

# REVISED ANNUAL TEACHING PLAN 2021- 2023 (GRADE 7 - ENGLISH FAL - TERM 1-4)



GRADE 7 TERM 1				
SKILLS	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
Day 1-3 of week 1	<b>Standardised Baseline Assessment and Orientation to be conducted during the first 3 days of the term in Week 1 – Day 1 to 3. Data is captured so that competency is determined and learning gaps identified. This information should be used to inform subsequent teaching and learning activities.</b>			
WEEK 1-2	<p><b>Listen to a short story</b></p> <ul style="list-style-type: none"> <li>Identify main and supporting ideas from a short story</li> <li>Take notes</li> <li>Share ideas and experiences and show understanding of concepts</li> </ul> <p><b>Retell a short story</b></p> <ul style="list-style-type: none"> <li>Retell events in correct sequences</li> <li>Mention characters correctly</li> <li>Mention the timeline</li> </ul>	<p><b>Literary text: Short stories</b></p> <ul style="list-style-type: none"> <li>Key features of literature text: such as character, characterization, plot, conflict, background, setting, narrator, theme.</li> </ul> <p><b>Follow the reading process:</b></p> <ul style="list-style-type: none"> <li><b>Pre-reading</b> (Introduce text)</li> <li><b>During reading</b> (Features of text)</li> <li><b>Post-reading</b> (answer questions, compare, contrast, evaluation)</li> </ul> <p><b>Reading comprehension and Reading strategies</b></p> <ul style="list-style-type: none"> <li>Skimming and scanning</li> <li>Intensive reading</li> <li>Visualization</li> <li>Infer meaning and conclusions</li> <li>Fact and opinion</li> <li>Meaning of words</li> </ul>	<p><b>Write a narrative / reflective paragraph</b></p> <p>Follow paragraph conventions:</p> <ul style="list-style-type: none"> <li>Topic sentence of paragraph</li> <li>Main and supporting ideas</li> <li>Use conjunctions for cohesion</li> <li>Explain requirements of text such as telling a story in a descriptive / narrative manner</li> <li>Use appropriate words and style</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>Planning</li> <li>Drafting</li> <li>Revision</li> <li>Editing</li> <li>Proof-reading and presenting</li> </ul>	<p><b>Word level work:</b></p> <p>common nouns, proper nouns</p> <p><b>Sentence level:</b></p> <p>simple sentences, statements, simple present tense, simple past tense</p> <p><b>Spelling and punctuation:</b></p> <p>full stop, comma, colon, semi colon, capital and lower-case letters</p>
	<p><b>FORMAL ASSESSMENT TASK 1 ORAL</b></p> <ul style="list-style-type: none"> <li>Reading Aloud (20 marks)</li> </ul> <p>(Start with this task in term 1 and conclude in term 2 when the mark will be recorded.)</p>			

SKILLS	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
WEEK 3-4	<p><b>Listen to and discuss a poem</b></p> <ul style="list-style-type: none"> <li>Share ideas and experiences and show understanding of concepts</li> <li>Answer questions</li> </ul> <p>Explain to a friend why you liked a specific poem</p>	<p><b>Literary text: poems</b></p> <p>Reading methods</p> <ul style="list-style-type: none"> <li>Independent reading</li> </ul> <p><b>Pre-reading strategies</b></p> <ul style="list-style-type: none"> <li>Recognize features of text such as titles, headings, illustrations</li> </ul> <p><b>Teach key features of poem:</b></p> <ul style="list-style-type: none"> <li>internal structure of a poem, figures of speech/imagery, rhyme, rhythm</li> <li>external structure of a poem, lines, stanzas, typography</li> <li>figurative meaning</li> <li>mood, theme and message</li> </ul>	<p><b>Creative writing: own poem</b></p> <p>Teach stanza conventions:</p> <ul style="list-style-type: none"> <li>structure of a stanza</li> <li>use conjunctions for cohesion</li> <li>use a variety of sentence types, lengths and structures</li> <li>diction &amp; figurative language</li> </ul> <p><b>Write a poem</b></p> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>Planning</li> <li>Drafting</li> <li>Revision</li> <li>Editing</li> <li>Proof-reading and presenting</li> </ul>	<p><b>Word level:</b></p> <p>revision on verbs, finite verbs, pronouns, personal pronouns, possessive pronouns, articles</p> <p><b>Word meaning:</b> rhymes, borrowed words, idioms, proverbs, alliteration, similes, metaphors,</p> <p><b>Punctuation:</b> full stop, comma</p> <p><b>Spelling:</b> Dictionary usage, spelling patterns, spelling rules</p>
<p><b>FORMAL ASSESSMENT TASK 2 WRITING</b></p> <ul style="list-style-type: none"> <li>Essay: (30 marks)</li> </ul> <p><b>Narrative / Reflective (During the course of the Term)</b></p>				
SKILLS	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
WEEK 5-6	<p><b>Conversation about drama:</b></p> <ul style="list-style-type: none"> <li>Take part in informal conversations about simple topics</li> <li>Use correct register</li> <li>Maintain the conversation</li> <li>Identify main and supporting ideas</li> <li>Take notes</li> <li>Answer questions</li> </ul>	<p><b>Literary text drama (one act)</b></p> <ul style="list-style-type: none"> <li>Teach key features of literature text: character, characterization, plot, conflict, background, setting, narrator, theme</li> </ul> <p><b>Follow the reading process:</b></p> <ul style="list-style-type: none"> <li><b>Pre-reading</b> (Introduce text)</li> <li><b>During reading</b> (Features of text)</li> <li><b>Post-reading</b> (answer questions, compare, contrast, evaluate)</li> </ul> <p><b>Teach key features of poem:</b></p> <ul style="list-style-type: none"> <li>internal structure of a poem, figures of speech/imagery, rhyme, rhythm</li> <li>external structure of a poem, lines, stanzas, typography</li> <li>figurative meaning</li> <li>mood, theme and message</li> </ul>	<p><b>Write a dialogue, enacting drama</b></p> <ul style="list-style-type: none"> <li>Requirements of format, style, point of view</li> <li>Target audience, purpose and context</li> <li>Word choice</li> <li>Appropriateness of certain utterances</li> <li>Free expression</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>Planning</li> <li>Drafting</li> <li>Revision</li> <li>Editing</li> <li>Proof-reading and presenting</li> </ul>	<p><b>Word level:</b></p> <p>common and proper nouns, complex nouns, collective nouns, finite verbs, pronouns, possessive nouns</p> <p><b>Sentence level:</b></p> <p>simple sentences, statements, simple present tense, simple past tense, subject, subject-verb agreement</p>

