an example of a paragraph type (20 min); LSC: Revise phrases & clauses & identify examples in sentences ; discuss & mark answers (20 min) p. 109	153–154 Act. M 154–155 Act. N	109 110	Literature set work	Continue reading literature set work
5	R&V: Discuss literature set work (20 min); LSC: Write sentences using adjectives ; discuss & mark sentences (25 min); identify antonyms ; discuss & mark answers (15 min) p. 109	155 Act. O 155 Act. O	110 110	Literature set work	Continue reading literature set work

TOP CLASS ENGLISH Week 5 Theme: The wishes of women					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (10 min); L&S: Learn about terms used in debating; listen to a radio debate & complete a table while listening; discuss the table in a group (50 min) p. 110	156 156–157 Act. A	111–113	Literature set work	Continue reading literature set work
2	R&V: Discuss literature set work (10 min); W&P/LSC: Learn about conjunctions & transition words in order to use them in writing a choice or an evaluation paragraph for h/w (15 min); L&S: Learn about the structure of a formal debate; in groups of seven, prepare for debates (35 min) p. 110	157 Act. B 158–159	113 113–114		LB p. 157 Act. B W&P/LSC: Write a choice or evaluation paragraph
3	L&S: 3 groups of 7 present a 15–20 minute debate (60 min) p. 110	158–159	113–114	Literature set work	Continue reading literature set work
4	L&S: 3 groups of 7 present a 15–20 minute debate (60 min) p. 110	158–159	113–114	Literature set work	Continue reading literature set work
5	L&S: If necessary, final groups present debate; W&P/LSC: Read & discuss choice or evaluation paragraphs; R&V: Discuss literature set work (60 min)	158–159 157	113–114		LB pp. 159–160 Act. D R&V: Prepare to read folklore by reading about milieu & the role of women in the Middle Ages

TOP CLASS ENGLISH Week 6 Theme continued: The wishes of women

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Read an extract from a folktale & answer questions on the story ; discuss & mark answers; note h/w task (60 min) p. 110	160–161 Act. E	114–115		LB p. 162 Act. G R&V/W&P: Write a short plot summary
2	R&V/W&P: Discuss & mark summary (10 min); R&V: Learn about literary devices; read a poem & begin to answer questions on it (50 min) p. 110	162 164 162–165 Act. H	116 116–117		LB pp. 162–165 Act. H R&V: Complete answers to questions
3	R&V: Discuss & mark h/w (20 min); W&P: Plan & begin to write first draft of a reflective essay (40 min) p. 110	165–167	117 Rubric 185		LB pp. 165–167 W&P: Complete first draft of reflective essay
4	W&P: Exchange first draft with a partner & give each other feedback; revise, edit, proofread & write final version of a reflective essay (60 min) p. 110	165–167	117 Rubric 185	<i>Sir Gawain and the Lady Ragnell</i> CR pp. 77–85	Begin reading the rest of the folktale <i>Sir Gawain and the Lady Ragnell</i> CR pp. 77–85
5	LSC: Revise sentence types & identify them in sentences ; discuss & mark answers (15 min); revise tenses & choose correct tenses in sentences ; discuss & mark answers (15 min); use punctuation & spelling correctly ; discuss & mark answers (20 min); change statements into questions ; discuss & mark answers (10 min) p. 110	167–168 Act. J–M	117–118	<i>Sir Gawain and the Lady Ragnell</i> CR pp. 77–85	Finish reading the folktale <i>Sir Gawain and the Lady Ragnell</i> CR pp. 77–85 & prepare to discuss the questions on pp. 84–85

Note: If you have more than 45 learners in your class you may need to listen to some of the prepared speeches at break or after school.

TOP CLASS ENGLISH Week 7 Theme: Going places

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss questions on a folktale (15 min); L&S: Discuss some questions in a group (5 min); learn about powerful language (5–10 min); scan questions, listen to a speech, make notes & use them to begin to answer questions (30–35 min) p. 111	169 169–170 170 Act. A	115–116 119 119–120		LB p. 170 Act. A L&S: Use notes to finish answering questions
2	L&S: Discuss h/w (15 min); W&P/L&S: Learn how to do some research, including how to interview people; prepare questions & a survey form (30 min); LSC: Work with adjectives ; discuss & mark answers (15 min) p. 111	170 170–171 Act. B 180 Act. H	120 120 123–124		LB pp. 170–171 Act. B L&S: Conduct five interviews & record answers on survey sheet
3	L&S: Share survey results with a group & discuss each group member's findings (20 min); use information from the survey & discussion to write a 2–3 minute speech (35 min); discuss the notes on making a speech (5 min) p. 111	170–171 172	120		LB p. 172 L&S: Practise making a prepared speech
4	L&S: 20–25 learners make a 2–3 minute speech (60 min) p. 111	172	Rubric 121	Literature set work	Continue reading literature set work
5	L&S: 20–25 learners make a 2–3 minute speech (60 min) p. 111	172	Rubric 121	Literature set work	Continue reading literature set work

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

TOP CLASS ENGLISH Week 8 Theme continued: Going places					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (10 min); read an extract from a youth novel & write answers to Q 3a–n ; discuss & mark answers (50 min) p. 111	172–174 Act. D	121–122		LB pp. 173–175 Act. D R&V/W&P: Answer Q 4 by writing a summary
2	R&V/W&P: Discuss & mark summary (10 min); R&V: Read a poem & discuss answers to questions as a class (40 min); W&P: Choose to write a choice or classification or description paragraph & begin planning it (10 min) p. 111	174 175–176 Act. E 177–178 Act. F	122 122–123 123		LB p. 177 Act. F W&P: Write a paragraph
3	W&P: Read paragraphs to each other in a group & give each other feedback (15 min); learn about the language and layout of an invitation card and an acceptance card; plan & begin first draft of both cards (45 min) p. 111	177–178 178–179 Act. G	123 123		LB pp. 178–179 Act. G W&P: Complete first draft of invitation & acceptance cards
4	W&P: Exchange first draft with a partner & give each other feedback; revise, edit, proofread & write final version of invitation & acceptance card (55 min); listen to teacher's introduction to a poem (5 min) p. 111	178–179 Act. G	123	<i>Windy nights</i> CR pp. 91–92	R&V: Read a poem & prepare to answer questions on it
5	R&V: Discuss questions on poem (15 min); LSC: Use vocabulary & spelling correctly ; discuss & mark answers (45 min) p. 111	180–182 Act. I–K	123 124	Literature set work	Continue reading literature set work

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

TOP CLASS ENGLISH Week 9 Theme: Grandparents are great					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (10 min); L&S: Talk in a group about stories (10 min); L&S/R&V: Revise the structure of stories & storytelling skills & note h/w task (15 min); R&V: Prepare to read an extract from a play; read the extract (25 min) p. 112	183 183–184 Act. A 184–186 Act. B	125 125 125–126		LB p. 184 Act. A L&S: Prepare & practise a 2–3 minute story to tell a group
2	L&S: In groups of five, tell a story to each other (25 min); R&V: Write answers to Q a–f on the extract from a play ; discuss & mark answers (35 min) p. 112	184 Act. A 184–187 Act. B	125 126		LB p. 187 Act. B LSC: Revise pronouns & answer Q G
3	LSC: Discuss & mark h/w (5 min); R&V: Read a poem & discuss answers to questions on message, mood, structure & language use (40 min); LSC: Use one word for a phrase ; discuss & mark answers (15 min) p. 112	187 187–189 Act. C 189 Act. D	126 128–129 129	<i>Gran can you rap?</i> CR pp. 93–96	R&V: Read the poem, noting its rhythm & prepare to answer the questions on p. 93

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
4	R&V: Discuss rap poem (15 min); W&P: Decide on a story with two characters to role play in pairs; learn how to write dialogue; plan & begin first draft of a dialogue – each partner writes a draft dialogue (45 min) p. 112	194–195 Act. I	130 131		LB pp. 194–195 Act. I W&P: Complete first draft of dialogue
5	W&P: Exchange first draft with partner & give each other feedback; revise, edit, proofread & write final version & decide which of the two written role plays to perform for the class (60 min) p. 112	194–195 Act. I	131		LB p. 194 Act. J L&S: Practise a 2–3 minute role play

TOP CLASS ENGLISH Week 10 Theme continued: Grandparents are great

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	L&S: Half the class presents 2–3 minute role plays in pairs (60 min) p. 112	196 Act. J	131	Literature set work	Continue reading literature set work
2	L&S: The rest of the class presents 2–3 minute role plays in pairs (60 min) p. 112	196 Act. J	131	Literature set work	Complete reading of literature set work
3	R&V: Participate in final discussion of literature set work (30 min); LSC: Work with spelling patterns & discuss & mark answers (15 min); revise transitive & intransitive verbs & identify them in sentences; discuss & mark answers (15 min) p. 112	196 Act. K 196 Act. L	131–132 132		LB p. 197 Act. M LSC: Identify pronouns & finite or non-finite verbs in sentences
4	LSC: Discuss & mark h/w (10 min); R&V/LSC: Do short comprehension & language test for revision purposes; discuss & mark answers (50 min) p. 112	197 189–191	132 130		Revise for Term 3 test
5	Term 3 test				

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

TOP CLASS ENGLISH Week 11 Plan your week

1.8 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; Act. = Activity.

Note 2: Note the homework task each day.

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

VIA AFRIKA Week 1 Theme: Getting what you want					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	Listen to teacher's feedback on mid-year examination papers (25 min); L&S: Learn about negotiation skills (10 min); L&S/LSC: Listen to a dialogue & identify negotiation skills used in it; begin to answer language questions based on it (25 min) p. 107	126–128 128 Act. 1	185 186–187		LB p. 128 Act. 1 LSC: Complete activities on past tense & sentence types
2	LSC: Discuss & mark h/w (10 min); L&S: Listen to information about a will & make notes; use notes to participate in a group discussion about wills (35 min); R&V: Listen to teacher's introduction to literature set work (15 min) p. 107	128 129 Act. 2	187 188	Literature set work	R&V: Begin reading literature set work
3	R&V: Discuss literature set work (10 min); read information about wills; learn some vocabulary; do pre-reading activities on a will & discuss them (30 min); read a will & begin to write answers to questions 1–9 (20 min) p. 107	129–130 Act. 3 131–133 Act. 4	189		LB pp. 131–133 Act. 3 R&V: Complete answers to Q 1–9
4	R&V: Discuss & mark h/w (15 min); LSC: Write answers to language questions on a will (concrete & abstract nouns, adjectives, active & passive voice, homonyms, homophones, paronyms); discuss & mark answers (45 min) p. 107	131–133 Act. 4	190–191	Literature set work	R&V: Continue reading literature set work
5	R&V: Discuss literature set work (15 min); W&P: Plan to write a will & begin to write first draft (45 min) p. 107	134 Act. 5	191–192		LB p. 134 Act. 5 W&P: Complete first draft of will

Note: If your class does not have copies of the Core Reader, ask learners to continue reading the literature set work in class on Day 5, and set some activities on it.

VIA AFRIKA Week 2 Theme continued: Getting what you want					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	W&P: Exchange first draft with partner & give each other feedback; revise, edit, proofread & write final version of a will (60 min) p. 107	134 Act. 5	191–192	Literature set work	R&V: Continue reading literature set work
2	R&V: Discuss literature set work (10 min); R&V/W&P: Learn about rhythm & typography in poetry; read a cinquain & read a concrete poem; in a small group answer questions on poems & note h/w task (45 min) p. 107	135–136 Act. 6	192–193		LB p. 136 Act. 6 W&P: Write a cinquain or a concrete poem

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
3	W&P: Take turns to read h/w poem in a group of five (20 min); R&V: Learn about cartoons & irony; read a cartoon & begin to answer comprehension questions on it (40 min) p. 108	135–136 137–138 Act. 7	192–193 193–194		LB pp. 137–138 Act. 7 R&V: Complete answers to questions on a cartoon
4	R&V: Discuss & mark h/w (15–20 min); LSC: Learn a spelling rule; revise the distinction between phrases & clauses; write answers to language questions ; discuss & mark answers (40–45 min) p. 107	137–138 138–139 Act. 8	193–194 194–195	Literature set work	R&V: Continue reading literature set work
5	R&V: Discuss literature set work (15 min); read & discuss a poem (45 min) p. 107		196–197	<i>The moon is...</i> CR pp. 107–109 Literature set work	R&V: Continue reading literature set work

VIA AFRIKA Week 3 Theme: Doing what it takes

Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (15 min); R&V/L&S: Read information about a CV & covering letter & discuss the information in a group (15 min); L&S: Listen to a job interview & make notes to use in a group discussion (30 min) p. 109	140–142 Act. 1 142–143 Act. 2	201 202	Literature set work	R&V: Continue reading literature set work
2	R&V: Discuss literature set work (15 min); L&S: Participate in a group discussion of answers to questions based on the listening text (20 min); R&V: Do pre-reading activities on the cover of a youth novel & on an extract from it ; discuss & mark answers (25 min) p. 109	142–143 Act. 2 143–144 Act. 3	202 203–204	Literature set work	R&V: Continue reading literature set work
3	R&V: Discuss literature set work (15 min); R&V: Read the extract from a youth novel & begin to answer comprehension & language questions on it (45 min) p. 109	144–146 Act. 4	204–205		LB pp. 144–146 R&V/LSC: Complete answers to questions
4	R&V/LSC: Discuss & mark h/w (20 min); W&P: Follow the instructions for preparing a CV; plan a CV & begin writing the first draft (40 min) p. 109	143–144 146–147 Act. 5	204–205 206		LB pp. 146–147 W&P: Complete first draft of CV
5	W&P: Exchange first draft with a partner & give each other feedback; revise, edit, proofread & write final version of a CV (60 min) p. 109	146–147 Act. 5	206	Literature set work	R&V: Continue reading literature set work

Note 1: If your class does not have copies of the Core Reader, ask learners to continue reading the literature set work for homework on Day 4, and set some activities on it to do in class on Day 5.

Note 2: The Learner's Book includes a second activity on writing a CV and covering letter at the end of Week 8. Learners must be taught how to write a CV and covering letter in Weeks 3–4 (a CAPS requirement), but teachers can choose whether to do the Formal Assessment Task in Week 4 or Week 8.