SKILLS	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
WEEK 7-8	<p><b>Listen to a short story/folklore</b> <b>Listening Comprehension</b></p> <ul style="list-style-type: none"> <li>Identify main and supporting ideas and take notes</li> <li>Share ideas and experiences and show understanding of concepts</li> <li>Identify persuasive and manipulating techniques where applicable</li> <li>Answer questions</li> </ul> <p><b>Discuss the story/folklore that they were exposed to in the previous activity</b></p> <ul style="list-style-type: none"> <li>Identify characters</li> <li>Discuss the theme</li> <li>Discuss point of view</li> </ul>	<p><b>Literary text: short stories/folklore</b> Teach key features of literature text: such as</p> <ul style="list-style-type: none"> <li>character, characterization, plot</li> <li>conflict, background, setting, narrator, theme</li> </ul> <p><b>Follow the reading process:</b></p> <ul style="list-style-type: none"> <li><b>Pre-reading</b> (Introduce text)</li> <li><b>During reading</b> (Features of text)</li> <li><b>Post-reading</b> (answer questions, compare, contrast, evaluate)</li> </ul> <p><b>Reading/viewing for comprehension</b></p> <ul style="list-style-type: none"> <li>skimming and scanning</li> <li>intensive reading</li> </ul> <p>Infer meaning of unfamiliar words by word attack skills</p>	<p><b>Write a review/letter/diary entry</b></p> <ul style="list-style-type: none"> <li>Requirements of format, style,</li> <li>Target audience purpose and context</li> <li>Paragraph cohesion</li> <li>Word choice</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li><b>Planning</b></li> <li><b>Drafting</b></li> <li><b>Revision</b></li> <li><b>Editing</b></li> <li><b>Proof-reading and presenting</b></li> </ul> <p><b>Write a review/letter/ diary entry following the process writing</b></p>	<p><b>Word level:</b> singular and plural, adjectives, degrees of comparison, superlatives.</p> <p><b>Sentence level:</b> simple present tense, simple past tense</p> <p><b>Word meaning:</b> homophones, idioms</p>
<p><b>FORMAL ASSESSMENT TASK 3 (50 MARKS)</b> <b>RESPONSE TO TEXTS:</b></p> <ul style="list-style-type: none"> <li>Literary or non-literary (20 marks)</li> <li>Visual text (10 marks)</li> <li>Language structures and conventions (20 marks)</li> </ul> <p>Activities for this task do not have to be written in one session</p>				

SKILLS	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
WEEK 9-10	<p><b>Listening comprehension</b></p> <ul style="list-style-type: none"> <li>• Explain listening process</li> <li>• Take notes</li> <li>• Answer questions</li> </ul> <p><b>Discussion</b></p> <ul style="list-style-type: none"> <li>• Discuss specific ideas from a short story</li> <li>• Take a position on ideas and refer to text to support the position</li> <li>• Relate content to own experience</li> </ul>	<p><b>Literary text: short stories</b> Teach key features of literature text:</p> <ul style="list-style-type: none"> <li>• character, characterization, plot, conflict, background, setting, narrator, theme</li> </ul> <p><b>Follow the Reading process:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate)</li> </ul> <p>Teach the key features of poem:</p> <ul style="list-style-type: none"> <li>• internal structure of a poem, figures of speech /imagery, rhyme, rhythm</li> <li>• external structure of a poem, lines, stanzas, typography</li> <li>• figurative meaning</li> <li>• mood, theme and message</li> </ul> <p><b>Reading/Viewing for comprehension (strategies)</b></p> <ul style="list-style-type: none"> <li>• Skimming</li> <li>• Scanning</li> <li>• Intensive reading</li> <li>• Fact and opinion</li> <li>• Infer meaning of unfamiliar words by word attack skills</li> </ul>	<p><b>Write a narrative/ reflective essay</b></p> <ul style="list-style-type: none"> <li>• Paragraph conventions:</li> <li>• Topic sentence of paragraph</li> <li>• Main and supporting ideas</li> <li>• Logical order of paragraphs</li> <li>• Conjunctions for cohesion</li> <li>• Use a variety of sentence types, lengths and structures</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting:</li> </ul> <p><b>Present an essay for assessment</b></p>	<p><b>Word level:</b> prefixes, suffixes, roots, auxiliary verbs, finite verbs</p> <p><b>Sentence level:</b> subject and predicate, subject verb agreement,</p> <p><b>Punctuation and spelling:</b> Dictionary usage, spelling patterns, spelling rules Word meaning: synonyms, antonyms</p>
<b>FORMATIVE ASSESSMENT ACTIVITIES</b>				
	<p><b>Listening and Speaking activities</b></p> <ul style="list-style-type: none"> <li>• Variety of Listening and Speaking activities</li> </ul> <p><b>Listening and Speaking activities that comply with the Covid-19 conditions</b></p>	<p><b>Reading and Viewing activities</b></p> <ul style="list-style-type: none"> <li>• Reading Process</li> <li>• Reading aloud activities</li> <li>• Reading Comprehension activities</li> </ul> <p><b>Literature activities based on the three prescribed genres for the semester</b></p>	<p><b>Writing and Presenting activities</b></p> <ul style="list-style-type: none"> <li>• Writing Process</li> <li>• Paragraphing</li> <li>• Transactional Texts</li> <li>• Essay</li> </ul> <p><b>Creative Writing</b></p>	<p><b>Language Structures and Conventions activities</b></p> <p><b>Variety of Language Structures and Convention activities</b></p>
<b>GRADE 7 ENG FAL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 1</b>				
	<p><b>FORMAL ASSESSMENT TASK 1 ORAL</b></p> <ul style="list-style-type: none"> <li>• Reading Aloud (20 marks)</li> </ul> <p><b>Start with this task in term 1 and conclude in term 2 when the mark will be recorded.)</b></p>	<p><b>FORMAL ASSESSMENT TASK 2 WRITING</b></p> <ul style="list-style-type: none"> <li>• Essay: (30 marks)</li> </ul> <p><b>Narrative / Reflective (During the course of the Term)</b></p>	<p><b>FORMAL ASSESSMENT TASK 3 (50 MARKS) RESPONSE TO TEXTS:</b></p> <ul style="list-style-type: none"> <li>• Literary or non-literary (20 marks)</li> <li>• Visual text (10 marks)</li> <li>• Language structures and conventions (20 marks) Activities for this task do not have to be written in one session</li> </ul>	