VIA AFRIKA Week 4 Theme continued: Doing what it takes					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (15 min); W&P: Plan & write first draft of a covering letter (45 min) p. 109	148 Act. 6	206–207		LB p. 148 Act. 6 W&P: Revise first draft of covering letter
2	W&P: Edit, proofread and write final version of covering letter (40 min); R&V: Revise repetition; scan & skim a poem & answer questions (20 min) p. 109	148 Act. 6 148 Act. 7	206–207 207	Literature set work	R&V: Continue reading literature set work
3	R&V: Answer questions on a poem; discuss & mark answers (35 min); discuss literature set work (25 min) p. 109	148 Act. 7	207	Literature set work	R&V: Continue reading literature set work
4	R&V: Discuss literature set work (15 min); LSC: Revise passive voice; learn a spelling pattern; complete a language activity; discuss & mark answers (40 min); R&V: Listen to teacher's introduction to a short story (5 min) p. 109	149–150 Act. 8	208	<i>Uncle Podger</i> CR pp. 73–76	R&V: Read a short story CR pp. 73–76 & prepare to answer questions on it
5	R&V: Write answers to questions on short story; discuss & mark answers (60 min) p. 109		209	Literature set work	R&V: Continue reading literature set work

VIA AFRIKA Week 5 Theme: Looking after the planet					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (10 min); L&S: Learn about debates & listen to a radio debate; make notes & use them to answer questions in a group (50 min) p. 110	151–152 Act. 1	215 215–218	Literature set work	R&V: Continue reading literature set work
2	L&S: Learn the conventions of debating (20 min); work in groups of seven to choose a debate topic, three proposers, three opposers & a chairperson to debate the topic & begin planning the debate (20 min); R&V: Look at visuals to make predictions about a fable & discuss predictions (20 min) p. 110	153 Act. 2 154 Act. 3	218 219		LB pp. 153–154 Act. 2 L&S: Prepare speech for debate on Day 5
3	R&V: Read a fable & answer Q 1–7 & question 10; discuss & mark answers (60 min) p. 110	155–156 Act. 4	219–221		LB p. 156 Act. 4 W&P/LSC: Write a short dialogue in direct speech & write a short summary
4	W&P/LSC: Discuss & mark h/w (15 min); R&V: Learn about sound patterns in poetry; read an amusing poem & in a group discuss questions about sound patterns & personification (45 min) p. 110	155–156 157 Act. 5	221–222		LB pp. 153–154 Act. 2 L&S: Practise speech for debate on Day 5
5	L&S: In groups of seven participate in debates (45 min); participate in a class discussion on the experience of debating (15 min)	153 Act. 2	218	Literature set work	R&V: Continue reading literature set work

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

VIA AFRIKA Week 6 Theme continued: Looking after the planet					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (15 min); W&P: Learn about reflective essays; plan & begin writing first draft of essay (45 min) p. 110	159	222–223		LB p. 159 Act. 6 W&P: Complete first draft of reflective essay
2	W&P: Exchange first draft with a partner & give each other feedback; revise, edit, proofread & write final version of a reflective essay (60 min) p. 110	159	222–223	Literature set work	R&V: Continue reading literature set work
3	R&V: Discuss literature set work (10 min); L&S: In pairs, plan & practise a 2–3 minute role play to present to the class (20 min); LSC: Revise conjunctions & transition words; revise suffixes; complete a language task; discuss & mark answers (30 min) p. 110	159 160 Act. 7	223 224–225		LB p. 159 L&S: Practise role play
4	L&S: Half the class presents 2–3 minute role plays in pairs (55 min); R&V: Listen to teacher's introduction to folktale (5 min) p. 110	159	Rubric 224–225	<i>Why crocodile has no tongue</i> CR pp. 46–52	Begin reading folktale <i>Why crocodile has no tongue</i> CR pp. 46–52
5	L&S: Rest of the class presents 2–3 minute role plays in pairs (60 min) p. 110	159	Rubric 224	<i>Why crocodile has no tongue</i> CR pp. 46–52	Finish reading folktale <i>Why crocodile has no tongue</i> CR pp. 46–52 & prepare to answer questions on it

Note: If you have more than 45 learners in your class you may need to listen to some of the prepared speeches at break or after school.

VIA AFRIKA Week 7 Theme: Rain and more rain					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss questions on folktale (15 min); L&S: Read information about language & power, bias, stereotyping & prejudice (15 min); listen to a speech & make notes in order to answer questions (30 min) p. 111	161–162 163 Act. 1	225–226 231 231–232		LB p. 163 Act. 1 L&S: Use notes to write answers to Q 1a–d
2	L&S: Discuss & mark answers (10 min) & then discuss Q 3 & 4 in a group (15 min); learn how to prepare for & make a 2–3 minute prepared speech (15 min); R&V: With a partner make predictions about a youth novel based on its cover & answer some questions (20 min) p. 111	163 163 163–164 Act. 2 164–165 Act. 3	231–232 232–233 233		LB pp. 163–164 Act. 2 L&S: Do research for a speech
3	R&V: Read an extract from a youth novel & write answers to comprehension & language questions 1 to 7 ; discuss & mark answers (60 min) p. 111	165–167 Act. 4	234		LB pp. 163–164 Act. 2 L&S: Prepare & practise speech
4	L&S: 20–25 learners make a 2–3 minute prepared speech (60 min) p. 111	163–164 Act. 2	232–233 Rubric 309		LB pp. 165–167 Act. 4 R&V/W&P: Write a summary of the extract from a youth novel
5	L&S: 20–25 learners make a prepared speech (60 min) p. 111	163–164 Act. 2	232–233 Rubric 309	Literature set work	R&V: Continue reading literature set work

Note 1: If your class does not have copies of the Core Reader, ask learners to continue reading the literature set work for homework on Days 3 and 4, and prepare activities on it for classwork on Day 5.

VIA AFRIKA Week 8 Theme continued: Rain and more rain					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V/W&P: Discuss & mark summary of extract from youth novel (10–15 min); R&V: Discuss literature set work (10 min); learn about how typography, onomatopoeia, repetition & rhythm contribute to meaning in a poem; read a poem & discuss questions on it (45–50 min) p. 111	167 168–170 Act. 5	234 235	Literature set work	R&V: Continue reading literature set work
2	R&V: Discuss literature set work (15 min); W&P: Learn about invitation & acceptance cards; plan & begin to write first draft of an invitation & acceptance card (45 min) p. 111	170–171 Act. 6	235–236		LB pp. 170–171 W&P: Complete first draft of invitation & acceptance card
3	W&P: Exchange first draft with a partner & give each other feedback; revise, edit, proofread & write final version of an invitation & acceptance card (55 min); listen to teacher's introduction to a folktale (5 min) p. 111	170–171 Act. 6	235–236	<i>The man with the big lips</i> CR pp. 15–21	R&V: Begin reading folktale <i>The man with the big lips</i> CR pp. 15–21
4	LSC: Learn about the following: attributive adjectives, types of paragraphs, words for phrases & spelling patterns; complete tasks on words & sentences; discuss & mark tasks (60 min) p. 111	172–173 Act. 7	238	<i>The man with the big lips</i> CR pp. 15–21	R&V: Complete reading folktale <i>The man with the big lips</i> CR pp. 15–21 & prepare to answer questions on it
5	R&V: Discuss questions on folktale (30 min); continue reading & discussing literature set work (30 min) p. 110		238–239	Literature set work	R&V: Continue reading literature set work

VIA AFRIKA Week 9 Theme: The stories we tell					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (15 min); L&S: Learn about storytelling; in a group of five, plan & practise a 5-minute story to tell the class (45 min) p. 112	174–176 Act. 1	244–245	Literature set work	R&V: Continue reading literature set work
2	L&S: In a group of five, tell a 5-minute story to the class; if time allows, have a class discussion about the stories (60 min) p. 112	174–176 Act. 1	245–246	Literature set work	R&V: Continue reading literature set work
3	R&V: Discuss literature set work (15 min); LSC: Learn about moods in sentences; learn about interrogative, demonstrative & indefinite pronouns; complete a paragraph by using pronouns correctly; discuss & mark answers (45 min) p. 112	176–177 177 Act. 3	246		LB pp. 178 Act. 4 LSC: Replace a phrase with a word; learn a spelling pattern
4	LSC: Discuss & mark h/w (5 min); R&V: Learn about drama & learn about Shakespeare; skim, scan & then read intensively an extract from a play; begin to answer comprehension questions on the extract (55 min) p. 112	178 178–182	247 247–248		LB pp. 180–182 R&V: Complete answers to questions on an extract from a play
5	R&V: Discuss & mark h/w (15 min); read a poem & write answers to questions on its shape, metaphors & meaning; discuss & mark answers (45 min) p. 112	180–182 183–184 Act. 5	248 248–249	Literature set work	R&V: Continue reading literature set work

Note: On Day 4, the number of minutes available for final discussion of the literature set work and of the structure of the term test will depend on how many learners still need to present their role-plays.

VIA AFRIKA Week 10 Theme continued: The stories we tell					
Day	CAPS content and activities	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (10 min); L&S/W&P: Learn about writing a dialogue & about role playing a dialogue; with a partner, plan a 2–3 minute dialogue to present to the class & begin writing first draft (50 min) p. 112	185 Act. 7 184–185 Act. 6	250 249		LB pp. 184–185 L&S/W&P: Complete first draft of written dialogue
2	W&P: Exchange first draft with partner & give each other feedback; revise, edit, proofread & write final version (45 min); L&S: Decide which of the two dialogues to role play for the class & practise it (15 min) p. 112	184–185 Act. 7 185 Act. 6	250	Literature set work	R&V: Continue reading literature set work
3	L&S: In pairs, present 2–3 minute role plays to the class (60 min) p. 112	185 Act. 6	249	Literature set work	R&V: Complete reading of literature set work
4	L&S: Rest of class present role plays; R&V: Final discussion of literature set work & of focus of term test (60 min) p. 112	185	249		Revise for Term 3 test
5	Term 3 test				

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

VIA AFRIKA Week 11 Plan your week

2. PLANNERS FOR TERM 4

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; Act. = Activity.

Note 2: Please notice the explanation for the theme on p. 192 of the Teacher's Guide, and share this with learners. There is no explanation in the Learner's Book, and the theme is not obvious in many of the activities.

Note 3: Note the homework task each day.

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

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

CLEVER ENGLISH Week 2 Theme continued: Business is business					
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (15 min); skim & scan an article to answer Q 1 & 2; read the article in detail & write answers to Q 3–7; discuss & mark answers (45 min) p. 114	225–226 Act. 7	199–200		LB pp. 225–226 Act. 7 R&V: Write an answer to Q 8
2	R&V: Work with a partner to compare answers to Q 8 & then answer Q 9 (20 min); L&S: Participate in a class discussion of Q 10 (10 min); W&P: Learn about features of a letter of application; plan & begin to write first draft (30 min) p. 114	225–226 Act. 7 227–228 Act. 8	199–200 200–201		LB pp. 227–228 Act. 8 W&P: Complete first draft of application letter
3	W&P: Exchange first draft with a partner & give each other feedback; revise, edit, proofread & write final version of letter (55 min); R&V: Listen to teacher's introduction to <i>Last year's coat</i> CR pp. 75–78 (5 min) p. 114	227–228 Act. 8	200–201	<i>Last year's coat</i> CR pp. 75–78 & 89	R&V: Read: <i>Last year's coat</i> CR pp. 75–78 & prepare to answer the questions on p. 89
4	R&V: Discuss questions on <i>Last year's coat</i> CR pp. 75–78 (20 min); LSC: In a text, write the correct form of verbs in passive voice; discuss & mark answers (20 min); LSC: Rewrite direct speech in indirect (reported) speech; discuss & mark answers (20 min) p. 114	229 Act. 9 229–230 Act. 10	203–204 201 202	Literature set work	R&V: Continue reading literature set work
5	R&V: Discuss literature set work (15 min); LSC: Learn about ambiguity & learn a spelling rule; correct spelling errors & ambiguity in sentences; discuss & mark answers (45 min) p. 114	230 Act. 11	202		LB p. 231 LSC: Read the information about slang & clichés & write two examples of each to bring to class

Note: If you choose to use the group discussion for Formal Assessment Task 12, you will need to move from group to group making notes while learners are speaking.

CLEVER ENGLISH Week 3 Theme: Make your mark					
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
1	LSC: Discuss examples of slang & clichés (10 min); LSC/L&S: Learn new vocabulary & participate in a group discussion based on a photograph; (15 min); L&S: Listen to an interview (dialogue) & note tone & register; take notes & use these to begin to write answers to questions on the interview (35 min) p. 115	231 232–233 Act. 1 233–234 Act. 2	207 207–208		LB p. 234 Act. 2 L&S: Complete answers to questions on an interview
2	L&S: Discuss & mark homework (10–15 min); LSC: Revise proper nouns (5 min); L&S: Revise rules for group discussion; work in a group to prepare notes & then use them in a group discussion; reach a consensus for the group leader to report to the class in the next lesson (40–45 min) p. 115 Note: The group discussion can be assessed for Formal Assessment Task 12	234 234 234–235 Act. 3	208 208–209	Literature set work	R&V: Continue reading literature set work

Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
3	L&S: Group leaders report to the class on consensus reached in discussion (15–20 min); LSC/R&V: Learn new vocabulary; read an extract from a youth novel; begin to write answers to literary features in the extract (40–45 min) p. 115	234–235 Act. 3 236–238 Act. 4 & 5	208–209 209–210		LB pp. 237–238 Act. 5 R&V: Complete answers to questions on extract from a novel
4	R&V: Discuss & mark homework (15–20 min); read a poem & begin to answer questions on it (40–45 min) p. 115	238 238–240 Act. 6	210 211		LB pp. 239–240 Act. 6 R&V: Complete answers to questions on poem
5	R&V: Discuss & mark homework (15–20 min); read a cartoon strip & begin to answer questions on it (40–45 min) p. 115	240 240–241 Act. 7	211 212		LB pp. 240–241 Act. 7 R&V: Complete answers to questions on cartoon strip

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

CLEVER ENGLISH Week 4 Theme continued: Make your mark

Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss & mark homework (15–20 min); W&P: Learn about the features of emails; plan an email & begin writing first draft (40–45 min) p. 115	240 242 Act. 8	212 212–213		LB p. 242 Act. 8 W&P: Complete first draft of email
2	W&P: Exchange first draft of email with a partner & give each other feedback; revise, edit, proofread & write final version of email (55 min); R&V: Listen to teacher's introduction to <i>Warthog's walk</i> CR pp. 34–37 & p. 43 (5 min) p. 115	242 Act. 8	212–213	<i>Warthog's walk</i> CR pp. 34–37 & 43	R&V: Read: <i>Warthog's walk</i> CR pp. 34–37 & prepare to answer questions on p. 43
3	R&V: Discuss questions on <i>Warthog's walk</i> CR pp. 34–37 & p. 43 (20 min); LSC: Learn about abbreviations (10–15 min); revise nouns & gerunds; use them correctly in sentences ; discuss & mark answers (20 min); discuss & learn a spelling rule (5–10 min) p. 115	243 244 Act. 8 244	216 214 214	Literature set work	R&V: Continue reading literature set work
4	R&V: Discuss literature set work (15 min); LSC: Use complex nouns creatively ; discuss & mark answers (30 min); learn how to order information (10 min); R&V: Listen to teacher's introduction to <i>Grave of unknown whiteman</i> CR p. 100 (5 min) p. 115	245 Act. 10 245	214–215 215	<i>Grave of unknown whiteman</i> CR pp. 100 & 104	R&V: Read: <i>Grave of unknown whiteman</i> CR p. 100 & prepare to answer the questions on p. 104
5	R&V: Discuss questions on <i>Grave of unknown whiteman</i> CR p. 100 (25 min); LSC: Reorganise information in two paragraphs according to chronological & spatial order ; discuss & mark answers (35 min) p. 115	245–246 Act. 11	217–218 215	Literature set work	R&V: Continue reading literature set work

Note 1: In preparation for the conversation about photographs, you will need to cut enough images out of newspapers or magazines for each learner in your class to have one.

Note 2: If you choose to use the conversation about photographs for Formal Assessment Task 12, you will need to move from group to group making notes while learners are speaking.

CLEVER ENGLISH Week 5 Theme: Memories					
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (10 min); L&S/R&V: In groups of five, read some drawings & talk about them (10–15 min); L&S: In groups of five, participate in a conversation about a photograph (40–45 min) p. 116 Note: Participation in a conversation can be assessed for Formal Assessment Task 12	247 248 Act. 1	220	Literature set work	R&V: Continue reading literature set work
2	L&S/R&V: In groups of five, read aloud a script (dialogue), each taking one role (10 min); L&S/W&P: In the same group of five, prepare & practise a 2–3 minute role play (20 min); perform the role play for the class (30 min) p. 116	248–249 Act. 2 249 Act. 2	220	Literature set work	R&V: Continue reading literature set work
3	R&V: Discuss literature set work (10 min); revise features of a short story; learn some vocabulary; read an extract from a short story; begin to write answers to comprehension questions on it (50 min) p. 116	250 Act. 3	221–222		LB pp. 251–252 Act. 3 R&V: Complete answers to questions on a short story
4	R&V: Discuss & mark homework (15 min); read a poem & note typography, figures of speech, mood & theme; begin to write answers to questions on the poem (45 min) p. 116	252 253–254 Act. 4	222 222–223		LB pp. 253–254 Act. 4 R&V: Complete answers to questions on a poem
5	R&V: Discuss & mark homework (15 min); R&V/W&P: Re-read the short story extract & write a point-form summary of paragraphs 5–12; discuss & mark summary (45 min) p. 116	254 255 Act. 6	223 224	Literature set work	R&V: Continue reading literature set work

Note: Most of the content and activities for the lesson on Day 3 and for homework on Day 3 come from Weeks 7 and 8 in the Learner's Book. The content for the final lesson on Day 5 also comes from the final section (summative assessment) in the Learner's Book.

CLEVER ENGLISH Week 6 Theme continued: Memories					
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (15 min); W&P: Learn about features of diaries; read & discuss an example of a diary entry; plan a diary entry & begin writing a first draft (45 min) p. 116	255–256 Act. 7	224–225		LB pp. 255–256 Act. 7 W&P: Complete first draft of diary entry
2	W&P: Exchange first draft of diary entry with a partner & give each other feedback; revise, edit, proofread & write final version of diary entry (60 min) p. 116	255–256 Act. 7	224–225	Literature set work	R&V: Complete reading of literature set work
3	R&V: Participate in final discussion of literature set work (20 min); revise features of plays, short stories, novels & fables & answer questions on features of these genres; discuss & mark answers (40 min) p. 117	268–270 Act. 6	232–233		LB pp. 270–272 R&V: Revise features of poetry & answer questions on a poem

Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
4	R&V: Discuss & mark homework (25 min); LSC: Revise cause & effect sentences; complete & mark six sentences (20 min); revise vocabulary (15 min) pp. 116–117	271 250–260 Act. 10 261 Act. 12	233–234 225 236		R&V/W&P/LSC: Read through textbook & note any questions to ask teacher
5	Revision				R&V/W&P/LSC: Revise for end-of-year examinations

CLEVER ENGLISH Weeks 7–9 Completion of work, revision and formal assessments – Plan your programme

Use this time to complete work and oral assessments, for revision, and for learners to write the writing paper (Task 13) and then the end-of-year examination (Task 14).

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; Act.= Activity.

Note 2: Note the homework task each day.

ENGLISH TODAY Week 1 Theme: Use your opportunities					
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
1	Listen to teacher's feedback on Term 3 test (20 min); L&S: In a small group, discuss questions about a photograph (10 min); listen to a fable; take notes & use them to begin to answer to questions (30 min) p. 114	218 218 Act. 1	120 121		LB p. 218 Act. 1 L&S: Complete answers to questions on fable (using notes)
2	L&S: Discuss & mark homework (10 min); listen to an information text; make notes & use them to answer questions in a group discussion (40 min); R&V: Listen to teacher's introduction to literature set work (10 min) p. 114	218 219 Act. 2	121–122 122	Literature set work	R&V: Begin reading literature set work
3	R&V: Discuss literature set work (10 min); R&V/LSC: Read an extract from a youth novel; write answers to comprehension & language questions; discuss & mark answers (50 min) p. 114	219–221 Act. 3 & 4	123	Literature set work	R&V: Continue reading literature set work
4	LSC: Learn about ambiguity & rewrite sentences so that the meaning is unambiguous; discuss & mark answers (25 min); learn about tautology & rewrite sentences removing repetition of ideas; discuss & mark answers (25 min); learn about slang in preparation for homework task (10 min) p. 114	222 Act. 5 223 Act. 6 223	124 124 124–125		LB pp. 223–224 Act. 7 LSC: Rewrite cartoon dialogue in a formal register
5	LSC: Discuss & mark homework (15 min); W&P: Learn about the format & register of a letter of application; plan & begin first draft of letter (45 min) p. 114	224 224–226 Act. 8	125 125		LB pp. 225–226 Act. 8 W&P: Complete first draft of letter of application

Note 1: If you choose to assess understanding of meeting procedures and participation in a meeting for Formal Assessment Task 12, you will need to make notes about each learner as you move from group to group.

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

ENGLISH TODAY Week 2 Theme continued: Use your opportunities					
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
1	W&P: Exchange first draft of letter of application with a partner & give each other feedback; revise, edit, proofread & write final version of letter (60 min) p. 114	224–226 Act. 8	125 Rubric 131	Literature set work	R&V: Continue reading literature set work
2	R&V: Discuss literature set work (10 min); L&S: In groups of six, prepare for & hold a meeting to discuss job applications & to decide on an appointment (50 min) p. 114	227 Act. 9	126	Literature set work	R&V: Continue reading literature set work
3	R&V: Discuss literature set work (10 min); revise structure & rhyme in poetry; read a poem & write answers to questions on it; discuss & mark answers (50 min) p. 114	228 Act. 10	127	Literature set work	R&V: Continue reading literature set work

Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
4	R&V: Discuss literature set work (10 min); LSC: Learn a spelling pattern; identify examples of words using this pattern; correct errors in texts ; discuss & mark answers (30 min); R&V/LSC: Read a job advertisement & begin writing answers to comprehension & language Q 1a-i (20 min) p. 114	229 Act. 11 230 Revision	128 128		LB p. 230 Revision R&V/LSC: Complete answers to Q 1a-i
5	R&V/LSC: Discuss & mark homework (10–15 min); LSC: Write sentences to remove ambiguity or repetition of ideas ; discuss & mark answers (20–25 min); R&V: Listen to teacher's introduction to <i>The bird with golden feathers</i> CR pp. 129–132 & begin reading it (30 min) OR LSC: Begin writing answers to Worksheet 14 on ambiguity (30 min) OR R&V: Continue reading literature set work (30 min) p. 114	230 Revision Photocopiable worksheet book no. 14	128 128 178	<i>The bird with golden feathers</i> CR pp. 129–132	R&V: Finish reading <i>The bird with golden feathers</i> CR pp. 129–132 & prepare to answer questions on it OR continue reading literature set work OR LSC: Complete worksheet on ambiguity

ENGLISH TODAY Week 3 Theme: Live up to the brand

Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V or LSC: Discuss homework (10–15 min); R&V/L&S: talk about photographs with a partner (5 min); L&S: Listen to a dialogue; make notes & use them to answer questions on content, language, tone & power relations (40–45 min) p. 115 Note: This listening comprehension can be assessed for Formal Assessment Task 12	231–232 232–233 Act. 1	133 133–134	Literature set work	R&V: Continue reading literature set work
2	R&V: Discuss literature set work (10 min); L&S: Participate in a class discussion about the dialogue listened to on Day 1 (20 min); with a partner, adapt & extend the dialogue & role play it (30 min) p. 115	233 Act. 2 233 Act. 3	134	Literature set work	R&V: Continue reading literature set work
3	R&V: Discuss literature set work (10 min); read two extracts from a youth novel; write answers to comprehension Q 1–9 ; discuss & mark answers (50 min) p. 115	234–236 Act. 3 & 4	135		LB pp. 234–236 Act. 4 R&V/LSC: Write answers to Q 10–12
4	R&V/LSC: Discuss & mark homework (10 min); LSC: Recognise & use gerunds in sentences ; discuss & mark sentences (20 min); learn about & use compound nouns ; discuss & mark answers (20 min); learn about complex nouns & begin an activity based on them (10 min) p. 115	236 236–237 Act. 5 237 Act. 6 238 Act. 7	135–136 136 137 137		LB p. 238 LSC: Complete activity on complex nouns
5	LSC: Discuss & mark homework (5 min); R&V: Learn about bias & stereotyping; read a multimodal advertisement & a photoshopped image; write answers to questions on both texts ; discuss & mark answers (55 min) p. 115	238 238–239 Act. 9	137 138		LB p. 238 Act. 8 LSC: Rewrite a paragraph replacing full words with abbreviations

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

ENGLISH TODAY Week 4 Theme continued: Live up to the brand					
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
1	LSC: Discuss & mark homework (5 min); W&P/LSC: Revise ways of organising paragraphs; write three paragraphs ; discuss & mark the paragraphs (55 min) p. 115	238 240 Act. 10	137 139		LB p. 240 Act. 11 LSC: Use a spelling rule to sort words into groups
2	LSC: Discuss & mark homework (10 min); L&S: In groups of five, participate in a forum discussion about advertising & the media (35 min); group leaders report findings to the class (15 min) p. 115	240 241 Act. 12	139 140	Literature set work	R&V: Continue reading literature set work
3	R&V: Discuss literature set work (10 min); W&P: Learn format & register for email; plan & begin to write first draft of an email (50 min) p. 115	242–243 Act. 13	140–141		LB pp. 242–243 Act. 13 W&P: Complete first draft of email
4	W&P: Exchange first draft of email with a partner & give each other feedback; revise, edit, proofread & write final version of email (50 min); R&V: Read a poem in preparation for homework activity (10 min) p. 115	242–243 Act. 13 243 Act. 14	140–141 141		LB p. 243 Act. 14 R&V: Answer questions on structure & language in a poem
5	R&V: Discuss & mark homework (15 min); read a multimodal advertisement; write answers to questions on it ; discuss & mark answers (40 min); listen to teacher's introduction to the poem <i>I will wait</i> CR pp. 6–8 (5 min) p. 115	243 244 Revision	141 141 136	<i>I will wait</i> CR pp. 6–8	<i>I will wait</i> CR pp. 6–8 R&V: Read the poem & prepare to answer the questions on it

Note 1: If your class does not have copies of the Core Reader, for homework on Day 1 ask learners to continue reading the literature set work, and discuss their reading for a few minutes at the beginning of the lesson on Day 2.

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

ENGLISH TODAY Week 5 Theme: Reaching your goals					
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss questions on poem (15 min); R&V/L&S: With a partner, talk about a photograph (5 min); R&V: Revise sound devices in poetry; read a poem; write answers to questions on it ; discuss & mark answers (35 min); listen to teacher's introduction to a poem (5 min) p. 116	245–246 246–247 Act. 1 & 2	172 143 143–144 144	<i>Final song</i> CR pp. 12–14	R&V: Read: <i>Final song</i> CR pp. 12–14 & prepare to discuss questions on it
2	R&V: Discuss questions on a poem (15 min); revise setting, characterisation & conflict in stories; read an extract from a short story & begin to write answers to questions on it (45 min) p. 116	248–250 Act. 3	172 144–145		LB pp. 248–250 Act. 3 R&V: Complete answers to questions
3	R&V: Discuss & mark homework (15 min); LSC: Revise types of verbs & nouns; identify various types in sentences ; discuss & mark answers (40 min); L&S: Listen to teacher's instructions for homework task (5 min) p. 116	250 251 Act. 4 252 Act. 5	145 146 146–147		LB p. 252 Act. 5 L&S: Think about choices & decisions in preparation for a group conversation

Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
4	L&S: Revise procedures for conversation; participate in a group conversation about choices & decisions (35 min); LSC: Revise cause & effect; identify examples in sentences ; discuss & mark answers (25 min) p. 116	252 Act. 5 253 Act. 6	146–147 147	Literature set work	R&V: Continue reading literature set work
5	R&V: Discuss literature set work (15 min); L&S: Read sentences aloud with different stress patterns & identify differences in meaning (10 min); LSC: Replace phrases with single words ; discuss & mark answers (20 min); L&S: In groups of three start planning a role play (15 min) p. 116	253 Act. 7 254 Act. 8 254–255 Act. 9	147 148 148		LB pp. 254–255 Act. 9 L&S: Practise role in a role play

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

ENGLISH TODAY Week 6 Theme continued: Reaching your goals					
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
1	L&S: In groups of three, continue to prepare a role play (20 min); 10 groups present 3–4 min role play to the class (40 min) p. 116	254–255 Act. 9	148	Literature set work	R&V: Continue reading literature set work
2	L&S: Rest of groups present role plays (30 min); W&P: Learn about format & register of a diary entry; plan a diary entry & begin writing first draft (30 min) p. 116	254–255 Act. 9 255–257 Act. 10	148 148–149		LB pp. 255–257 Act. 10 W&P: Complete first draft of diary entry
3	W&P: Exchange first draft of diary entry with a partner & give each other feedback; revise, edit, proofread & write final version of entry (60 min) p. 116	255–257 Act. 10	148–149	Literature set work	R&V: Complete reading of literature set work
4	R&V: Participate in final discussion of literature set work (20 min); R&V/W&P: Revise summary writing & write a point form summary ; discuss & mark summary (20 min); W&P: Discuss features of narrative, argumentative, reflective & descriptive essays; revise formal letter writing (20 min) pp. 116–117	257 Act. 11 270–272 Act. 12 & 13	149 157–158		LB pp. 273–280 R&V/W&P/LSC: Read examples of examination papers & note questions to ask teacher
5	R&V/W&P/LSC: Discuss examples of end-of-year examination questions (60 min) p. 117				R&V/W&P/LSC: Revise for end-of-year examinations

ENGLISH TODAY Weeks 7–9 Completion of work, revision and formal assessments – Plan your programme

Use this time to complete work and oral assessments, for revision, and for learners to write the writing paper (Task 13) and then the end-of-year examination (Task 14).

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

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

Note 2: In the Learner's Book the time allocated for the committee meeting role play is insufficient.

Note 3: Note the homework task each day.

INTERACTIVE ENGLISH Week 1 Theme: Wise up ... about work					
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
1	Listen to teacher's feedback on Term 3 test (20 min); L&S: Learn about fables; listen to a fable & make notes; use vocabulary to describe characters in the fable & to answer questions; discuss answers (40 min) p. 114	262 Act. 1 262 Act. 1	185–186		LB p. 262 Act. 1 LSC: Revise the adjectives used in class
2	L&S: Listen to a newspaper article; make notes & use them to write answers to questions; discuss & mark answers (40 min); participate in a class discussion of comparisons & contrasts between the two texts (10–15 min); R&V: Listen to teacher's introduction to literature set work (5–10 min) p. 114	262–263 Act. 1 263 Act. 1	187–188 188	Literature set work	R&V: Begin reading literature set work
3	R&V: Discuss literature set work (10 min); L&S: In groups of five, choose roles, prepare for & participate in a committee meeting role play (30 min) R&V: Read a short story & prepare to answer questions on language use in it (20 min) p. 114	263–264 Act. 2 265–266 Act. 3	188 189		LB pp. 265–266 Act. 3 LSC: Read definitions of slang, jargon, cliché, tautology & redundancy & identify examples in a short story
4	LSC: Discuss & mark homework (15–20 min); R&V/LSC: Write answers to comprehension & language questions on a short story; discuss & mark answers (40–45 min) p. 114	266 267 Act. 3	189 190	Literature set work	R&V: Continue reading literature set work
5	R&V: Discuss literature set work (10 min); skim, scan & read in detail a cover blurb & an extract from a youth novel; work with a partner to answer language & vocabulary questions; discuss & mark answers (40 min); begin to write answers to comprehension questions on the extract (10 min) p. 114	267–269 Act. 4	191 192		LB pp. 268–269 R&V: Complete answers to reading comprehension questions

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

INTERACTIVE ENGLISH Week 2 Theme continued: Wise up ... about work					
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss & mark homework (15 min); read a poem; participate in a class discussion of its external structure & other features (30 min); LSC: With a partner complete a table based on verbs used in the poem; discuss & mark answers & note homework task (15 min) p. 114	269 270–271 Act. 5 271 Act. 5	192 192 192		LB pp. 270–271 Act. 5 R&V: Write answers to reading comprehension questions on the poem

Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
2	R&V: Discuss & mark homework (10–15 min); LSC: Learn a spelling pattern using a prefix & complete a vocabulary quiz ; discuss & mark answers (20–25 min); revise active & passive voice in the future tense; begin to write sentences in passive voice in future tense (25 min) p. 114	271 272 Act. 6 273 Act. 7	193 193 194		LB p. 273 LSC: Complete sentences in passive voice
3	LSC: Discuss & mark homework (10–15 min); revise direct & indirect speech; write statements firstly in direct speech & then in indirect speech ; discuss & mark answers (40 min); R&V: Listen to teacher's introduction to <i>Going places</i> CR pp. 143–148 (5–10 min) p. 114	273 274 Act. 7	194 194 193	<i>Going places</i> CR pp. 143–148	R&V: Read: <i>Going places</i> CR pp. 143–148 & prepare to discuss questions on it
4	R&V: Discuss questions on a short story (15 min); W&P: Learn about features of a letter of application; plan & begin first draft of a letter of application (45 min) p. 114	274–277 Act. 8	195–196		LB pp. 274–277 W&P: Complete first draft of letter of application
5	W&P: Exchange first draft of letter of application with a partner & give each other feedback; revise, edit, proofread & write final version of letter (55 min); LSC: Listen to teacher's instructions for homework task (5 min)	274–277 Act. 8			LB p. 277 Act. 9 LSC: Rewrite a letter of application with correct spelling & grammar

Note 1: On Day 2, if you choose to assess participation in a group discussion for Formal Assessment Task 12, you will need to make notes about each learner as you move from group to group.