**GRADE 7 TERM 2**

SKILLS	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
<p><b>Week 1-2</b></p>	<p><b>Listening and Speaking strategies:</b></p> <p><b>Listening Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Explain listening process</li> <li>• Take notes</li> <li>• Answer questions</li> </ul> <p align="center"><b>OR</b></p> <p><b>Tell a story by focusing on:</b></p> <ul style="list-style-type: none"> <li>• Characterization; Diction; Body language; Interpret mood, atmosphere time-line, ironic twists and ending</li> </ul> <p><b>Follow the listening process:</b></p> <p><b>Pre-listening</b> introduces learners to the listening situation.</p> <p><b>During listening</b> – questioning, recognizing, matching, note-taking, interpreting</p> <p><b>Post-listening</b> follows up on the listening experience. Learners ask questions; talk about what the speaker said, etc.</p>	<p><b>Reading/Viewing for comprehension:</b></p> <p><b>Read a Literary text like a Novel (30-40 pages) / Drama (1-2 Act Play – 10-20 pages)</b></p> <ul style="list-style-type: none"> <li>• Key features of literature text: such as characterization, plot, conflict, background, setting, narrator, theme</li> </ul> <p align="center"><b>OR</b></p> <p><b>Reading/Viewing for comprehension a written and/or visual text such as Cartoon / Comic strips)</b></p> <ul style="list-style-type: none"> <li>• Skimming; Scanning</li> <li>• Intensive reading</li> <li>• Make inferences (characters, setting, milieu, message)</li> <li>• Infer meaning of unfamiliar words by word attack skills</li> <li>• Emotive language</li> </ul> <p><b>Reading process:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate)</li> </ul>	<p><b>Write a Narrative essay (of 4-6 Paragraphs/ 150-200 words)</b></p> <p><b>Use Paragraph conventions:</b></p> <ul style="list-style-type: none"> <li>• Topic sentence of paragraph</li> <li>• Main and supporting ideas</li> <li>• Logical order of paragraphs</li> <li>• Conjunctions for cohesion</li> <li>• Use a variety of sentence types, lengths and structures</li> </ul> <p><b>Follow the Writing Process:</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting:</li> </ul>	<p><b>Word level:</b> Complex nouns, predicate and object, , Adjectives: comparative, superlative</p> <p><b>Sentence level:</b> subject and predicate, subject verb agreement, simple sentences, statements, simple present tense, simple past tense</p> <p><b>Word meaning:</b> synonyms, antonyms, literal, figurative, emotive language</p> <p><b>Punctuation:</b> full stop, comma, exclamation mark, question mark</p> <p>Dictionary use encouraged</p>

SKILLS	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
Week 3-4	<p><b>Listening and Speaking strategies:</b></p> <p><b>Listening comprehension – Use a Visual text such as a Poster/ Advertisement / a Television news presentation</b></p> <p>Follow the listening process:</p> <p><b>Pre-listening</b> introduces learners to the listening situation.</p> <p><b>During listening</b> – questioning, recognizing, matching, note-taking, interpreting</p> <p><b>Post-listening</b> follows up on the listening experience. Learners ask questions; talk about what the speaker said, etc.</p> <ul style="list-style-type: none"> <li>Summarize the presentation orally</li> <li>Draw conclusions</li> </ul>	<p><b>Reading/Viewing for comprehension:</b></p> <p><b>Use a Written and/or Visual text such as an Advertisement</b></p> <ul style="list-style-type: none"> <li>Skimming</li> <li>Scanning</li> <li>Intensive reading</li> <li>Make inferences (characters, setting, milieu, message)</li> <li>Infer meaning of unfamiliar words by word attack skills</li> <li>Manipulative language</li> <li>Formal/informal language</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p><b>Read a Literary text such as a novel</b></p> <ul style="list-style-type: none"> <li>Focus on the key features of a literary text: such as characterization, plot, conflict, background, setting, narrator, theme</li> </ul> <p><b>Reading process:</b></p> <ul style="list-style-type: none"> <li>Pre-reading (Introduce text)</li> <li>During reading (features of text)</li> <li>Post-reading (answer questions, compare, contrast, evaluate)</li> </ul>	<p><b>Write a Transactional text: Create an Advertisement / Poster (Select one)</b></p> <ul style="list-style-type: none"> <li>Requirements of format</li> <li>Purpose, target group and context</li> <li>Word choice and sentences construction</li> <li>Visual elements such as font types and size, headings, symbols, colour</li> <li>Manipulating/persuasive language</li> </ul> <p><b>Follow the Writing Process:</b></p> <ul style="list-style-type: none"> <li>Planning</li> <li>Drafting</li> <li>Revision</li> <li>Editing</li> <li>Proof-reading and presenting:</li> </ul>	<p><b>Word level:</b> Proper nouns, gender, plural, singular</p> <p>Adjectives: demonstrative, relative</p> <p><b>Sentence level:</b> direct and indirect speech, simple and compound sentences</p> <p><b>Word meaning:</b> synonyms, antonyms, literal and figurative meaning</p> <p><b>Punctuation and spelling:</b> colon; semi- colon</p> <p>Dictionary use encouraged</p>
<p><b>FORMAL ASSESSMENT TASK 1 ORAL:</b></p> <ul style="list-style-type: none"> <li>Reading aloud (20 marks)</li> </ul> <p><b>Start the process during Term 1 to ensure that all learners are assessed by the end of Term 2)</b></p>				