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

INTERACTIVE ENGLISH Week 3 Theme: Wise up ... about health					
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
1	LSC: Discuss & mark homework (10–15 min); R&V: Read & discuss a multimodal brochure (25 min); L&S: Listen to a radio interview & make notes on tone, mood, power of the language used & facts presented (20–25 min) p. 115	277 279 Act. 1 280 Act. 1	196 198 198–199		LB pp. 280–281 Act. 1 R&V: Use notes to answer listening comprehension questions
2	L&S: Discuss & mark homework (15 min); revise guidelines for participating in a group discussion; participate in a group discussion & report answers to the class (45 min) p. 115	280–281 282 Act. 2	198 200	Literature set work	R&V: Continue reading literature set work
3	R&V: Discuss literature set work (15 min); LSC: Learn about types of abbreviation & identify types (15 min); R&V/LSC: Read a short story & discuss how paragraphs are organised in it (30 min) p. 115	283 Act. 2 284–285 Act. 3	201 202	Literature set work	R&V: Continue reading literature set work
4	R&V: Work with a partner to write answers to questions on a short story & to understand euphemism (40 min); discuss & mark answers (15 min); listen to teacher's introduction to the poem <i>AIDS</i> CR p. 142 (5 min) p. 115	285 Act. 3	202–203 203	<i>AIDS</i> CR p. 142	R&V: Read a poem, <i>AIDS</i> CR p. 142 & prepare to answer the questions on it
5	R&V: Discuss questions on a poem (10–15 min); read information from a website & then read a poem written by learner; identify personification in the poem; discuss questions on the poem (45–50 min) p. 115	286–287 Act. 4	203		LB pp. 286–287 Act. 4 R&V/W&P: Write a paragraph about the poem, following the instructions given

INTERACTIVE ENGLISH Week 4 Theme continued: Wise up ... about health

Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V/W&P: In groups of five, read paragraphs to each other & give each other feedback (15 min); R&V: Read a picture story & discuss its features (20–25 min); begin to write answers to comprehension questions on it (20–25 min) p. 115	286–287 289 Act. 5	203 204		LB pp. 288–289 Act. 5 R&V: Complete answers to questions on picture story
2	R&V: Discuss & mark homework (20 min); LSC: Learn two spelling patterns; do vocabulary activities ; discuss & mark answers (40 min) p. 115	289 290 Act. 6	204 205	Literature set work	R&V: Continue reading literature set work
3	R&V: Discuss literature set work (15 min); LSC: Learn about stereotyping & prejudice; identify examples in sentences & discuss them (30 min); revise types of nouns & gerunds; begin to identify examples in texts (15 min) p. 115	290–291 Act. 6 291 Act. 6	205–206 206		LB p. 291 Act. 6 LSC: Complete answers to questions on nouns & gerunds
4	LSC: Discuss & mark homework (15 min); R&V/W&P: Read two texts from a website & use information from them to plan & begin the first draft of an email letter (45 min) p. 115	291 292–293 Act. 7	206 207		LB pp. 292–293 W&P: Complete first draft of email
5	W&P: Exchange first draft of email with a partner & give each other feedback; revise, edit, proofread & write final version of email (60 min) p. 115	292–293 Act. 7	207	Literature set work	R&V: Continue reading literature set work

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

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

INTERACTIVE ENGLISH Week 5 Theme: Wise up ... about consumer rights

Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (10 min); R&V: Read information posters & answer comprehension & vocabulary questions (30 min); L&S: In pairs prepare a 2 minute role play of a conversation (10 min); 5 pairs present role play to class p. 116 Note: The role-played conversation can be assessed for Formal Assessment Task 12	296–297 Act. 1 298–300 Act. 1	209 209–211	Literature set work	R&V: Continue reading literature set work
2	L&S: In pairs, rest of class presents 2 minute role plays of conversation (30–40 min); R&V: Participate in a class discussion of drawings about consumer issues (15–25 min); listen to teacher’s instructions for homework task (5 min) p. 116	297 Act. 1 298 Act. 2	209 210		LB pp. 298–299 Act. 2 R&V: Write answers to questions on drawings A & B
3	R&V: Discuss & mark homework (15 min); R&V: Write answers to questions on drawings C & D; discuss & mark answers (25 min); L&S: With a partner, prepare & then role play one of the situations in the drawings (20 min) p. 116	298–299 299–300 Act. 2 300 Act. 2	210 210–211 211	Literature set work	R&V: Continue reading literature set work

Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
4	R&V: Discuss literature set work (10 min); R&V: Read two poems & discuss titles, tone, mood & typography (25 min); begin to write answers to comprehension & language questions on them (25 min) p. 116	301–302 Act. 3	212		LB pp. 301–302 Act. 3 R&V: Complete answers to questions on two poems
5	R&V: Discuss & mark homework (15 min); R&V: Read a short story & discuss answers to questions on characters, plot, conflict & theme; (40 min); listen to teacher's introduction to a poem (5 min) p. 116	302 303–305 Act. 4	213 213–214	CR pp. 134–135 <i>Music of the street</i>	R&V: Read a poem CR pp. 134–135 & prepare to discuss questions on it

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

INTERACTIVE ENGLISH Week 6 Theme continued: Wise up ... about consumer rights

Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss poem (15 min); read an extract from a youth novel; participate in a class discussion of questions on it (25 min); begin to write answers to comprehension & language questions on the extract (20 min) p. 116	306–307 Act. 5 306–307 Act. 5	213 214–215		LB pp. 306–307 R&V: Complete answers to questions on novel extract
2	R&V: Discuss & mark homework (15 min); read & discuss an information text (20–25 min); R&V/W&P: With a partner, write a point form summary of the information text (20–25 min) p. 116	306–307 308 Act. 6 309 Act. 6	215 215–216 216	Literature set work	R&V: Complete reading of literature set work
3	R&V: Participate in final discussion of literature set work (20 min); LSC: Learn about cause & effect; write cause & effect sentences; discuss & mark answers (25 min); W&P: Revise features of diary entries; plan & begin first draft of a diary entry (15 min) p. 116	309 310 Act. 8	 217–218		LB p. 311 Act. 9 W&P: Complete first draft of diary entry
4	W&P: Revise, edit, proofread & write final version of diary entry (30 min); revise writing essays & transactional texts (30 min) pp. 116–117	311 Act. 9	218 Rubric xxx		R&V/W&P/LSC: Read examples of November examination papers & prepare questions to ask teacher
5	R&V/W&P/LSC: Discuss examples of end-of-year examination questions in preparation for final examinations (60 min) p. 117				R&V/W&P/LSC: Revise for end-of-year examinations

INTERACTIVE ENGLISH Weeks 7–9 Completion of work, revision and formal assessments – Plan your programme

Use this time to complete work and oral assessments, for revision, and for learners to write the writing paper (Task 13) and then the end-of-year examination (Task 14).

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; Act.= Activity.

Note 2: Note the homework task each day.

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

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

PLATINUM ENGLISH Week 2 Theme continued: Different types of English					
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
1	LSC: Discuss & mark homework (10 min); learn about phrasal verbs & identify them in sentences; discuss & mark answers (20 min); change sentences from passive to active voice; discuss & mark answers (20 min); understand clichés; begin to write answers to activities on clichés (10 min) p. 114	208–209 209 Act. 6 210 Act. 7 210–211 Act. 8	156 157 157–158 158		LB pp. 210–211 Act. 8 LSC: Complete activity on clichés
2	LSC: Discuss & mark homework (10 min); R&V: Do pre- & during-reading activities on a poem & begin to write answers to post-reading questions (50 min) p. 114	210–211 211–213 Act. 9	158 158–159		LB pp. 211–213 Act. 9 R&V: Complete answers to questions

Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
3	R&V: Discuss answers to questions on poem (20 min); LSC: Understand homophones & use words correctly in sentences ; discuss & mark answers (10 min); W&P: Learn features of a formal letter of application; plan & begin writing first draft of letter (30 min) p. 114	211–213 213 213–215 Act. 10	158–159 159 159–160		LB pp. 213–215 Act. 10 W&P: Complete first draft of letter
4	W&P: Exchange first draft of letter of application with a partner & give each other feedback ; LSC: Learn about ambiguity, redundancy & tautology & remove any examples when revising, editing, proofreading & writing final version of letter (60 min) p. 114	213–215 Act. 10	159–160	Literature set work	R&V: Continue reading literature set work
5	R&V: Discuss literature set work (15 min); LSC: Complete language revision activities ; discuss & mark answers (40 min); R&V: Listen to teacher's introduction to <i>Hidden assets</i> CR pp. 45–52 (5 min) p. 114	216 Revision page	160	<i>Hidden assets</i> CR pp. 45–52	R&V: Read: <i>Hidden assets</i> CR pp. 45–52 & prepare to answer questions on it

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

Note 2: If the class does not have copies of the Core Reader, for homework on Days 4 and 5 ask learners to continue reading the literature set work, and then discuss what they have read for a few minutes at the beginning of Day 1 of Week 4.

PLATINUM ENGLISH Week 3 Theme: New media matters

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

PLATINUM ENGLISH Week 4 Theme continued: New media matters

Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss questions on a folktale (30 min); LSC: Revise proper nouns & gerunds & identify examples in paragraphs ; discuss & mark answers (30 min) p. 115	226–227	231 168	Literature set work	R&V: Continue reading literature set work
2	R&V: Discuss literature set work (10 min); LSC: Learn about modals & use modals correctly in sentences; discuss & mark answers (30 min); R&V/W&P: In preparation for writing an email, read an article, an email & a tweet (20 min) p. 115	227 228–229	168–169 169	Literature set work	R&V: Continue reading literature set work
3	W&P: In response to the three texts, plan & begin first draft of an email (60 min) p. 115	228–229	169		LB pp. 228–229 Act. 9 W&P: Complete first draft of email
4	W&P: Exchange first draft of email with a partner & use a checklist to give each other feedback; revise, edit, proofread & write final version of email (60 min) p. 115	228–229	169–170	Literature set work	R&V: Continue reading literature set work
5	R&V: Discuss literature set work (10 min); LSC: Do language revision activities; discuss & mark answers (50 min) p. 116	230	170	Literature set work	R&V: Continue reading literature set work

PLATINUM ENGLISH Week 5 Theme: In praise of Africa

Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (10 min); R&V/L&S: In a group, talk about a photograph (5–10 min); R&V: Do pre- & during-reading activities on a poem & begin to write answers to post-reading questions (40–45 min) p. 116	231–232 Act. 1 232–233 Act. 2	172 172–173		LB p. 232 Act. 2 R&V: Complete answers to questions on poem
2	R&V: Discuss & mark homework (15 min); LSC: Understand different meanings of the same word & use them correctly ; discuss & mark answers (15 min); R&V/W&P: Read an article & begin to write a summary of it (30 min) p. 116	232 234 234–235 Act. 3	173 173 173–174		LB pp. 234–235 Act. 3 R&V/W&P: Complete summary
3	R&V/W&P: Exchange summary with a partner & give each other feedback (5–10 min); R&V: Do pre- & during-reading activities on an extract from a short story; begin to write answers to post-reading questions (50–55 min) p. 116	234–235 235–236 Act. 4	173–174 174–175		LB pp. 235–237 Act. 4 R&V: Complete answers to post-reading questions
4	R&V: Discuss & mark homework (20 min); LSC: Learn about & use compound nouns ; discuss & mark answers (20 min); LSC: Discuss new meanings of 'old' words (20 min) p. 116	237 237	175 175 175	Literature set work	R&V: Continue reading literature set work
5	R&V: Discuss literature set work (10 min); LSC: Learn about cause & effect sentences; write cause & effect sentences ; discuss & mark answers (40 min); learn how to use relative pronouns & conjunctions in complex sentences; begin to write complex sentences (10 min) p. 116	238 Act. 5 239 Act. 6	175–176 176–177		LB p. 239 Act. 6 LSC: Identify relative pronouns & conjunctions; use them in complex sentences

Note 1: If you wish to assess learners' participation in a conversation for Formal Assessment Task 12, you will need to move around the classroom making notes while the groups have their conversations.

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

PLATINUM ENGLISH Week 6 Theme continued: In praise of Africa					
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
1	LSC: Discuss & mark homework (10 min); L&S: In group of four participate in a conversation on a particular question & report ideas to the class (30 min); in groups of five, choose a role to play in a community meeting; begin planning what to say in that role at the meeting (20 min) p. 116 Note: Participation in a conversation can be assessed for Formal Assessment Task 12	239 239–240 Act. 7 240 Act. 8	177 177 178		LB p. 240 Act. 8 L&S: Prepare & practise role for meeting role play
2	L&S: Participate in a community meeting role play & decide on a course of action (30 min); W&P: Revise features of diary entries; plan & write first draft of a diary entry (30 min)	240 Act. 8 241 Act. 9	178 178		LB p. 241 W&P: Revise, edit, proofread & write final version of diary entry
3	R&V/W&P: Revise & practise summary writing (30 min); W&P: Revise features of different types of essay (30 min) p. 117	249–250 Act. 5 250–252 Act. 6	184 184		R&V: Complete reading of literature set work
4	R&V: Participate in final discussion of literature set work (20 min); LSC: Practise answering typical language examination questions; discuss & mark answers (40 min) p. 117	252–253 Act. 8	185		LB pp. 254–259 R&V/W&P/LSC: Read example Papers 2 & 3 & prepare questions to ask teacher
5	R&V/W&P/LSC: Discuss examples of end-of-year examination papers in preparation for final examinations (60 min) p. 117	254–259	186–188		R&V/W&P/LSC: Revise for end-of-year examinations

PLATINUM ENGLISH Weeks 7–9 Completion of work, revision and formal assessments – Plan your programme

Use this time to complete work and oral assessments, for revision, and for learners to write the writing paper (Task 13) and then the end-of-year examination (Task 14).

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; Act. = Activity.

Note 2: Note the homework task each day.

SPOT ON Week 1 Theme: School scenes					
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
1	Listen to teacher's feedback on Term 3 test (20 min); R&V: Read an extract from a short story & begin writing answers to comprehension & figurative language questions on it (40 min) p. 114	170–171 Act. 1.1	249		LB pp. 170–171 Act. 1.1 R&V: Complete answers to comprehension & language questions
2	R&V: Discuss & mark homework (15 min); LSC: Revise active & passive voice & answer questions; discuss & mark answers (10–15 min); R&V: Revise & discuss literary terms & use them to begin to answer questions on an extract from a short story (30–35 min) p. 114	170–171 171 Act. 1.2 172–173 Act. 2.1	249 249 250		LB pp. 170 & 173 Act. 2.1 R&V: Complete answers to questions on literary terms
3	R&V: Discuss & mark homework (15 min); LSC: Learn about slang & complete a table about slang expressions ; discuss & mark table (20 min); R&V: Listen to teacher's introduction to literature set work & begin reading it (25 min) p. 114	173 173 Act. 2.2	250 250	Literature set work	R&V: Continue reading literature set work
4	R&V: Discuss literature set work (15 min); learn about meeting procedures (15 min); in groups of three, prepare to role play a meeting following the correct procedures & practise the role play (30 min) p. 114	174 175	251	Literature set work	R&V: Continue reading literature set work
5	L&S: 10–12 groups of three present meeting role plays (60 min) p. 114	175	252	Literature set work	R&V: Continue reading literature set work

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

Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
4	W&P/LSC: Exchange first draft of application letter with a partner & give each other feedback; revise, edit, proofread & write final version of letter, taking note of information on tautology & redundancy, ambiguity and clichés (60 min) p. 114	177 Act. 5.1 178	256–257	Literature set work	R&V: Continue reading literature set work
5	R&V: Discuss literature set work (10 min); LSC/R&V: Read a cartoon & write sentences based on it in direct and indirect speech ; discuss & mark answers (35 min); LSC: Begin revision tasks on ambiguity, tautology, clichés & jargon (15 min) p. 114	179 180	258 259		LB p. 180 Revision Act. 15 LSC: Complete activities

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

SPOT ON Week 3 Theme: Facing our fears					
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
1	LSC: Discuss & mark revision activities (15 min); R&V/L&S: Read an extract from a youth novel; in groups of five, prepare for a 10 minute group discussion of a topic based on the extract (45 min) p. 115	180 182–183 Act. 1.1	259 261–262	Literature set work	R&V: Continue reading literature set work
2	L&S: 5–6 groups present a 10 minute discussion to the class (60 min) p. 115 Note: The group discussion can be assessed for Formal Assessment Task 12	182–183 Act. 1.1	262	Literature set work	R&V: Continue reading literature set work
3	L&S: Rest of the groups present a 10 minute discussion to the class (50 min); R&V: Listen to teacher's introduction to <i>Ghost child</i> CR pp. 124–125 & read it (10 min) p. 115	182–183 Act. 1.1	262	<i>Ghost child</i> CR pp. 124–125	R&V: Re-read <i>Ghost child</i> CR pp. 124–125 & prepare to discuss questions on it
4	R&V: Discuss questions on a poem (15 min); R&V/L&S: Participate in a pre-reading discussion with a partner (5 min); R&V: Read an extract from a youth novel & begin to write answers to questions on it (40 min) p. 115	184 Act. 2.1 184–185 Act. 2.2	335 263 263		LB pp. 184–185 Act. 2.2 R&V: Complete answers to questions on extract
5	R&V: Discuss & mark homework (15 min); LSC: Learn about acronyms & abbreviations (15 min); R&V: Read a multimodal text (a cartoon) & begin to write answers to questions on prejudices & bias (30 min) p. 115	186 187 Act. 4.1	263 264 265		LB p. 187 Act. 4.1 R&V: Complete answers to questions about prejudices & bias

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

SPOT ON Week 4 Theme continued: Facing our fears					
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss & mark homework (15 min); W&P: Learn about features of emails; plan & begin to write first draft of a 140–160 word email (45 min) p. 115	187 188–189 Act. 5.1	265 266		LB pp. 188–189 Act. 5.1 W&P: Complete first draft of email
2	W&P: Exchange first draft of email with a partner & give each other feedback; revise, edit, proofread & write final version of letter (60 min) p. 115	188–189 Act. 5.1	266	Literature set work	R&V: Continue reading literature set work
3	L&S: As a pre-listening activity, discuss a question in small groups (5–10 min); listen to a recorded dialogue & take notes; use the notes to write answers to questions; discuss & mark answers (50–55 min) p. 115	190 Act. 6.1 190 Act. 6.2	267 267	Literature set work	R&V: Continue reading literature set work
4	R&V: Discuss literature set work (10 min); read & discuss short story <i>Baba's gifts</i> CR pp. 67–74 (50 min) OR W&P: In pairs, rewrite the ending to the dialogue from the previous lesson; perform the dialogue for another pair (50 min) p. 115	190 Act. 6.3	327	<i>Baba's gifts</i> CR pp. 67–74	R&V: Continue reading literature set work
5	R&V: Discuss literature set work (15 min); LSC: Revise types of nouns; learn about gerunds; identify gerunds in sentences; discuss & mark answers (30 min); R&V/LSC: Read a poem & begin to answer revision activity questions on language & literary features (15 min) p. 115	191 Act. 7.1 192 Revision activity 16	268 269 270		LB p. 192 Revision Act. 16 R&V/LSC: Complete answers to questions

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

SPOT ON Week 5 Theme: Passionate about poetry					
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
1	Discuss & mark homework (15 min); R&V: Read & discuss questions on an extract from a short story (25 min); W&P: With a partner continue the story by writing a short conversation (dialogue) between the two characters (20 min) p. 116	192 194–195 Act. 1.1 195 Act. 1.2	270 272 272	Literature set work	R&V: Continue reading literature set work
2	L&S: Practise the dialogue written on Day 1 (5 min); in groups of six, present the dialogues (conversations) to each other (15 min); R&V: Read a further extract from a short story & begin to write answers to questions on it (40 min) p. 116	195 Act. 1.3 196–197 Act. 2.1 & 2.2	272 274–275		LB pp. 196–197 Act. 2.2 R&V: Complete answers to comprehension & language questions
3	R&V: Discuss & mark homework (15–20 min); R&V/LSC: Revise how to use a dictionary & thesaurus; write answers to questions about word meanings in a dictionary extract; discuss & mark answers (40–45 min) p. 116	197 198–199 Act. 3.1	275 276	Literature set work	R&V: Continue reading literature set work

Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
4	R&V: Discuss literature set work (10 min); R&V/W&P: Read an information text & write a point form summary of it; discuss & mark summary (50 min) p. 116	200–201 Act. 4.1	277	Literature set work	R&V: Continue reading literature set work
5	R&V: Read a poem & write answers to questions on structure, figures of speech & meaning ; discuss & mark answers (60 min) p. 116	201 Act. 4.2	278	Literature set work	R&V: Continue reading literature set work

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

SPOT ON Week 6 Theme continued: Passionate about poetry					
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (15 min); W&P: Learn about features of obituaries; plan & write first draft of an obituary (45 min) p. 116	204–205 Act. 6.1	282		W&P: Revise, edit, proofread & write final version of obituary
2	R&V: Read an information text & write answers to comprehension & language questions ; discuss & mark answers (45 min); revise reading visual texts & answer questions on a visual text (15 min) p. 116 & p. 117	212–213 Act. 3.1 214 Act. 4.1	287 288		R&V: Complete reading of literature set work
3	R&V: Participate in final discussion of literature set work (20 min); R&V/W&P: Practise summary writing skills ; discuss & mark summaries (35 min); R&V/LSC: Listen to teacher's instruction for homework task (5 min) p. 116 & p. 117	215 Act. 5.1	289		
4	R&V/LSC: Discuss Paper 2 (60 min) p. 117				
5	R&V: Revise features of literary texts & discuss the format of Paper 4 (30 min) p. 117				R&V/W&P/LSC: Revise for end-of-year examinations

SPOT ON Weeks 7–9 Completion of work, revision and formal assessments – Plan your programme

Use this time to complete work and oral assessments, for revision, and for learners to write the writing paper (Task 13) and then the end-of-year examination (Task 14).

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; Act.= Activity.

Note 2: Note the homework task each day.

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

SUCCESSFUL ENGLISH Week 2 Theme continued: Go green!					
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
1	L&S: Remaining groups present meeting role play to the class (60 min) p. 114	267–269 Act. 6	138–139	Literature set work	R&V: Continue reading literature set work
2	R&V: Discuss literature set work (10 min); LSC: Revise direct & indirect speech; write sentences in indirect speech; discuss & mark sentences (20 min); W&P: Learn about features of a letter of application; plan & begin first draft of letter (30 min) p. 114	269–270 Act. 7 270–271 Act. 8	139 139		LB pp. 270–272 Act. 8 W&P: Complete first draft of letter of application
3	W&P: Exchange first draft of application letter with a partner & give each other feedback; revise, edit, proofread & write final version of letter (60 min) p. 114	270–271 Act. 8	139	Literature set work	R&V: Continue reading literature set work

Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
4	R&V: Do pre- & during-reading activities on a poem; begin to write answers to post-reading questions (60 min) p. 114	272–273 Act. 9	139–140		LB pp. 272–273 Act. 9 R&V: Complete answers to questions on poem
5	R&V: Discuss & mark homework (20 min); LSC: Write answers to questions on punctuation & vocabulary in a poem; discuss & mark answers (40 min) p. 114	273 274 Act. 10	140 140	Literature set work	R&V: Continue reading literature set work

Note: If your class does not have copies of the Core Reader, for homework on Day 3 ask learners to continue reading the literature set work, and prepare activities on the set work for them to do in class on Day 4.

SUCCESSFUL ENGLISH Week 3 Theme: Talk about it					
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (10 min); do pre- & during-reading activities on an extract from a short story; begin writing answers to post-reading questions on theme, setting, characters & paragraph organisation (50 min) p. 115	276–278 Act. 1	142		LB pp. 277–278 Act. 1 R&V: Complete answers to questions on extract from short story
2	R&V: Discuss & mark homework (15 min); LSC: Revise & use different types of nouns, including gerunds; discuss & mark answers (25 min); revise stereotyping, bias & emotive language & identify examples in sentences; discuss & mark answers (20 min) p. 115	278 279–280 Act. 2 281–282 Act. 4	142 142–143 143	Literature set work	R&V: Continue reading literature set work
3	R&V: Discuss literature set work (10 min); L&S: Listen to a dialogue & make notes; use notes to answer questions; discuss & mark answers (45 min); R&V: Listen to teacher's introduction to short story <i>The journey</i> CR pp. 129–133 (5 min) p. 115	280–281 Act. 3	143	<i>The journey</i> CR pp. 129–133	R&V: Read: <i>The journey</i> CR pp. 129–133 & prepare to answer questions on it
4	R&V: Participate in a class discussion of Q 1a, b & c on <i>The journey</i> CR pp. 129–133; write answers to Q 2–6 on prejudice, theme & figurative language; discuss & mark answers (60 min) p. 115		175	<i>The journey</i> CR pp. 129–133	R&V: Continue reading literature set work
5	R&V: Discuss literature set work (15 min); do pre- & during-reading activities on a cartoon; begin to write answers to post-reading questions (45 min)	282–283 Act. 5	144		LB p. 283 Act. 5 R&V: Complete answers to questions on cartoon

SUCCESSFUL ENGLISH Week 4 Theme continued: Talk about it					
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss & mark answers to questions on cartoon (20 min); L&S: In groups of five to six prepare for (15 min) & participate in a panel discussion (25 min) p. 115	283 283–284 Act. 6	144 144	Literature set work	R&V: Continue reading literature set work
2	R&V: Discuss literature set work (10 min); read a poem & answer questions on it, including questions about bias & stereotyping; discuss & mark answers (50 min) p. 115	284–286 Act. 7	144–145	Literature set work	R&V: Continue reading literature set work
3	R&V: Discuss literature set work (10 min); W&P: Learn about features of emails; plan & begin first draft of an email (50 min) p. 115	286–287 Act. 9	145		LB pp. 286–287 Act. 9 W&P: Complete first draft of email
4	W&P: Exchange first draft of email with a partner & give each other feedback; revise, edit, proofread & write final version of email (55 min); W&P: Listen to teacher's instructions for homework task (5 min) p. 115	286–287 Act. 9 286 Act. 8	145		LB p. 286 Act. 8 W&P: Write a short poem
5	W&P: In groups of five to six share the poems written for homework & give each other feedback (15 min); LSC: Learn about different types of abbreviations; write abbreviations in full; discuss & mark answers (45 min) p. 115	286 288 Act. 10	145 146	Literature set work	R&V: Continue reading literature set work

Note: If you wish to assess learners' participation in a conversation for Formal Assessment Task 12, you will need to move from group to group and makes notes while learners are speaking.

SUCCESSFUL ENGLISH Week 5 Theme: Unheard voices					
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (10 min); L&S: Read some photographs & talk with a partner (5 min); R&V: Do pre- & during-reading activities on a poem; begin to write answers to post-reading questions on theme, mood and figurative & emotive language (45 min) p. 116	290 290–292 Act. 1	148 148–149		LB pp. 291–292 Act. 1 R&V: Complete answers to questions on a poem
2	R&V: Discuss & mark answers to questions on poem (20 min); L&S: Discuss with a partner feelings aroused by the poem (5 min); in groups of five decide on a conversation topic & prepare individually to participate in the conversation by writing down key ideas on the topic (15 min); participate in the conversation (20 min) p. 116 Note: Participation in a conversation can be assessed for Formal Assessment Task 12	292 292 292–293 Act. 2	148–149 149	Literature set work	R&V: Continue reading literature set work
3	R&V: Do pre- & during-reading tasks on an extract from a novel; begin answering post-reading questions on setting, characters & conflict (60 min) p. 116	293–296 Act. 3	149–150		LB pp. 294–296 Act. 3 R&V: Complete answers to questions
4	R&V: Discuss & mark answers to post-reading questions (20 min); R&V/W&P: Revise summary writing; begin to write a paragraph summary (40 min) p. 116	295–296 296 Act. 4	150 150		LB p. 296 Act. 4 R&V/W&P: Complete summary & check it for correct use of language

Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
5	R&V/W&P: Discuss & mark summaries (15 min); LSC: Learn about language for specific purposes; identify examples of manipulative language in an extract from a novel (20–25 min); L&S: With a partner prepare & practise role playing a particular situation for 2–3 minutes (20–25 min) p. 116	296 296–297 Act. 5 297–298 Act. 6	150 151 151		LB p. 297 Act. 6 L&S: Practise role play with partner

SUCCESSFUL ENGLISH Week 6 Theme continued: Unheard voices

Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
1	L&S: 15–20 pairs present role play to the class (60 min) p. 116	297–298 Act. 6	151	Literature set work	R&V: Continue reading literature set work
2	L&S: Rest of class present role plays (30 min); R&V: Discuss literature set work (30 min) p. 116	297–298 Act. 6	151	Literature set work	R&V: Complete reading of literature set work
3	R&V: Participate in final discussion of literature set work (20 min); LSC: Learn about cause and effect; identify examples in sentences ; discuss & mark answers (15 min); W&P: Learn about features of diary entries; plan & begin first draft of a diary entry (25 min) p. 116	298 Act. 7 299 Act. 8	151 151–152		LB p. 299 Act. 8 W&P: Complete first draft of diary entry
4	W&P: Revise, edit, proofread & write final version of diary entry (30 min); revise process writing; revise types of writing & identify their key features (25 min); R&V/W&P/LSC: Listen to teacher's instructions for homework task (5 min) pp. 116–117	299 Act. 8 309–311 Act. 4	151–152 155		LB pp. 317–323 R&V/W&P/LSC: Read an example of Papers 2 & 3 & note questions to ask teacher
5	R&V/W&P/LSC: Discuss Papers 2 & 3 and also discuss format of Paper 4 (60 min) p. 117				R&V/W&P/LSC: Revise for end-of-year examinations

SUCCESSFUL ENGLISH Weeks 7–9 Completion of work, revision and formal assessments – Plan your programme

Use this time to complete work and oral assessments, for revision, and for learners to write the writing paper (Task 13) and then the end-of-year examination (Task 14).