SKILLS	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
Week 5-6	<p><b>Listening and Speaking strategies:</b></p> <p><b>Prepared/Unprepared speaking on how to follow Instructions or Procedures</b></p> <ul style="list-style-type: none"> <li>• Focus on the choice of wording &amp; expression</li> <li>• Use of tone, pace and intonation</li> <li>• Use of cues during presentation</li> <li>• Use of appropriate body language</li> </ul>	<p><b>Reading/Viewing for comprehension:</b></p> <p><b>Read an Instructional text like a recipe / direction, etc.</b></p> <ul style="list-style-type: none"> <li>• Skimming</li> <li>• Scanning</li> <li>• Intensive reading</li> <li>• Make inferences</li> </ul> <p><b>Follow the Reading Process</b></p>	<p><b>A shorter transactional text:</b></p> <p><b>Write an Instructional text such as how to use a tool or an instrument, prepare food, repair faults, etc.</b></p> <ul style="list-style-type: none"> <li>• Use appropriate format, style</li> <li>• Focus on a target audience with purpose and context</li> <li>• Paragraph cohesion</li> <li>• Use suitable word choice and sentence structure</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul>	<p><b>Word level:</b> Adverbs; Preposition – of time, place and movement Adjectives: numerical</p> <p><b>Sentence level:</b> active and passive voice</p> <p><b>Word meaning:</b> idioms and proverbs</p> <p><b>Punctuation:</b> hyphen; apostrophe Dictionary use encouraged</p>
Week 6	<p><b>FORMAL ASSESSMENT TASK 4:</b></p> <ul style="list-style-type: none"> <li>• Transactional writing: (2 short or 1 long: 10 marks)</li> </ul> <p><b>Written before the controlled test</b></p>			

SKILLS	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
Week 7-8	<p><b>Listening and Speaking strategies:</b></p> <p><b>Investigation</b></p> <ul style="list-style-type: none"> <li>Learners are presented with a situation, often a problem or an incident, to which they have to respond by assuming a particular role individually</li> <li>The enactment may be unrehearsed, or the learner may be briefed in the particular role to be played</li> <li>Use clear objective language</li> <li>Clearly enunciated ideas showing awareness of audience and purpose</li> </ul>	<p><b>Reading/Viewing for comprehension:</b></p> <p><b>Read a literary text: Drama/Novel</b></p> <ul style="list-style-type: none"> <li>Key features of literature text: such as character, characterization, plot, conflict, background, setting, narrator, theme</li> </ul> <p><b>Reading process:</b></p> <ul style="list-style-type: none"> <li>Pre-reading</li> <li>During reading (features of text)</li> <li>Post-reading (answer questions, compare, contrast, evaluate)</li> </ul>	<p><b>Write a Drama review (Apply paragraph conventions: 100-120 words):</b></p> <ul style="list-style-type: none"> <li>Reflect an individual's response to a work drama.</li> <li>Evaluate or provide 'critique' to the drama presented</li> <li>Various reviewers may respond differently to the same drama</li> </ul> <p>Give relevant facts, for example, the name of the producer/artist, the title of the drama, the name of the production company, etc.</p> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>Planning</li> <li>Drafting</li> <li>Revision</li> <li>Editing, Proof-reading and presenting</li> </ul>	<p><b>Word level:</b> Transitive and intransitive verbs</p> <p><b>Sentence level:</b> Passive; present progressive; direct and reported speech</p> <p><b>Word meaning:</b> synonyms, antonyms, literal, figurative</p> <p><b>Punctuation:</b> colon; quotation marks; question marks; comma; full stop</p> <p>Dictionary use encouraged</p>
Week 9-10	<p><b>FORMAL ASSESSMENT TASK 5: CONTROLLED TEST RESPONSE TO TEXTS (60 MARKS)</b></p> <ul style="list-style-type: none"> <li><b>Question 1: Literary / non-literary text (20 marks)</b></li> <li><b>Question 2: Visual text (10 marks)</b></li> <li><b>Question 3: Summary (10 marks)</b></li> <li><b>Question 4: Language structures and Conventions (20 marks)</b></li> </ul>			
<b>FORMATIVE ASSESSMENT ACTIVITIES</b>				
	<p><b>Listening and Speaking activities</b></p> <ul style="list-style-type: none"> <li>Variety of Listening and Speaking activities</li> <li>Listening and Speaking activities that comply with the Covid-19 conditions</li> </ul>	<p><b>Reading and Viewing activities</b></p> <ul style="list-style-type: none"> <li>Reading Process</li> <li>Reading aloud activities</li> <li>Reading Comprehension activities</li> <li>Literature activities based on the three prescribed genres for the semester</li> </ul>	<p><b>Writing and Presenting activities</b></p> <ul style="list-style-type: none"> <li>Writing Process</li> <li>Paragraphing</li> <li>Transactional Texts</li> <li>Essay</li> <li>Creative Writing</li> </ul>	<p><b>Language Structures and Conventions activities</b></p> <ul style="list-style-type: none"> <li>Variety of Language Structures and Convention activities</li> </ul>



**GRADE 7 ENG FAL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 2**

**FORMAL ASSESSMENT TASK 1 ORAL:**

- Reading aloud (20 marks)

Start the process during Term 1 to ensure that all learners are assessed by the end of Term 2)

**FORMAL ASSESSMENT TASK 4:**

- Transactional writing: (2 short or 1 long: 10 marks)

Written before the controlled test

**FORMAL ASSESSMENT TASK 5: CONTROLLED TEST  
RESPONSE TO TEXTS (60 MARKS)**

- Question 1: Literary / non-literary text (20 marks)
- Question 2: Visual text (10 marks)
- Question 3: Summary (10 marks)
- Question 4: Language structures and Conventions (20 marks)