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; Act. = Activity.

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

Note 3: Note the homework task each day.

TOP CLASS Week 1 Theme: Wild cats					
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
1	Listen to teacher's feedback on Term 3 test (20 min); L&S: Listen to a fable & make notes; use notes to answer questions dictated by teacher; discuss & mark answers (40 min) p. 114	198 Act. A	133–134		LB p. 198 LSC: Learn/revise vocabulary
2	L&S: Listen to a second fable & make notes; use notes to answer questions dictated by teacher; discuss & mark answers (35 min); L&S: In small groups, critically discuss questions about both fables (20 min); R&V: Listen to teacher's introduction to literature set work (5 min) p. 114	198 Act. B 199 Act. C	134–135 135–136	Literature set work	R&V: Begin reading literature set work
3	R&V: Discuss literature set work (10 min); L&S: Learn about meeting procedures (10 min); in groups of six, decide on roles in a meeting & role play a short meeting in which each group member contributes to the discussion (20 min); R&V: Do pre-reading activities & then read an extract from a youth novel in preparation for homework task (20 min) p. 114	199 Act. D 199–200 Act. F & G	136 136–137		LB pp. 200–202 Act. G & H R&V: Write answers to questions about key features of the extract
4	R&V: Discuss & mark homework (25 min); compare, contrast & evaluate the behaviour of characters in the extract from a youth novel; discuss & mark answers (35 min) p. 114	202 202 Act. I	137 138	Literature set work	R&V: Continue reading literature set work
5	R&V: Discuss literature set work (10 min); revise external & internal structures of poems; read a poem & answer questions on structure, figures of speech & mood; discuss & mark answers (45 min); listen to teacher's introduction to short story <i>The true story of Christian the lion</i> CR pp. 101–106 (5 min) p. 114	202 Act. J	138 138–139	<i>The true story of Christian the lion</i> CR pp. 101–106	Read a short story <i>The true story of Christian the lion</i> CR pp. 101–106 & be prepared to discuss questions on it

TOP CLASS Week 2 Theme continued: Wild cats					
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss questions on short story OR Discuss questions on literature set work (30 min); W&P: Learn about features of a letter of application; plan & begin first draft of application letter (30 min) p. 114	203 Act. K 204–205 Act. L & M	139–140 140		LB p. 205 Act. M W&P: Complete first draft of letter of application
2	W&P: Exchange first draft of application letter with a partner & give each other feedback; revise, edit, proofread & write final version of letter (60 min) p. 114	204–205 Act. L & M	140	Literature set work	R&V: Continue reading literature set work
3	R&V: Discuss literature set work (15 min); LSC: Choose strong verbs for a text; discuss & mark answers (15 min); revise direct & indirect speech; change sentences from direct to indirect speech; change sentences from indirect to direct speech; discuss & mark answers (30 min) p. 114	205 Act. N 205–206 Act. O	140 140–141	Literature set work	R&V: Continue reading literature set work

Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
4	R&V: Discuss literature set work (15 min); revise active & passive voice; change sentences from active to passive voice ; discuss & mark answers (25 min); LSC: Learn about ambiguity, tautology, redundancy, slang, jargon & cliché; identify examples in sentences (20 min)	206–207 Act. P 207 Act. Q	141 141	Literature set work	R&V: Continue reading literature set work
5	R&V: Discuss literature set work (15 min); LSC: Match terms learnt on Day 4 with an example of each ; discuss & mark answers (15 min); learn & use a spelling pattern (15 min); for practice, change sentences from direct to indirect speech ; discuss & mark answers (15 min)	207 Act. Q 208 Act. R 208 Act. S	141 142 142	Literature set work	R&V: Continue reading literature set work

Note 1: If you choose to use the listening comprehension activity on Day 1 for Formal Assessment Task 12, you will need to collect learner's class work books and mark their answers rather than marking these in class.

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

TOP CLASS Week 3 Theme: People need people

Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (15 min); L&S: Listen to a dialogue from a play; make notes & use these to answer comprehension questions (45 min) p. 115 Note: This listening comprehension activity can be done for Formal Assessment Task 12	209–210 Act. A & B	143–145	Literature set work	R&V: Continue reading literature set work
2	R&V/LSC/L&S: Learn about language choices & power; discuss questions about language & power & about specific information in a dialogue (35–40 min); L&S: In groups of five discuss questions & choose a group representative to participate in a panel discussion (20–25 min) p. 115	210–211 Act. C & D 211–212 Act. E		Literature set work	R&V: Continue reading literature set work
3	L&S: Group representatives participate in panel discussion; class contributes from the floor (30 min); R&V: Do a pre-reading activity on an extract from a novel; read the extract & begin to answer comprehension & language questions on it (30 min) p. 115	212 Act. E 212–214 Act. F, G & H			LB pp. 212–214 Act. H R&V: Complete answers to questions
4	R&V: Discuss & mark answers to comprehension & language questions (20 min); read the poem <i>Motho ke motho ka batho babang</i> on CR pp. 107–110 & discuss questions on it (40 min); OR Continue reading and discussing the literature set work (40 min) p. 115	214 214 Act. I		<i>Motho ke motho ka batho babang</i> CR pp. 107–110	R&V: Continue reading literature set work
5	R&V: Discuss literature set work (10 min); read song lyrics & write answers to questions on structure, theme, message & language ; discuss & mark answers (50 min) p. 115	215–216 Act. I		Literature set work	R&V: Continue reading literature set work

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

TOP CLASS Week 4 Theme continued: People need people					
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Learn about features of comics; read a multimodal comic strip & write answers to questions on it ; discuss & mark answers (60 min) p. 115	216–217 Act. J		Literature set work	R&V: Continue reading literature set work
2	R&V: Discuss literature set work (15 min); W&P: Learn about the features of emails; plan & begin to write first draft of an email (45 min) p. 115	216–218 Act. K			LB pp. 217–219 Act. K W&P: Complete first draft of email
3	W&P: Exchange first draft of email with a partner & give each other feedback; revise, edit, proofread & write final version of email (60 min) p. 115	216–218 Act. K		Literature set work	R&V: Continue reading literature set work
4	R&V: Discuss literature set work (10 min); LSC: Revise proper nouns, gerunds & complex nouns; identify examples in sentences; write own sentences with examples of proper nouns, gerunds & complex nouns (two sentences of each type of noun) ; discuss & mark answers (30 min); learn about forms & types of abbreviations; identify examples; write own examples of each type ; discuss & mark answers (20 min) p. 115	219 Act. L 219–220 Act. M & N		Literature set work	R&V: Continue reading literature set work
5	R&V: Discuss literature set work (20 min); LSC: Learn two spelling rules and apply these rules; write two more examples of words that follow these rules ; mark answers (20 min); complete a paragraph by choosing the correct vocabulary ; discuss & mark answers (20 min) p. 115	220 Act. O 220 Act. P		Literature set work	R&V: Continue reading literature set work

Note 1: If you choose to assess learners' participation in a conversation for Formal Assessment Task 12, you will need to move around the groups, making notes while they are speaking to one another.

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

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

TOP CLASS Week 5 Theme: Fighting for the soul of our planet					
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (15 min); L&S: In groups of three, prepare & practise a role play (15 min); two groups of three present role plays to each other and give each other feedback on the resolution to the problem (25 min); R&V/L&S: Listen to teacher's instruction for homework task (5 min) p. 116	221 Act. A 221–223 Act. B	152 152–153		LB p. 222 R&V/L&S: Read a poster and an information text in preparation for a conversation
2	LSC/L&S: Learn about language & power (5 min); in groups of five, participate in a conversation to answer a series of questions (40 min); each group reports a key point from their conversation to the class (15 min) p. 116 Note: Participation in a conversation can be assessed for Formal Assessment Task 12	222–223 Act. 2	152–153	Literature set work	R&V: Continue reading literature set work

Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
3	R&V: Do pre- & during-reading activities on a story; begin to write answers to post-reading comprehension & language questions (60 min) p. 116	223–225 Act. C	153		LB pp. 224–225 Act. C R&V: Complete answers to questions on story
4	R&V: Discuss & mark answers to questions (15 min); read a poem & participate in a class discussion of questions on theme, message, narration & language use (40 min); R&V: Listen to teacher's introduction to short story <i>Leonard and the tortoise</i> CR pp. 111–116 (5 min) p. 116	225–227 Act. D 225	153 154–155 154	<i>Leonard and the tortoise</i> CR pp. 111–116	R&V: Begin reading <i>Leonard and the tortoise</i> CR pp. 111–116
5	R&V: Learn about implied meaning & making inferences (10 min); either use a story from the Core Reader or use the literature set work to answer questions on it, including questions about implied meanings; discuss answers (50 min) p. 116	227 Act. E	155	<i>Leonard and the tortoise</i> CR pp. 111–116	R&V: Complete reading <i>Leonard and the tortoise</i> CR pp. 111–116 & prepare to answer questions on it

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

TOP CLASS Week 6 Theme continued: Fighting for the soul of our planet					
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss questions on a short story OR on literature set work (15 min); W&P: Plan & write a summary of <i>Leonard and the tortoise</i> (15 min) OR of another story that the class has read; discuss & mark summary (45 min) p. 116		154 155	<i>Leonard and the tortoise</i> CR pp. 111–116 Literature set work	Continue reading literature set work
2	W&P: Learn about obituaries; read an obituary; read notes on a man's life & use these to plan an obituary; write first draft of obituary (60 min) p. 116	228–230 Act. G	155–156		LB pp. 228–230 Act. G W&P: Revise, edit, proofread & write final version of obituary
3	LSC: Learn how to write about cause and effect; write cause and effect sentences ; discuss & mark answers (20 min); R&V: Revise key features of drama by matching features to descriptions ; discuss & mark answers (15 min); answer questions about characters, costumes & props (15 min); revise terms used in discussing poetry (10 min) pp. 116–117	230 Act. H 238 Act. G 238 Act. G 240–243 Act. 1	157 163–164 163–164 164–165	Literature set work	R&V: Complete reading of literature set work
4	R&V: Participate in final discussion of literature set work (20 min); W&P: Revise features of different types of essays; with a partner, prepare mind maps on two topics (25 min); revise & discuss features of various kinds of transactional writing (15 min) p. 117	243 Act. J 243–244 Act. K	165 165–166		LB pp. 247–259 R&V/W&P/LSC: Read an example of Papers 2, 3 & 4 & note questions to ask teacher
5	R&V/W&P/LSC: Discuss examples of Papers 2, 3 & 4 in preparation for end-of-year examinations				R&V/W&P/LSC: Revise for end-of-year examination papers

TOP CLASS Weeks 7–9 Completion of work, revision and formal assessments – Plan your programme

Use this time to complete work and oral assessments, for revision, and for learners to write the writing paper (Task 13) and then the end-of-year examination (Task 14).

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

Note: Note the homework task each day.

VIA AFRIKA Week 1 Theme: Jobs and careers					
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
1	Listen to teacher's feedback on Term 3 test (20 min); L&S: Listen to an extract from a novel & in a group critically discuss Q 1 & 2, Act. 1; (20 min); listen to two jokes & in a group critically discuss Q 3 & 4, Act. 1 (15 min); p. 114 R&V: Listen to teacher's introduction to literature set work (5 min)	190–191 Act. 1 190–191 Act. 1	256–257 257–258	Literature set work	R&V: Begin reading literature set work
2	R&V: Discuss literature set work (10 min); L&S: Listen to a fable & in a group critically discuss Q 5–7, Act. 1 (20 min); LSC: Learn about ambiguity, jargon, slang, cliché, redundancy & tautology & begin writing answers to questions on these (30 min) p. 114	190–191 Act. 1 191–193 Act. 2	258 258–259		LB p. 193 LSC: Complete answers to questions on slang, etc.
3	LSC: Discuss & mark homework (20 min); learn a spelling pattern (5 min); R&V: Revise literary terms; do pre-reading activities on an extract from a novel & discuss these (35 min) p. 114	193 193 193–194 Act. 3	258–259 259–260	Literature set work	R&V: Continue reading literature set work
4	R&V: Read an extract from a novel; write answers to comprehension & language questions on it; discuss & mark answers (60 min) p. 114	194–196 Act. 4	260–261	Literature set work	R&V: Continue reading literature set work
5	R&V: Discuss literature set work (15 min); R&V/LSC: Read a poem & begin to write answers to questions on its structure, theme & mood & to language questions based on it (45 min) p. 114	197–198 Act. 5	261–262		LB pp. 197–198 Act. 5 R&V: Complete answers to literature & language questions on poem

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

VIA AFRIKA Week 2 Theme continued: Jobs and careers					
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss & mark homework (20–25 min); L&S: Learn about & discuss meeting procedures & conventions; draw up an agenda for a meeting; appoint a chairperson & three scribes (35–40 min) p. 114	198 199–200 Act. 6	261–262 262–263	Literature set work	R&V: Continue reading literature set work
2	L&S/W&P: Hold a meeting; discuss minutes taken by scribes; write own set of minutes (60 min) p. 114	199–200 Act. 6	262–263	Literature set work	R&V: Continue reading literature set work
3	R&V: Discuss literature set work (15 min); learn about the format of a letter of application; plan & begin to write first draft of an application letter (45 min) p. 114	200–201 Act. 7	263–264		LB pp. 200–201 Act. 7 W&P: Complete first draft of job application letter

Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
4	W&P: Exchange first draft of application letter with a partner & give each other feedback; revise, edit, proofread & write final version of letter (55 min); R&V: Listen to teacher's introduction to poem <i>Arithmetic</i> CR pp. 114–116 (5 min) p. 114	200–201 Act. 7	263–264 266	<i>Arithmetic</i> CR pp. 114–116	R&V: Read poem <i>Arithmetic</i> CR pp. 114–116 & think about how to answer the questions on it
5	R&V: With a partner, write answers to questions on the poem <i>Arithmetic</i> CR pp. 114–116; as a class, discuss & mark answers (60 min) p. 114		266–267	Literature set work	R&V: Continue reading literature set work

Note: If you choose to use participation in a group discussion for Formal Assessment Task 12, you will need to move from group to group making notes of each learner's contribution to the discussion.

VIA AFRIKA Week 3 Theme: From the past to the present

Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (10 min); L&S: Revise language & power; listen to a dialogue & take notes; use notes to answer questions; discuss answers (45 min); in groups of five, decide on a topic for a group discussion (5 min) p. 115	202–203 Act. 1 203–204 Act. 2	271–273 273		LB pp. 203–204 Act. 2 L&S: Prepare to contribute to a group discussion
2	L&S: In groups of five, participate in a group discussion & prepare to present a summary of the discussion to the class (40 min); group leaders report to class (20 min) p. 115 Note: Participation in a group discussion can be assessed for Formal Assessment Task 12	203–204 Act. 2	273	Literature set work	R&V: Continue reading literature set work
3	R&V: Discuss literature set work (10 min); LSC: Revise proper & compound nouns, complex noun phrases, gerunds, portmanteau words (30 min); begin to answer questions on nouns & various forms of abbreviation (20 min) p. 115	204–205 206 Act. 3	273 274		LB p. 206 Act. 3 LSC: Complete answers to language questions
4	LSC: Discuss & mark homework (20 min); revise types of abbreviation (10 min); R&V: Revise literary terms; do pre-reading activities on an extract from a youth novel; discuss answers (30 min) p. 115	206 207 207–208 Act. 4	274 274–275	Literature set work	R&V: Continue reading literature set work
5	R&V: Read an extract from a youth novel; write answers to comprehension & language questions on it; discuss & mark answers (60 min) p. 115	208–210 Act. 5	275–276	Literature set work	R&V: Continue reading literature set work

Note 1: If your class does not have copies of the Core Reader, for homework on Day 1 and for the first part of the lesson on Day 2, use the literature set work.

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

VIA AFRIKA Week 4 Theme continued: From the past to the present					
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (10 min); read a poem & write answers to questions on structure, language use & theme; discuss & mark answers (45 min); listen to teacher's introduction to poem <i>I feel a poem</i> CR pp. 133–134 (5 min) p. 115	210–211 Act. 6	276–277 279	<i>I feel a poem</i> CR pp. 133–134	R&V: Read the poem <i>I feel a poem</i> CR pp. 133–134 & think about answers to the questions on it
2	R&V: Discuss questions on <i>I feel a poem</i> CR pp. 133–134 (30 min); revise features of cartoons; study a cartoon & begin to write answers to questions on it (30 min) p. 115	212 Act. 7	280 277–278		LB p. 212 Act. 7 R&V: Complete answers to questions on cartoon
3	R&V: Discuss & mark homework (15 min); W&P: Learn about features of an email (10 min); LSC: Learn about paragraph structures (20 min); W&P: Plan & begin writing first draft of an email (15 min) p. 115	212 213–214 213 214 Act. 8	278 279 278 279		LB p. 214 W&P: Complete first draft of an email
4	W&P: Exchange first draft of an email with a partner & give each other feedback; revise, edit, proofread & write final version of email (60 min) p. 115	214 Act. 8	279	Literature set work	R&V: Continue reading literature set work
5	R&V: Discuss literature set work; continue reading set work (60 min)			Literature set work	R&V: Continue reading literature set work

VIA AFRIKA Week 5 Theme: Making choices					
Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (15 min); L&S: In a group, plan and present a role play of a situation described by the teacher (25 min); learn how to participate in a conversation; in groups of five choose a topic for a conversation & begin preparing to participate in it (20 min) p. 116	215–216 Act. 1 216–217	284 285		LB p. 217 L&S: Prepare ideas to contribute to conversation
2	L&S: In groups of five participate in a conversation (15 min); L&S: Group leaders summarise conversation for the class (15 min); LSC: Understand how to explain cause & effect; understand meaning shifts; understand how to use language for special purposes; begin answering questions on each of these (30 min) p. 116 Note: Participation in a conversation can be assessed for Formal Assessment Task 12	216–217 217–218 Act. 2	285 286		LB pp. 217–218 LSC: Complete answers to questions on language use

Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
3	LSC: Discuss & mark homework (15 min); R&V: Revise literary terms & do pre-reading activities on an extract from a youth novel; discuss answers (35 min); begin intensive reading of the extract (10 min) p. 116	219 Act. 3	286 286–287 287–288		LB pp. 220–221 Act. 4 R&V: Complete intensive reading of extract
4	R&V: Write answers to comprehension & language questions on an extract from a youth novel; discuss & mark answers (60 min) p. 116	220–222 Act. 4	288	Literature set work	R&V: Continue reading literature set work
5	R&V: Discuss literature set work (10 min); do pre-reading activities on a poem; read the poem & write answers to questions on it; discuss & mark answers (50 min) p. 116	223–224 Act. 5	289	Literature set work	R&V: Continue reading literature set work

VIA AFRIKA Week 6 Theme continued: Making choices

Day	CAPS concepts and skills	LB pp.	TG pp.	CR/ literature text	Homework
1	R&V: Discuss literature set work (15 min); W&P: Revise features of diary entries; plan & begin first draft of a diary entry (45 min) p. 116	224–225 Act. 6	289–290		LB pp. 224–225 Act. 6 W&P: Complete first draft of diary entry
2	W&P: Exchange first draft of diary entry with a partner & give each other feedback; revise, edit, proofread & write final version of entry (60 min) p. 116	224–225 Act. 6	289–290	Literature set work	R&V: Complete reading of literature set work
3	R&V: Participate in final discussion of literature set work (20 min); revise & discuss key features of literary texts (20 min); revise & discuss key features of poetry (20 min) p. 117	230–231	298		LB pp. 233–234 W&P: Revise features of different types of essays & transactional texts
4	W&P: Read & discuss an example of Paper 3 (30 min); R&V/LSC: Begin reading & discussing an example of Paper 2 (30 min)				
5	R&V/LSC: Complete discussion of Paper 2 (15–20 min); R&V: Discuss Paper 4 (40 min)				R&V/W&P/LSC: Revise for end-of-year examination papers

VIA AFRIKA Weeks 7–9 Completion of work, revision and formal assessments – Plan your programme

Use this time to complete work and oral assessments, for revision, and for learners to write the writing paper (Task 13) and then the end-of-year examination (Task 14).

3. Assessment programme in the CAPS

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

Task no. and focus	Task	Marks	Weighting %	Notes
9. Oral listening and speaking	Oral presentation of project	20	3.7	
10. Response to literature (contextual)	Test: Poem (10 marks) Drama/short stories/folklore/novel (20 marks) Folklore/novel (10 marks)	30	2.5	
11. Creative writing	Project based on any ONE of the literature genres studied: Poems/short stories/folktales/drama/novel including documentaries and song	50	2.4	Done over a period of time There must be a variation of genres across the grades Do not choose the same genre as in Grades 7 and 8
Total term mark		100		

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

Task no. and focus	Task	Marks	Weighting %	Notes
12. Oral reading/listening and speaking (Paper 1)	Listening comprehension/ debate/conversation/prepared or unprepared speech/group discussion NB: It cannot be the same task as in Term 2	20	16	Assessed during term, but part of the exam mark
13. Writing (Paper 3) 1 hr 30 min	Q1: Transactional text (two short or one long) review/covering letter and CV/obituary/directions (20 marks) Q2: Narrative/descriptive/argumentative essay/reflective (40 marks) NB: Text and essay type must vary across terms and grades	60	18	Written before the exams Eight paragraphs
14. Comprehension and language (Paper 2) 2 hrs 30 min	Q1: Literary/non-literary text (25 marks) Q2: Visual text (15 marks) Q3: Summary writing (10 marks) Q4: Language structures and conventions in context (20 marks)	70	18.5	End-of-year examination
Response to literature (Paper 4) 2 hrs	Q1: Poetry – one unseen poem (10 marks), one seen poem (10 marks) Q2: Drama (20 marks) Q3: Short story (10 marks)	50	7.5	
Total exam mark		200	60%	

4. Some possible formal assessment tasks in the LTSMs

Recommendations for formal assessment tasks in the LTSMs

LTSM	Task 12 Oral	Tasks 13 and 14
		Note: The papers listed below cannot be used for formal assessment; select questions from them for revision/practice
Clever English First Additional Language	Week 3: Participate in a group discussion LB pp. 235–236; TG pp. 208–209 OR Week 5: Participate in a conversation LB pp. 247–248; TG p. 220	No examples in the Learner’s Book. Unit 20 of the Teacher’s Guide provides two exemplar papers for Papers 2, 3 and 4. There are memoranda for Papers 2 and 4 and rubrics for Paper 3.
English Today First Additional Language	Week 3: Complete listening comprehension tasks LB pp. 232–233; TG pp. 133–134	There is an example of each of Papers 2, 3 and 4 in the Learner’s Book. These can be used for revision purposes. The memoranda for these exemplars are on pp. 188–192 of the Teacher’s Guide. On pp. 210–234 of the Teacher’s Guide there is one example of Papers 2, 3 and 4, each with a memorandum or rubric.
Interactive English First Additional Language	Week 5: Participate in a conversation LB pp. 298–300; TG pp. 209–211	There is an example of Papers 2, 3 and 4 in the Learner’s Book, and the same papers with memoranda are in the Teacher’s Guide.
Platinum English First Additional Language	Week 6: Participate in a conversation LB pp. 239–240; TG p. 177	On pp. 254–259 of the Learner’s Book there are examples of papers that can be used for revision and examination preparation for Papers 2 and 3, with memoranda on pp. 186–188 of the Teacher’s Guide. On pp. 198–203 of the Teacher’s Guide there is one example of Paper 2 and one example of Paper 3, each with a memorandum. These could be used for the end-of-year examination. There are no examples of Paper 4.
Spot On English First Additional Language	Week 3: Participate in a group discussion LB pp. 182–183; TG pp. 261–262	There is an example of Papers 2 & 3 on pp. 226–233 in the Learner’s Book. These can be used for revision purposes. The memorandum for Paper 2 is on pp. 317–319 of the Teacher’s Guide. There is an example of Papers 2, 3 & 4, each with a memorandum, on pp. 291–313 in the Teacher’s Guide. Note that Paper 4 examines only poetry and short stories.
Successful English First Additional Language	Week 5: Participate in a conversation LB pp. 292–293; TG p. 149	On pp. 317–323 of the Learner’s Book there is an example of Papers 2 and 3. These can be used for revision and examination preparation purposes. The memorandum for Paper 2 is on pp. 180–181 of the Teacher’s Guide, and the memorandum for Paper 3 is on p. 182. In the Teacher’s Guide there is another example of Paper 2 on pp. 193–194 with a memorandum on pp. 195–196, and another example of Paper 3 on pp. 197–198 with a memorandum on p. 199.
Top Class English First Additional Language	Week 3: Complete listening comprehension tasks LB pp. 209–210; TG pp. 143–145 OR Week 5: Participate in a conversation LB pp. 221–222; TG pp. 152–153	On pp. 247–259 of the Learner’s Book there is an example of Papers 2, 3 and 4. The papers are repeated, with a memorandum for each one, on pp. 169–184 in the Teacher’s Guide.
Via Afrika English First Additional Language	Week 3: Participate in a group discussion LB pp. 203–204; TG p. 273 OR Week 5: Participate in a conversation LB pp. 216–217; TG p. 285	On pp. 241–243 of the Learner’s Book there is one example of Papers 2, 3 and 4. The memoranda for these papers are on pp. 306–308 of the Teacher’s Guide.

5. Information about cognitive levels

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

On pages 121 and 122 of the Curriculum and Assessment Policy Statement (CAPS) for English First Additional Language 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 as a guide when you are setting questions. **Note:** The weightings are as given in the amended Section 4 of the CAPS.

Table 1: COGNITIVE LEVELS AND QUESTION TYPES

COGNITIVE LEVEL	ACTIVITY	PERCENTAGE OF TASK
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 ... 	Level 1: 20%
Reorganisation (Level 2)	<p>Questions that require analysis, synthesis or organisation of information explicitly stated in the text. The following are examples:</p> <ul style="list-style-type: none"> • Summarize the main points/ideas/pros/cons ... • Group the common elements/factors ... • State the similarities/differences ... • Give an outline of ... 	Level 2: 20%
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. Practice questions: Set 1

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

Note: To *persevere* means to keep trying when something is very difficult to achieve. It is the opposite of 'to give up'. *Refugees* are people who have had to leave their own country to escape from war or other dangers.

Children persevere

- 1 The Three2Six Project is a refugee programme based at Sacred Heart College in Johannesburg. It provides free schooling to about 150 refugee children from across the African continent. According to the programme co-ordinator, the school was formed in 2008 when Sacred Heart College was approached to help refugee children, many of whom live quite near the school. The name Three2Six stems from the times the children attend classes – from 3pm to 6pm.
- 2 Three2Six is the only school these children attend because they and their families have faced many obstacles in entering the formal school system. These include financial difficulties, language barriers and lack of the required documents. Three2Six only takes children whom the co-ordinator referred to as "desperate cases", and these children are accepted only after they have been through an application and interview process.
- 3 "Sometimes you will find that there are children who have completed a certain grade in their home country, but they have lost about two or three years of schooling since then while their families have been trying to find refuge in different African countries," said the co-ordinator. The school has a special remedial teacher who helps these learners to catch up.
- 4 Classes focus mainly on English, mathematics and life skills for Grades 1 to 6. The staff are teachers who themselves come from refugee backgrounds, and these staff members are supported by a number of volunteers. The programme is also supported by a number of donors whose contributions make it possible to provide lunch, stationery, uniforms and transport that enables learners to travel safely to and from their homes.
- 5 Many of the learners come from French-speaking countries such as the Democratic Republic of the Congo and often need assistance in improving their English. The programme co-ordinator explained that once their English improves, the children often become interpreters for their parents.
- 6 Three2Six is a bridging programme, and when learners have completed Grade 6 their parents are assisted to enrol them in a regular primary school for a year before they apply for high school. Some of the children have done so well that they have been offered scholarships to private schools. The first group of children to study at Three2Six in 2008 is now in Grade 12, with some of them aiming to enrol for tertiary education in 2016.
- 7 Please note that in this story of children and adults working together to overcome huge challenges no names have been used due to the sensitive nature of their situation.

(slightly adapted from an article by Katherine Fei in the *Rosebank Killarney Gazette*, 13 March 2015)

Questions

- 1.1 Read statements 1.1.1 and 1.1.2 below, and decide whether they are TRUE or FALSE.
Write your answer (1) and use information from the article to support it (1).
- 1.1.1 Three2Six offers part time schooling. (2)
- 1.1.2 All refugee children are welcome to attend Three2Six. (2)
- 1.2 Explain why lack of the required documents is an obstacle to entering the formal school system (paragraph 3). (3)
- 1.3 In terms of learning, explain why some refugee children need to 'catch up' to children of their own age. (2)
- 1.4 Suggest why it may be helpful to refugee children to be taught by teachers who are also refugees. (2)
- 1.5 Re-read paragraph 6, and describe the work of an interpreter. (2)
- 1.6 Choose the correct phrase to complete the sentence below. Write only the phrase.
When learners complete grade six, they cross the bridge to _____
(private school/high school/primary school). (1)
- 1.7 Quote evidence from the article that the Three2Six programme has been successful. (2)
- 1.8 In paragraph 9 it is stated that the names of children and adults have not been used because of 'the sensitive nature of their situation'. Suggest a difficulty or problem the refugee children or teachers could face if their names were stated in the article. (2)
- 1.9 The headline *Children persevere* could refer to children in many different contexts.
Write a headline that more accurately summarises what the article is about. (2)
- 1.10 Re-read paragraph 2, and write the sentence below in active voice.
You will find the subject of the sentence in the article.
The school was formed in 2008. (2)
- 1.11 Rewrite the sentence below in direct speech.
The co-ordinator said that the school was fortunate to receive support from a number of donors. (2)
- 1.12. In the article the co-ordinator refers to 'desperate cases' (paragraph 2).
Use the word 'case' in a sentence in which the word means something different from the meaning it has in the article. (2)
- 1.13. Write one noun form for each of the following verbs used in the article.
Here is an example: provide (verb) provision OR provider (nouns)
- 1.13.1 apply (1)
- 1.13.2 accept (1)
- 1.14. Rewrite these two simple sentences as one complex sentence:
The parents of many of the refugee children are unemployed.
They are grateful to the Three2Six programme for supporting their children. (2)

Total marks: 30

2. Study the cartoon and then write the answer to each question below it.
Remember to number each answer.
Write in complete sentences unless you are asked to write only a word or a letter.