**GRADE 7 TERM 3**

Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
<p><b>Week 1-2</b></p>	<p><b>Listening and speaking strategies</b></p> <p><b>Listening comprehension on how to fill in a form /questionnaire</b></p> <ul style="list-style-type: none"> <li>• Practice listening process</li> <li>• Take notes</li> <li>• Answer questions</li> </ul> <p><b>Different forms of oral communication on the use of a questionnaire</b></p> <ul style="list-style-type: none"> <li>• Choose a topic</li> <li>• Share ideas</li> <li>• Take turns and listen attentively</li> <li>• Fill gaps</li> <li>• Use discourse markers to sustain discussion</li> </ul>	<p><b>Read a text on the importance of a questionnaire and how to fill it in</b></p> <ul style="list-style-type: none"> <li>• Information required</li> <li>• Language use</li> <li>• Signature</li> </ul> <p><b>Reading/viewing for comprehension</b></p> <ul style="list-style-type: none"> <li>• Skimming</li> <li>• Scanning</li> <li>• Summarize</li> <li>• Visualization</li> <li>• make inferences</li> <li>• meaning of words</li> </ul>	<p><b>Transactional texts such as filling in of questionnaires, or forms:</b></p> <ul style="list-style-type: none"> <li>• Follow instructions</li> <li>• Provide correct information to the prompt</li> <li>• Use appropriate language</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul>	<p><b>Word level:</b> common nouns, collective nouns; collective; <u>adverbs</u> of manner and time; adjectives</p> <p><b>Sentence level:</b> noun clauses; adjectival and adverbial clauses; compound and complex sentences</p> <p><b>Word meaning:</b> synonyms, antonyms, homonyms</p> <p><b>Punctuation:</b> question marks; ellipsis; capitalization; hyphen</p> <p><b>Abbreviations</b> – initialism, acronym, clipped, truncation</p>

SKILLS	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
Week 3-4	<p><b>Listening and speaking strategies</b></p> <p><b>listen to drama</b></p> <ul style="list-style-type: none"> <li>• Compile questionnaire</li> <li>• Observe conventions</li> <li>• use appropriate language</li> <li>• Take notes</li> <li>• Report findings</li> <li>•</li> </ul> <p><b>Follow the listening process:</b></p> <p><b>Pre-listening</b> introduces learners to the listening situation.</p> <p><b>During listening</b> – questioning, recognizing, matching, note-taking, interpreting</p> <p><b>Post-listening</b> follows up on the listening experience; Learners ask questions; talk about what the speaker said, etc. Summarize the presentation orally; Draw conclusions</p>	<p><b>Literary text like youth drama/radio drama</b></p> <ul style="list-style-type: none"> <li>• Key features of literature text: such as character, characterization, plot, conflict, background, setting, narrator, theme</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Key features of poem</li> <li>• internal structure of a poem, figures of speech/imagery, rhyme, rhythm</li> <li>• external structure of a poem, lines, stanzas, typography</li> <li>• figurative meaning</li> <li>• mood</li> <li>• theme and message</li> </ul> <p><b>Reading process:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate)</li> </ul>	<p><b>Longer texts e.g. dialogue/ written interview</b></p> <ul style="list-style-type: none"> <li>• Requirements of format, style</li> <li>• Target audience purpose and context</li> <li>• Word choice</li> <li>• Appropriate language use</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul>	<p><b>Word level:</b></p> <p>proper nouns, singular and plural Adjectives: comparative, superlative</p> <p><b>Sentence level:</b></p> <p>complex with relative clauses; direct and indirect speech.</p> <p><b>Word meaning:</b></p> <p>roots of words</p> <p><b>Punctuation:</b></p> <p>colon; quotation marks; comma; full stop; apostrophe; question mark</p>
<p><b>FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT</b></p> <p><b>Stage 1: Research (Learners do research on their project)</b></p> <p><b>(20 marks)</b></p>				

SKILLS	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
Week 5-6	<p><b>L</b>istening and speaking strategies different forms of oral communication</p> <ul style="list-style-type: none"> <li>• Good opening/introduction</li> <li>• use of tone, pace and intonation</li> <li>• Language use</li> <li>• Appropriate body language</li> <li>• Good conclusion</li> </ul> <p><b>L</b>istening comprehension (written text/ TV news presentation)</p> <ul style="list-style-type: none"> <li>• Explain listening process</li> <li>• Take notes</li> <li>• Answer questions</li> </ul> <p><b>Follow the listening process:</b></p> <p><b>Pre-listening</b> introduces learners to the listening situation.</p> <p><b>During listening</b> – questioning, recognizing, matching, note-taking, interpreting</p> <p><b>Post-listening</b> follows up on the listening experience. Learners ask questions; talk about what the speaker said, etc.</p> <ul style="list-style-type: none"> <li>• Summarize the presentation orally</li> <li>• Draw conclusions</li> </ul>	<p><b>R</b>ead text on how to write a notice/ agenda and minutes</p> <ul style="list-style-type: none"> <li>• Language use</li> <li>• Format</li> <li>• Role execution</li> </ul> <p><b>Reading process:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions. compare, contrast, evaluate)</li> </ul> <p><b>Reading/viewing for comprehension written/visual text/graphs</b></p> <ul style="list-style-type: none"> <li>• Skimming for main ideas</li> <li>• Scanning for supporting details</li> <li>• making predictions</li> <li>• Inferring the meaning of unfamiliar words and images</li> <li>• main and supporting ideas</li> <li>• Own opinion</li> </ul>	<p><b>L</b>onger transactional texts e.g. notice/agenda and minutes</p> <ul style="list-style-type: none"> <li>• Identify target audience and purpose of writing;</li> <li>• Decide on style, view- point &amp; format of writing;</li> <li>• Word choice and language structures</li> </ul> <p><b>Focus on process writing</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul>	<p><b>Word level:</b> Pronouns: personal, demonstrative, possessive.</p> <p><b>Sentence level:</b> simple present tense, simple past tense; direct and reported speech; active and passive voice;</p> <p><b>Word meaning:</b> Verbal extensions (derivatives)</p> <p><b>Punctuation:</b> apostrophe; capitalization; comma; full stop; colon</p>
Week 6	<p><b>FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT</b>  <b>Stage 2: Writing (Learners engage in the write-up of their project)</b>  <b>(30 marks)</b></p> <ul style="list-style-type: none"> <li>• <b>Planning/pre-writing of the creative writing project</b></li> <li>• <b>Drafting</b></li> <li>• <b>Revising</b></li> <li>• <b>Editing</b></li> <li>• <b>Proofreading</b></li> <li>• <b>Presenting</b></li> </ul>			