- 2.1.1 Write **one word** to describe the tone of voice in which the teacher is speaking. (1)
- 2.1.2 Give two **reasons** from the cartoon to support your answer. (2)
- 2.2 Give one piece of evidence in the cartoon that supports each of the following statements:
- 2.2.1 'The school is more likely to be in a rural environment than an urban one.' (1)
- 2.2.2 The learners probably come from families that have very little money. (1)
- 2.3 Do you think the learner to whom the teacher is speaking would be worried about being sent to the principle's office? Write Yes or NO, and give a reason for your answer. (2)
- 2.4 What is the main point the cartoonist is making (the main message) in this cartoon? (3)

Total marks: 10

7. Marking guidelines for and cognitive levels in Set 1

Notes

1. For Question 1, comprehension questions 1.1 to 1.8 are described in terms of cognitive level. The levels used are from level 1 to level 3.
2. Questions 1.9 to 1.13 are language questions, based on the article and have only 'right/wrong' answers, so they are not described in terms of cognitive level. The language questions all relate to the LSC section of CAPS for Term 3.
3. For Question 2, all of the questions are described in terms of cognitive level, and the levels used are from level 2 to level 5.

Question One

1.1.1 & 1.1.2 Comment on question level

These are level 1 (literal) because the reason is stated in the text.

Answers

1.1.1 TRUE (1) The children attend for only three hours per day (from 3pm to 6pm). **(2)**

1.1.2 FALSE (1) The children have to go through an application and interview process and only the most desperate cases are accepted. **(2)**

1.2 Comment on question level

This is a level 3 (inference) question because learners need to know from general knowledge or personal experience that schools require some form of personal document as proof of identity when making an application. Learners also need to know the meaning of the word 'obstacle'.

Answer

Schools require documents such as identity documents and/or documents giving permission for a person to live in a country. If a child and his/her family do not have these, then the school will not admit them. **(3)**

Note: This idea could be expressed in several different ways.

1.3 Comment on question level

This question requires learners to reorganise some information that is in the text and thus is a level 2 question.

Answer

Some children need to 'catch up' to children of their own age because they have not been at school for several years. **(2)**

1.4 Comment on question level

This is a level three (inference) question because the answer is not in the text and learners need to use their experience/general knowledge/imagination to suggest an acceptable answer.

Answer

Teachers who are also refugees are likely to understand the difficulties that refugee children experience and may be able to suggest ways of dealing with these. **(2)** OR These teachers probably speak the same languages as the refugee children and can thus help them if they struggle with English. **(2)** **Note: Marks can be awarded for other acceptable answers.**

1.5 Comment on question level

This question requires learners to work out from the article (i.e. to infer) what interpreters do thus is a level 3 question.

Answer

Interpreters translate words from one language into another, or interpreters explain words from one language in another. **(2)**

1.6 Comment on question level

This is a level 1 question. The answer is stated in the text.
All the learner has to do is read the question and the text carefully.

Answer

primary school

(1)

1.7 Comment on question level

This is also a level 1 question. Learners can choose one of two examples of evidence that are directly stated in the text.

Answer

'Some of the children have done so well that they have been offered scholarships to private schools.

OR

'The first group of children to study at Three2Six in 2008 is now in Grade 12, with some of them aiming to enrol for tertiary education in 2016.'

(2)

1.8 Comment on question level

This question requires learners to infer from their general knowledge or experience the kinds of trouble or difficulty that refugees could face if their names were published and is thus a level 3 question.

Answer

If the names of refugee children or refugee volunteer teachers were published in the newspaper, anyone who is looking for these people in order to send them back to the country they came from or to take some other action against them might be able to find them through the Three2Six programme.

(2)

Note: This idea could be expressed in several different ways.

1.9 Comment on question level

Summarising is a level 2 task because it involves reorganising information.

Answer

There are several possible answers. Here are three examples: (i) Schooling for refugee children in the Three2Six programme; (ii) Success of Sacred Heart's Three2Six programme; (iii) Support for refugee children from the Three2Six programme

(2)

1.10 Sacred Heart College formed the school in 2008. OR In 2008 Sacred Heart College formed the school.

(2)

Note: Award 1 mark if learners write They formed the school in 2008.

1.11 Note: All that learners have to do is use punctuation correctly.

"The school was fortunate to receive support from a number of donors," the coordinator said.

OR

The co-ordinator said, "The school was fortunate to receive support from a number of donors."

(2)

1.12 In the article 'case' refers to the situation that people are in. The alternative meanings that learners are most likely to choose are probably a court case or a container (book case, camera case, etc.). Give credit to any sentence in which case is used with a meaning different to situation.

(2)

1.13 1.13.1 application

(1)

1.13.2 acceptance

(1)

1.14 The parents of many of the refugee children, who are unemployed, are grateful to the Three2Six programme for supporting their children.

OR

As (or Since or Because) the parents of many of the refugee children are unemployed, they are grateful to the Three2Six programme for supporting their children.

(2)

Total marks: 30

Question Two

The CAPS for Grade 9 Term 3 gave considerable attention to learners' development of visual literacy. Each part of question 2 aims to assess an aspect of learners' developing visual literacy.

2.1.1 and 2.1.2

Comment on question level: Questions 2.1.1 and 2.2.1 require learners to **infer** the teacher's tone of voice from her body language and from the way her words are written in the speech bubble. They are therefore level 3 (inference) questions.

Answers

2.1.1 angry/cross/commanding/stern (1)

2.1.2 Reason 1: The expression on the teacher's face and her pointing arm suggest that she is angry or cross with the learner.

OR

Her facial expression and body language suggest that she is giving the learner a command. (1)

Reason 2: Her words are written in bold type and capital/upper case letters to show that she is speaking loudly and firmly.

OR

She gives a command that ends with an exclamation mark. The learner is expected to obey her. (1)

2.2.1 and 2.2.2

Comment on question level

These questions require learners to analyse, synthesise or organise information that is given in the cartoon drawing but also to relate this information to personal experience. They are therefore a combination of level 2 (reorganisation) and level 3 (inference).

Answers

2.2.1 The main evidence is the cow in the background.

OR

Learners could also be awarded a mark for writing that there is a great deal of open space, which is common in rural areas but unusual in a township or suburb. (1)

2.2.2 Some of the learners have no shoes and no one is wearing a school uniform. This suggests that family members do not have the money to buy shoes and uniforms. (1)

2.3 Comment on question level

This question requires learners to make a judgement and express their views. It is thus a level 4 (evaluation) question.

Answer

Learners could answer Yes or NO. The main point is to give a clear reason. Here are three examples:

YES. Even though the principal does not have a real office, he is still in charge of the school and could punish the learner in some way.

OR

NO. The principal is probably so busy trying to cope with his job in very difficult circumstances that he has no time to be concerned about a pupil sent to him by a teacher.

OR

NO. The learner looks very strong and looks able to take care of himself. (2)

2.4 Comment on question level

This is a level 5 (appreciation) question because learners need to express the impact of the cartoon on them as readers.

Answer

Learners' answers could vary, but it is likely that they will express the idea that the cartoonist's message is that some teachers, principals and learners have to work in very difficult circumstances that add to the challenges of learning. (3)

Total marks: 10

8. Practice questions: Set 2

Comprehension

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

Good dog!

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

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

domesticating: making wild creatures tame, so that they live in settlements with humans, or growing wild plants as food crops

extinct: no longer exists

descendants: relatives of those who lived long ago

conservation: the protection of the natural world (plants, animals, birds, insects, rivers, etc.)

distribution: places in which something is found

alien plants: plants from other countries that do not belong in a natural environment

predators: animals that kill and eat other animals

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

Total marks: 10

Language in context

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

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

Refer to the advertisement in answering questions 9–11

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

Total marks: 15



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

Summary

Read the article below. Summarise what the Mohlakeng Youth Movement has done for the Mohlakeng community and why, and how the local council has responded to their efforts.

Total marks: 10

Not just a library, it's a revolution

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

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

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

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

9. Marking guidelines for and cognitive levels in Set 2

Comprehension

1. Comment on question level

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

Answer

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

2. Comment on question level

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

Answer

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

3. Comment on question level

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

Answer

FALSE. (1)

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

4. Comment on question level

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

Answer

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

5. Comment on question level

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

Answer

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

6. Comment on question level

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

Answer

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

7. Comment on question level

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

Answer

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

Total marks: 10

Language in context

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

1. Comment on question level

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

Answer

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

2. Comment on question level

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

Answer

People/humans/human beings (1)

3. Comment on question level

The marks are for correct punctuation in the correct places.

Answer

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

4. Comment on question level

Learners could express this idea in different ways.

Answer

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

5. Answer

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

6. Answer

Foreign (1)

7. Answer

Gerund (1)

8. Answer

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

EFFECT: The tortoise has become endangered. (1)

9. Comment on question level

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

Answer

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

10. Comment on question level

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

Answer

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

11. Comment on question level

This is a level 5 (appreciation) question.

Answer

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

Total marks: 15

Summary

The key points are:

what the MYM did and why (3)

the result of their actions (2)

the response of the municipality (2)

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

(1)

Below is one example of what learners could write.

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

10. Practice questions: Set 3

Essay

Write an essay on ONE of the following topics.

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

Total marks: 40

Transactional writing

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

Part-time sales assistants required

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

Please send your application letter to:

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

OR

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

Total marks: 10

11. Marking guidelines for Set 3

(40 marks)

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

Transactional writing (10 marks)

For each topic learners must demonstrate that they understand the correct format and register of the text that they write.

Diary entry

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

- begin the entry with a date
- write in the first person
- write in past tense to describe what happened
- express their personal feelings

Formal letter of application

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

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

Dialogue

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

- write names on the left with a colon after each name
- start a new line each time the speaker changes
- put words in brackets to tell characters how to speak or what to do
- create a conversation

12. Practice questions: Set 4

Poetry

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

African Thunderstorm by David Rubadiri

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

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

Total marks: 10

Folklore

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

The crowded home

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

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

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

'Put them in the house,' said Nasrudin.

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

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

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

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

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

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

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

'Take it into the house,' said Nasrudin.

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

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

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

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

Total marks: 10

Short story

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

The quiet one

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

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

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

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

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

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

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

Total marks: 10

Novel

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

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

The pearl by John Steinbeck

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

WORD LIST

obscured: made difficult to see

clusters: things that grow close together

hummock: rising ground

overhang: rock hanging over the sand beneath it

gleam: soft or faint light

shrilled: sounded high and loud

1. Look carefully at paragraph 2, and suggest what kind of community Kino belongs to. (2)
2. Explain the difference between the secret little inner song, *Song of the pearl that might be*, and the other songs that the community sing. (2)
3. Explain why Kino and Juana really need to find a valuable pearl. (2)
4. Quote a sentence that shows that Kino was excited by what he saw in the overhang. (2)
5. Has Kino definitely found a pearl? Give a reason from the extract for your answer. (2)

Total marks: 10

Drama

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

Rest in peace

Scene III

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

Jerome: You might not have noticed it, Jen, but our ouma was one proud lady. She had too much pride to ask for help. So independent.

Jennie: Okay, so she went to work every day, to that pokey little hole of a **sweat shop** where she sewed clothes for other people, day in day out.

Jerome: Well, it looked like a sweat shop to us, but for our ouma it was a place of friends. It gave her security. It gave her peace of mind.

Jennie: Ja, and it gave her a salary. A **paltry** one, but still ... a salary. I know Ouma valued her independence. She always told me, 'Never look a gift horse in the mouth.' Never really understood that one!

Jerome: Never bad-mouth something you have – just be grateful. She was right. That salary of hers gave her a lot of stability and a lot of freedom. Financial freedom.

Jennie: Ja, but Gran was careful with her money, hey? She never **squandered** a cent. Kept her money very close.

Jerome: Except near the end. She got very generous with her money. She wanted to put it to good use.

Jennie: Something I can't say I've done with any money I've ever earned. Wasted it ... and got wasted. (*Deep sigh of regret*) Ag, Jerry, I don't have much to show for having a good role model in Ouma, do I?

WORD LIST

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

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

paltry: very small

squandered: wasted

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

Total marks: 10

13. Marking guidelines for and cognitive levels in Set 4

Poetry

1. Comment on question level

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

Answer

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

2.1 Answer

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

2.2 Comment on question level

This is a level 5 (appreciation) question.

Answer

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

3.1 Comment on question level

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

Answer

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

3.2 Answer

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

4. Comment on question level

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

Answer

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

5. Answer

'wind whistles' (1)

Total marks: 10

Folklore

1. Answer

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

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

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

2. Answer

A herd of elephant is sometimes noisy and is likely to do a lot of damage if the animals are in a small space.

Learners can be given credit for other plausible answers. (2)

3. Comment on question level

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

Answer

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

4. Answer

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

Total marks: 10

Short story

1. Answer

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

2. Answer

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

3.1 Answer

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

3.2 Comment on question level

This is a level 4 (evaluation) question.

Answer

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

4. Answer

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

Total marks: 10

Novel

1. Answer

Kino belongs to a community that has a long history of songs about the environment in which they live. It could be described as a traditional community. Learners could write about this idea in different ways. (2)

2. Comment on question level

This is a level 3 (inference) question.

Answer

The other songs are ones that everyone sings out loud about the environment in which they live. However, the song about hoping to find a pearl is a silent one, probably because community members don't want others to know how desperately they want to find a valuable pearl. (2)

3. Comment on question level

This is another example of a level 3 (inference) question.

Answer

Someone whom they care for (Coyotito) has a swollen shoulder, and presumably they need money for medical help. (2)

4. Answer

'His heart beat out a heavy rhythm, and the melody of the maybe pearl shrilled in his ears.' (2)

5. Answer

No, he has not definitely found a pearl. He still has to open the shell to find out for sure even, though he thought he had caught a glimpse of a pearl before the oyster closed its shell. (2)

Total marks: 10

Drama

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

1. Answer

These words are used:

to describe the **setting of the play** (1)

and also to **give the stage directions to the actors** (1)

2. Answer

The extract is headed Scene III. (1)

3.1 Answer

Jerome admires his grandmother. (1)

3.2 Answer

He admires her because she was an independent woman who earned her own living, made the best of her life and was generous to others. (any two points) (2)

4.1 Answer

Jennie seems to feel very negative about herself. (1)

4.2 Answer

She suggests that she has wasted her life and did not responded positively to her grandmother’s good example. (1)

5. Answer

Jerome could be either kind or unkind to Jennie, so learners can choose. If he is kind, he could say something like, ‘Well, Jennie, it’s never too late to make a new start.’ OR ‘Jennie, I think you’re being too hard on yourself. You have also done good things.’ If he is not kind, he could say something like ‘No, you don’t, and isn’t that a pity!’ Give credit for any answer that shows that learners have understood the characters. (2)

Total marks: 10

14. 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 9. 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 9 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.

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

15.1 Conventional schools¹

NAME OF TEACHER: _____ SUBJECT/GRADE: _____

Week no. in planner _____

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

Refer to the planner² 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? ³ (Rough estimate)				
How many learners in this class?				
DAY ⁴	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:				
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.

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

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

⁴ This can also be lessons if there are more than five lessons a week.

15.2 Multigrade schools¹

NAME OF TEACHER: _____

Week no. in planner _____

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

Refer to the planner² for details of the week's work (or the ATP for subjects without planners)

Subjects							
GRADE	On track this week? ³						
	Est. learners > Level 4 ⁴						
	# 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.

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

³ Yes/no?

⁴ 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

The Shed
The Pines
9 Gordon Hill Road
Parktown
2193

Tel: +27 10 880 2431

Email: admin@pilo.co.za

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