SKILLS	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
Week 7-8	<p><b>Listening and speaking strategies</b></p> <p><b>L</b>istens to and discusses current news based on newspapers and magazine articles</p> <ul style="list-style-type: none"> <li>• Use of manipulative/emotive/persuasive language</li> <li>• Use of cues</li> <li>• Adherence to conventions</li> <li>• Appropriate body language</li> <li>• Attention-grabbing introduction and a strong conclusion</li> <li>• Purpose, target group and context</li> </ul> <p><b>Prepared/unprepared reading a newspaper article aloud</b></p> <ul style="list-style-type: none"> <li>• Use of tone, pace and intonation</li> <li>• Observing punctuation marks for good effect</li> <li>• Appropriate body language</li> </ul>	<p><b>Reading/viewing for information (use text such as newspaper articles/ magazine articles/written speeches</b></p> <ul style="list-style-type: none"> <li>• Skimming for main ideas</li> <li>• Scanning for supporting details</li> <li>• Making predictions</li> <li>• Facts and opinions</li> <li>• View point of author</li> <li>• Inferring the meaning of unfamiliar words and images</li> <li>• Formal/informal language</li> <li>• Direct/implied meaning</li> </ul> <p>Figures of speech</p> <p><b>Write a comprehension test</b></p> <p><b>Follow the Reading Process:</b></p> <ul style="list-style-type: none"> <li>• <i>Pre-reading (Introduce text)</i></li> <li>• <i>During reading (features of text)</i></li> <li>• <i>Post-reading (answer questions, compare, contrast, evaluate)</i></li> </ul>	<p><b>Long/short transactional texts: Write a newspaper article</b></p> <ul style="list-style-type: none"> <li>• Requirements of format, style</li> <li>• Target audience purpose and context</li> <li>• Word choice and language structures</li> </ul> <p><b>Follow the Writing Process</b></p>	<p><b>Word level:</b> abstract nouns; concrete nouns Prepositions</p> <p>Adjectives: comparative, superlative</p> <p><b>Sentence level:</b></p> <p>Chronological (sequential) order; order of importance; description paragraph, persuasive and emotive language; bias and prejudice; stereotypes; rhetoric devices.</p> <p><b>Word meaning:</b> synonyms, antonyms, literal, figurative</p> <p><b>Punctuation:</b> quotation marks; exclamation marks; comma; full stop; question marks; ellipsis</p>
<p><b>FORMAL ASSESSMENT TASK 7</b></p> <p><b>CREATIVE WRITING PROJECT</b></p> <p><b>Stage 3: Oral presentation (Learners do the Oral presentation of their project)</b></p> <p><b>(20 marks)</b></p> <ul style="list-style-type: none"> <li>• <b>Uses appropriate structure: introduction, body and conclusion</b></li> <li>• <b>Presents central idea and supporting details</b></li> <li>• <b>Shows evidence of research/ investigation</b></li> <li>• <b>Uses appropriate body language and presentation skills, e.g. makes eye contact, volume</b></li> <li>• <b>Participates in a discussion</b></li> <li>• <b>Gives constructive feedback</b></li> <li>• <b>Maintains discussion</b></li> <li>• <b>Shows sensitivity to the rights and feelings of others</b></li> </ul> <p><b>Commence with the oral task in term 3 and conclude in term 4 when the mark will be recorded.</b></p>				

SKILLS	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
Week 9-10	<p><b>L</b>istening and speaking strategies</p> <p><b>L</b>istening comprehension based on giving directions</p> <ul style="list-style-type: none"> <li>Practice listening process</li> <li>Take notes</li> <li>Write answers</li> </ul> <p><b>D</b>ifferent forms of oral communication e.g. giving directions instructions/</p> <ul style="list-style-type: none"> <li>use of appropriate language</li> <li>Short effective sentences</li> <li>Detail</li> </ul>	<p><b>L</b>iterary text like youth novel/short stories/drama/radio drama</p> <ul style="list-style-type: none"> <li>Key features of literature text: such as character, characterization, plot, conflict, background, setting, narrator, theme</li> </ul> <p><b>R</b>eading process:</p> <ul style="list-style-type: none"> <li>Pre-reading (Introduce text)</li> <li>during reading (features of text)</li> <li>Post-reading (answer questions, compare, contrast, evaluate)</li> </ul>	<p><b>W</b>rite a narrative/descriptive essay</p> <ul style="list-style-type: none"> <li>Requirements of format, style, point of view</li> <li>Target audience purpose and context</li> <li>Word choice and language structures</li> </ul> <p><b>F</b>ocus on process writing</p> <ul style="list-style-type: none"> <li>Planning</li> <li>Drafting</li> <li>Revision</li> <li>Editing</li> </ul> <p>Proof-reading and presenting</p> <p><b>W</b>rite a narrative/descriptive essay</p>	<p><b>W</b>ord level: complex nouns</p> <p>Pronouns – personal, relative, reflexive Articles – definite, indefinite, article less Adjectives: comparative, superlative</p> <p><b>S</b>entence level: subject and predicate, subject verb agreement, evaluation paragraph simple sentences, statements, simple past tense; simple present tense</p> <p><b>W</b>ord meaning: synonyms, antonyms, literal, figurative</p> <p><b>P</b>unctuation: full stop; comma; colon, semi colon</p>
<p><b>FORMAL ASSESSMENT TASK 8</b></p> <p><b>RESPONSE TO LITERATURE (30 MARKS)</b></p> <ul style="list-style-type: none"> <li>Poem (10 marks)</li> <li>Drama (10 marks)</li> <li>Short Stories (10 marks)</li> </ul>				
<p align="center"><b>FORMATIVE ASSESSMENT ACTIVITIES</b></p>				
	<p><b>L</b>istening and Speaking activities</p> <ul style="list-style-type: none"> <li>Variety of Listening and Speaking activities</li> </ul> <p><b>L</b>istening and Speaking activities that comply with the Covid-19 conditions</p>	<p><b>R</b>eading and Viewing activities</p> <ul style="list-style-type: none"> <li>Reading Process</li> <li>Reading aloud activities</li> <li>Reading Comprehension activities</li> </ul> <p><b>L</b>iterature activities based on the three prescribed genres for the semester</p>	<p><b>W</b>riting and Presenting activities</p> <ul style="list-style-type: none"> <li>Writing Process</li> <li>Paragraphing</li> <li>Transactional Texts</li> <li>Essay</li> </ul> <p><b>C</b>reative Writing</p>	<p><b>L</b>anguage Structures and Conventions activities</p> <p><b>V</b>ariety of Language Structures and Convention activities</p>

**GRADE 7 ENG FAL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 3**

**FORMAL ASSESSMENT TASK 6:  
CREATIVE WRITING PROJECT**

- Research & write-up of the project (20 + 30 = 50 marks)

**FORMAL ASSESSMENT TASK 7  
CREATIVE WRITING PROJECT**

- Oral presentation of the project (20 marks)

Commence with the oral task in term 3 and conclude in term 4 when the mark will be recorded.

**FORMAL ASSESSMENT TASK 8  
RESPONSE TO LITERATURE  
(30 ARKS)**

- Poem (10 marks)
- Drama (10 marks)
- Short Stories (10 marks)

**GRADE 7 TERM 4**

Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
<p><b>Week 1-2</b></p>	<p><b>Listening and speaking strategies</b></p> <p><b>Unprepared speech</b> Introducing a speaker;/vote of thanks/Telling a story</p> <ul style="list-style-type: none"> <li>• Choose appropriate topic</li> <li>• Organize information coherent</li> <li>• Identify vocabulary, language structures,</li> <li>• Effective introduction and ending</li> </ul> <p>Features and conventions (public speaking techniques, structure.)</p> <p><b>Reading aloud</b></p> <ul style="list-style-type: none"> <li>• Use of tone, pace and intonation</li> <li>• Observing punctuation marks for good effect</li> <li>• Appropriate body language</li> </ul>	<p><b>Literary text like youth novel/short stories/drama</b></p> <ul style="list-style-type: none"> <li>• Key features of literature text: such as character, characterization, plot, conflict, background, setting, narrator, theme</li> </ul> <p><b>Reading/viewing for comprehension (use written and visual text)</b></p> <ul style="list-style-type: none"> <li>• Skimming for main ideas</li> <li>• Scanning for supporting details</li> <li>• making predictions</li> <li>• Inferring the meaning of unfamiliar words and images</li> <li>• main and supporting ideas</li> <li>• Fact and opinion</li> <li>• Inferences and conclusions</li> <li>• Own opinion</li> </ul> <p><b>Follow the Reading Process:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate)</li> </ul>	<p><b>Long/short transactional text e.g- giving directions</b></p> <ul style="list-style-type: none"> <li>• Requirements of format, style</li> <li>• Target audience, purpose and context</li> <li>• Word choice and language structures</li> </ul> <p><b>Follow the Writing Process:</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul>	<p><b>Word level:</b> complex nouns; Adjectives: comparative, superlative; Prepositions – simple (one word), compound (two word), complex (three and more word) prepositions</p> <p><b>Sentence level:</b> simple sentences; compound sentences; complex sentences; adverbial and adjectival clauses;</p> <p><b>Word meaning:</b> synonyms; antonyms; literal; contextual; figurative; adjectives; adverbs;</p> <p><b>Punctuation:</b> semicolon; inverted commas; full stop; apostrophe</p>



SKILLS	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
Week 3-4	<p><b>Listening and speaking strategies</b></p> <p><b>Listening comprehension (written text/ TV news presentation)</b></p> <ul style="list-style-type: none"> <li>• Explain listening process</li> <li>• Take notes</li> <li>• Write answers</li> </ul> <p><b>Different forms of oral communication</b></p> <p><b>Discuss use of e-mail/posters/diary entries/flyers</b></p> <ul style="list-style-type: none"> <li>• Features and conventions</li> <li>• Planning, researching, organizing and presenting</li> <li>• Summarize the presentation orally</li> </ul>	<p><b>Read a text with a diary/e-mail/flyers</b></p> <ul style="list-style-type: none"> <li>• The format</li> <li>• Language use</li> <li>• Target audience</li> </ul> <p><b>Poetry/ Folklore</b></p> <ul style="list-style-type: none"> <li>• Key features of poem</li> <li>• internal structure of a poem, figures of speech/imagery, rhyme, rhythm</li> <li>• external structure of a poem, lines, stanzas, typography</li> <li>• figurative meaning</li> <li>• mood</li> <li>• theme and message</li> </ul> <p><b>Follow the Reading Process:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• During reading (features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate)</li> </ul>	<p><b>Long/shorter transactional texts e.g.: e-mail, posters/diary entries/flyers.</b></p> <ul style="list-style-type: none"> <li>• Requirements of format, style, point of view</li> <li>• Target audience purpose and context</li> <li>• Word choice, Sentence structure, lengths and types</li> </ul> <p><b>Produce one of above-mentioned texts</b></p> <p><b>Follow the Writing Process:</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul>	<p><b>Word level:</b></p> <p>pronouns – interrogative, demonstrative, indefinite nouns - collective nouns; finite verbs,</p> <p>Adjectives: comparative, superlative</p> <p>Prefixes, suffixes and roots.</p> <p><b>Sentence level:</b> direct speech; questions and prompts; subject-verb agreement; abbreviated statements; rhetoric questions</p> <p><b>Word meaning:</b> antonyms; literal; figurative; contextual</p> <p><b>Punctuation:</b> quotation marks; question marks; comma; exclamation marks; font</p>
<p><b>FORMAL ASSESSMENT TASK 7</b></p> <p><b>ORAL: (20 marks)</b></p> <ul style="list-style-type: none"> <li>• Oral presentation of the project</li> </ul> <p>Teachers start to administer this task during term 3 to ensure that all learners are assessed by the end of term 4</p>				

Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
Week 5-6	<p><b>Listening and speaking strategies</b></p> <p><b>Listening comprehension</b></p> <ul style="list-style-type: none"> <li>• Explain listening process</li> <li>• Take notes</li> <li>• Answer questions</li> </ul> <p><b>Prepared speech</b></p> <ul style="list-style-type: none"> <li>• Use of tone, pace and intonation</li> <li>• Use of manipulative/emotive/persuasive language</li> <li>• Use of cues</li> <li>• Adherence to conventions</li> <li>• Appropriate body language</li> <li>• Attention-grabbing introduction and a strong conclusion</li> <li>• Purpose, target group and context</li> </ul>	<p><b>Read literary text like youth novel/ short stories/drama/folklore</b></p> <ul style="list-style-type: none"> <li>• Key features of literature text: such as character, characterization, plot, conflict, background, setting, narrator, theme</li> </ul> <p><b>Poetry: Prescribed Poems</b></p> <ul style="list-style-type: none"> <li>• Key features of poem</li> <li>• internal structure of a poem, figures of speech/imagery, rhyme, rhythm</li> <li>• External structure of a poem, lines, stanzas, typography</li> <li>• Figurative meaning</li> <li>• Mood</li> <li>• Theme and message</li> </ul> <p><b>Analysis of a poem:</b></p> <ul style="list-style-type: none"> <li>• Lines, words, stanzas, link, refrain, typography, punctuation.</li> <li>• Meaning: implicit and explicit</li> </ul>	<p><b>Revision and preparation for examination</b></p> <p><b>Essays</b></p> <p><b>Preparation stage:</b></p> <ul style="list-style-type: none"> <li>• Requirements of format, style, point of view</li> <li>• Target audience purpose and context</li> <li>• Word choice</li> </ul> <p><b>Follow the Writing Process:</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proof-reading and presenting</li> </ul>	<p><b>Word level:</b></p> <p>auxiliary verbs; finite verbs, Adjectives: comparative, superlative</p> <p><b>Sentence level:</b> bias; stereotypes; prejudice; emotive and manipulative statements; rhetoric questions;</p> <p><b>Word meaning:</b> synonyms, antonyms, Contextual</p> <p><b>Punctuation:</b> full stop; comma; exclamation marks; question marks</p>
<p><b>FORMAL ASSESSMENT TASK 9: WRITING</b></p> <ul style="list-style-type: none"> <li>• Transactional writing: (2 short or 1 long: 10 marks) Written before the controlled test</li> </ul>				

Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Conventions
Week 7-8	<b>Revision and preparation for examination</b> <b>Speaking:</b> <ul style="list-style-type: none"> <li>Prepared speech// conversation</li> <li>Prepared reading</li> <li>Unprepared reading</li> </ul> <b>Listening</b> <ul style="list-style-type: none"> <li>Listening comprehension</li> </ul>	<b>Revision and preparation for examination</b> <b>Reading</b> <ul style="list-style-type: none"> <li>Prepared reading</li> <li>Reading comprehension</li> <li>Summary</li> <li>Literature: <ul style="list-style-type: none"> <li>Novel/short stories/folklore</li> <li>Drama/film study</li> <li>Poems</li> </ul> </li> </ul>	<b>Revision and preparation for examination</b> <b>Writing:</b> <ul style="list-style-type: none"> <li>Transactional texts</li> <li>Essay</li> </ul>	<b>Word level work:</b> collective pronouns; reflexive pronouns; stem. <b>Sentence level:</b> simple, compound and complex sentences; statements; subject-verb agreement; question forms; negation <b>Word meaning:</b> synonyms, antonyms, literal, figurative <b>Punctuation</b>
Week 9 - 10	<b>FORMAL ASSESSMENT TASK 10: CONTROLLED TEST RESPONSE TO TEXTS (60 MARKS)</b> <ul style="list-style-type: none"> <li>Question 1: Literary / non-literary text (20 marks)</li> <li>Question 2: Visual text (10 marks)</li> <li>Question 3: Summary (10 marks)</li> <li>Question 4: Language structures and Conventions (20 marks)</li> </ul>			
<b>FORMATIVE ASSESSMENT ACTIVITIES</b>				
	<b>Listening and Speaking activities</b> <ul style="list-style-type: none"> <li>Variety of Listening and Speaking activities</li> </ul> <b>Listening and Speaking activities that comply with the Covid-19 conditions</b>	<b>Reading and Viewing activities</b> <ul style="list-style-type: none"> <li>Reading Process</li> <li>Reading aloud activities</li> <li>Reading Comprehension activities</li> </ul> <b>Literature activities based on the three prescribed genres for the semester</b>	<b>Writing and Presenting activities</b> <ul style="list-style-type: none"> <li>Writing Process</li> <li>Paragraphing</li> <li>Transactional Texts</li> <li>Essay</li> </ul> <b>Creative Writing</b>	<b>Language Structures and Conventions activities</b> <b>Variety of Language Structures and Convention activities</b>
<b>GRADE 7 ENG FAL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 4</b>				
	<b>FORMAL ASSESSMENT TASK 7 ORAL: (20 marks)</b> <ul style="list-style-type: none"> <li>Oral presentation of the project</li> </ul> <b>Teachers start to administer this task during term 3 to ensure that all learners are assessed by the end of term 4</b>	<b>FORMAL ASSESSMENT TASK 9: WRITING</b> <ul style="list-style-type: none"> <li>Transactional writing: (2 short or 1 long: 10 marks)</li> </ul> <b>Written before the controlled test</b>	<b>FORMAL ASSESSMENT TASK 10: CONTROLLED TEST RESPONSE TO TEXTS (60 MARKS)</b> <ul style="list-style-type: none"> <li>Question 1: Literary / non-literary text (20 marks)</li> <li>Question 2: Visual text (10 marks)</li> <li>Question 3: Summary (10 marks)</li> <li>Question 4: Language structures and Conventions (20 marks)</li> </ul>	